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Sonoma State Nature Preserves

Strategic Branding Final Project

MBA BUS 563

Dr. Kyuho Lee

April 30, 2013

Introduction

- Assumptions:
  - Name - SSU Nature Preserves
  - Logo - Horizontal version tied to SSU Logo
- What we are presenting:
  - Website, Survey and Metrics
  - Press Release Strategy
  - Social Media
  - Brochure

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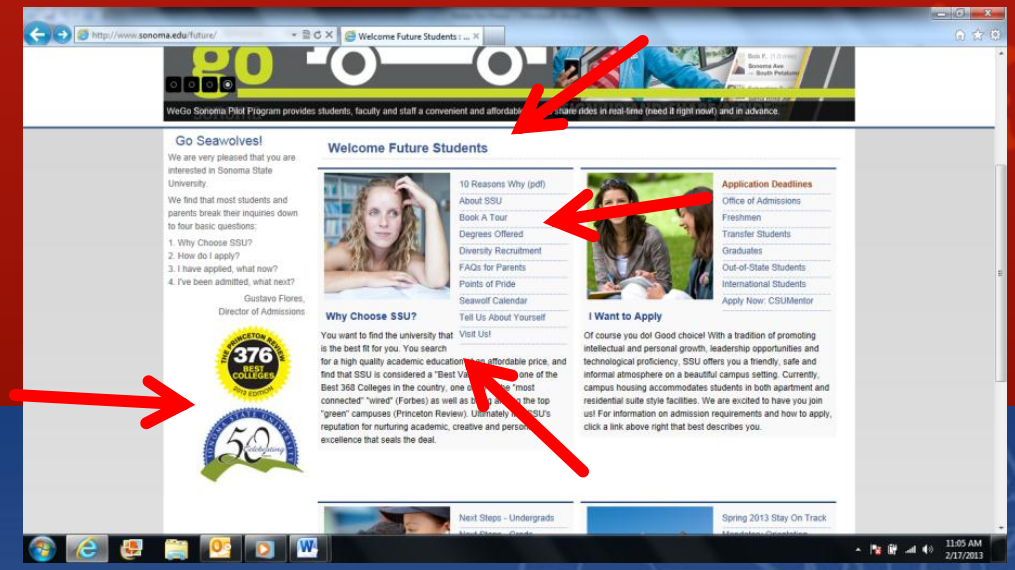
Website, Survey and Metrics

Josh Johnson
Stephen Kirschenmann
Matthew Zewan
Doug Miller

Website

Redesign Website and better link into sonoma.edu[1]

- Add logo, name change and slogan into current redesign
- Build into existing future student section of sonoma.edu
- School of Science and Technology link
- Why Choose SSU blurb
- Points of Pride link
- 10 Reasons Why PDF
- Logo side bar



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Survey and Data Collection[2]

- Conduct semester surveys of faculty to measure how many faculty used preserves for lessons during the semester.
- Survey questions will measure faculty member's awareness of preserves, likelihood of using preserves in the future, satisfaction in using preserves.

Survey and Data Collection

- Conduct student surveys from classes that used preserves.
- Use positive feedback and success stories from both students and faculty in marketing efforts.

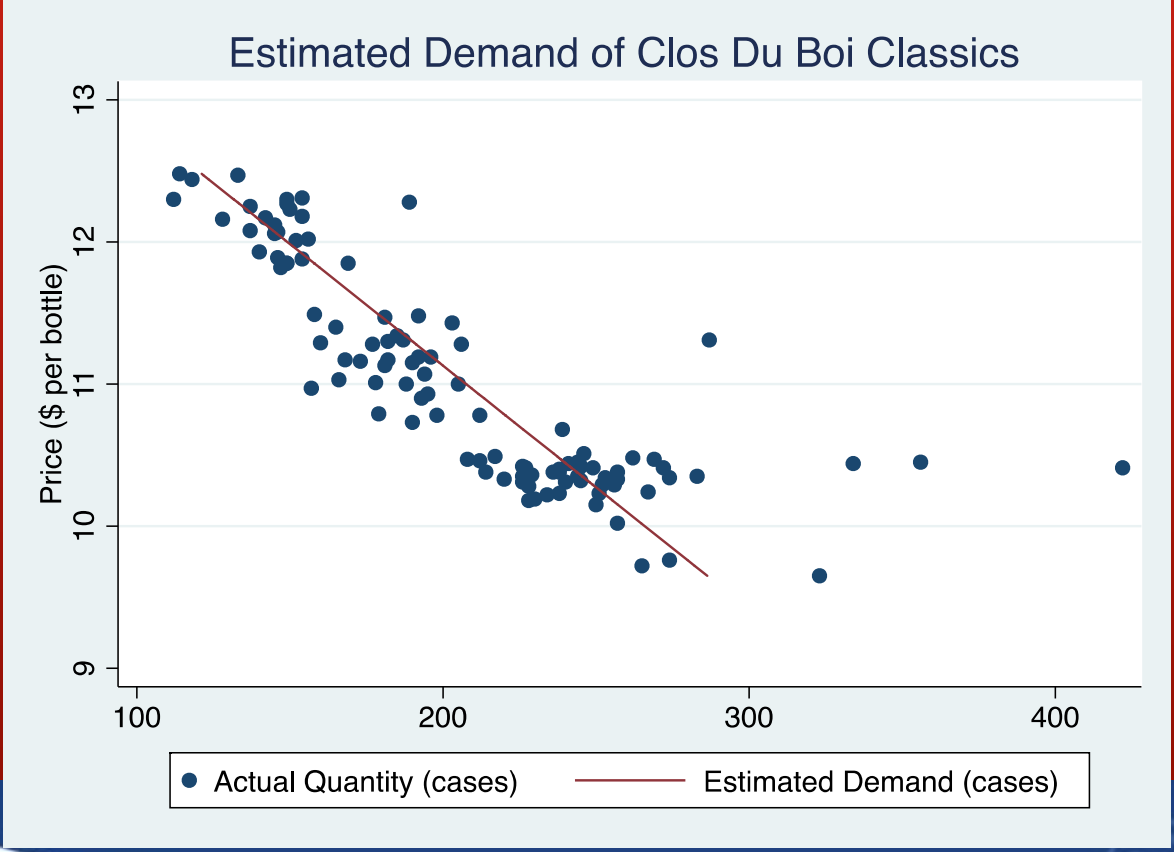
Metrics

- Establish Goals!
  - How do activities contribute to mission[3]
- Identify KPIs[4]
  - Measure success by 'micro-level' goals.
    - Student Participation Rates
    - Biodiversity in Reserves

‘Business’ Metrics

- Opportunity to team with Business & Economics Departments.
  - Customer Retention/Loyalty[5]
    - Faculty/Classes, Students
  - Demand
    - Estimate demand based on past data
  - Promotion
    - Understand effects of promotion on ‘sales’ or donation volume & demand

Example Demand Curve



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1. http://www.sonoma.edu
2. Keller, Keving Lane, *Strategic Brand Management: Building, Measuring and Managing Brand Equity.* Pg. 57-58, 2013, Pearson.
3. Sawhill, John & Williamson, David. *Measuring What Matters in NonProfits.* McKinsey Quarterly. May 2001.
4. Henshaw, Denise. *Choosing the Right Performance Metrics for Non-Profit Organizations.* ERP Software Blog. February 19, 2013. Web. April 19, 2013.
5. Zwilling, Martin. *10 Business Metrics Every Growing Business Must Keep an Eye On.* Forbes. Sept 28, 2011. Web. April 20, 2013.

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Press Release

Mayra Martinez
Kersten Reid
Lynette Sisemore

Press Release Targets

- SSU Community
  - Professors
  - Students
  - Alumni (Donors)
- Community at large
  - Potential incoming students
  - Donors

Press Release Frequency[1]

- Standard Press Releases
  - Once a month
- Special Events or extraordinary news
  - As needed

Media Outlets

- All press releases
  - SSU's Paper "The Star"
  - Press Democrat
  - Sonoma Index-Tribune
  - Community Voice
  - Email blasts to faculty
- Extraordinary Events
  - Academic media
  - Ecology related media

Press Release Worthy Events[2]

- New research projects completed at FSNP
- Announce community partnerships
- New & on-going student projects
- Research exchanges
- New data/library additions
- Partner searches
- Re-branding and new website roll out

Press Release

Media Contact: Director, SSU Nature Preserves

Phone: 707-664-3416 Email: Claudia.Luke@sonoma.edu

FOR IMMEDIATE RELEASE: June 1, 2013

CATCHY TITLE

SONOMA COUNTY, CA: One paragraph explaining what the press release is announcing.

Headlines and subheads matter! Headlines for press releases, just like the headline of a blog post, or the subject on an email should draw a reader in and invite them to read more.

Body of press release should be limited to three to four short paragraphs to keep the readers engaged. Press releases should not be too technical, focus on good, clean writing, don't get too technical.

References

1. Cutler, Zach. "8 Tips for Writing a Great Press Release." *The Huffington Post*. TheHuffingtonPost.com, 13 Nov. 2012. Web. 24 Apr. 2013.
2. Frey, Mike. "The Real Purpose for Press Releases." Social Media Today, 17 Nov. 2011. Web. 24 Apr. 2013.

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Social Media

Clark Rupp
Talli Littleton
Jocelyn Sparso
Kent Caviness

Social Media Sites

LinkedIn

YouTube
Broadcast Yourself™

facebook

Strategy

- Professional Approach
- News Articles
- Donors, Faculty & Alumni

Strategy

- Visually Driven
- Daily Pictures & Hashtags
- Students & Tech savvy faculty

Strategy

- Quick status updates
- Students
- Articles, Re-tweets, Updates

Strategy

- Engage SSU Video Department
- Interviews & Preserves in Action
- Students, Donors, Faculty and Alumni

Strategy

- Links to all the social sites
- Home for all updates
- Students, Donors, Faculty & Alumni

Measurements & Goals

100 Followers

200 Subscribers

250 Followers

400 Likes

300 Followers

References

1. Khazan, Olga. "How do you use LinkedIn for businesses?." The Washington Post 06 May 2012. 24 Apr. 2013 <http://www.washingtonpost.com/blogs/on-small-business/post/how-do-you-use-linkedin-for-business/2012/05/04/gIQAmWPg6T_blog.html>.
2. "Using Instagram for Your Business." Small Businesses Do It Better 18 Apr. 2013. 24 Apr. 2013 <http://smallbusinessesdoitbetter.com/2013/04/using-instagram-for-your-business/>.
3. Lee, Aaron. "10 Reasons Why Your Business Should Use Twitter." Ask Aaron Lee. 24 Apr. 2013 <http://askaaronlee.com/10-reasons-why-your-business-should-use-twitter/>.
4. Pindoriya, Vishal. "8 Effective Ways to Use YouTube for Business." socialmedia today 01 Dec 2012. 24 Apr. 2013 <http://socialmediatoday.com/sendible/1044831/8-effective-ways-use-youtube-business>.
5. Evans, Meryl K. "32 Ways to Use Facebook for Business." GIGAOM 21 Jul. 2009. 24 Apr. 2013 <http://gigaom.com/2009/07/21/32-ways-to-use-facebook-for-business/>.

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Brochures

Clifford Cochran

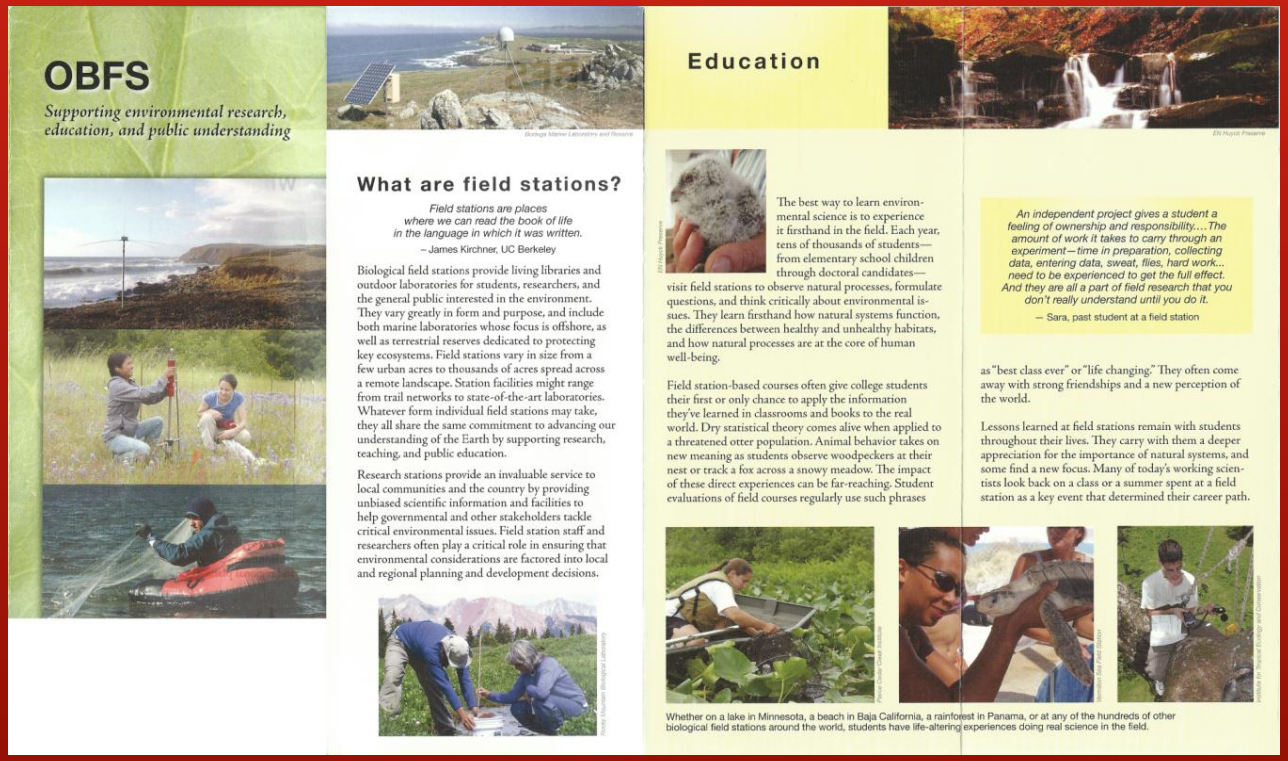
Andrea Chichester

Lana Clifford

Brochures Plan

- Retain brochures currently in print
  - Used to provide more academic information
- Print new brochures to promote preserves
  - Flashy look to attract student interest
  - Used primarily to promote the preserves
  - Direct students to social media

Academic Brochure



OBFS

Supporting environmental research, education, and public understanding

What are field stations?

Field stations are places where we can read the book of life in the language in which it was written.

– James Kirchner, UC Berkeley

Biological field stations provide living libraries and outdoor laboratories for students, researchers, and the general public interested in the environment. They vary greatly in form and purpose, and include both marine laboratories whose focus is offshore, as well as terrestrial reserves dedicated to protecting key ecosystems. Field stations vary in size from a few urban acres to thousands of acres spread across a remote landscape. Station facilities might range from trail networks to state-of-the-art laboratories. Whatever form individual field stations may take, they all share the same commitment to advancing our understanding of the Earth by supporting research, teaching, and public education.

Research stations provide an invaluable service to local communities and the country by providing unbiased scientific information and facilities to help governmental and other stakeholders tackle critical environmental issues. Field station staff and researchers often play a critical role in ensuring that environmental considerations are factored into local and regional planning and development decisions.

Education

The best way to learn environmental science is to experience it firsthand in the field. Each year, tens of thousands of students—from elementary school children through doctoral candidates—visit field stations to observe natural processes, formulate questions, and think critically about environmental issues. They learn firsthand how natural systems function, the differences between healthy and unhealthy habitats, and how natural processes are at the core of human well-being.

Field station-based courses often give college students their first or only chance to apply the information they've learned in classrooms and books to the real world. Dry statistical theory comes alive when applied to a threatened otter population. Animal behavior takes on new meaning as students observe woodpeckers at their nest or track a fox across a snowy meadow. The impact of these direct experiences can be far-reaching. Student evaluations of field courses regularly use such phrases as "best class ever" or "life changing." They often come away with strong friendships and a new perception of the world.

An independent project gives a student a feeling of ownership and responsibility.... The amount of work it takes to carry through an experiment—time in preparation, collecting data, entering data, sweat, flies, hard work... need to be experienced to get the full effect. And they are all a part of field research that you don't really understand until you do it.

— Sara, past student at a field station

Lessons learned at field stations remain with students throughout their lives. They carry with them a deeper appreciation for the importance of natural systems, and some find a new focus. Many of today's working scientists look back on a class or a summer spent at a field station as a key event that determined their career path.

Whether on a lake in Minnesota, a beach in Baja California, a rainforest in Panama, or at any of the hundreds of other biological field stations around the world, students have life-altering experiences doing real science in the field.

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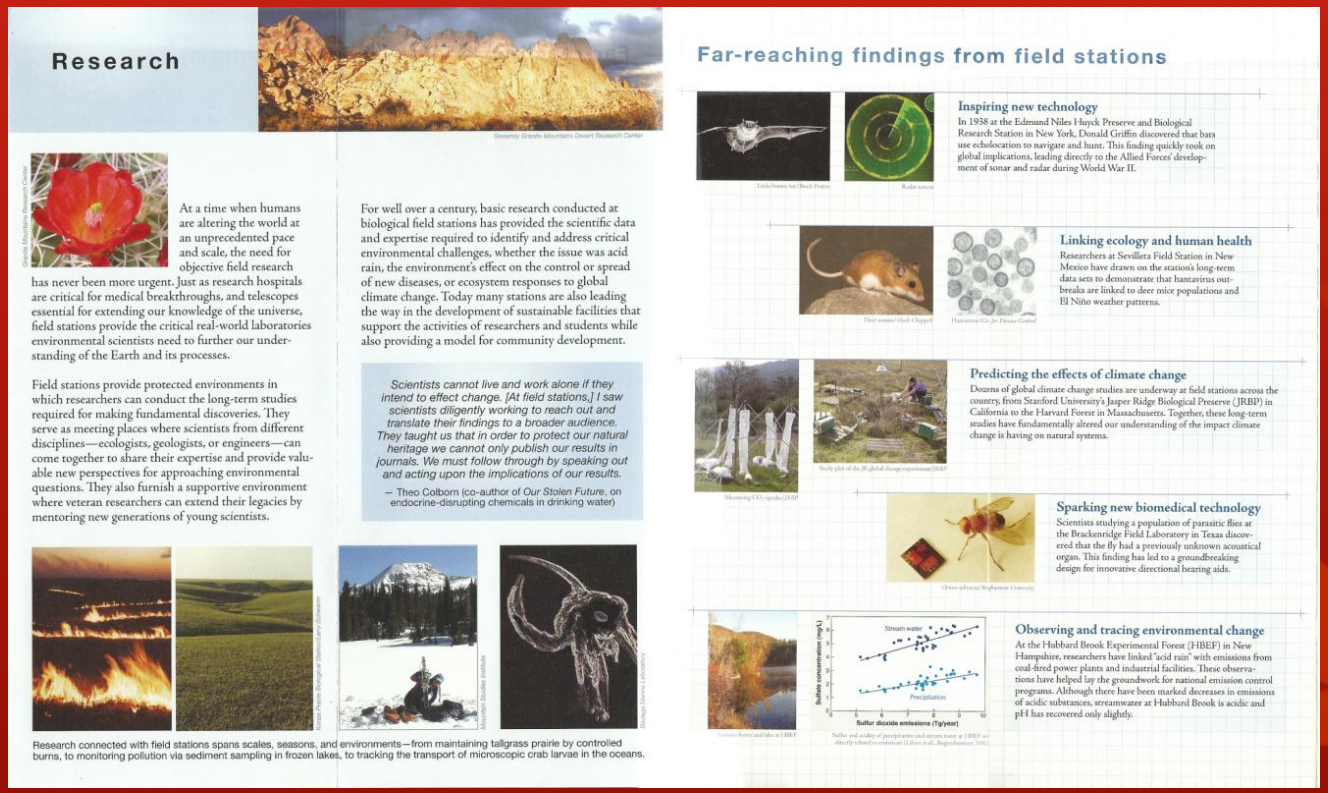
Academic Brochure



Research

At a time when humans are altering the world at an unprecedented pace and scale, the need for objective field research has never been more urgent. Just as research hospitals are critical for medical breakthroughs, and telescopes essential for extending our knowledge of the universe, field stations provide the critical real-world laboratories environmental scientists need to further our understanding of the Earth and its processes.

Field stations provide protected environments in which researchers can conduct the long-term studies required for making fundamental discoveries. They serve as meeting places where scientists from different disciplines—ecologists, geologists, or engineers—can come together to share their expertise and provide valuable new perspectives for approaching environmental questions. They also furnish a supportive environment where veteran researchers can extend their legacies by mentoring new generations of young scientists.

For well over a century, basic research conducted at biological field stations has provided the scientific data and expertise required to identify and address critical environmental challenges, whether the issue was acid rain, the environment's effect on the control or spread of new diseases, or ecosystem responses to global climate change. Today many stations are also leading the way in the development of sustainable facilities that support the activities of researchers and students while also providing a model for community development.

Scientists cannot live and work alone if they intend to effect change. [At field stations,] I saw scientists diligently working to reach out and translate their findings to a broader audience. They taught us that in order to protect our natural heritage we cannot only publish our results in journals. We must follow through by speaking out and acting upon the implications of our results.

— Theo Colborn (co-author of *Our Stolen Future*, on endocrine-disrupting chemicals in drinking water)

Research connected with field stations spans scales, seasons, and environments—from maintaining tallgrass prairie by controlled burns, to monitoring pollution via sediment sampling in frozen lakes, to tracking the transport of microscopic crab larvae in the oceans.

Far-reaching findings from field stations

Inspiring new technology

In 1938 at the Edmund Niles Huyck Preserve and Biological Research Station in New York, Donald Griffin discovered that bats use echolocation to navigate and hunt. This finding quickly took on global implications, leading directly to the Allied Forces' development of sonar and radar during World War II.

Linking ecology and human health

Researchers at Sevilleta Field Station in New Mexico have drawn on the station's long-term data sets to demonstrate that hantavirus outbreaks are linked to deer mice populations and El Niño weather patterns.

Predicting the effects of climate change

Dozens of global climate change studies are underway at field stations across the country, from Stanford University's Jasper Ridge Biological Preserve (JRBP) in California to the Harvard Forest in Massachusetts. Together, these long-term studies have fundamentally altered our understanding of the impact climate change is having on natural systems.

Sparking new biomedical technology

Scientists studying a population of parasitic flies at the Brackenridge Field Laboratory in Texas discovered that the fly had a previously unknown acoustical organ. This finding has led to a groundbreaking design for innovative directional hearing aids.

Observing and tracing environmental change

At the Hubbard Brook Experimental Forest (HBEF) in New Hampshire, researchers have linked "acid rain" with emissions from coal-fired power plants and industrial facilities. These observations have helped lay the groundwork for national emission control programs. Although there have been marked decreases in emissions of acidic substances, streamwater at Hubbard Brook is acidic and pH has recovered only slightly.

Stream water
Precipitation
Sulfate concentration (mg/L)
Sulfur dioxide emissions (Tg/year)

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Old Tri-fold


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Additional information about the Preserves is available online at:
www.sonoma.edu/preserves
Sonoma State University Preserves
Please also contact:
Dr. Claudia Luke
School of Science and Technology
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, Ca 94928-3609
Phone: 707.664.3416
Fax: 707.664.3012
Email: claudia.luke@sonoma.edu
The SSU Preserves rely on the generous support from you and fellow nature enthusiasts. Your contributions help sustain academic and community outreach programs and improve the Preserves' educational resources.
Please join us in developing the Preserves as vibrant interactive sites of discovery.
Opportunities for your involvement are varied and numerous. Find out how you can be an important part of the preservation and enhancement of these wonderful natural lands.
Thank you for your interest.
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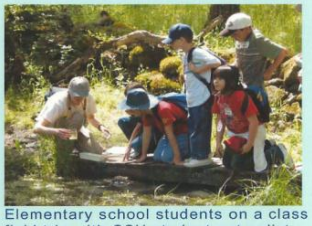
Field Stations & Nature Preserves
EDUCATION AND RESEARCH IN NATURAL PLACES

Old Tri-fold



Elementary school students on a class field trip with SSU student naturalist

FAIRFIELD OSBORN PRESERVE

The Fairfield Osborn Preserve was established in 1971 through the generosity of William and Joan Roth in honor of Joan's father, Fairfield Osborn. In 2004, the Roths donated an additional 190 acres to the Preserve, nearly doubling its size.

Previously administered by The Nature Conservancy, the Preserve has been managed by SSU since 1994. A 35-year education program continues to reach thousands of school children each year.

The 400-acre Preserve protects Copeland Creek – one of the only fishless streams in California.

Welcome to the Preserves!

University Preserves are places of innovation — where biologists and geologists rub elbows with computer scientists, and artists, where interactions spark new collaborations leading to transformational ideas, and where discovery is an endeavor shared by faculty, students and the community.

The Osborn and Galbreath Preserves are outdoor laboratories and classrooms without walls. On-site information and facilities enhance research and educational endeavors in natural places.

Above all, the Preserves are about people. We are always looking for new and exciting ways to engage faculty, students and community members from all disciplines and interests. I hope you will join us in developing these vibrant research and educational sites to enhance understanding and appreciation of our North Coast environments.

Sincerely,

Claudia Luke
Preserves Director
School of Science and Technology

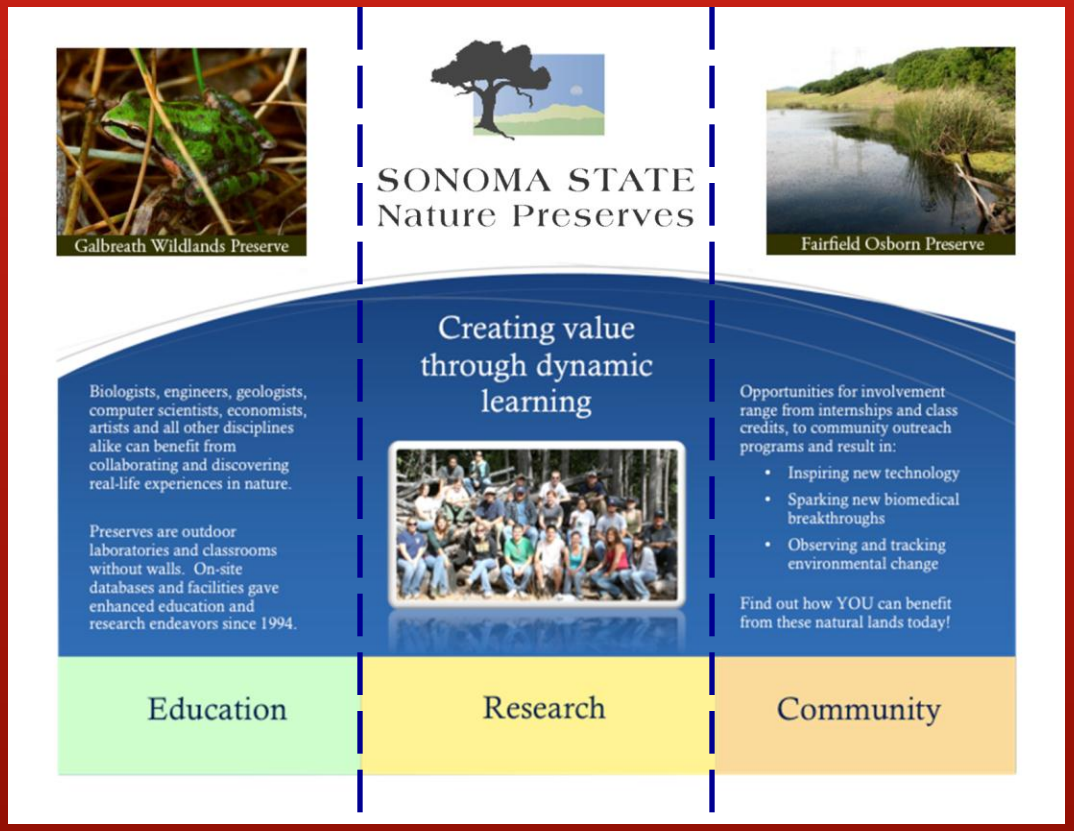
GALBREATH WILDLANDS PRESERVE

These rugged beautiful lands were donated to Sonoma State University in 2004 to honor the memory of Fred Burckhalter Galbreath (1901-2000). Galbreath purchased this property in 1944, exploring its canyons and rivers on foot and horseback. He wanted to protect the land in perpetuity as a resource for higher education programs.

The 3,670-acre Preserve is nestled in the Coast Range of southern Mendocino County. The Preserve supports diverse forests and grasslands along the banks of Rancheria Creek.

The SSU Preserves are dedicated to fostering environmental appreciation and understanding through education and research.

New Tri-fold


Galbreath Wildlands Preserve
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Nature Preserves
Fairfield Osborn Preserve
Creating value through dynamic learning
Biologists, engineers, geologists, computer scientists, economists, artists and all other disciplines alike can benefit from collaborating and discovering real-life experiences in nature.
Preserves are outdoor laboratories and classrooms without walls. On-site databases and facilities gave enhanced education and research endeavors since 1994.
Opportunities for involvement range from internships and class credits, to community outreach programs and result in:
• Inspiring new technology
• Sparking new biomedical breakthroughs
• Observing and tracking environmental change
Find out how YOU can benefit from these natural lands today!
Education
Research
Community

New Tri-fold


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Additional information can be found online. Check us out online at these sites:
facebook
instagram
twitter
pinterest
Our Mission
The Sonoma State Nature Preserves creates value for you through dynamic learning and interdisciplinary research.
Internship opportunities, community outreach programs, and education databases are only a few of our many resources.
Dr. Claudia Luke
School of Science and Technology
Sonoma State University
1801 E. Cotati Ave, Rohnert Park, CA 94928-3609
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Nature Preserves
experiment
explore
excel

References

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2. FedEx Office (2013). Online Printing with Fed-Ex Office. Retrieved from: www.fedex.com/us/office.
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