WHAT'S IN IT FOR US?

Developing Collaborative Partnerships Between IABC and Higher Education Institutions

This report draws upon academic research and the results of a survey sent to all IABC board members in the United States in exploring a framework for IABC to develop successful partnerships with colleges and universities. For this to occur, leaders must be sensitive to and address the rewards and costs for both organizations, and remain prepared for a relationship that will continuously shift in response to those factors.

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INSIDE

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Introduction

Professional organizations provide development opportunities for working professionals. They are often nonprofits that rely on membership dues and partnerships with other like-minded organizations to provide services related to networking, personal growth, education, industry news, and current research and best practices for a particular field.

These organizations may rely on partnerships to achieve their goals. One partnership that makes sense is with higher education institutions (HEIs) such as colleges and universities. There are many reasons, with a few listed here:

- First, the partnership could help to reinforce a professional organization's legitimacy as a bridge between the academic and business worlds. In doing so, it could elevate its own brand within the community.

- Second, professional organizations can stay current with the latest communication research, which allows leaders to schedule appropriate, relevant content for professional development programs.

- Third, the partnership could foster relationships with students who may be preparing to enter the workforce. By reaching these students early, professional organizations can develop a pipeline of future members and leaders.

So how can IABC establish these types of partnerships? Academic research offers scant insight into how to establish partnerships between professional organizations and HEIs. Most research focuses on nonprofit organizations generally, and on relationships with corporations or with governmental entities.

The opportunity exists, though.

Partnerships between professional organizations and HEIs may provide significant mutual benefits to both organizations and their respective members. Both groups provide individuals with learning opportunities that can help them enter, progress, or excel within their chosen professions. With similar target audiences, professional organizations and HEIs could work together to develop more robust programs for their members and students, enhance each other's reputations in the professional world, and strengthen recruitment efforts.

With that in mind, this report lays a foundation for a communication framework for developing this type of partnership. It draws upon communication theory and current academic research, as well as the results of a survey sent to all IABC board members in the United States.

BACKGROUND

Social Exchange Theory

SET suggests that individuals enter, maintain, or end relationships based on an evaluation of costs and rewards (Thibaut & Kelley, 1959). Although the theory traditionally focuses on the individual, we can apply the theory to organizations. Research has shown that partnerships between organizations often operate at the interpersonal level (Ameli & Kayes, 2011; Haytko, 2004; Kolk, van Dolen, & Vock, 2010). In considering organizational partnerships specifically, Haytko (2004) suggests, "many alliances fail to meet expectations because little attention is given to nurturing the close working relationships and interpersonal connections that unite the partnering organizations" (p. 1).

SET is, in part, influenced by concepts of economics, in that individuals enter into relationships in order to gain things that are not available to them otherwise (DiDomenico, Tracey, & Haugh, 2009). This idea applies to partnerships between nonprofit organizations and HEIs because both parties may have interest in new markets, facilities and opportunities (Clary, Mitchel, & Bailey, 2000; Lipman, 2010).

SET further assumes that individuals are inherently selfish and will focus on the rewards that they can gain (Thibault & Kelley, 1959). Rewards of the relationship, then, are compared to the costs associated with obtaining them. Each party assumes certain rewards upon entering a relationship. When the rewards outweigh the costs, there is a positive outcome value, and the relationship will continue. As the relationship plays out over time, SET also suggests that there will be a continuous examination of rewards and alternatives (Thibault & Kelley, 1959).

Another component of SET relationships, applicable to organizations in particular, is the power level of key decision makers (Cook & Emerson, 1978, as cited in DiDomenico et. al., 2010; Muthusamy & White, 2006). Additional research has suggested a more important factor underlying power levels: the levels to which decision makers feel they have influence on the relationship. Those involved must feel that they have mutual influence on the other (Muthusamy et. al, 2006).

Within a framework of SET, DiDomenico et. al. (2010) suggest that organizations move through three stages to reach a strong level of collaboration. The first stage, thesis, is the one in which all new collaborations enter, and it involves the exchange of assets and resources that benefit each organization. During the second stage, antithesis, tensions resulting from differences in organizational structure lead to conflict. In the final stage, synthesis, these tensions are resolved and a new, more solid and lasting collaboration emerges. Understanding these stages can help organizations to buffer their relationships against tensions and conflicts that may arise over time.

Importance of Partnerships to Nonprofits

For nonprofit organizations to succeed, they must continually find new ways to attract resources. University partnerships specifically offer strong opportunities for nonprofit organizations because their missions are often similar (Clary et. al., 2000). Both provide career and professional development guidance and education. Universities also offer a

number of wide-ranging benefits, such as access to university faculty members who are experts in several fields and may be interested in consulting or conducting research that aids the nonprofit. Students may also want to get involved, thereby providing the nonprofit with personnel and a potential pipeline of future leaders. Other benefits include access to physical resources, like meeting rooms, computer facilities, and vehicles; and to informational resources, such as libraries (Clary et. al., 2000). Partnerships also may help a nonprofit organization survive economic downturns by providing opportunities to cut spending and increase funding (Lipman, 2010).

Leaders' Roles

Developing partnerships based on social exchange requires attention to three key factors: the value members of the collaboration place on input received, competing practices and priorities, and the expected benefits (DiDomenico, et.al, 2009). Leaders, who play crucial roles in fostering successful partnerships, must pay special attention to these factors.

Leaders must engage collaboratively, gaining input from several sources and fostering open communication (MacDonald, Burroughs, Staley, & Stein, 2004). Four leadership traits are essential:

- First, leaders must focus on building relationships, which includes responsibilities like managing diversity, building structure in the organizations and partnership, and recognizing the contributions of individuals.

- Second, leaders must be able to articulately "frame," or give shape, to the reason that the partnership exists. This includes building consensus about the partnership's purpose, challenging assumptions and expectations, leading negotiations, and developing options.

- Third, leaders must be able to secure, manage, and integrate resources, stakeholders and participants.

- Fourth, leaders must work to build the external credibility and support of the partnerships (MacDonald et. al., 2004). By understanding these traits, leaders can help to create an environment of mutual benefit in a partnership.

Leaders should also ensure that the rewards perceived in a social exchange exist at a strategic level for both organizations. Partnerships are driven by the extent to which they provide a competitive advantage to both organizations (Palakshappa, Bulmer, Eweje, & Kitchen, 2010). They gain access to the other organization's strengths while at the same time minimizing weaknesses. Through the partnerships, businesses gain access to difficult markets, increase their resources and reinforce their positions in the marketplace (Palakshappa et. al, 2010). Successful partnerships rely on a mutual understanding of the activities and the objectives within the relationship, in addition to a coordinated and matching look, sound and voice.

That is, successful partnerships leverage the common traits of the organizations; they grow from similarities rather than differences (Palakshappa, et al., 2010).

Forging Personal Ties

Partnerships at the organizational level involve a repeated series of individuals continuously creating new relationships (Ameli et. al, 2011; Haytko, 2004). These relationships can have both positive and negative effects. On the positive side, these relationships strengthen the bonds of trust between the organizations. On the negative side, however, personal relationships may keep organizations working together long after it makes sense from a business or effectiveness standpoint to do so (Haytko, 2004).

When thinking about individual relationships, one must consider three types of conversations that occur: conversations with superiors (trickle-up effect), peers (trickle-round effect) and subordinates (trickle-down effect). Kolk et al. (2010) suggest that positive benefits at these individual levels will result in the overall success of organizations working together to achieve the goals they established. Trickle-down effects are naturally created by the nature of manager-subordinate relationships, but to create trickle-up and trickle-round effects, all stakeholders must feel that they can speak up and be engaged in the process (Kolk et al., 2010). An open communication culture in both organizations is essential.

Conflict and Trust

By interacting together over time, two organizations adapt to each other and subtly re-shape themselves (Hailén, Johanson, & Seyed-Mohamed, 1991). By paying attention to this process and how organizations learn from each other, partners can further develop their capabilities. This learning process presents challenges, though. Not only must organizations adapt to conflict, but they must also anticipate conflict that may arise.

The manner in which organizations negotiate with each other may also have an impact on long-term relationships. The most effective negotiation strategy to achieve mutual, long-term gain for both organizations is coordinative behavior, which encourages participants to focus on flexibility, open communication, cultural understanding, and creative problem-solving (Dabholkar, Johnston, & Cathey, 1994).

Again, open communication is a crucial factor. Daniels and Spiker's (1983) review of interoffice relationships between supervisors and employees, found a strong correlation between the level of information shared and positive impressions of the organization. This suggests that in an exchange of benefits between two individuals, positive feelings extend to the entire organizational partnership. Further research suggests that expressions of support positively affect employees' commitment and feelings toward the organization (McMillan & Albrecht, 2010). Theoretically, these same concepts could be applied to partnerships between the individuals of organizational partnerships.

In seeking to achieve a positive strategic partnership, triple-loop learning, in which organizations consider each other's needs and strategies, must occur (Ameli, et. al, 2011). Partnerships reach this level of learning by building upon their similarities, and then moving through several phases that include learning each other's culture, experiences and goals, and then disseminating that information so that all individuals involved are engaged in the partnership. Participants share direct experiences, rather than general information, and in doing so forge strong ties necessary to build and achieve a common vision (Ameli et. al., 2011).

Achieving the common vision also requires trust. Trust helps organizations overcome differences in organizational setups, identity and decision-making processes (Cairns & Harris, 2011). Without trust, collaboration cannot succeed (Lane & Bachmann, 1998, as cited in Lancaster, 2005; Kouzes & Posner, 2007).

As Lancaster's (2005) research into partnerships between professional organizations and businesses shows, trust is essential.

She identifies three levels of trust, each one progressing to the next over time: calculated trust, knowledge-based trust, and appreciation-based trust.

Calculated trust is deliberate and is based on a belief in the other organization (Axelrod, 1984, and McKnight et al., 1998, as cited in Lancaster, 2005).

> *As a partnership continues, both sides move along a spectrum from a conscious trust level to an unconscious, inherent trust level.*

Knowledge-based trust occurs as parties gain positive experiences together, learn to rely on each other and gain predictable behavior knowledge (Lewicki & Bunker, 1995, as cited in Lancaster, 2005).

The final and most advanced level, appreciation-based trust, occurs when the two parties "gain complete empathy with one another through an ongoing, strong working relationship" (Lancaster, 2005, pp. 29). As a partnership continues, both sides move along a spectrum from a conscious trust level to an unconscious, inherent trust level.

There are several factors that motivate organizations to start building trust. Lancaster refers to them as antecedent conditions and the more of them that are present, the stronger the level of initial trust (McKnight et. al, 1998, as cited in Lancaster, 2005).

But with trust, comes fear—specifically three types of fear: loss of content, loss of autonomy, loss of quality, and loss of resources (Lancaster, 2005, p. 27).

Related to fear, too, is betrayal, and research into personal relationships shows that the severity of a betrayal has a direct, negative effect on the ability for a relationship to continue (Levine, Sang-Yeon, & Ferrara, 2010). Furthermore, the stronger the relationship becomes, the greater any betrayal will be perceived (Grégoire & Fisher, 2008).

In the context of an organizational collaboration based on social exchange, any type of betrayal can carry a significant cost. Since betrayal has such damaging effects on a relationship, the associated cost that an organization would perceive could outweigh any rewards.

Research Questions

In considering the various aspects related to forging partnerships, and the importance of the evaluation of rewards and costs, this project explored partnerships between professional organizations and HEIs by focusing on the following questions:

- What factors drive HEIs to develop partnerships with professional organizations?

- What benefits do professional organizations perceive with regard to partnerships with HEIs?

- What factors prevent professional organizations from developing partnerships with HEIs?

METHODOLOGY

Organization Background

IABC, a global, nonprofit professional organization serves as the sample for this study. Founded in 1970, the organization has about 15,000 members in more than 80 countries, according to its website. IABC operates on a local level through more than 100 chapters that coordinate networking events and professional development opportunities. Each chapter has its own board of directors that governs strategic decision making for its region (IABC, 2011).

IABC is a suitable organization through which to consider partnerships with HEIs since it currently promotes the involvement of higher education students in the organization. IABC has established special student membership rates and encourages the development of student chapters at HEIs in local chapters (IABC, 2009; IABC, 2012).

IABC has also shown interest in developing more formal relationships at the organizational level. In 2009, IABC formalized a partnership with Royal Roads University in Victoria, Canada to co-develop and conduct a professional communication accreditation program (Royal Roads University, 2009).

To date, however, there are limited numbers of student chapters and varied degrees of partnerships established between local IABC chapters and HEIs.

Survey

Because background research identified leadership as a key factor in the success of partnerships, a survey was sent to all IABC board members in the United States listed on the IABC website. This includes 600 individuals who represent three IABC regions and 63 individual chapters. This group guides IABC efforts at local levels where partnerships between IABC chapters and HEIs will be cultivated. Of this population, 77 responded.

A survey containing 10 questions was created and distributed through surveymonkey.com.

The first question was a demographic one to understand variations in feedback among chapters of varying sizes. Since larger chapters have more financial resources available to them, that may be a factor in their efforts to establish partnerships with HEIs. Two questions focused exclusively on chapters' interest in and efforts to establish student chapters at HEIs. Three questions focused on the types of communication that chapter leaders have with representatives from HEIs—the frequency, the purpose of establishing contact, and potential target audiences. The remaining four questions focus on the reasons that chapter leaders and HEIs decide to pursue or establish relationships with each other.

Most survey questions were multiple-choice, and one question asked respondents to respond to statements set against a Likert scale. (See appendix.) Responses were analyzed by

identifying the most common choices to each question, and crosstabs were also established to identify trends related to chapter size and chapters that currently have student chapters.

RESULTS

Demographics

Among the respondents, 17% (n=13) represented chapters with 1–50 IABC members, 31% (n=24) from chapters with 51–100 members, 22% percent (n=16) from chapters with 101–200 members, and 30% percent (n=23) from chapters with 201+ members.

A little more than half of all respondents (56%, n=43) indicated that their chapters currently have an affiliated student chapter. The survey found that slightly more than half of respondents, 51% (n=39), communicate occasionally, defined as at least every other month, with students, faculty or administrators from HEIs. Another 38% (n=29) indicated monthly communication, while 4% (n=3) indicated weekly communication and 6% (n=5) indicated no communication.

When asked to identify the groups that respondents target in their communication efforts, 74% (n=55) indicated students, 64% (n=49) indicated faculty and 24% (n=18) indicated administrators or office staff. The top reason that chapter board members contact representatives from HEIs is for membership recruitment (73%, n=55). Other reasons include communicating IABC program topics (39%, n=30) and marketing (32%, n=25); finding presenters for professional development programs (34%, n=26) and event locations (23%, n=18); resolving student chapter issues (24%, n=18), leadership recruitment (22%, n=16); and sponsorship efforts (10%, n=8).

What factors drive HEIs to develop partnerships with professional organizations?

Survey responses suggest that the main factors driving HEIs to develop partnerships with professional organizations are benefits to students and professional development opportunities for faculty.

When considering the top selling points that IABC chapters could offer to HEIs, nearly half of all respondents chose at least one of two options: easing the transition for students into the workplace (81%, n=61) and providing continuing education for faculty and students (48%, n=37).

Other benefits included reduced IABC program rates for students (31%, n=24), promoting university programs to IABC members (12%, n=9), keeping HEIs informed of how businesses are implementing the results of current, academic research (12%, n=9), strengthening university or college reputation (8%, n=6), and providing access to a potential pool of instructors (5%, n=4). Seven percent of respondents (n=5) wrote in responses that included networking and internship opportunities for students.

In addition, more than half of all respondents (56%, n=42) indicated that their chapter boards have seen an increase in the interest of HEI faculty or administrators in establishing

relationships within the past two years. An almost equal number (55%, n=41), however, also indicated that they had not seen an increase in student memberships during the same time period.

What benefits do other IABC chapters perceive with regard to partnerships with HEIs?

Survey responses suggest that IABC chapters most value the opportunity to recruit students and faculty as IABC members and to promote professional development and networking events through the HEI.

When asked if they would find value in partnerships with HEIs, 92% (n=71) of respondents agreed. However, when asked if their chapter boards currently value these types of partnerships, only 68% (n=52) agreed, 22% (n=17) neither disagreed or agreed, and 8% (n=6) disagreed. Just under half (48%, n=37) agreed that their chapter board has made partnering with HEIs a priority, while 40% (n=30) disagreed. When asked about their efforts to establish partnerships with HEIs, 74% (n=57) agreed that their chapter boards have made direct efforts to do so in the past two years.

One tactic for establishing relationships with HEI is to set up a student chapter. The majority of respondents (69%, n=53), indicated that their chapters had considered establishing a student chapter, with a similar number (71%, n=55) indicating that their chapter boards have pursued efforts to develop student chapters. Nearly half of all respondents (49%, n=37) indicated that their chapter boards do not actively recruit students as members, however, and a little more than three-quarters (77%, n=59) indicated dissatisfaction with the level of student involvement in their chapters.

When considering benefits for IABC chapters in partnering with colleges and universities, almost all respondents (95%, n=73) selected recruiting students or faculty as IABC members, and 71%, (n=55) selected promoting professional development or networking events. Other benefits included recruiting students or faculty as future chapter leaders (42% n=32), boosting the reputation and credibility of the chapter (40%, n=31), finding speakers for IABC programs (22%, n=17), using facilities to hold meetings (9%, n=7), staying current with academic research (8%, n=6), seeking sponsorship opportunities (4%, n=3), and participating in ongoing communication research (1%, n=1). Six percent of respondents (n=5) opted to write in benefits related to recruiting—either the chapters themselves could recruit volunteers for IABC programs and IABC members could recruit students for employment.

What factors prevent IABC chapters from developing partnerships with HEIs?

Survey results suggest then that the factors that prevent IABC chapters from developing partnerships include a lack of resources and little perceived interest from HEIs themselves.

When considering the reasons that an IABC chapter might not pursue partnerships with colleges and universities, nearly two thirds of respondents (64%, n=49) indicated that they do not have enough resources, and 39% (n=30) indicated that there is little interest from universities or colleges themselves.

Other reasons included that the effort takes too much time (30%, n=23), too much competition from other professional organizations (26%, n=20), little perceived value from IABC members in HEI partnerships (17%, n=13), and a lack of HEIs near the chapter (10%, n=8).

DISCUSSION

Opportunities Exist

Partnerships between HEIs and nonprofits are natural because the entities may share similar missions (Clary et. al., 2000). Indeed, survey results confirm this logic and suggest a national trend among IABC chapters to develop partnerships with HEIs.

But the onus may be on IABC leaders to initiate contact and be mindful about the potential rewards for HEIs in entering into a partnership. While nearly all survey respondents perceived value in the partnerships, only slightly more than half indicated that they had seen increased interest from HEI faculty and administration in the past two years. This suggests that IABC chapters may perceive more actual benefits to a potential collaboration than do HEIs. Furthermore, the results imply that there may be interest from HEIs, but perhaps the interest has not increased over time. This is not surprising, since HEIs are likely accustomed to having several different partnerships and student organizations on their campuses.

Rewards

It is theorized here that partnerships between IABC and HEIs will follow the same pattern of evaluating costs and rewards proposed in SET. When considering building a partnership, the benefits for both sides must be considered.

The research in this report suggests that IABC considers the primary benefits for HEIs to be the ability to offer more resources to help students enter the workforce and to provide continuing education for faculty and students. For IABC chapters, the key benefits include recruiting students and faculty as members and promoting IABC programs. These points should be the focal point of discussions between professional organizations and HEIs, although the potential costs must also be acknowledged.

Costs

For IABC chapters, the costs include a lack of resources necessary to keep the partnership going. If the chapters cannot tie results from the partnership to membership recruitment, it may be viewed as not worthwhile. Indeed, while the survey shows an increase in interest from HEIs, there is a countering stagnation in the volume of student memberships during the same period. This is likely to be a consideration for all professional organizations that rely on membership. A partnership with an HEI must result in a tangible benefit to justify the allocation of resources to keep the partnership progressing.

As with any partnership, there will also be obstacles to overcome that may not be considered costs relative to the relationship. These obstacles may be procedural or related to outside factors.

The survey revealed one such obstacle related to leadership. As the background research showed, leadership is critical to the success of a partnership. Although nearly all survey respondents themselves perceived value in this type of relationship, only two-thirds agreed that their chapter boards, as entities, value the relationship.

This disconnect between individual and collective thought becomes more apparent when one considers that just under half agreed that their chapter board has made partnering with HEIs a priority, even though almost all respondents reported seeing the value in the partnership. So, individuals recognize value, while the groups to which they belong may not. One reason for this could be that the group must negotiate the costs associated with forging partnerships, and the costs may be perceived to be outweighing the rewards.

RECOMMENDATIONS

Establish partnerships

IABC should actively consider the possibility of establishing partnerships with HEIs. In doing so, the organization should build communication frameworks that revolve around the presentation of the benefits of the arrangement to HEIs, while preparing to address potential costs.

Successful partnerships will likely feature strong personal ties, a culture of trust, and a collaborative environment among leaders. However, it is also important to remember that the partnership will be a fluid arrangement, one that consistently shifts based on the needs of both organizations. It will require continual reevaluation to ensure that the rewards for both sides outweigh the costs.

In following this approach, IABC and associated HEIs will move through two important spectrums—an emotional one and a trust-level one—to reach a strong, collaborative partnership.

EMOTIONAL STAGES	COST/REWARDS	TRUST STAGES
Thesis	Partnership begins	Calculated trust
Antithesis	Continual evaluation of costs/rewards	Knowledge-based trust
Synthesis		Appreciation-based trust

The goal of communication strategies should be to reach synthesis and appreciation-based trust. This creates the best environment for strong, collaborative partnerships.

Support efforts to build student chapters

IABC chapters have had various levels of success establishing student chapters. Survey results suggest that establishing student chapters at HEIs is an effective tactic for developing partnerships.

Two thirds of large chapters have student chapters, whereas the majority of all other chapter sizes do not. This could be because large chapters overwhelmingly make more of an effort to target students in their communication and marketing efforts. Consequently, more than half of respondents from large chapters have seen an increase in student memberships in the past two years while the clear majority of respondents from other chapters have not.

There are also differences to consider between chapters with, and without, student chapters. The majority of those that do not have student chapters focus the majority of their communication on faculty, whereas nearly all chapters that have student chapters focus communication on students.

Furthermore, the chapters that have established student chapters do not feel that they need to actively recruit students as members, whereas those that do not have student chapters are actively recruiting students. This may mean that focusing on building a student chapter is more important for growing membership than any other effort.

In addition to driving membership volumes, the effort involved in developing student chapters may help solidify a partnership with HEIs at an administrative level. Student chapters help a professional organization build connections with students. By involving students, HEIs can recognize benefit to one of its key audiences, and that may encourage greater involvement from the administrative level.

LIMITATIONS AND AREAS FOR FUTURE RESEARCH

This project provides foundational research into developing partnerships based on mutual benefit between IABC and HEIs. Limitations must be acknowledged, though.

The primary research provides little direct insight into the benefits and costs for HEIs. Insights into the value HEIs would perceive from a partnership are based on the opinions, selling tactics, and experiences of the IABC chapter leaders. In addition, this project focused on the perspective of leadership, which may be different from the perspectives of key participants like members or students.

Future research should examine more thoroughly this relationship from various perspectives, including those of leaders of HEIs and leaders of other types of professional organizations; students; and members of professional organizations.

Along the same lines, additional research should also expand to consider more fully the benefits IABC can offer to HEIs. The potential benefits that HEIs can offer a professional organization is somewhat well documented, but there is little research available into what professional organizations can offer HEIs.

CONCLUSION

Professional organizations and HEIs share similar goals related to educating individuals and preparing them for success in their chosen fields. As such, the opportunity exists for them to benefit by developing collaborative partnerships with each other. For this to occur, however, professional organizations should make the effort to initiate contact with HEIs and remain conscious of the perceived costs and rewards of the partnership for both organizations.

Leadership support will also be important for the success of the partnership. Leaders will need to establish tangible benefits of the partnership in order to justify the allocation of resources. In doing so, leaders should also remain conscious of the collective mindset of decision makers. While as individuals, leaders themselves may express interest in a partnership, but the collective mentality of the decision makers may differ.

One immediate tactic for professional organizations to consider is the establishment of student chapters at HEIs. Doing so may provide immediate perceived benefits for both a professional organization and an HEI, and can perhaps open the door for more long-term discussions about expanding and building upon the partnership.

By considering these factors, professional organizations can begin to build a framework through which to develop robust partnerships with HEIs that are based on mutual benefit. Central to that framework will an understanding of the rewards and costs for both professional organizations and for HEIs, a willingness to continuously re-examine them, and a commitment to explore new options as those rewards and costs shift over time.

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APPENDIX

IABC Survey

1. What is the size of your chapter?
   1-50 members
   51-100
   101-200 members
   201+ members

2. Does your chapter currently have an affiliated student chapter?
   Yes/No

3. If your chapter does not have an affiliated student chapter, have you ever considered establishing one?
   Yes/No

4. How often do you communicate with students, faculty, or administrators from local universities or colleges?
   Weekly, Monthly, Occasionally, Never

5. Which group from colleges and universities do you target in your communications? (Check all that apply.)

   Students
   Faculty
   Administrators
   We do not contact colleges and universities.
   Other (please specify)

6. What are the main reasons that you contact colleges and universities? (Check all that apply.)

   - Membership recruitment
   - Leadership recruitment
   - Marketing
   - Sponsorship
   - Event programming – presenters
   - Event programming – location
   - Event programming – communication topics
   - Student chapter issues
   - Other (please specify)

7. In thinking about partnering with colleges and universities, please click the top THREE benefits for IABC chapters:

Stay current with academic research
Use facilities to hold meetings
Recruit students or faculty as IABC members
Recruit students or faculty as future chapter leaders
Boost the reputation/credibility of the chapter
Promote professional development or networking events
Gain funding from the college or university
Find speakers for IABC programs
Participate in ongoing communication research
Participate in social events at the university or college
Seek sponsorship opportunities
Other (please specify)

8. From the list below, please choose the top TWO selling points that you would offer colleges and universities as reasons for them to enter a partnership with IABC chapters:

Promote university programs to IABC members
Keep university informed of the business application of research
Strengthen university reputation
Ease transition for students into the workplace
Provide access to potential pool of instructors
Provide continuing education for faculty and students
Offer reduced program rates for students
Other (please specify)

9. Please check the top TWO reasons why an IABC chapter might not pursue partnerships with universities and colleges:

Takes too much time
Do not have enough resources
No universities or colleges nearby
Little interest from university or college administrators/faculty
Offers little perceived value to IABC members
Too much competition from other professional organizations
Other (please specify)

10. Please indicate the extent to which you agree with the following statements:

The statements below were set against a Likert scale that included the following options: strongly disagree, disagree, neither disagree nor agree, agree, strongly agree.

"Our chapter board …"

has pursued developing student chapters at colleges and universities.
has made partnering with colleges and universities a priority.
values close partnerships with colleges and universities.
would find meaningful value from partnerships with multiple colleges and universities in our area.
has made direct efforts to establish a partnership with colleges and universities in the past two years.
has seen interest from faculty or administrators in establishing relationships with our chapter in the past two years.
has seen an increase in student memberships in the past two years.
is satisfied with the level of student involvement in our chapter.
actively recruits students as members.

Partnerships with HEIs

1. What is the size of your chapter?

		Response Percent	Response Count
0-50 members		17.1%	13
51-100 members		**31.6%**	**24**
101-200 members		21.1%	16
201+ members		30.3%	23
		answered question	76
		skipped question	1

2. Does your chapter currently have an affiliated student chapter?
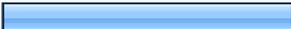
		Response Percent	Response Count
Yes		43.4%	33
No		**56.6%**	**43**
		answered question	76
		skipped question	1

3. If your chapter does not have an affiliated student chapter, have you ever considered establishing one?

		Response Percent	Response Count
Yes		85.2%	52
No		14.8%	9
	answered question		61
	skipped question		16

4. How often do you communicate with students, faculty, or administrators from local universities or colleges?

		Response Percent	Response Count
Weekly		3.9%	3
Monthly		38.2%	29
Occasionally		51.3%	39
Never		6.6%	5
	answered question		76
	skipped question		1

5. Which group from colleges and universities do you target in your communications? (Check all that apply.)

		Response Percent	Response Count
Students		**74.7%**	**56**
Faculty		65.3%	49
Administrators		21.3%	16
We do not contact colleges and universities.		9.3%	7
	Other (please specify)		5
		answered question	**75**
		skipped question	**2**

6. What are the main reasons that you contact colleges and universities? Check all that apply.

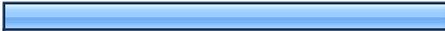|		Response Percent	Response Count
Membership recruitment		72.0%	54
Leadership recruitment		21.3%	16
Marketing		28.0%	21
Sponsorship		9.3%	7
Event programming -- presenters		34.7%	26
Event programming -- location		24.0%	18
Event programming -- communication topics		38.7%	29
Student chapter issues		24.0%	18
	Other (please specify)		11
	answered question		75
	skipped question		2

7. In thinking about partnering with colleges and universities, please click the top THREE benefits for IABC chapters:

		Response Percent	Response Count
Stay current with academic research		7.9%	6
Use facilities to hold meetings		9.2%	7
Recruit students or faculty as IABC members		**96.1%**	**73**
Recruit students or faculty as future chapter leaders		42.1%	32
Boost the reputation/credibility of the chapter		40.8%	31
Promote professional development or networking events		72.4%	55
Gain funding from the college or university		2.6%	2
Find speakers for IABC programs		22.4%	17
Participate in ongoing communication research		1.3%	1
Participate in social events at the university or college		0.0%	0
Seek sponsorship opportunities		3.9%	3
Other		7.9%	6
	answered question		76
	skipped question		1

8. From the list below, please choose the top TWO selling points that you would offer colleges and universities as reasons for them to enter a partnership with IABC chapters:

		Response Percent	Response Count
Promote university programs to IABC members		12.0%	9
Keep university informed of the business application of research		12.0%	9
Strengthen university reputation		8.0%	6
Ease transition for students into the workplace		**81.3%**	**61**
Provide access to potential pool of instructors		5.3%	4
Provide continuing education for faculty and students		49.3%	37
Offer reduced program rates for students		32.0%	24
	Other (please specify)		5
	answered question		75
	skipped question		2

9. Please check the top TWO reasons why an IABC chapter might not pursue partnerships with universities and colleges:

		Response Percent	Response Count
Takes too much time		31.5%	23
Do not have enough resources		**67.1%**	**49**
No universities or colleges nearby		11.0%	8
Little interest from university or college administrators/faculty		41.1%	30
Offers little perceived value to IABC members		19.2%	14
Too much competition from other professional organizations		27.4%	20
Other (please specify)			5

answered question	**73**
skipped question	**4**

10. Please indicate the extent to which you agree with the following statements: "Our chapter board ..."

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree	Rating Average	Rating Count
has pursued developing student chapters at colleges and universities.	1.3% (1)	11.8% (9)	13.2% (10)	**40.8% (31)**	32.9% (25)	3.92	76
has made partnering with colleges and universities a priority.	6.6% (5)	**32.9% (25)**	11.8% (9)	**32.9% (25)**	15.8% (12)	3.18	76
values close partnerships with colleges and universities.	0.0% (0)	8.0% (6)	22.7% (17)	**45.3% (34)**	24.0% (18)	3.85	75
would find meaningful value from partnerships with multiple colleges and universities in our area.	0.0% (0)	0.0% (0)	6.6% (5)	**63.2% (48)**	30.3% (23)	4.24	76
has made direct efforts to establish a partnership with colleges and universities in the past two years.	2.6% (2)	13.2% (10)	10.5% (8)	**43.4% (33)**	30.3% (23)	3.86	76
has seen interest from faculty or administrators in establishing relationships with our chapter in the past two years.	11.8% (9)	11.8% (9)	19.7% (15)	**42.1% (32)**	14.5% (11)	3.36	76
has seen an increase in student memberships in the past two years.	14.5% (11)	**39.5% (30)**	22.4% (17)	14.5% (11)	9.2% (7)	2.64	76
is satisfied with the level of student involvement in our chapter.	22.4% (17)	**55.3% (42)**	9.2% (7)	11.8% (9)	1.3% (1)	2.14	76
actively recruits students as members.	9.2% (7)	**39.5% (30)**	25.0% (19)	18.4% (14)	7.9% (6)	2.76	76
					answered question		**76**
					skipped question		**1**