



LEADERSHIP COMMUNICATION ASSESSMENT REPORT

PREPARED FOR
UNIVERSITY OF WASHINGTON TACOMA

AUGUST 20, 2020 FINAL

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INTRODUCTION

The University of Washington Tacoma, seeking to improve the effectiveness of its efforts to communicate with internal constituents, issued a request for proposals from communication consultants. UW Tacoma selected JayRay in September 2019.

The goals of the engagement are to:

- Document and evaluate current practices for proactively generating shared leadership communications
- Develop general understanding of communication needs of faculty, staff and students
- Determine the effectiveness of existing practices to frame and effectively deliver messages
- Provide recommendations on the most efficient steps UW Tacoma can take to improve messages generated by leadership and the extent to which they are heard by faculty, staff and students

“We need to create messages that everyone buys into, that are accurate and consistent.”

—Chancellor Mark Pagano

INTRODUCTION, cont.

JayRay’s work was overseen by the Office of Advancement and was a follow-on to the consultant’s engagement to facilitate a discussion about communication effectiveness at the chancellor’s leadership retreat in August 2019.

The consultant used the following sources of data in the evaluation:

- In-person interviews with 25 representatives across the campus community
- Observation of 5 select campus meetings
- Analysis of select campus written communications
- Discussion with the team responsible for marketing and communications within the Office of Advancement
- Analysis of 343 survey responses from faculty, staff and students

The focus of this project was primarily on communicating with senior staff and faculty. The potential for a follow-on analysis of student communication was under discussion at the time of this report.

ASSESSMENT OVERVIEW

As on many college campuses, communication at University of Washington Tacoma is complex with many stakeholders, channels and sources. Communication at UW Tacoma is further complicated by the lack of an overarching communication strategy, standard processes and controls.

Campus leaders at the Chancellor's retreat in August 2019 took an important step by articulating guiding principles for leadership communication. We recommend building on that foundation by moving from the current communication practices (see the "From" column below) to more effective practices ("To" column).

FROM		TO
Inconsistent message content shared by senior leaders	→	Consistent message content shared consistently by senior leaders
Episodic leadership communication	→	Leadership communication at regular, frequent intervals
Primarily top-down, leader-focused communication practice	→	Two-way, stakeholder-focused communication practice
Reliance primarily on one-to-many formal communication channels	→	Balance of intimate and group as well as formal and informal communication
Uneven practice among campus leaders of sharing leadership messages with their groups	→	Reliable and uniform practice of leaders sharing leadership messages with their groups
News and information most often shared one time via email	→	News and information posted online for easy on-demand access in addition to initial distribution
Growing and confusing array of campus communication channels, some of limited use to stakeholders	→	A limited suite of actively managed official communication channels optimized to be useful to specific stakeholder groups
Unclear process and accountability for communication with specific stakeholder groups	→	Clear standard process and accountability for communication optimized by stakeholder groups
Emails sent to mailboxes flooded with irrelevant and unwelcome messages	→	Significantly reduced email volume increasing the usefulness of email as a channel for leadership communication
Stakeholders unaware or dissatisfied with feedback opportunities and response to feedback	→	Clearly defined and publicized feedback opportunities and timely response

FINDINGS



COMMUNICATION PRIORITIES

1. *Leadership communication is important*

Campus leaders expressed their desire to generate and share leadership messages with campus stakeholders. The chancellor framed it this way: “We need to create messages that everyone buys into, that are accurate and consistent; not just what people want to hear. They need to be consistent, clear and repeated.”

Stakeholders across campus feel leadership communication is important, too, based on responses to the online communication survey. When asked to rate the importance of communication about strategic plans, policies and issues related to overall campus priorities, a significant majority rated it as somewhat or very important.

Q: Please rate the **importance of communication** about strategic direction and plans, policies and issues related to overall campus priorities.

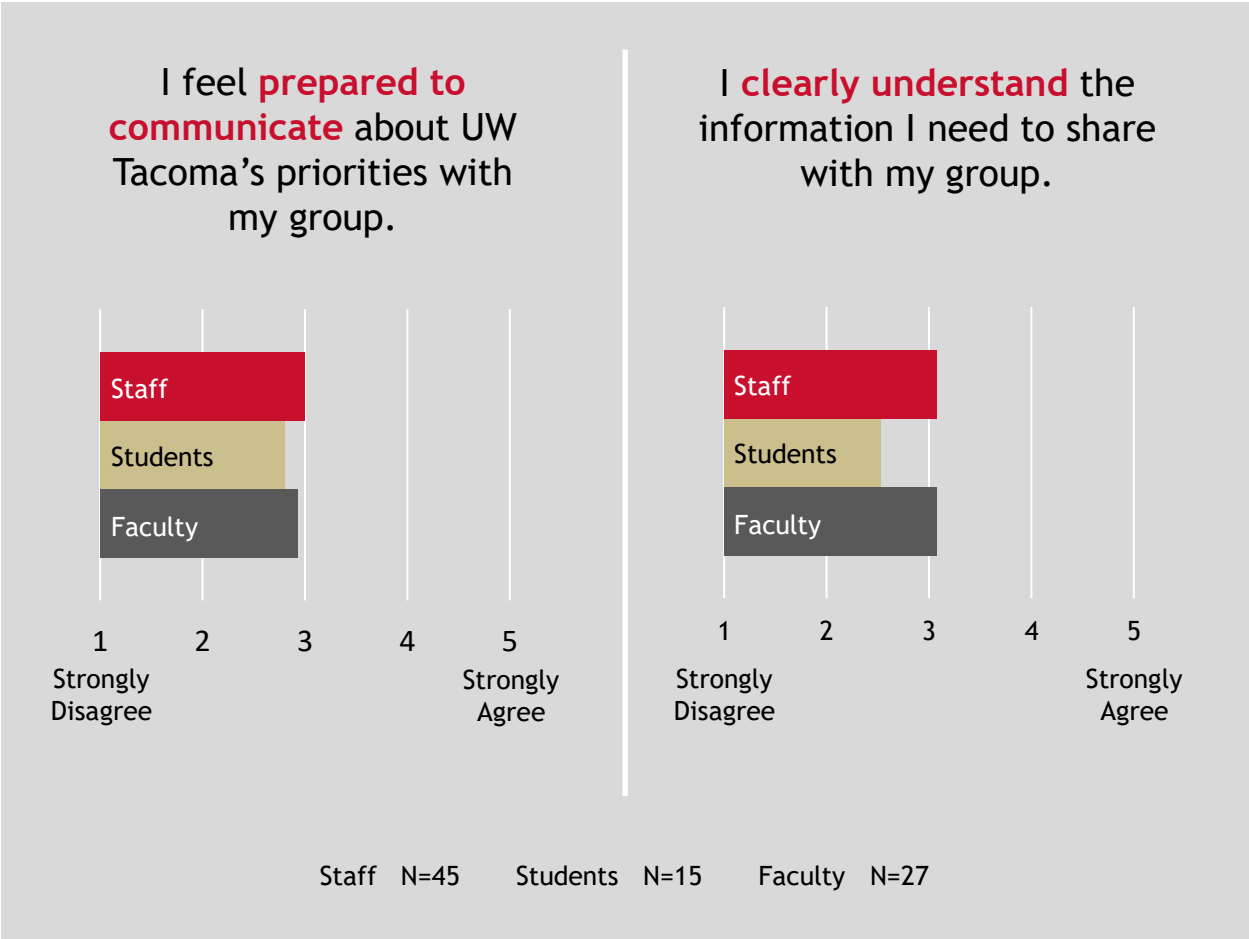
Percentage who responded “somewhat important” or “very important”:

Faculty	88%	N=66
Students	76%	N=80
Staff	91%	N=40

COMMUNICATION PRIORITIES

1. Leadership communication is important

Of the survey respondents who self-identified as having a role in which they take responsibility for communicating with a group on campus, many indicated that they are not well equipped to do so.



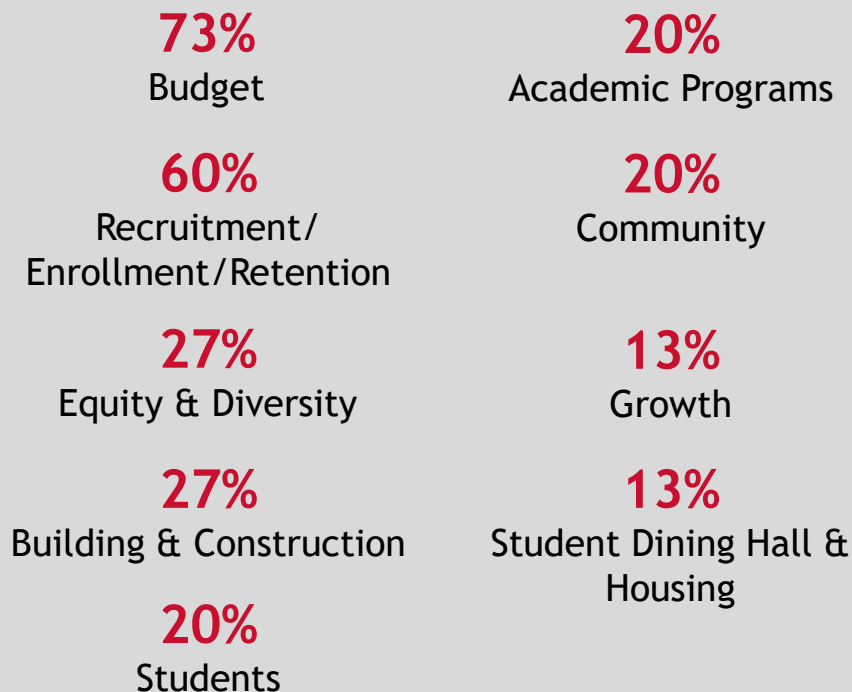
COMMUNICATION PRIORITIES

2. *Budget is identified as the first campus priority*

To learn if campus leaders have a common view of the leadership priorities, we asked them in the interviews what they see as leadership's top priorities for the year. By far, the most frequent answer was budget (73% of the responses). Recruitment, enrollment or retention, or some combination (60%) was second.

One leader called the budget "the pain point that shapes everything else." Though leaders agree that the budget is the top priority, how they talked about it varied considerably. Some struggled. One called it the "budget crisis" adding "I don't know what it is driven by."

Q: What are the overall leadership priorities for campus for the coming year? (of 15 interviewed)



Also mentioned once each:

- Communications with all employees
- Stabilize leadership, limit turnover
- Defining our identity
- Strategic plan refresh
- Rethink the financial and admin models

COMMUNICATION PRIORITIES

3. *Leaders seek inspiration*

A number of leaders shared that it was a busy and stressful time. Several mentioned a desire for leadership messaging to be uplifting to balance the heavy messages.

Be inspiring, hopeful: what are we excited about? We're in this together.
—*Cabinet member*

People want to be led by something bigger than themselves.
—*Cabinet member*

Focus on inspiring, giving hope. Get people excited and give them a charge. Empower the team to talk about the work they are doing.
—*Cabinet member*

The leaders became animated as they talked about students during their interviews. Leaders don't see this passion reflected in most campus formal communications.

There is an opportunity to communicate the love of students, of education; we need to hear more about what our values are.
—*Cabinet member*

I'm motivated by the opportunity to transform students' lives, the lives of generations, offering social mobility.
—*Dean/director*

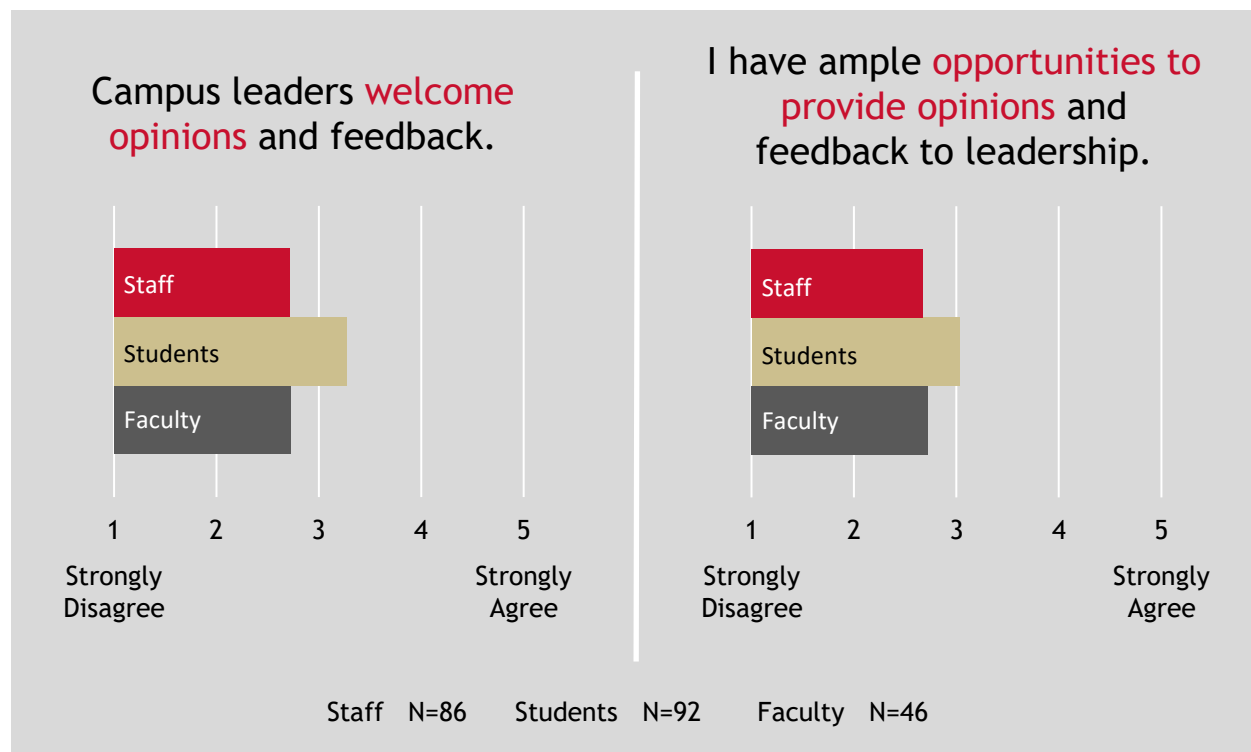
Leadership deeply cares about students; we need to reflect on what we care about.
—*Dean/director*

COMMUNICATION PRIORITIES

4. People want to be heard

In the interviews and on the survey, campus stakeholders indicated that there is opportunity for more input and feedback opportunities and evidence that input and feedback are valued and influential.

- People only speak up when they will be heard.
Faculty and staff feel there is no point in it.
—Faculty
- Listening sessions are an opportunity.
I would love more of them.
—Dean/director
- I'm not seeing feedback opportunities. Town halls are not designed to explore topics.
—Dean/director
- Feedback can be met with anger. Raising a problem is sometimes confused with being a problem.
—Dean/director
- Listen more, talk less. —Dean/director



COMMUNICATION PRACTICES

1. Shared messages are helpful

Some leaders who were interviewed feel equipped to communicate about campus priorities. Others do not. Several mentioned that recent efforts to develop and share common standard messages were helpful. The first of the messages is about the budget.

- I found Josh's messages helpful and have used them.
—*Cabinet member*
- Our work on shared messages has been effective in prompting the conversation. The messages have been used, though there is room for improvement.
—*Cabinet member*
- The team is still trying to find its messages. We need a shared vision.
—*Cabinet member*

Some suggested that simpler and fewer messages would be easier to recall, making them even more useful.

Some leaders interviewed did not embrace the messages. The reason is unclear. It may be that they disagreed with the substance of the messages or perhaps they resisted the expectation that they comply.

The leaders made suggestions for how to develop and use messages more effectively:

- Adopt the practice of answering: What do we need to communicate this week?
—*Cabinet member*
- Come out with weekly message. Get vice chancellors on the same page.
—*Faculty*
- Send leadership notes centrally that can be forwarded to faculty and staff.
—*Dean/director*

COMMUNICATION PRACTICES

2. Town Halls are improving

Town Halls are an important forum for leadership communication. Leaders noted their value and suggested ways to make them more effective.


- The January Town Hall was the best yet; no PowerPoint; more relaxed and engaging.
—*Dean/director*
- Town Halls are comprehensive and concise.
—*Faculty*
- Town Halls, sometimes good, sometimes too long; not always focused on what people want to learn; message not always clear.
—*Cabinet member*
- Town Halls: need to work on crispness, more preparation.
—*Faculty*
- A town hall is an inappropriate forum for pushing details and hard-to-track slides. It's overwhelming.
—*Cabinet member*
- Plan Town Halls based on "what do I want people to walk out of the room thinking?"
—*Cabinet member*



COMMUNICATION PRACTICES

3. *Email—and UWTLLine in particular—is overwhelming*

Everyone is unhappy with the volume and often the content of email communication on campus. UWTLLine is seen as a major annoyance that contributes to clutter, inhibiting effective communication.



To

Cc

! High Importance

Subject Email is overwhelming

Interview and survey participants readily shared their thoughts about email. Here's a sample of their comments:

- There are so many emails, but where is the bandwidth?
—Dean/director
- Why do we use UWTLLine? It reinforces bad communication. It needs an owner with controls and rules.
—Cabinet member
- Instead of UWTLLine, have one digest: "In this issue you will find" with links to stories.
—Faculty
- Students are drowning in noise. One student reported 40 emails in a single day; they can't filter or unsubscribe to them.
—Staff

Despite the frustrations with email, most accept that email will continue to be a mainstay for communicating broadly on campus. In some instances, email is seen as quite effective.

- Emails have improved dramatically in content and style.
—Dean/director
- Jill now provides a written report and promptly emails it to deans and directors to pass on.
—Faculty

COMMUNICATION PRACTICES

4. *Meetings could be used more effectively*

While in-person communication methods were generally rated high, several people had suggestions for improving meetings.

- Improve cabinet meetings. Don't allow the same people to talk all the time; use meetings for decision making; take minutes.

—*Cabinet member*

- Clarify decision rights: for consultation, collaboration or decision?

—*Dean/director*

- In the past, executive committee meetings ended with summary of content and Lauren created talking points about what to communicate; points were sent out to equip members; faculty reps were expected to report up.

—*Faculty*

Don't allow the same people to talk all the time. Use meetings for decision making.

—*Cabinet member*

5. *Use multiple communication channels*

The leaders interviewed suggest that important messages should be disseminated in multiple ways.

- Reinforce messages consistently through multiple channels.

—*Cabinet member*

- Create a cadence of leadership communications using the Chancellor Line and tie it to the Town Hall.

—*Cabinet member*

- Use a mix of physical and electronic; go where people already are.

—*Student*

- Create selective, purposeful, effective messages to campus shared by email, on the website front page (otherwise it's hearsay). Summarize the "5 things you need to know."

—*Faculty*

COMMUNICATION PRACTICES

6. *Put key communications where they can be easily referenced*

A number of people mentioned a desire for a reliable and centralized source of on-demand news and information to improve accuracy, consistency and efficiency of communication and increase participation.

- Putting minutes and decisions in writing sets me up to succeed and avoids misunderstandings later.

—*Dean/director*

- Put policies online to make it easy.

—*Dean/director*

- There is no centralized platform to learn what is happening on campus.

—*Student*

- We need a "source of truth" or shared archive.

—*Cabinet member*

- I didn't get the announcement of the Town Hall; it was only on UWTLline.

—*Dean/director*

COMMUNICATION PRACTICES

7. *Create opportunities for more in-person and informal interaction with the Chancellor*

Some caution against relying overly on one-way, formal messages. The following suggestions for the chancellor may also apply to other campus leaders.

- The chancellor would benefit from meeting informally to build trust and personal relationships; his heart is in the right place; it's a lot of work but it's huge. In the end people will appreciate it and it will build trust.

—Dean/director

- Make yourself seen in the coffee line.

—Cabinet member

- Show up to events and talk to students — “Top Dawgs with Hot Dogs.”

—Student



COMMUNICATION PRACTICES

8. *Office of the Chancellor needs dedicated support*

Leaders identified that Mark and Jill in particular do not have sufficient professional support to communicate as effectively as desired—regularly, strategically and professionally.

Related to this, some mentioned the need for a chief of staff for the chancellor.

Mark should have a chief of staff and regular (rather than episodic) communication support.

—*Cabinet member*

The chancellor should have a chief of staff who provides communication support.

—*Cabinet member*

We need internal communication support within the Office of the Chancellor.

—*Cabinet member*

COMMUNICATION PRACTICES

9. *Leaders made additional suggestions*

Respondents suggested a number of opportunities for leadership communication to be more effective and efficient:

- Be clear; if you confuse, we won't trust.
—Faculty
- Help people understand priorities and what it means to them.
Answer "what do I need to do differently?"
—Cabinet member
- Say "I need your help, here are the ways you can help"; create a sense of ownership.
—Faculty
- We need leadership communication training.
—Cabinet member
- Remember that not everyone is part of the inner group.
—Dean/director
- When faculty or students raise an issue about a racist practice asking for help, be timely in responding.
—Dean/director

OBSERVATIONS



OBSERVATIONS

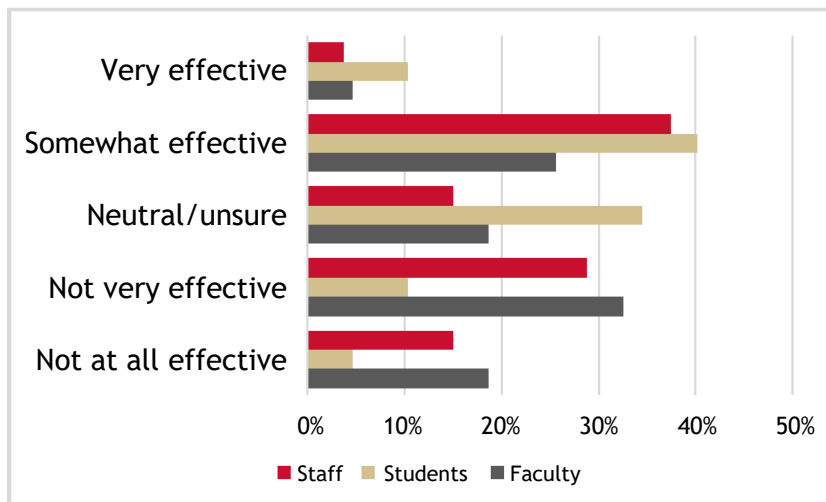
■ Opinions varied

What works for some people, does not work well for others. The interviews as well as the surveys show considerable variation in ratings of leadership communication effectiveness. Still, there is opportunity to improve the effectiveness of leadership communication.

Q: Please rate the overall **effectiveness of leadership communication on campus**.

Percentage who responded “somewhat effective” or “very effective”:

Faculty	30%	N=80
Students	51%	N=87
Staff	41%	N=43



OBSERVATIONS

- **Shared purpose is unclear**

The leaders interviewed and those answering the survey did not articulate a clear, compelling shared purpose.

“Students” was mentioned most frequently, mentioned as a question as well as a statement. Though “access” is at the center of the values compass, it was rarely mentioned.

Communications that reflect a shared purpose and values are more relevant and impactful.

- **Leaders deliver messages inconsistently**

In-person exchanges, whether 1:1 or in groups, are how many people prefer to receive messages, yet leaders are not consistently conveying messages in those settings.

Some say they don’t feel equipped. Others don’t agree with the message content or presentation. And for others, the expectation and responsibility that they share messages is not clear.



OBSERVATIONS

- **Inspiring stories are not enough**

While there is a yearning among many to be inspired, it would be wise to guard against fueling cynicism by over-relying on storytelling. Cynicism will grow if people feel like they are being sold when what is most pressing to them goes unaddressed.

You won't get credit for an amazing student achievement story if you haven't attended to the listener's need to be acknowledged and for information that is accurate, clear, consistent, timely and relevant.

- **Listening is critical**

The desire to be heard is clear. For some this is the desire to be acknowledged. Others want to have influence.

When these desires are frustrated, negative attitudes and behavior come out. It is best to be recognized as one who seeks to understand, rather than be the person who devotes too much time to being understood.

Most effective ways to communicate

In order of impact

1

Decisions and
behaviors

2

Rewards
and
recognition

3

Informal
networks

4

Formal
networks

RECOMMENDATIONS



RECOMMENDATIONS

Immediate opportunities

▪ Continue messaging work

- Reflect the compelling purpose of the campus in your messaging.
- Develop and adopt a set of succinct topline messages that remain unchanged for a quarter or more at a time. Keep them to a vital few—no more than five. Add simple supporting messages.
- Share these official campus messages with leaders, setting the expectation that leaders will use the messages.
 - Reinforce that expectation.
 - Model using them.
 - Send a brief SurveyMonkey questionnaire to ask leaders if they used the messages, if they felt equipped to share the messages and what could be better next time.
- Post the messages online in a shared workspace where all leaders can quickly access the official, current language.
- Develop a reliable cadence of leadership messages across channels.

Choose & share up to

5

**succinct topline
messages per quarter**

RECOMMENDATIONS

Immediate opportunities

- **Develop a reliable cadence of leadership messages and feedback across channels**

For example:

- Develop a regular communication cadence tied to **Town Halls** with content carefully planned around what you want the campus to take away from the event.
- Preview the content with AC/VC leaders.
- Tease the content in event **invitations** and announce that half the time will be **Q&A**.
- Build the agenda, choose the presenters and develop the **presentation** (with limited or no slides) around the desired takeaways.
- Start the presentation with an authentic student story to connect to UW Tacoma's purpose.
- Practice the presentation with an audience.
- Send a **Chancellor Line email** with a summary of the presentation and Q&A the next day.
- Post the summary as a **Chancellor's blog** on Tacoma.uw.edu.
- Conduct 5 quick informal **feedback interviews** the day after.
- Meet with 2 or 3 trusted colleagues to **evaluate** the Town Hall within a week, answering "What should we do more of next time?," "What should we do less of?" and "What should we do differently?"
- Post the Town Hall **video** within five days, including any Q&As.

RECOMMENDATIONS

Additional priority efforts

▪ Tame the email beast

- Limit who has rights to send email to all on campus.
- Disable “reply all” for mass emails, if possible.
- Move toward a weekly curated all-campus e-newsletter that replaces UWTLne. Link to longer-form content.
- Create a standard approach for how leaders may access reliable email distribution lists and guidelines for using them.
- Provide tips on using email effectively.
- Monitor violations of the guidelines and address violations that burden rather than benefit email users.



RECOMMENDATIONS

Additional priority efforts

- **Use effective communication to help improve the student experience**
 - Assess student communication needs and preferences.
 - Evaluate campus needs in communicating with students.
 - Develop a comprehensive strategic communication plan for students, including:
 - A communication lead or governing group
 - A student advisory group
 - A limited but robust suite of communication channels (including possibly using Canva)
 - A content calendar
 - Feedback mechanisms
 - Communication protocols and accountabilities
 - A realistic staffing plan, including professional communication expertise
 - A dedicated budget
 - An evaluation approach



RECOMMENDATIONS

Additional priority efforts

- **Add a communication leader to the Office of the Chancellor**

- To manage the development and use of leadership messages.
- To provide counsel, coaching and training.
- To develop a strategic communication plan, including effectiveness metrics.
- Delegate power to the communication leader to coordinate messages and limit unnecessary messages.

Note: This role may be part of the Office of Advancement or the Office of the Chancellor, or have a dual reporting relationship. Whatever the structure, the leader will be most effective with regular and frequent consultation with the Chancellor and Executive Chancellor for Academic Affairs and have a clear focus on leadership communication.

- **Work with the staff association to enhance staff satisfaction**

- Meet with staff association leaders to understand their interests and needs, and what resources are available to them.
- Develop a plan together that might include coordinating access to a reliable all-campus staff email list, twice-a-year listening sessions with the Chancellor, and a protocol for addressing staff questions forwarded from the association.

RECOMMENDATIONS

Additional priority efforts

▪ **Develop a channel strategy**

- Rigorously evaluate each channel for effectiveness and cost efficiency.
- Establish a select suite of official channels and use them consistently.
- Analyze stakeholders matching a limited suite of channels that reaches each.
- Develop more robust feedback opportunities.
- Eliminate channels when warranted.
- Develop a strategy for developing official content (writing, graphic assets, video) across all key channels.
- Codify the role of the channel owner.
- Publicize to campus what they'll find where.

APPENDIX



Interview List

Kathleen Deakins, JayRay president, held 19 meetings to interview a total of 26 representatives of the campus community identified by the Office of Advancement. These include:

Bernard Anderson, Associate Vice Chancellor for Student Life
Anne Bartlett, Dean, School of Interdisciplinary Arts & Sciences
Anna Chatman, Executive Assistant to the Vice Chancellor for Student Affairs
Vincent Da, ASUWT President
Rachel Endo, Dean, School of Education
Amanda Figueroa, Director of Student Transitions
Sharon Fought, Director, School of Nursing & Healthcare Leadership
Chris Fuentes, Staff Association Chair
Sarah Hampson, Assistant Professor, Vice Chair, Faculty Assembly
Marian Harris, Professor, Faculty Assembly Chair
Mentha Hynes-Wilson, Vice Chancellor for Student Affairs
Linda Ishem, Senior Lecturer, Lecturers Council Chair
Raj Katti, Dean, School of Engineering & Technology
Josh Knudson, Vice Chancellor for Advancement
Joe Lawless, Assistant Chancellor for Strategy & Assessment
Marcie Lazzari, Professor Emerita, Interim Co-Director, Past Chair, Faculty Assembly
Altaf Merchant, Interim Dean, Milgard School of Business
Tye Minckler, Vice Chancellor for Finance & Administration
Ali Modarres, Director, School of Urban Studies and Assistant Chancellor for Community Partnerships
Lauren Montgomery, Senior Lecturer, Past Chair, Faculty Assembly
Mark Pagano, Chancellor
Patrick Pow, Vice Chancellor for Information Technology
Jill Purdy, Executive Vice Chancellor for Academic Affairs
James McShay, Assistant Chancellor for Equity & Inclusion
Karl Smith, Associate Vice Chancellor and Chief Admissions Officer
Ka Yee Yeung, Professor, Past Chair, Faculty Assembly

Meetings Observed

Kathleen attended select leadership meetings to observe how communication flows.

Executive Budget Council (Nov. 4, 2019)

Council of Deans & Directors (Dec. 12, 2019)

Chancellor's Town Hall (Nov. 11, 2019)

SIAS Faculty Discussion with the Chancellor (audio recording of Dec. 6, 2019 meeting)



Internal Communication Channel Audit

Prepared by John Burkhardt and Brian Anderson

December 20, 2019

Channel	Audience	Who manages	Notes
Web - Website (http://tacoma.uw.edu)	Internal, external, all audiences	Pyramid structure: superusers who can manage everything; unit-based administrators who are limited to content associated with their own unit.	Main navigation is partly audience-based, i.e. "Current Students," "Faculty & Staff" Home page is storytelling hub, with weekly feature stories and occasional additional news items. News page includes "UW Tacoma in the Media" section.
Web - Intranets	Faculty, staff	Unit-based	A few academic and business units manage their own intranets (i.e. Urban Studies, School of Engineering & Technology). Most are just glorified file storage centers. Some units are part of larger university-wide intranets (i.e. the UW Advancement Intranet). There is No campus-wide general-purpose intranet.
Web - event calendars (Trumba)	All, internal and external	Pyramid structure: superusers can manage everything, unit-based admins are limited to their own unit's calendar.	Vendor-provided university-wide service (Trumba). Access to "home page calendar" is restricted to Advancement Communication staff. Users can sign up for event reminders, emails about events. Admins can manage event registration using Trumba and communicate with registered guests via email.
Web - Dawgden	Anyone looking for information on registered student organizations.	Student Affairs	Vendor-provided platform that houses websites for registered student organizations.
Web - MyUW	Faculty, staff, students, alumni	Central UW IT	University-wide portal. Mainly a link aggregator, but many people use this as their gateway to class schedules, campus resources, etc. Provides capability for us to request custom messages be displayed to specific user groups (all UWT students, all UWT faculty, etc.)
Web - Canvas	Faculty, students	Central UW IT	University-wide learning management system. We have not explored whether there are opportunities to do mass communications with students via Canvas (email, web banners, push notifications).
Email - UWTLIne	Faculty, staff, student leaders	Campus HR adds and removes list recipients. List is unmoderated. Any list member can send to list.	Recipients can opt out (or can mark content as spam/clutter). In practice we have found few recipients opt out. Content ranges from important all-campus announcements to event promotions and niche interests.
Email - Chancellor's Line (legacy system)	Faculty, staff, students	Built in-house by IT; admins in Chancellor's office and in Advancement (communication staff). One-way communication tool: campus leadership to audiences.	Used for operational messages when important to override recipient opt-out status or to differentiate from UWTLIne clutter. (Limited HTML capability) Sends to one, two or all three audience groups, with no sub-lists possible.

Internal Communication Channel Audit

Channel	Audience	Who manages	Notes
Email - Chancellor's Line (Marketo Internal Instance)	Faculty, staff, students - can target sub-groups	University-wide vendor-provided platform; at UWT admin users limited to Advancement (communication staff). One-way communication tool: campus leadership to audiences.	Can override recipient opt-out status, full HTML capability. List flexibility: we can upload custom lists.
Email - UWTFacLine	Faculty	UWT Faculty Assembly administers. List is unmoderated: any list member can send to list.	If campus leaders are faculty members, they can receive and send to this list.
Email - UWTStaffLine	Staff	UWT Staff Association administers. List is unmoderated: any list member can send to the list.	
Email - Miscellaneous unit listservs	Depending on list, one or more of faculty, staff, student groups.	Unit-based	Examples include the UWT Advancement listserv, the Urban Studies faculty and staff listserv, etc. We are working on getting an exhaustive list of all these lists. Most are limited to faculty and staff. Graduate programs may have lists for their students, some grouped by cohort.
Email - Husky 411	Students (grad and undergrad)	Student Affairs	Once per week, one-way communication, used mainly for event promotion. Powered by vendor-provided DawgDen platform. (Or is it MailChimp?)
Email - Media Alerts	Selected campus leaders	Advancement Communications	These are occasional executive summaries of UW Tacoma media mentions.
Email - Issue Alerts	Selected campus leaders	Advancement Communications	These are occasional executive summaries of higher-ed hot-button issues that may have impact on UWT.
Email - Stewardship emailings	Faculty, staff, external	Advancement Communications	These are occasional emails amplifying recent feature stories. Audience varies with each one, tailored to subject matter of story, limited to UWT donors. To the extent that faculty and/or staff are donors, they may get these.

Internal Communication Channel Audit

Channel	Audience	Who manages	Notes
Social media Main properties on Facebook , Twitter , Instagram , YouTube , LinkedIn .	Faculty, staff, students, external	The central (“main”) channels are administered by Advancement communications staff. Unit-based channels are managed by their respective units.	There are upwards of 80-100 social media pages or groups. At the unit level, these are mostly specific academic units or degree programs, or student groups.
Digital - Podcast - Paw'd Defiance	Faculty, staff, students, external	The podcast is produced by Advancement Communications team.	
Campus - video screens	Anyone walking through campus buildings	Student Affairs	Most funded by student technology fee, therefore content is limited to that which pertains to students.
Campus - Posters/flyers	Anyone walking through campus buildings	Student Affairs	Some posting areas are unit-specific, some reserved for external community use. Most are non-unit-specific but only to promote campus activity.
Campus - Banners	Anyone walking through campus	Facilities Management	Locations include on railings/fences, across Grand Staircase.
Campus - Signage	Anyone walking through campus	Facilities Management	Mostly this is A-frame signs, typically used to direct guests to events. Can also include table tents.
Campus - University Y	Anyone using University Y facility, all students	Student Affairs/YMCA	Physical facility, staffed/managed by YMCA in partnership, has signage, etc. All UWT students are YMCA members; YMCA membership communication channels may be available (we have not explored this).
Print - The Ledger - advertising	Students, faculty, staff, external	Students	This is the campus student newspaper, with print, web and (limited) social media presence. UWT admin has no authority over or access to editorial content. UWT units can and do advertise in The Ledger.

Internal Communication Channel Audit

Channel	Audience	Who manages	Notes
Meeting - Town Hall	Public meeting, mainly attended by staff, campus leaders, some faculty.	Chancellor's office	Mainly used by Chancellor to update campus on his activities and campus-wide developments. Always video recorded and posted to campus YouTube "extended" channel. Followed by an emailed meeting summary.
Meetings - Faculty Assembly	Public meeting, mainly attended by elected faculty representatives	Faculty Assembly	Part of faculty shared governance process. Agenda-driven, parliamentary process. Not sure if these are video or audio recorded, but minutes are kept.
Meetings - Unit faculty meetings	Public meetings in principle, unit faculty and support staff. Smaller units might be surprised to have non-unit attendees.	Unit dean's office	Main face-to-face unit-based vehicle for communication from dean. Most are agenda-driven, parliamentary process. Not sure if they are audio or video recorded, but minutes are kept.
Meetings - seasonal campus all-call events	Typically faculty and/or staff	Varies	These range from the Spring Recognition Event to the holiday breakfast to ad hoc retirement gatherings.

Communication Principles

Chancellor's Retreat

August 2019

Hallmarks of UW Tacoma Internal Communications

Respectful, accessible and inclusive

Open, honest, direct

Mission-focused

Stakeholder-centered

Principles

1. Balance candor and directness with kindness.
2. Demonstrate respect for our stakeholders and their interests and perspectives by sharing messages relevant to them using channels that are accessible.
3. Explain the who and why of decisions, acknowledging that there may be differences in how our diverse stakeholders are impacted.
4. Use the authentic voice of the messenger in conveying official institutional messages.
5. Be open to inquiry and seek out feedback.
6. Boldly express our UW Tacoma vision, mission and values.
7. Communicate intentionally through informal networks as well as formal channels.
8. Be consistent in messaging across stakeholder groups and over time.
9. Be timely and proactive.
10. Agree on clear messages and share them quickly.
11. Before disseminating information widely, share it with those with an interest based on their role in the organization and with those who are directly affected.

LEADERSHIP COMMUNICATION ASSESSMENT SURVEY ANALYSIS

PREPARED FOR
UNIVERSITY OF WASHINGTON TACOMA

MARCH 10, 2020

SURVEY METHODOLOGY

Data collection period: January 29, 2020 - February 12, 2020

Data collection method: Online survey

Sampling method: Link sent campus-wide via email from the Office of Advancement January 29, with one reminder email sent February 4

Administration: By JayRay with respondents assured of the confidentiality of their answers

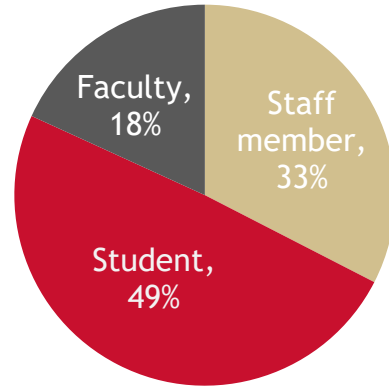
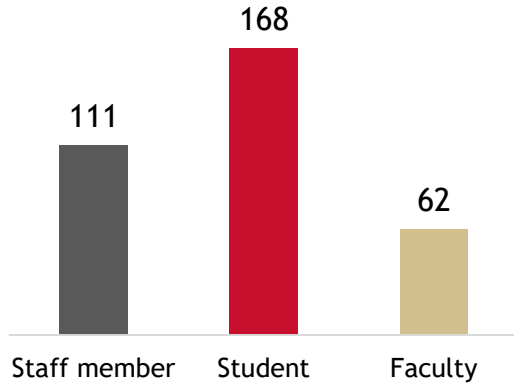
343

Responses

63%

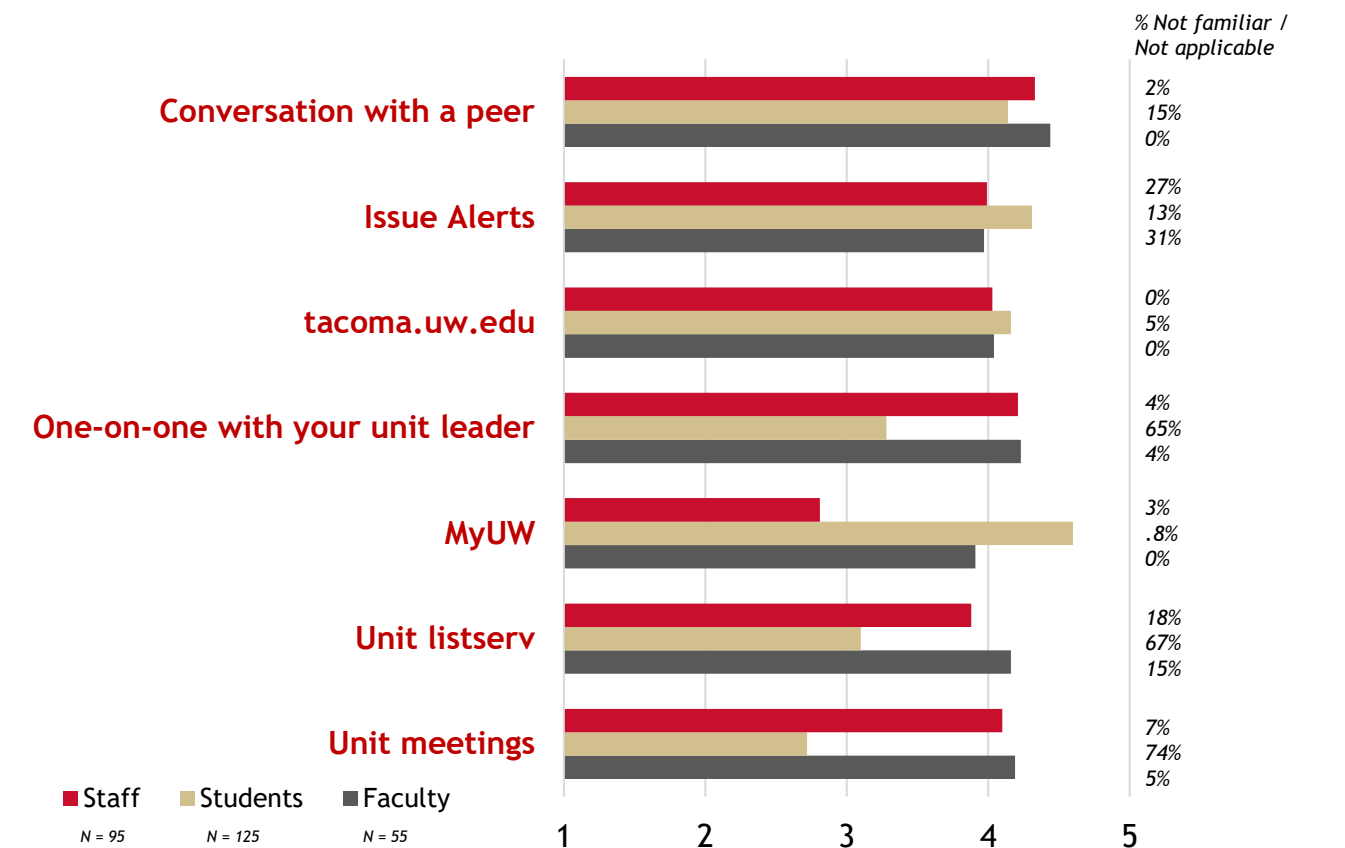
Completion Rate

Q1: What is your primary role on campus?

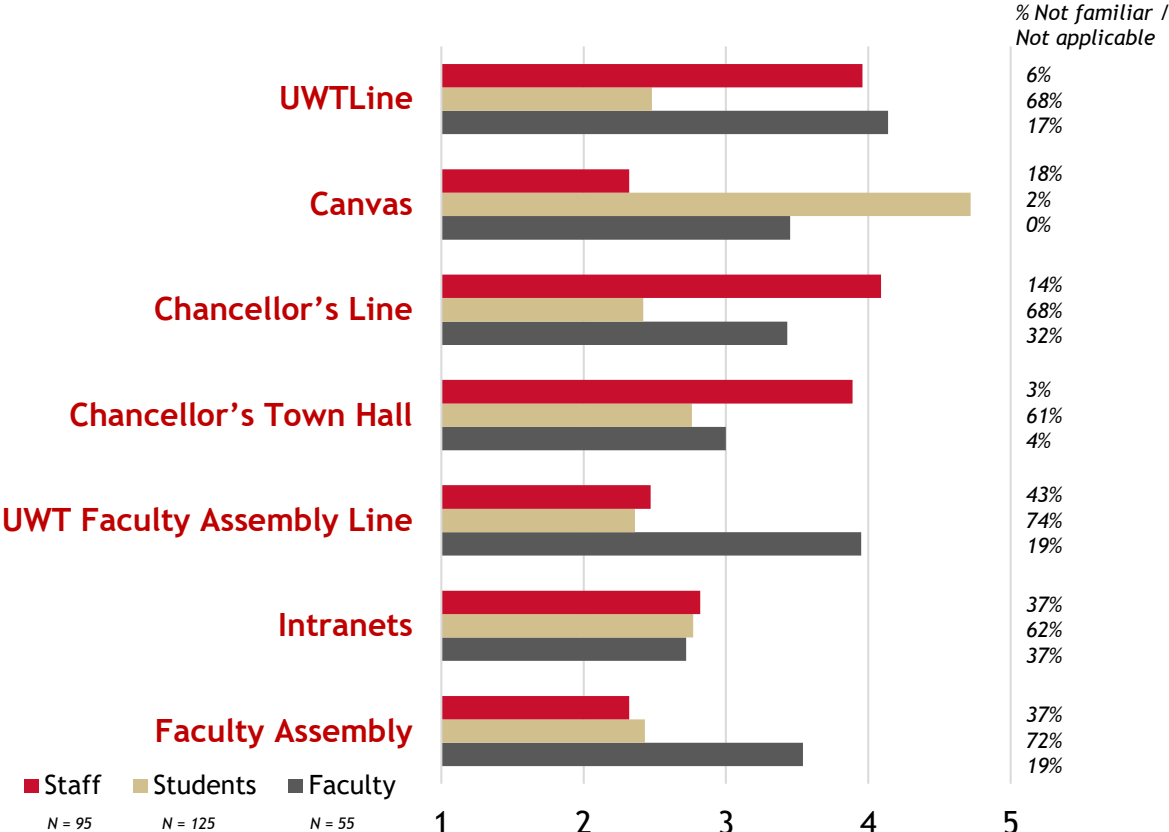


Answered: 341
Skipped: 2

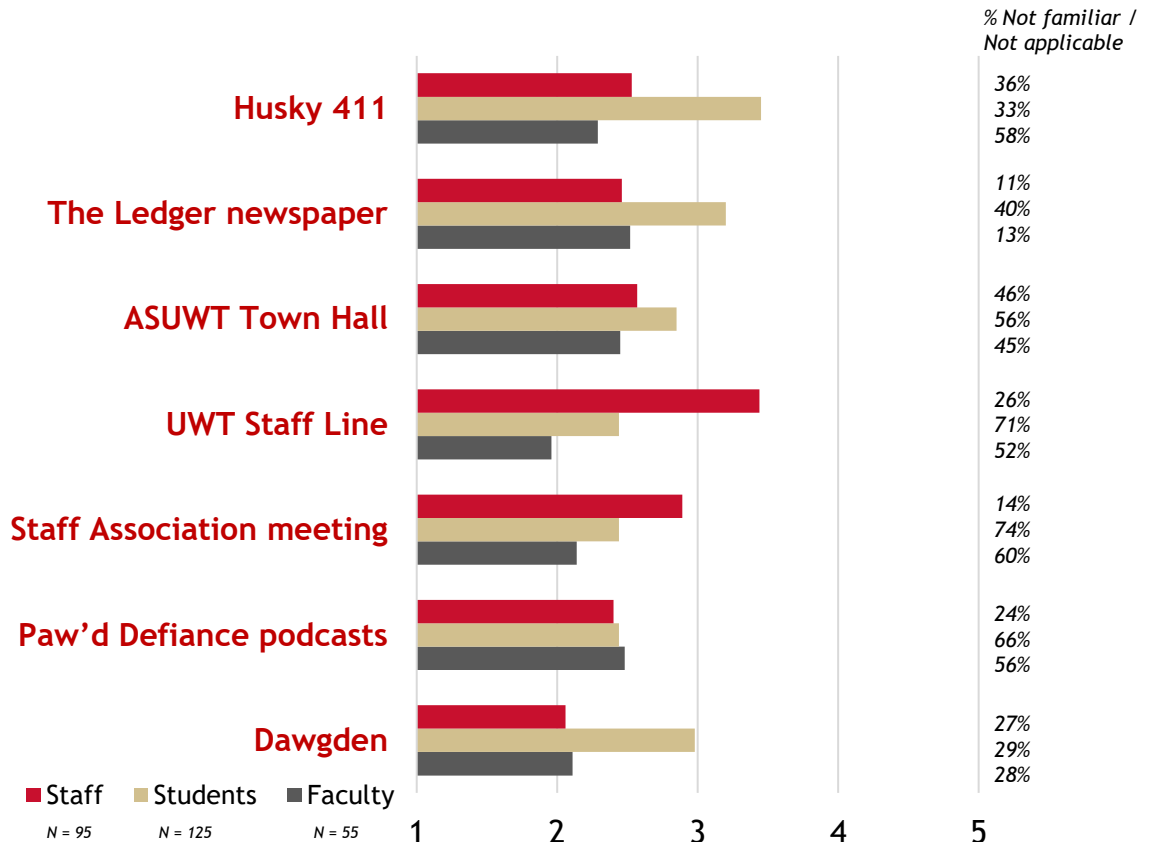
Q2 & Q3: For these electronic communication methods, please respond on a 1-to-5 scale, where 1 means “not at all useful” and 5 means “very useful.” Or, indicate if you are not familiar with the method.



Q2 & Q3: For these communication methods, please respond on a 1-to-5 scale, where 1 means “not at all useful” and 5 means “very useful.” Or, indicate if you are not familiar with the method.



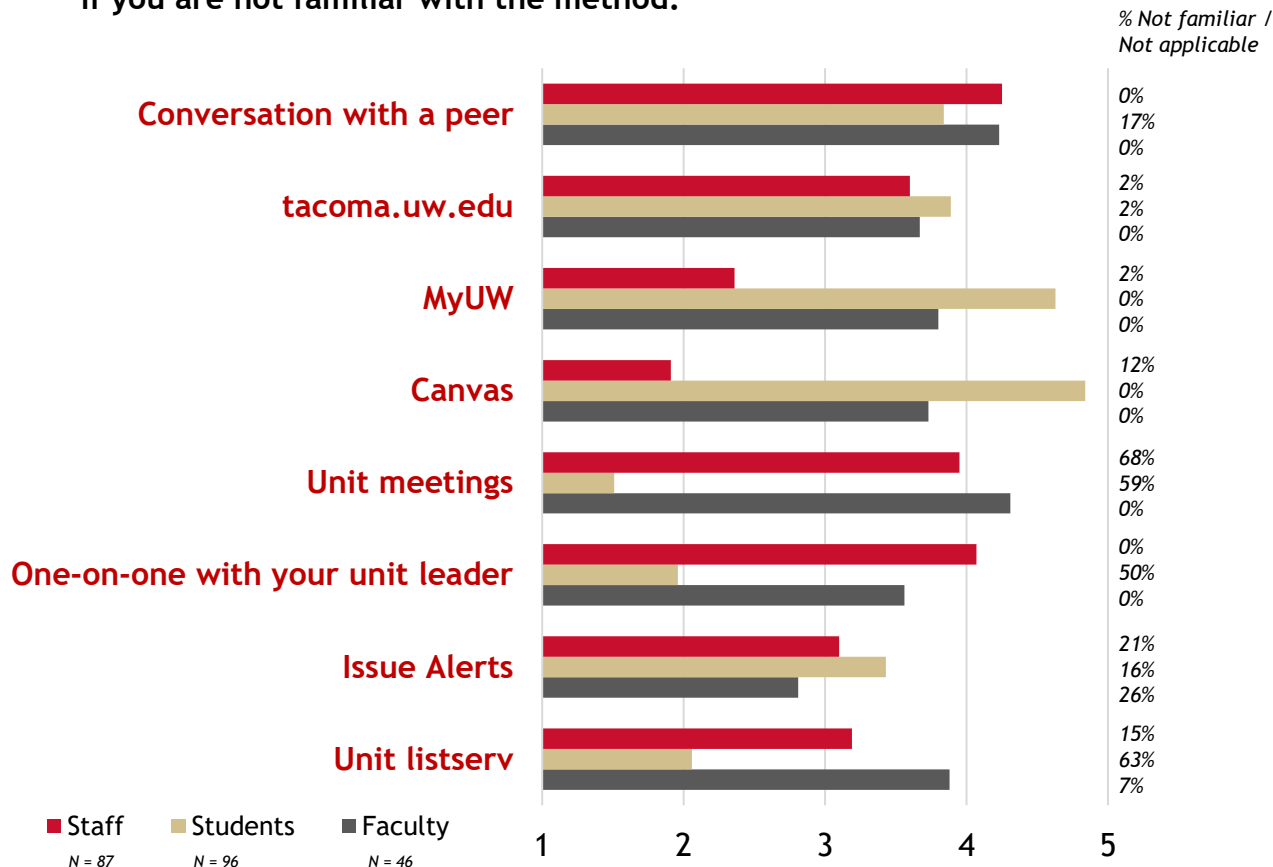
Q2 & Q3: For these communication methods, please respond on a 1-to-5 scale, where 1 means “not at all useful” and 5 means “very useful.” Or, indicate if you are not familiar with the method.



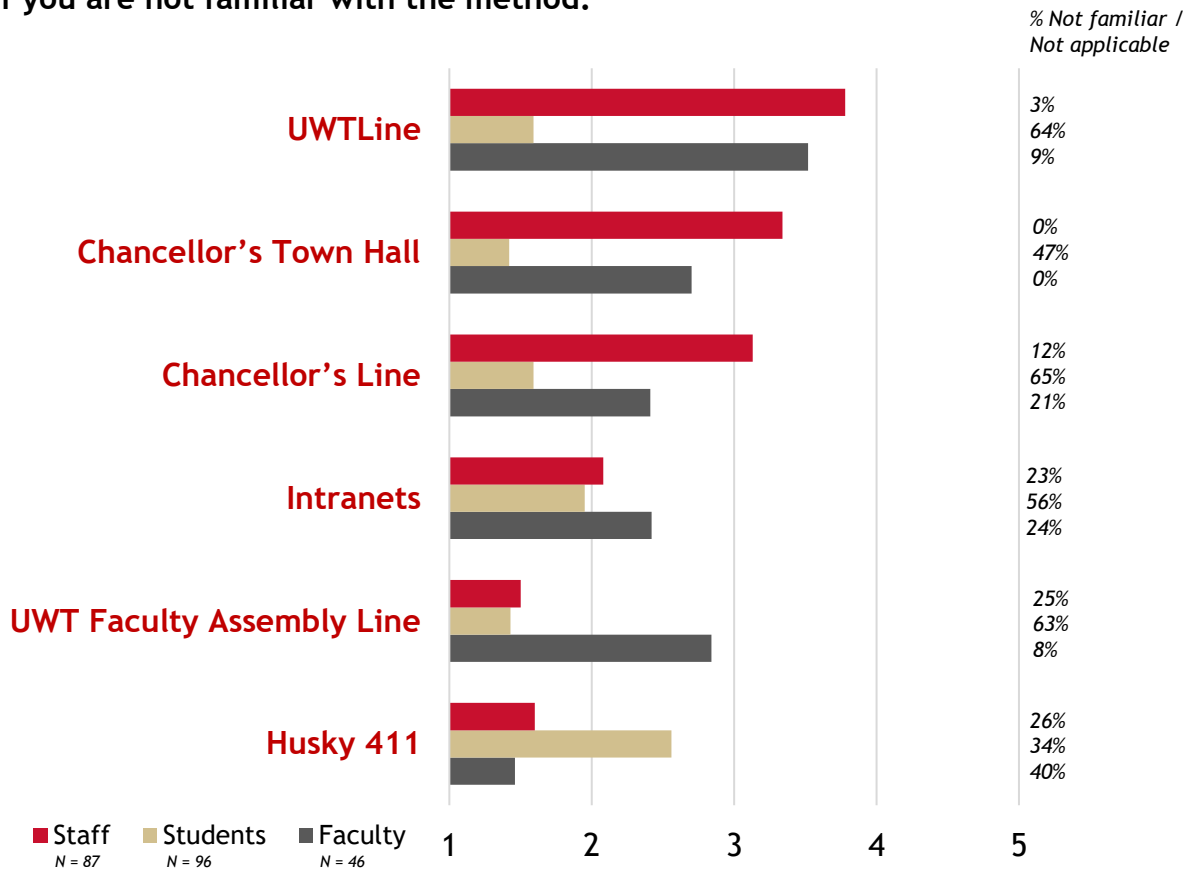
Q4: What communication method not listed above do you find somewhat or very useful?

- Messages from UW Administration at the Seattle campus such as President Cauce, the Provost or Graduate School Dean, etc. —*Staff*
- TV screen advertising on campus. —*Staff and Student mention*
- Text messages (7 mentions). —*Student*
- Professors and academic advisors (several mentions). —*Student*
- Instructor announcements in class. —*Student*
- Too many communication venues becomes overwhelming for me. —*Student*
- Walking and talking with leadership. —*Faculty*

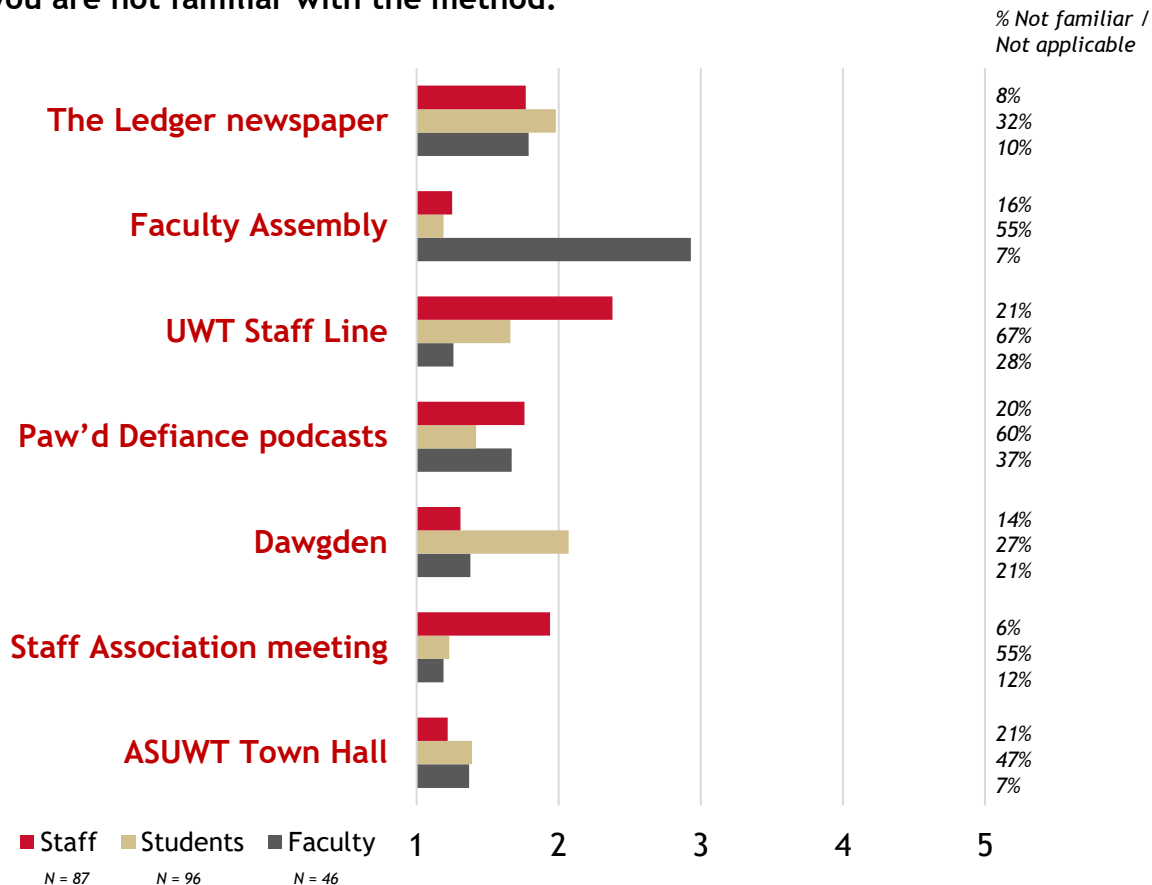
Q5 & Q6: For these communication methods, please respond on a 1-to-5 scale, where 1 means “never use” and 5 means “very often use.” Or, indicate if you are not familiar with the method.



Q5 & Q6: For these communication methods, please respond on a 1-to-5 scale, where 1 means “never use” and 5 means “very often use.” Or, indicate if you are not familiar with the method.



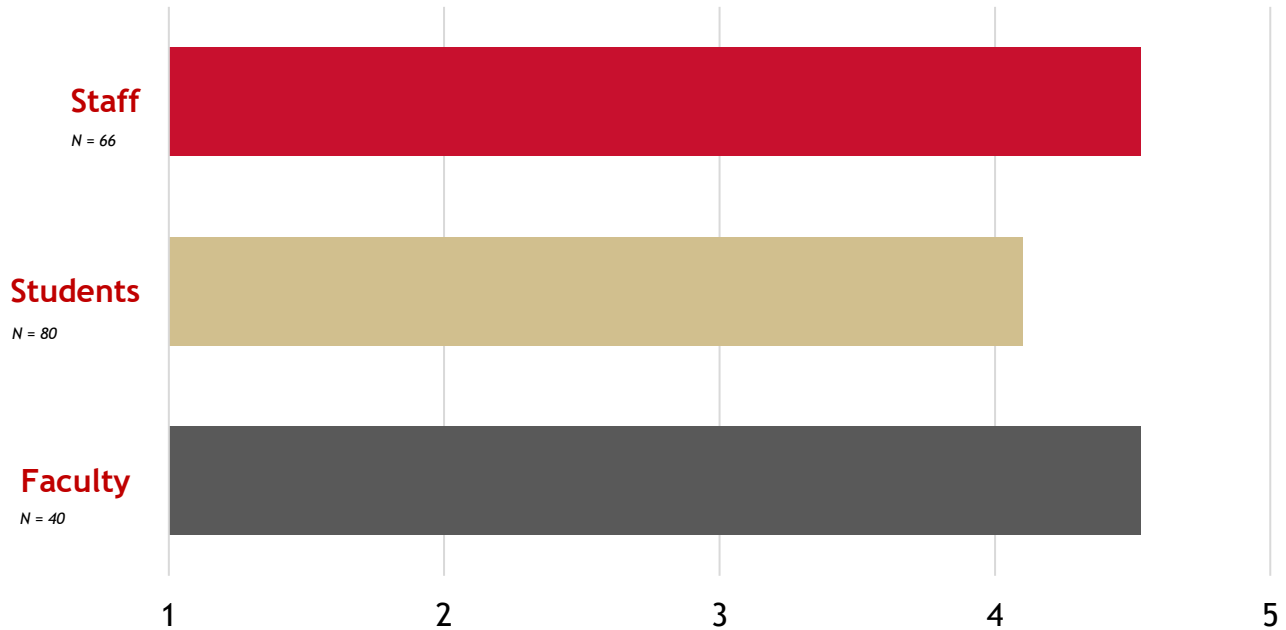
Q5 & Q6: For these communication methods, please respond on a 1-to-5 scale, where 1 means “never use” and 5 means “very often use.” Or, indicate if you are not familiar with the method.



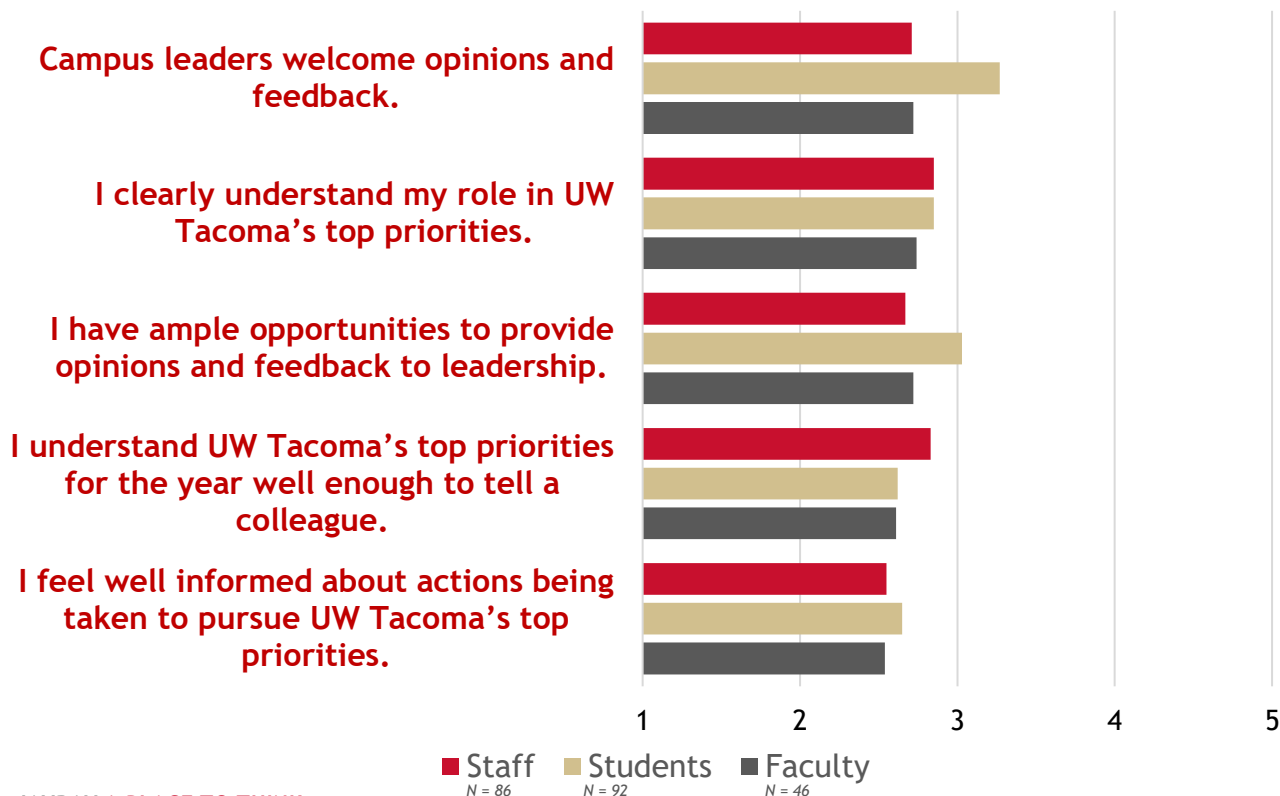
Q7: What communication method not listed above do you sometimes or always rely on?

- Flyers and posters (several mentions) —*Student*
- Zoom —*Faculty*

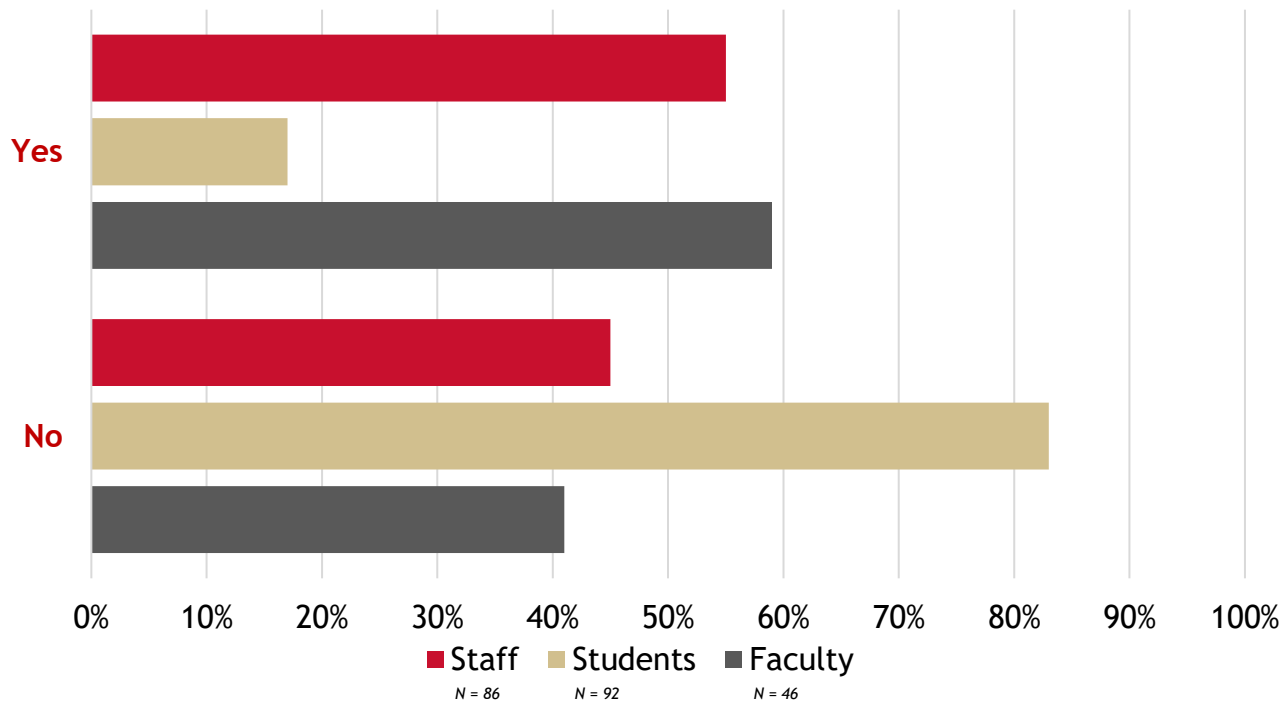
Q8: Please rate the importance to you of communication about strategic direction and plans, policies and issues related to overall campus priorities on a 5-point scale, with 1 representing “not at all important” and 5 representing “very important.”



Q9: Please indicate your level of agreement with the following statements on a 5-point scale, with 1 representing “strongly disagree” and 5 representing “strongly agree.”

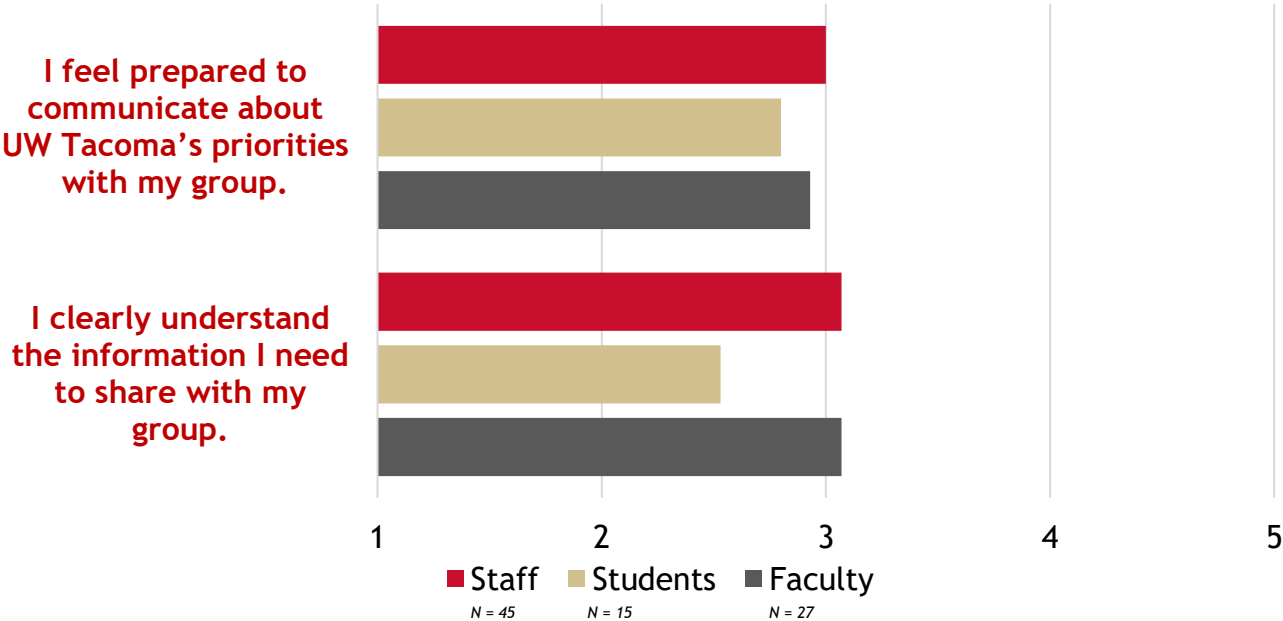


Q10: Do you have a management or volunteer role in which you take responsibility for communicating with a group of people in your unit or elsewhere on campus?



Participants who responded “YES” to Q10 that they have “responsibility for communicating with a group of people”

Q11: Thinking about strategic direction and plans, policies and issues related to overall campus priorities, please indicate your level of agreement with the following statements on a 5-point scale, with 1 representing “strongly disagree” and 5 representing “strongly agree.”

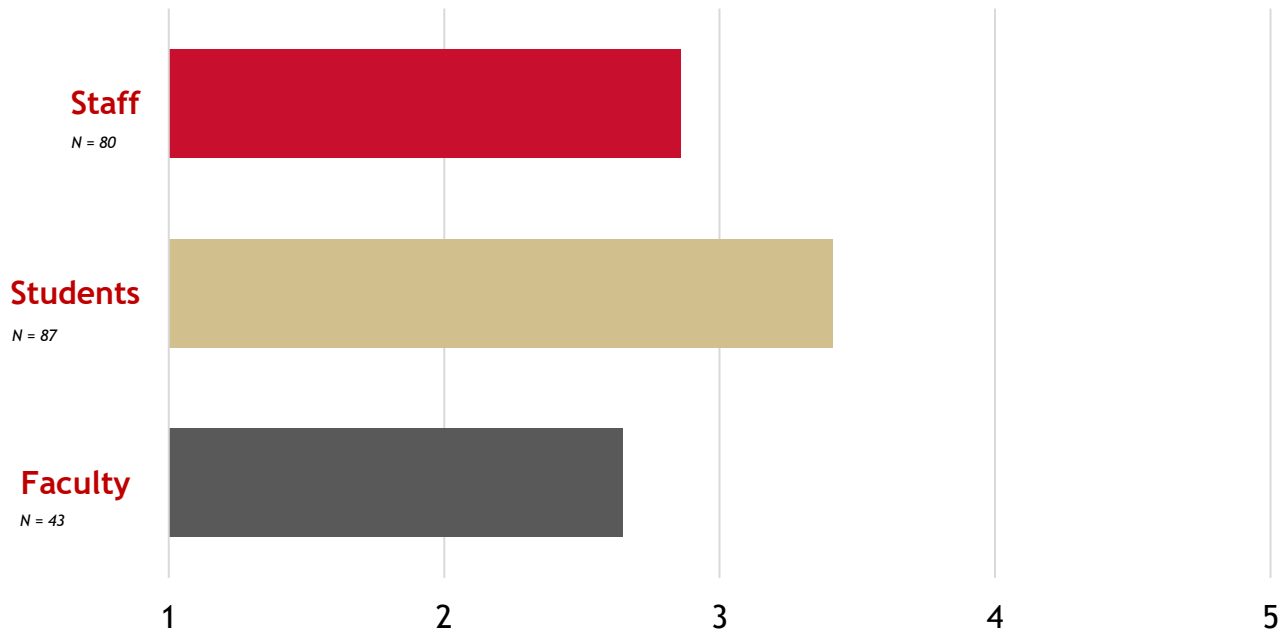


Participants who responded “YES” to Q10 that they have “responsibility for communicating with a group of people”

Q12: Please tell us the most effective way for UW Tacoma to equip you with the information you need to share with your group.

- Leadership needs to be explicit with their goals and how they wish these goals to be processed by each unit. It is often unclear what is expected. —*Staff*
- Send out a clear email with bullet points and ways that our voices, as students and student employees, can be heard—instead of sending a placating message from university leaders that often restates the same goals without actionable steps and successful outcomes. —*Student*
- Need a communication protocol at all levels. Too much information is coming from everywhere and it is often inconsistent. —*Faculty*
- It is not so much about the way but more about receiving consistent messaging and information from campus leaders. —*Faculty*

Q13: Please rate the overall effectiveness of leadership communication on campus on a 5-point scale, with 1 representing “very ineffective” and 5 representing “very effective.”



Q14: If you provided a rating of “not at all effective” or “not very effective,” please indicate the top one or two reasons for your rating.

STAFF

- It is very rare that we hear details from our unit leadership before something impactful occurs.
- The information isn't always trustworthy. We are getting the message they want us to hear...
- Actions and processes don't match messaging, lack of transparency and general sense of mistrust with written messages...
- Individuals who are actually able to do something to change things aren't empowered to solve the problems, that's left to people who spend more time in meetings. While necessary, it doesn't lead to the action that needs to happen to actually make a change.

Q14: If you provided a rating of “not at all effective” or “not very effective,” please indicate the top one or two reasons for your rating.

STUDENT

- Student voice is not being taken into account when making decisions on campus ...

Q14: If you provided a rating of “not at all effective” or “not very effective,” please indicate the top one or two reasons for your rating.

FACULTY

- An intensely top-down method is utilized in decision-making practices, which is not useful for stimulating growth and inclusion. When questioned about how decisions are made, this faculty member has witnessed leaders circumventing issues and taking on a defensive stance in discussions.
- I think the communication between the top leadership and the deans—and then the deans down to their faculty and staff—is less effective than it could be. This probably causes most of the confusion and communication breakdowns.
- Communication is very poor and dishonest. Please stop trying to say feedback is valued when it clearly is not.

Q15: If UW Tacoma could change or add one thing to improve how it communicates with you about strategic direction and plans, policies and issues related to overall campus priorities, what should it be?

STAFF

- We need more face time with individuals across campus. This campus is all about relationships...
- Create a new and improved UWTLLine. Or make it mandatory.
- One central location for hosting specific and urgent information, and then marketing to make all of us aware of that central location.
- An increase in clarity and delivery of strategic directions and plans.
- Provide the units clear goals, assistance and feedback on how they can better support the strategic initiatives.
- Focus the content. Only share the top priorities ... connect to other platforms for the greater scope.
- Hold space for listening sessions, and please listen to what is shared!
- Campus priorities and projects are always changing. It doesn't feel like there is a stable long-term vision.

Q15: If UW Tacoma could change or add one thing to improve how it communicates with you about strategic direction and plans, policies and issues related to overall campus priorities, what should it be?

STUDENT

- Consolidating information into easily digestible forms and events would be most useful. As a student, I get a ton of emails and information that is hard to prioritize.
- I enjoyed the speech when it was held in the middle of the campus.
- The true leadership (staff, faculty, dean, president, etc.) need to be much more available on campus at regularly scheduled events...
- Include students in the ENTIRE process. Do not simply TELL us when a decision has been made.

Q15: If UW Tacoma could change or add one thing to improve how it communicates with you about strategic direction and plans, policies and issues related to overall campus priorities, what should it be?

FACULTY

- Leadership could utilize quarterly sessions where all schools/programs come together.
- Ability for leaders to hear the concerns and priorities of faculty, and to be responsive to them.
- Holding a State of the Campus at the start of the academic year ... (i.e., on the first Friday of the school year, after a catered lunch).
- Distinguish between what is truly open for reconsideration and what is decided already.
- Give the facts, not the spin.
- Continue to think about the importance of [the budget] issue, and the importance of making your employees (faculty and staff) feel as though they can effectively contribute to decision making and are VALUED.

The Leadership Communications Assessment
research and report were prepared by

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