

UCEDD-University Messaging Tool

This internal working tool is intended to guide UCEDD leadership in developing individualized messaging about the value of the UCEDD within the campus environment to help establish relationships, align institutional priorities, and build a trajectory of increased engagement across campus. Throughout the document, the word “campus” is used to describe the context in which the UCEDD sits – it may be University administration, a department, clinical setting, hospital, school of medicine, or other.

As campus administrators and priorities change, messaging about the UCEDD’s role, value and contribution can change as well. This tool prompts the consideration and development of messaging on a wide range of topics pertinent to the UCEDD and/or campus priorities, and acknowledges the need to understand the culture, biases, and preferences of your audience on campus so your approach is well-received. Serving as a guide, it is purposefully flexible as there are a significant number of considerations to understand and navigate, not all of which may be addressed in this tool. Feel free to customize as needed to address complexities on your campus. We hope that use of this tool will develop messaging that will inform, engage, and sway audiences on campus regarding their understanding and support of the UCEDD.

To use this tool, select one priority from Section A: UCEDD & Campus Priorities. With that priority in mind, complete the questions in Section B. Repeat for additional priorities as appropriate, and revisit completed work to update messaging as needed. In the process of using this tool, it is recommended that UCEDD leadership meet with key personnel within the UCEDD to ensure alignment of internal priorities and messaging.

Section A: UCEDD & Campus Priorities

Select one of the priorities noted below, or another relevant priority area. Keep this priority area in mind while working through Section B of this tool.

1. Mission
2. Strategic plan
3. State policy efforts
4. Budget and funding
5. Indirect rate cap
6. Development/philanthropy
7. Training
8. Research
9. Engaged scholarship
10. Community engagement
11. Equity, diversity, inclusion, and cultural & linguistic competence
12. Communication and dissemination
13. Other: _____

Section B: Keeping in mind the selected priority, develop your messaging with the guide below; note that different audiences within the campus may require unique messaging:

B1: Goals

1. Identify measurable goal(s) you want to accomplish with this messaging:

B2: Target Audience within the Campus

2. Describe the campus audience to receive this messaging:
 - a. Are there subgroups within your target audience (for example, if you are targeting messaging for the Office of Governmental Affairs, are there different levels of staff in that office who also need to receive the messaging?): If yes, who and how many:
 - b. Who are the key decision-makers to help you connect with and reach your target audience, if you are not already connected:

B3: Understanding the perspective of your target audience within the campus

3. What's in it for your target audience; what do they get out of this:
4. What else competes with you for attention of your target audience:
5. What other external parameters or pressures exist for your target audience:
6. What other barriers exist; how will these be addressed:

B4: Developing your message

7. Identify the campus' current messaging re: this priority:
8. Identify UCEDD's current messaging re: this priority:
9. Compare messaging. Identify areas of alignment and areas of differences:
10. If there are differences, can they be navigated? Is it better to approach the campus to collaborate on the priority, is better to leave it for another time, or is there another alternative that appears best-suited to finding a way forward that will work for both the UCEDD and the campus?
11. Are there champions of the UCEDD within the campus re: this priority:
 - a. If yes, who, and what role can they play in shaping the messaging:
 - b. If no, what relationships need to be developed to support understanding of this priority and its messaging, and how will these relationships be developed:

B5: Communication channels

12. What communication channels currently exist to reach your target audience:
13. Who are your messengers, key partners and their role in messaging:
14. What communication channels, messengers, and partners would be helpful to develop, and how:

B6: Plan

15. How will the messaging be delivered:
16. What activities can the UCEDD undertake (and with whom) to help improve campus understanding; what areas of collaboration exist; what is the call to action:

B7: Timeline

17. What is your timeline for implementation:

B8: Budget

18. Budget for personnel time, design, printing, events, and/or any other costs related with your plan:

B9: Results Measurement

19. How are your efforts making a difference; what is that difference:

Additional reading & resources:

- [Sharing the Message](#)
- [Building Relationships](#)
- [MCH Navigator Learning Brief: Telling Your Program's Story](#)
- [How to Tell Your Program's Story to Key Stakeholders](#)

The URC is grateful to the workgroup of UCEDD Directors and communications staff, as well as volunteers from AUCD's Community Education and Dissemination Council who helped develop and test this tool. This tool was funded by the Administration on Intellectual and Developmental Disabilities through technical assistance contract # HHSP233201600066C. The contents of this document do not necessarily reflect the views or policies of the Administration on Intellectual and Developmental Disabilities, Administration on Community Living, US Department of Health and Human Services, or the US Government.