Integrated marketing deals with aspects often referred to as the "4 Ps": product, price, place, and promotion. These aspects have also been described as the "4 Cs": customer, cost, convenience, and communication. Integrated marketing has been defined as "a listening-first, database-dependent approach to marketing that includes both a willingness to segment and coordinate such strategic assets as product/customer, price/cost, and place/convenience and to develop effective promotion/communication strategies for key target audiences" (R. Sevier, 2000). Generally, universities have used marketing to enhance enrollment. Integrated marketing includes enrollment management, but the integration may include aspects of institutional advancement, image enhancement, and public relations. Most certainly, planning is an important part of integrated marketing efforts. Integrated marketing became a popular buzzword on college campuses during the 1990s. By 1999, a majority of colleges and universities in the United States reported practicing integrated marketing concepts at some level. This report provides an introduction to the concept and reviews sources related to integrated marketing in seven areas: (1) advancement; (2) enrollment management/recruiting; (3) image/branding; (4) integrated marketing/integrated marketing communication; (5) marketing/marketing management; (6) planning; and (7) public relations/promotion. Key resources in each of these areas are annotated in seven appendixes, and additional references are provided. (Contains 46 references.) (Author/SLD)
INTEGRATED MARKETING IN HIGHER EDUCATION
Research Report 01-01

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The Higher Education Program at Texas Tech formed an External Advisory Board in 1997. This Board is comprised of 10 community colleges, 4 public universities, 5 private colleges and universities, and 1 public technical college all located in the western part of Texas. During the third annual meeting of the Board (February 1999) discussion centered on the development of a consortia that would collaborate on common institutional research issues and concerns. An initial survey of the Advisory Board institutions revealed that enrollment management was the most common institutional research issue. Based on an initial focus of enrollment management, the Consortium was formally organized at the fourth annual meeting of the Board (February 2000) with 9 of the 20 Board institutions joining. It is anticipated that participation in the Consortium will vary depending on the specific topics under study.

The Higher Education Program at Texas Tech coordinates the Consortium. Responsibility for the specific projects will vary among the full- and part-time faculty, depending on the specific expertise required. Dr. Brent Cejda, the Coordinator of the Higher Education Program, is directing the enrollment management project. His previous administrative experiences in areas of enrollment management include community colleges as well as both public and private colleges and universities. Eight sponsoring members are providing monetary support for the enrollment management project. The first report of the Consortium focuses on integrated marketing. The report provides an introduction to the concept and identifies resources to this widely used, but not commonly understood term.
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ABSTRACT

Integrated marketing deals aspects often referred to as the 4 P's: product, price, place, and promotion. These aspects have also been described as the 4 C's: customer, cost, convenience and communication. Integrated marketing has been defined as “a listening-first, database-dependent approach to marketing that includes both a willingness to segment and coordinate such strategic assets as product/customer, price/cost and place/convenience and to develop effective promotion/communication strategies for key target audiences” (Sevier, 2000, p. 1). Generally, universities have used marketing to enhance enrollment. Integrated marketing includes enrollment management, but the integration may include aspects of institutional advancement, image enhancement, and public relations. Most certainly, planning is an important part of integrated marketing efforts.

Integrated marketing became a very popular buzzword on college campuses during the 1990s. By 1999, a majority of colleges and universities in the United States reported practicing integrated marketing concepts at some level. This report provides an introduction to the concept and reviews sources related to integrated marketing in seven areas: advancement, enrollment management/recruiting, image/branding, integrated marketing/integrated marketing communication, marketing/marketing management, planning, and public relations/promotion. Key resources in each of these areas are annotated, and additional references are provided.
INTEGRATED MARKETING IN HIGHER EDUCATION

Introduction

In the past decade, colleges and universities have been driven to compete more aggressively for high-achieving students, alumni loyalty, donors, and national prestige as gauged by various rankings and guidebooks. To succeed, many institutions have turned to an evolving concept called integrated marketing (Sevier & Johnston, 1999). Integrated marketing (IM) is a relatively new and unfamiliar concept, despite its seeming popularity among U.S. colleges and universities. IM developed primarily from marketing models developed by Dr. Philip Kotler of Northwestern University in the mid-1970s. His models have been tested by a number of researchers in the past 25 years. Dr. Robert A. Sevier, a higher education researcher and consultant, described six key elements of integrated marketing: an outward focus; desire to address problems strategically rather than tactically; strategic, organizational and message integration; active listening to the customer; database dependence; and coordination of messages (1999b).

Within higher education circles, integrated marketing seemed to spring from nowhere in the late 1990s. In 1998, Currents magazine published a running debate on the value of integrated marketing (Arbeiter, 1998; Lauer, 1998), and the sessions on this subject at the 1999 regional meetings of the Council for the Advancement and Support of Education (CASE) were standing room only. IM is a “relatively recent addition to the higher education lexicon. As such there is—at least at this point—no one, generally accepted definition of integrated marketing” (Sevier, 1999b, p. 1). The concept of “integrated marketing” is often confused with “integrated marketing communication” (IMC), and the two phrases are often and purposefully used to mean
the same thing (De Chant, 1995; Schultz, 1998; Sevier, 1999b; Sevier, 2000; Sevier & Johnson, 1999; Smith, 1995).

Although a popular misconception, Sevier and Johnson (1999) explain that IM and IMC are not the same concept. Integrated marketing deals with the strategic issues of product, price and place, and the tactical issue of promotion; these issues also are described as customer, cost, convenience and communication (Schultz, Tannenbaum & Lauterborn, 1994). Sevier defined IM as “a listening-first, database-dependent approach to marketing that includes both a willingness to segment and coordinate such strategic assets as product/customer, price/cost and place/convenience and to develop effective promotion/communication strategies for key target audiences” (2000, p. 1). Integrated marketing communication, a subset of IM, is focused solely on coordinated promotion or communication.

One reason for the confusion may be the timing of the introduction of IMC and IM. In 1991, faculty at the Medill School of Journalism at Northwestern University completed the first research in the field of IMC (Caywood, Schultz & Wang as cited in Schultz and Kitchen, 1997). Schultz et al. (1994) stated, “Even a working definition of integrated marketing communications is hard to come by” (p. xv). The authors described IMC as “a new way of looking at the whole… realigning communication to look at it the way a customer sees it – as a flow of information from indistinguishable sources” (p. xvii).

Throughout the 1990s, IMC – the communication and promotion aspect of integrated marketing – received heavy attention in the popular and trade press (Duncan, 1993a, 1993b, 1994; Duncan & Everett, 1993; Fawcett, 1993; Finn, 1994; Harris, 1993; Hume, 1992, 1993; Schultz, 1993a, 1993b; Schultz, Tannenbaum & Lauterborn, 1993, 1994; Stanton, 1991). In 1996, a special issue of the Journal of Marketing Communications was devoted to IMC.
Virtually all the papers focused on theory building or identification of key issues, indicating that "IMC still appeared to be in a pre-paradigm as opposed to a post-paradigm state" (Schultz & Kitchen, 1997). The September 1997 issue of Journal of Advertising Research also focused on this subject. In one of the journal's articles, IMC is called an "emerging concept" (Schultz & Kitchen), and other authors said the body of literature on the subject was thin and mostly anecdotal (McArthur & Griffen, 1997). In 1998, Schultz, probably the individual most widely associated with IMC, wrote, "Few concepts have generated as much enthusiastic discussion as integrated marketing communication (IMC), yet had such a paucity of documented successful implementations" (p. 20).

A recent national survey shows that a majority of colleges and universities use integrated marketing (Moore, 2000), but Sevier wrote that "many people – and the institutions they lead – will hop on the integrated marketing bandwagon with no real understanding of integrated marketing and no real commitment to its tenets" (2000, p. 1). By the time Sevier began trying to help higher education administrators distinguish between the concepts of IM and IMC in the late 1990s, IMC was entrenched in the collective consciousness of many marketing professionals. His main emphasis at conference sessions (1999a), in "white paper" reports (1995, 1997a, 1997b) and in his two books (1998; Sevier & Johnson, 1999) was that integrated marketing involved the full marketing mix of product, price, place and promotion. In his presentations and his books, he also tied the "new" trend of IM to 25-year old marketing concepts developed and advocated by Kotler. Sevier (1997b) reminded marketers that Kotler had described marketing accurately in 1975: "Marketing is the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets..."
for the purpose of achieving organizational objectives (p. 5). Kotler is a distinguished professor at Northwestern University, author of 15 books and an international marketing expert.

"Kotler noted, quite correctly, that marketing is a research-based, policy directed activity designed to meet the self-needs of both the institution and target audiences through the advancement of the 4Ps: product, price, place and promotion," wrote Sevier (1997b). He said colleges did not truly understand marketing and that administrators had a limited and "lopsided" notion of it (p. 3). The idea that higher education administrators do not understand marketing has been repeated in the results of many doctoral studies since the 1970s, when marketing first became common practice on U.S. college campuses (Adkins, 1999; Firoz, 1982; Martin, 1987; Mathias, 1982; Mulnix, 1996; Rubino, 1988; Sago, 1989; Sussman, 1979; Wilson, 1985).

Despite some lingering confusion and the lack of knowledge about marketing, administrators have attempted to gain from its use for 30 years. But the recent focus has moved from general enrollment to enrollment of more high-achieving or full-pay students, and from general promotion to two-way, personalized communication with targeted audiences (Sevier, 1999b; Dehne, 1998; Moore, 2000). University administrators are concerned about their schools' image or national academic reputation (Sevier, 1995; Dehne, 1990). Some are concerned about their reputation scores and overall rankings in various national guidebooks, which have increased in importance to students and their parents in recent years (Haworth and Conrad, 1997; Kersten, 2000; "Annual," 1996). Many of the guidebooks include the yield rate between number of applications and the number of students accepted – and applications can be driven by marketing.

Marketing has grown in importance for a variety of reasons. Many administrators are concerned about enrollment because the states with the most colleges (Massachusetts, New
York, Pennsylvania, Ohio, Michigan, Illinois and Indiana) will have virtually no population
growth through 2010. They will be seeking students from the growth states of California,
Florida, New York and Texas (Sevier, 1999a). From a broader perspective, families and
government officials are questioning the rising cost of education, customers are becoming more
demanding, and the demographics of prospective students are changing dramatically (Hunter,
1997; Sevier, 1999b). For these reasons and more, university leaders in the 21st century are just
as interested in marketing as those of the 1970s, when downward enrollment trends first drove
many colleges to aggressively market themselves.

Integrated marketing actually developed as an amalgam of several fields with long
histories in higher education, including public relations, advertising, recruiting and fundraising.
Enrollment management teams were often the first taste of integrated marketing that universities
experienced – with combined efforts of recruiting, marketing, admissions, financial aid, billing,
registrar’s office, housing and more – all designed to attract students who would stay at the
university and eventually graduate. Because few formal studies have discussed integrated
marketing in the higher education setting, this research report includes journal articles, Web
sites, books and other materials that relate directly to IM as well as sources that deal with
components of marketing. Numerous studies have been completed regarding marketing
orientation, marketing measurement scales and some highly quantitative, business-oriented
aspects of marketing in a corporate setting. These studies are not included here.

The databases of ERIC, Dissertation Abstracts, Education Abstracts, WilsonSelect,
FirstSearch and the broader Internet were searched using the keywords “marketing in education,”
“marketing in higher education,” “marketing,” “reputation,” “image,” “integrated marketing,”
"integrated marketing communication," "strategic planning," "promotion," "public relations" and "corporate communication."

In Dissertation Abstracts International, 17 studies regarding "integrated marketing" appeared, and nine of the 17 were related to higher education. None of the dissertations, however, were focused on integrated marketing as defined here, but instead focused on marketing in general with brief mentions of IM or of the subset, integrated marketing communication (IMC). Scholarly studies from the 1980s and early nineties mostly focused on Kotler’s marketing orientation attributes, one of which is "integrated marketing."


The resource material in this report is divided into seven appendices, based on the following categories: advancement, enrollment management/recruiting, image/branding, integrated marketing/integrated marketing communication, marketing/marketing management, planning in higher education, and public relations/promotion. After a brief introduction, each appendix contains annotations of selected sources and a reference list of additional resources.
References


Duncan, T. (1993b). To fathom integrated marketing, dive! Advertising Age, 64(43), 18.


APPENDIX A

Advancement

As colleges and universities attempt to build stronger relationships with their alumni and donors, integrated marketing often expands from the enrollment management area to the advancement office. Currents magazine, published by the Council for Advancement and Support of Education, features articles in every issue regarding alumni relations and fund-raising, often written from a marketing perspective. Although several sources are listed here, the focus of integrated marketing is still primarily in the enrollment area.

Some of the best sources

Council for Advancement and Support of Education (CASE). Available: http://www.case.org [Currents magazine, published by CASE, is partially archived online (1975-98) at this site and is also available in print.]

CASE is the international association serving professionals in the disciplines of alumni relations, communications and philanthropy. Numerous publications about fundraising campaigns, marketing research, annual fund giving and many related topics are available through the Web site. This organization sponsors annual regional and international conferences, and reports and tapes from these sessions often cover cutting-edge topics. Published every two months, Currents includes case studies, topical articles, research summaries and examples from colleges and universities across the United States, Mexico and Canada. Numerous Currents articles and CASE publications are included in this research report. A helpful page of alumni relations links is included at www.case.org/links/alumrel.htm

This book, which is considered the best overall source about marketing higher education, includes a strong overview chapter about “Attracting Financial Resources.” The 30-page section explains the difference between a development orientation and a fundraising orientation. It also outlines how to organize a fundraising or development program. The book gives examples of various marketing techniques designed to attract funding. Kotler and Fox explain how to research and approach various donor markets, and how to plan and execute an annual program. The chapter also explains how to evaluate fundraising effectiveness.


Sago’s study reviews the relationship between the perceived marketing effectiveness of development offices at small, four-year, private colleges in California. He used Kotler’s marketing orientation model as a framework. Sago surveyed two development officers at 15 schools (34 total) and found no significant correlation between marketing effectiveness and success in fund-raising. His results also indicate that, at the time of the study, marketing was not well understood or utilized by higher education administrators. Sago speculated that this general lack of understanding might have skewed the results regarding marketing’s impact on the office’s ability to attract gifts. Results of the study indicate that factors outside the control of the development office influenced donors more than did marketing efforts. This study is significant to the integrated marketing discussion because many schools are implementing IM in an attempt to impact student recruiting and donor giving in a positive way.

This 100-page book is a compilation of cutting-edge data from the first-ever conference of survey researchers and alumni practitioners. Sixteen examples of alumni relations research is presented. The presentations were made at the 1998 Association of Institutional Research AIR/CASE Alumni Research Conference at Georgetown University. This practical guide will help alumni relations directors or marketing research coordinators use research to find out what their alumni think, how they rate a school’s offerings, and what new services they might want.

Other marketing sources related to advancement and alumni relations:


The focus of marketing efforts at most colleges and universities since the early 1970s has been enhanced enrollment. Through the past three decades, numerous studies and articles have focused on the enrollment of traditional and non-traditional aged students in virtually all types (public, private, two-year, four-year) of postsecondary institutions. Some of the resources listed below are classic studies that compile years of research into one guide. Although some of the sources may seem a bit dated, a surprising amount is as relevant today as when it was written. Other sources were published in the past year and address the hottest issues related to enrollment management.

Some of the best sources


This classic sourcebook contains numerous articles on recruiting, and it differentiates university marketing from the marketing of commercial products and services. Amazingly, despite the date, some of the concepts seem as cutting-edge today as when they were described and put in use in the 1970s. Barton’s book, which is often quoted in research studies and dissertations, is a good primer for a new director of admissions. It gives a broad overview and looks in detail at many aspects of what later came to be called enrollment management. Barton explains the role of academic programs in institutional marketing, discusses the admissions funnel and the need to expand the desirable student pool, and reviews marketing as related to
financial aid. Obviously, issues such as the Web, email communication and other modern technology and communication issues are not addressed. This book is no longer available from Jossey-Bass but was popular enough that most university libraries hold it.


This marketing sourcebook specifically focuses on challenges facing directors of continuing higher education. The various authors address marketing as more than slick promotion. “Rather, marketing is a comprehensive strategy for inducing learners to exchange resources they value – time and money, for example – for something they value more: education” (p. 103). The book includes definitions and explanations of numerous marketing concepts, discusses how to create a comprehensive marketing strategy, and includes a thorough index.


This paper presents a marketing plan or model for enrollment management. Bingham explains several strategies and contingency plans that would allow institutional leaders to act decisively and successfully during difficult enrollment years. The plan describes ways to make an orderly transfer from one enrollment stage to the next logical stage. It also allows the user to exert some control over both the internal and external environment, and it should help the user to better understand the interaction that exists between activities and components critical to the enrollment process. This article represents an update of a previous presentation by the author.

Moll says demographic and economic pressures are forcing college and university admissions directors to compete aggressively for new students – particularly those who can pay their own way with little or no financial aid. Students with strong academic records are still considered desirable, but even some prestigious institutions are ignoring them in favor of wealthy, academically average students. The article discusses the conflicting demands of revenue and quality – a conflict Moll says has led some admissions officers to resign and others to be dismissed. One president quoted in the article believes that the current enthusiasm for “positioning” and “creative financing” will give way to a more substantive discussion of how to deliver a quality education for less money.


This symposium, which seems to have become an annual AMA event, covers a variety of issues related to enrollment management, such as price, image and target marketing. A number of the presentations are case studies, although several do report significant research. In general, presenters report from experience at a single institution or base reports on limited research conducted at a few colleges or universities. The summary book gives a good overview of the hottest trends in enrollment management and provides institutional leaders some practical ideas for solving problems. The AMA has a Web site that includes a wealth of resources, but these are often available only to members of the organization.

The author directly addresses the challenges schools face when trying to recruit and retain non-traditional students. Many colleges lack a comprehensive, integrated marketing plan to fight high attrition rates in programs offered to non-traditional students. Some of the barriers to success include sex and age quotas, financial aid practices, regulations, deficiencies in curriculum planning, and faculty and staff attitudes. Zamanou says a clear understanding of the needs of the marketplace is vital to an effective marketing program to attract non-traditional aged students. She stresses that institutions need a realistic awareness of the diversity of non-traditional students and must learn to serve this new group – instead of continuing methods that only attract and retain traditional students. The paper also describes three stages institutions experience as they prepare to attract more non-traditional aged students.

Other sources related to enrollment management


APPENDIX C

Image/Branding

Building a strong image has become extremely important to higher education institutions. There is stiff competition for top students and generous donors. National rankings and guidebooks continue to attract attention from a variety of constituencies. State legislators, students, and parents are keenly interested in a greater value for each educational dollar. The title of one 1994 article (Sevier) says it all: “Image is everything.” Generally, image and branding are associated with the promotion aspect of integrated marketing — although many authors argue that image means nothing without quality programs and services to support it.

Some of the best sources


Dehne says that two of the qualities students value are prestige and name recognition. Both are more important to students who attend private institutions. The article notes that prestige is largely determined by name recognition. One of the implications is that name recognition is “nearly as important as an effective student recruitment operation” (p. 5). Students perceive less risk when they think of an institution as a brand name, and they are more likely to read mail from a known college or university. The article also discusses the importance of the major field, values and ethics, a balanced experience and affordability/value. One interesting feature is the breakdown and comparison of the qualities by type of institution.

This widely quoted speaker and researcher reviews the use of marketing concepts to maintain and enhance the image of a university. He says universities need a system for image assessment that provides a basis for image development. Without this system and the input it can provide, misconceptions can enter the policymaking process at important junctures – and the life of the institution can be adversely affected. Information should be collected from outsiders regarding faculty, curriculum, teaching quality and the cost of attending college. With this data, a marketing action program can be developed. Top academic administrators can take the needed steps to maintain and enhance the university’s image. Views of current students, alumni, parents and employers are important audiences to survey.


Ries and Ries describe how a branding program creates a perception in a consumer’s mind that a certain service or product is different, and better, than others. Examples of the laws include the law of contraction (a brand becomes stronger when you narrow its focus) and the law of the word (a brand should strive to own a word in the mind of the consumer). Above all else, a brand is a singular concept or idea that an organization owns inside the mind of a prospect. The book gives numerous corporate examples that elaborate on the branding “laws.” Al and Laura Ries co-founded an Atlanta-based consulting firm and share their insights with various Fortune 500 companies. Although the book does not deal directly with higher education, the concepts are applicable.

Dr. Don E. Schultz, Northwestern University professor and one of the best-known names associated with integrated marketing communication, explores the various ways organizations have tried to integrate. This brief article packs a punch. Schultz suggests the primary factor in integrating a product is the brand. "The brand is the only element in the organization that provides value to all four of the organization’s stakeholder groups: the consumer or customer, the employee, the shareholder and management (p. 8). Schultz describes the brand as the unifying force in the marketplace. A search on the Web yields numerous publications that expand this concept further, often by Schultz and his Northwestern colleagues. Most of Schultz’s writing on branding or integrated marketing communication relates to the corporate world.


This journal article (later published as White Paper No. 1 by Stamats Communications) explains that a university image or reputation is one of the most precious and powerful marketing tools. An institutional image is an important asset and must be managed carefully. Sevier explores the critical role image plays in the college-choice process, and outlines the characteristics of weak and strong institutional images. He includes strategies for measuring, changing and maintaining a college or university image.
Other resources related to image and branding


APPENDIX D

Integrated Marketing/Integrated Marketing Communication

The broader definition of marketing includes the aspects of product, price, place and promotion. However, many colleges and universities view marketing as promotion only. Integrated marketing communication (IMC) is focused on coordinating an organization's communication and targeting specific messages to specific audiences. Integrated marketing (IM), although used synonymously with IMC, is actually the umbrella term that harkens back to the 4Ps: product, price, place and promotion. The difference is that integrated marketing focuses on the customers or consumers – instead of the producer of the products or services. Because writers and scholars often use integrated marketing and integrated marketing communication interchangeably, the citations are combined here into one section.

Some of the best sources


Categorized by key topics, this 44-page bibliography includes a wide range of books, articles in journals and professional publications, and research studies regarding integrated marketing communication (IMC) and related topics. Although the bibliography only provides citations, it includes a lengthy list of recent resources and a few classic studies. This bibliography would provide a solid starting point for a researcher or practitioner interested in IMC. The categories included are: advertising – challenges; advertising – general discussion; alternative marketing channels; brands and brand management; change; consumer insight and
customer relations; database marketing; direct marketing; education; IMC – challenges; IMC – general discussion; marketing – challenges; market orientation; marketing – general discussion; marketing mix; organizational issues (implementation and barriers); program measurement and analysis; public relations and marketing; relationship marketing; sales promotion; service; surveys; telemarketing; and technology.


Lauer, the associate vice chancellor for communications and public affairs at Texas Christian University, was an early innovator with integrated marketing techniques. This article in the publication of the Council for Advancement and Support of Education supports the conference presentations he and his team made across the country. It describes the old way of marketing versus the new integrated marketing, and provides campus leaders with a step-by-step approach to move to integrated marketing. An example of TCU’s marketing fact sheet is included, as well as examples of IM work at other universities. Lauer has several articles available through ERIC or in the back issues of *Currents*.


Although this book is not focused on educational marketing, it explains how to develop, plan and measure an integrated marketing communication program and how to overcome barriers to implementation. The authors included two case studies – about the American Cancer Society and milk cartons. Actual IMC plans are shown, as well as advertising samples.
Numerous charts and detailed graphics help explain the various organizational models described in the book. An index provides readers a quick guide to specific topics.


This 218-page book offers colleges and universities a step-by-step approach to marketing educational institutions. Sevier makes the case for marketing, explaining marketing as the broader 4Ps (product, price, place and promotion) and discussing the importance of strategic and organizational integration. This practical guide opens with a description of the trends in higher education. It describes the research process, discusses various ways to organize a marketing office, and tells how to choose target audiences. Although the concepts of integrated marketing (IM) are discussed, the book does not actually contain a definition of IM. The book includes a list of sources of secondary research, the names and addresses of higher education organizations and associations, a list of valuable Web sites, a primer for working with teams, and a sample SWOT (Strengths, Weaknesses, Opportunities and Threat) analysis.


This eight-page report is an excellent summary of integrated marketing (IM) as it is related to higher education. The paper clarifies the difference between integrated marketing (IM) and integrated marketing communication (IMC). The author explains that there is “no one, generally accepted definition of integrated marketing” (p. 1). The six elements of IM are 1)
outward focus; 2) desire to address strategic problems strategically rather than tactically; 3) strategic, organizational and message integration; 4) active listening to the customer; 5) database dependence; 6) coordination of messages. Integrated marketing is described as the umbrella concept, with IMC as the promotion/communication of IM. Many higher education administrators mean promotional plans when they request marketing plans. Marketing, Sevier explains, deals with product, price, place and promotion.


This follow-up publication to Sevier's 1998 book on integrated marketing clearly differentiates between integrated marketing (IM) and integrated marketing communication (IMC). A variety of authors provide practical advice for marketing leaders in higher education. The book discusses research, explains how to decide if IM or IMC is right for a certain institution, offers organizational models that best support integrated marketing, and focuses mainly on the communication and promotion aspect of IM. Chapters of the book relate strategies and tactics to develop a visual identity system, handle crisis communication, and coordinate special events and celebrations. Sevier and Johnson use bullet points, checklists, feature sidebars, charts, graphs and tables to provide much of the information in quick-read formats. The appendices include a guide to creating a graphics identity manual.

Other resources related to integrated marketing and integrated marketing communiction


Duncan, T. (1993b). To fathom integrated marketing, dive! Advertising Age, 64(43), 18.


Yarbrough, J.F. (1996). Putting the pieces together: While many marketers are grappling with the true meaning of integrated marketing, some companies are already reaping profits from the savvy strategy. Sales & Marketing Management, 148(9), 68.
APPENDIX E

Marketing/Marketing Management

This appendix includes marketing sources that do not specifically mention integrated marketing. They do, however, provide a good foundation for important IM processes, including planning, positioning, and market research. Many of the concepts central to IM evolved from business marketing. The book by Kotler and Fox (1995) is especially relevant for higher education marketing professional and administrators.

Some of the best sources


This 252-page book is a quick read with one- to two-page briefs on marketing, planning, positioning, customer satisfaction and more. Beckwith’s focus is service. He explains the importance of research for finding out what customers really think about an organization. Relevant to higher education is this concept: “If you’re selling a service, you’re selling a relationship” (p. 42). He emphasizes the need to study each point of contact with customers – then to improve each one significantly. Beckwith gives 18 fallacies of planning, and he explains how people become anchored to their first impressions. The lessons in this book apply well to higher education.

This helpful hardbound volume cites sources from 1980 to the summer of 1986. It includes information from the Education Index, Resources in Education and the Education Resources Information Center (ERIC). The bibliography includes 218 items, of which 169 are annotated. Called the first comprehensive listing of higher education marketing materials, Constantine’s bibliography was categorized by marketing function and by its application in the higher education setting. Reviewing this book could save a researcher or practitioner hours of time if reviewing marketing documents from the 1980s.


This textbook by one of the best-known names in marketing circles gives a thorough and detailed overview of every aspect of marketing. Dr. Philip Kotler of Northwestern University has written more than 20 books and hundreds of articles. Although this book is much broader than higher education or enrollment management, it explains key concepts such as building an image, positioning an organization, differentiating a service from the competition, and assessing a marketing program. The book includes the Marketing Effectiveness Rating Instrument, which has been used in some form in numerous dissertations to measure marketing programs in colleges and universities.

Originally published in 1985, this guidebook provides marketing guidance for practitioners who work in colleges and universities as well as other types of schools. In an extremely thorough, 475-page book, the authors explain marketing in the education arena. The book is divided into six main sections: 1) understanding marketing; 2) planning marketing; 3) understanding markets; 4) designing marketing programs; 5) applying marketing; and 6) evaluating marketing activities. Kotler and Johnson explain the concepts of marketing research and explain how to implement a marketing program. They tie marketing to strategic planning, using a strategic planning process model. The book also takes readers through each stage of the planning process, using examples, charts and lists to explain market planning more effectively. Content areas include image and image modification, target marketing, designing educational programs that meet market needs, retention programs, and enrollment management models. Possibly because of the timing of this edition, it does not emphasize the role of the Internet or email communication in enrollment management or general marketing.


This report provides a valuable history lesson for higher education marketing practitioners. Sevier tracks marketing back to its business roots and explores the broad definition of marketing espoused by Dr. Philip Kotler more than a decade ago. As Sevier explains, Kotler correctly noted that marketing is a "research-based, policy directed activity designed to meet the self-needs of both the institution and target audiences through the advancement of the 4Ps:
product, price, place and promotion” (p. 2). The article stresses that on most campuses, presidents still think of marketing as promotion.

Other resources related to marketing and marketing management


The need for institutional planning is emphasized by virtually every source that thoroughly discusses integrated marketing. The references listed in this appendix provide solid information about strategic planning in the higher education setting. Ideally, an institution sets its mission and strategic direction, and an integrated marketing plan is “nested” beneath this umbrella plan. Interestingly, Williams (2000) actually encourages higher education administrators to replace strategic planning with standard marketing procedures.

Some of the best sources


Kotler and Murphy’s article states that if colleges and universities are going to survive the difficult years ahead, they need a strong emphasis on planning – specifically on strategic market planning. They call this type of planning “the most revolutionary commercial sector development in the last ten years” which “promises to be a potent tool for use in nonprofit organizations” (p. 470). Strategic planning and strategic market planning are used interchangeably in the article to mean “the process of developing and maintaining a strategic fit between the organization and its changing market opportunities” (p. 471). Kotler and Murphy apply this process to higher education. The steps in the Strategic Planning Process Model described are: analyze the environment, review major resources, formulate appropriate goals, choose cost-effective strategies, determine appropriate organizational design, and improve system designs. Kotler and Murphy explain that the most important benefit of strategic planning
is to force higher education decision-makers to undertake a more market-oriented approach to
long-range planning. Although this article is 20 years old, the concepts are relevant and
applicable today.


This 186-page, spiral-bound guide to planning provides a thorough overview focused on
the special needs and challenges facing higher education. The book is filled with examples,
checklists and forms to be used by planning teams at colleges and universities. It covers such
topic areas as trends in the changing environment, theories of planning, fear of change, and the
strategic planning process. The book also explains how to clarify a mission statement and core
values, establish a vision for the future, conduct a situation analysis, develop a strategy and
implement the plan. Nine appendices offer planning documents and various planning resources.
Sevier also included a complete bibliography. He is vice president for research and marking and
general manager at Stamats Communications.

making.* Ann Arbor, MI: The Society for College and University Planning.

Various authors deal with environmental planning, curriculum planning, enrollment
management, human resource planning, student services, planning for information technology,
and academic planning within a larger context. Nedwek provides a strong introduction that
explains the trends in higher education that affect planning. Although this guidebook does not
specifically address marketing, the two chapters on enrollment management discuss key issues:
recruitment and retention analysis tools and financial aid strategic planning. The sections on environmental scanning give a good overview for university leaders and marketing practitioners.


Without a doubt, the single greatest source of information on planning in higher education is the Society. Plan Ahead is an online newsletter that is regularly updated. Links to plans from other higher education institutions, online periodicals and books, and workshops and conferences quickly provide valuable resource material. Planning Ahead is the quarterly journal of the Society. Each article in SCUP’s journal becomes available online three months after its publication. Especially valuable is the “Noteworthy Articles” section of the journal, which provides a bibliography on planning compiled from a quarterly scan of higher education journals and publications. SCUP also has a resource catalog online. Included in the catalog are a number of books published by SCUP as well as videotapes of SCUP-PBS satellite conferences and programs.

Williams, R.L. (2000). Out with the old, in with the new: It’s time for academe to replace strategic planning with standard marketing procedures. Currents 26(1), 63-64.

Williams argues that strategic planning as generally practiced by higher education has become ineffective, for various reasons: fear of hard decisions; passive-aggressive behavior at the institutional level; fuzzy, unmeasurable goals; and the “all things to all people” syndrome (p. 64). He believes a marketing approach to planning is more effective. First, marketing is truly integrative and holds greater potential for bringing units and people together. Second, marketing
is grounded in reality and depends on knowledge from front-line people who have contact with
the market. Third, marketing is customer- or client-oriented, which allows an institution to be
more responsive to the dynamic external world. Fourth, marketing is survey- and perception-
driven. Fifth, marketing progress is easy to measure – such as hitting enrollment goals or fund-
raising goals. And sixth, marketing pays attention to relationships.

Other resources relating to planning in higher education

Allen, B.H. (1978, May). The role of institutional research in the college and university
marketing process. Paper presented at the annual Association for Institutional Research Forum,
Houston, Texas. (ERIC Document Reproduction No. ED 161 391)

Education, 24(1), 31-35.


college: Communication, understanding and cooperation. Planning for Higher Education, 11(3),
18-24.

Hall, C. (1993). Demystifying marketing: Campuses use and confuse this concept. To
understand it, start by cutting through the fog. Currents, 19(2), 30.


the data explosion. Paper presented at the Annual Adult Education Conference, Dallas, Texas.
(ERIC Document Reproduction No. ED 367 248)


APPENDIX G

Public Relations/Promotion

Public relations (PR) and promotion are key components of integrated marketing. Some researchers place marketing under the PR umbrella; others believe marketing should be the umbrella function. Regardless of the university structure, public relations and promotion (also called integrated marketing communication) were being used at colleges and universities long before the terms “marketing” or “integrated marketing” came into play.

Some of the best sources


This hardcover textbook provides a comprehensive summary of public relations (PR) theory, principles, history, management and practices. Called by some the “bible” of public relations, it is an authoritative and comprehensive reference for serious students of public relations. It offers a conceptual framework for understanding the foundations of PR, but some critiques find it more theoretical than practical. This 588-page book is a basic primer about public relations, often used in Introduction to Public Relations courses.


Miklich (1988) was one of the first scholars to argue for the integration of marketing and public relations (PR) in higher education. Miklich defined an integrated communication system as a “consumer-oriented approach by all departments of an organization” (p. 16), where marketing and public relations efforts are coordinated by one high-level administrator. The
article suggested four actions that top administrators should take in building a successful integrated communication/PR effort: 1) develop a marketing-oriented attitude among all members of the organization, 2) place one top-level administrator in charge of marketing, public relations and communication functions, 3) develop a strategic plan that integrates with the overall goals of the organization, and 4) coordinate all promotional activities for greater effectiveness.


Annual volumes of this public relations annotated bibliography are available. They are based on searches of 100-200 periodicals, books and journal articles that relate to the knowledge and practice of PR. The bibliography is divided into 30 categories, from business ethics to writing techniques. The largest categories relate to business credibility, business ethics and business responsibility. Other sub-classifications include media relations, management and marketing, communication, crisis and issues management, and the PR profession. This research synthesis does not focus on higher education but gives a broad overview of the hottest topics in the public relations field in a given year.

Other resources relating to public relations and promotion


Gores, M. (1996). If I buy an ad, will you print my story? How to work with your local newspaper to promote adult education programs. Adult Learning, 7(5), 9-10.


Holtz, S. (1998). Public relations on the net: Winning strategies to inform and influence the media, the investment community, the government, the public, and more! New York: AMACOM.


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