

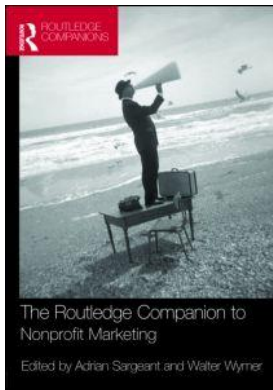
This article was downloaded by: 10.2.97.136

On: 22 Mar 2023

Access details: *subscription number*

Publisher: *Routledge*

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: 5 Howick Place, London SW1P 1WG, UK



## **The Routledge Companion to Nonprofit Marketing**

Adrian Sargeant, Walter Wymer

### **The promise of marketing in higher education**

Publication details

<https://test.routledgehandbooks.com/doi/10.4324/9780203936023.ch17>

Charles S. Madden

**Published online on: 22 Nov 2007**

**How to cite :-** Charles S. Madden. 22 Nov 2007, *The promise of marketing in higher education from: The Routledge Companion to Nonprofit Marketing* Routledge

Accessed on: 22 Mar 2023

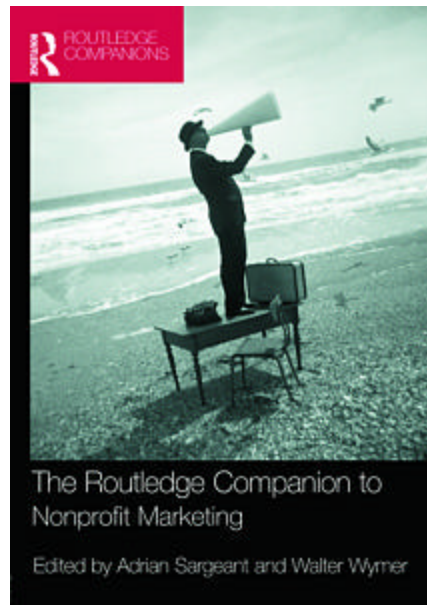
<https://test.routledgehandbooks.com/doi/10.4324/9780203936023.ch17>

**PLEASE SCROLL DOWN FOR DOCUMENT**

Full terms and conditions of use: <https://test.routledgehandbooks.com/legal-notices/terms>

This Document PDF may be used for research, teaching and private study purposes. Any substantial or systematic reproductions, re-distribution, re-selling, loan or sub-licensing, systematic supply or distribution in any form to anyone is expressly forbidden.

The publisher does not give any warranty express or implied or make any representation that the contents will be complete or accurate or up to date. The publisher shall not be liable for an loss, actions, claims, proceedings, demand or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of this material.



ISBN: 0-415-41727-9, *The Routledge Companion to Nonprofit Marketing*, © 2008 Adrian Sargeant and Walter Wymer for editorial matter and selection; individual chapters, the contributors, Routledge, Page cover.

---

First published 2008  
by Routledge  
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

Simultaneously published in the USA and Canada  
by Routledge  
270 Madison Avenue, New York NY 10016

*Routledge is an imprint of the Taylor & Francis Group, an informa business*

To purchase your own copy of this or any of Taylor & Francis or Routledge's collection of thousands of eBooks please go to [www.eBookstore.tandf.co.uk](http://www.eBookstore.tandf.co.uk)

© 2008 Adrian Sargeant and Walter Wymer for editorial matter and selection;  
individual chapters,  
the contributors

Typeset in Bembo by RefineCatch Ltd

Printed and bound in Great Britain by  
TJ International Ltd, Padstow, Cornwall

All rights reserved. No part of this book may be reprinted or reproduced or utilized in any form or by any electronic, mechanical or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

*British Library Cataloguing in Publication Data*

A catalogue record for this book is available from the British Library

*Library of Congress Cataloging in Publication Data*

A catalog record has been requested for this book

ISBN10: 0-415-41727-9 (hbk)  
ISBN10: 0-203-93602-7 (ebk)  
ISBN13: 978-0-415-41727-3 (hbk)  
ISBN13: 978-0-203-93602-3 (ebk)

# 17

## The promise of marketing in higher education

Where we have been, where we are and where we are going

*Charles S. Madden*

For the majority of the history of modern higher education (HE) there has been a largely Darwinian view of what should happen to institutions when they encounter competition, declining demand or other problems that we frequently associate with a need for strategic marketing thinking. Hundreds of colleges and universities have ceased to exist because of economic shortfalls over the past two hundred years in the USA and Europe (Mulnix 1989:124). Usually because of fluctuations in student applications or because of new start-up institutions, both new and established colleges have cut costs, eliminated programmes or sought emergency funding to continue to survive during difficult times. Because 'selling' or otherwise employing 'commercial' approaches to save colleges was considered beneath the dignity of the leaders of those institutions, many schools have perished or merged through the years. It was thought that ceasing to exist was preferable to 'debasing' the institution by using marketing techniques to address problems. Frankly, the very idea of using marketing was rarely considered because the arenas of learning and commerce were far apart in the thinking of institutional leaders.

### Bringing marketing to the academy

Although small incidents of using advertising and personal selling are reported over the years in recruiting students for some post-secondary schools thought of as proprietary 'business colleges' and 'trade schools' (Mulnix 1989:126), the strategies for keeping colleges and universities financially sound have, historically, been relegated to controlling expenses. The best institutions for HE typically have kept their sizes small, so that demand would always exceed supply for their enrolled positions in their classes.

A major turning point in thinking about marketing came with the publication of Kotler and Levy's article, 'Broadening the concept of marketing' (1969). In this chapter the radical idea that marketing strategies and techniques could be applied to the problems of most nonprofit organizations, particularly those of healthcare and education, was put forward. As academic marketing had been a part of university instruction for only about sixty years, there was some disagreement as to whether attention should be diverted from commercial enterprises to

nonprofits. Despite this discussion though, there was agreement from other scholars that marketing had much to offer the nonprofit sector.

Around the same time that the application of marketing to higher education and healthcare was being discussed, a major turning point in the growing trend of the US population came along. After the Second World War, government support of HE in the form of the 'GI Bill' put a large number of students in colleges and universities in the USA. Immediately on the heels of that programme came the 'baby boom' generation of those born after the Second World War who began to swell the numbers of college-age students from the mid-1960s until the early 1970s. The inevitable down turn of both population and enrolled students following the Second World War came in the wake of most public colleges' and universities' efforts to accommodate the largest entering classes in history (Shumar 1997). While institutions were straining to deal with record numbers of students in the 1950s, 1960s and 1970s, the real challenge, however, came when applications began to diminish after the population boom in the late 1970s (Doyle and Newbould 1980; Bingham 1988).

The realization that their institutions were not so excellent that they would draw more than their share of enrolments slowly dawned on administrators of many colleges and universities. Pyke, in a paper published in 1977, raised the issue of whether private universities could survive in the USA. The question was based on the observation that the number of public institutions was growing at a time of diminishing student enrolments. While Pyke, who was the coordinator of academic planning at the University of Southern California, a private institution, made the case that some private schools would survive, he also predicted a major decline in such institutions.

Around that same time, the leadership of many colleges and universities began to embrace the idea that their institutions could benefit from public relation activities. This idea was suggested both in support of fundraising and to enhance the public awareness of public colleges with state legislators. The 'news bureau' model of public relations was mostly used by colleges and universities. Producing a large number of news releases that would be sent to public media with hopes of publication or broadcast, schools expected to 'tell their story' and thereby become prominent among the many available institutions of the day. While this was not traditional marketing as such, it was a step in the direction of understanding that nonprofit and public institutions could benefit from strategies and techniques that were normally associated with private businesses.

Around the time that Kotler and Levy (1969) and Shapiro (1973) made a case for using strategic marketing in HE, Krachenberg (1972) proposed directly how marketing could strengthen educational institutions. He pointed out that many schools were already using some aspects of marketing thought in such areas as student recruitment, pricing tuition and raising money from alumni. He further suggested that marketing was not being used in a comprehensive and intentional way. He made a compelling case for using marketing research and institutional differentiation along with the managerial tools of promotion, distribution and price. He was perhaps the first and for several years the most articulate voice for using a total marketing programme in colleges and universities.

Several other authors proposed a comprehensive use of strategic marketing to different audiences in the HE community (Johnson 1989; Schmidt 1988; Brooker and Noble 1985). Each of these authors created 'how to' guides for college administrators who wanted to undertake the strategic marketing process for their institutions.

Over the next decade, two textbooks were introduced to guide administrators in the process of introducing a managerial marketing approach for their schools (Gray 1991; Kotler and Fox 1995). Gray presented a basic discussion of the major factors

of a marketing programme, while

---

ISBN: 0-415-41727-9, *The Routledge Companion to Nonprofit Marketing*, © 2008 Adrian Sargeant and Walter Wymer for editorial matter and selection; individual chapters, the contributors, Routledge, Page 281.

Kotler and Fox put forth a managerial marketing framework for using strategic marketing. While a limited amount of research and publishing had been done at the time of the introduction of these books, their presence in the marketplace had a very positive and encouraging effect on the HE market.

### **Barriers to the diffusion of HE marketing**

Despite much progress, there were several significant factors that worked against the adoption of comprehensive marketing strategies by administrators of colleges and universities. A feeling within the faculty culture persisted in the belief that marketing was not necessary and was having a cheapening effect on the institutions of HE that were embracing the strategic marketing framework. In 1980, Riesman suggested that the adoption of marketing was a result of consumerism among students. Since then some authors characterized marketing in higher education as a 'fad' along with many other short-run quick-fix solutions (Birnbaum 2000). Other authors suggest that marketing has limited possibilities as a management framework because it has a 'commoditization' effect on the educational product (Gibbs 2001). Gibbs also harks back to the belief held many years ago that marketing serves the lowest common denominator of students and restricts the creative process among colleagues. Fortunately, many authors of that era have rejected that position and made a compelling case for trying to overcome the barriers to marketing in HE institutions.

Even in schools that have a commitment to embracing marketing, there are several other barriers that have impaired the fulfilment of a promise of a comprehensive marketing system. An article in the mid-1970s warned that marketing may have more of a negative impact on some schools than positive (Hugstad 1975). Several schools that tried to adopt a marketing framework in the early years found the following problems when adopting a marketing approach:

- 1 The marketing functions had been built in several fragmented organizational areas of the university. Enrolment management, public relations, fundraising and alumni relations were all frequently found in different areas of the school. Each area presented the potential of a turf battle.
- 2 Functions, such as pricing and product management, were usually completely removed from marketing decision-making. Finance and administration decision-makers frequently controlled tuition and other pricing decisions. Product management was usually under the auspices of the provost/chief academic officer.
- 3 In many institutions marketing and public relations were considered synonymous. While the public relations function was a significant portion of the marketing function in any nonprofit organization, there were many other marketing factors as well.
- 4 In far too many institutions, marketing was seen as an unnecessary expenditure of resources.
- 5 Some marketing expenditures were made in areas where outcomes were difficult to measure without spending further money for field research. The temptation of asking for less money while not measuring outcomes frequently would put managers in a position of not being able to justify the original marketing expenditure.
- 6 Many public institutions had their hands tied with regard to marketing tactics such as pricing, product and the distribution of educational programmes.





Even more recently, some authors have raised the question of whether marketing was being used properly in HE institutions (Goldgehn 1990). However, despite the barriers facing college administrators in adopting marketing for their institutions, a number of marketing strategies and tactics have produced a rich stream of research that has improved the management of such schools (Michael *et al.* 1993).

### **Where are we more recently in using marketing in HE?**

In the 1950s and 1960s, as marketing management was emerging as a decision-making paradigm, a number of concepts and tactics were introduced, such as marketing research, market segmentation, the marketing mix, consumer behaviour and the marketing concept. The 1970s and 1980s brought marketing to HE following a similar path of tactical ideas. Perhaps one of the most helpful papers published in the early days was another article by Philip Kotler who suggested strategies for successfully introducing marketing into nonprofit organizations (1979). The research agenda after that time began to focus on using marketing ideas to solve practical problems facing colleges and universities (Wasner and Bruner 1999). For example, the knowledge in the field enabled a series of researchers to explore the processes used by prospective students to choose a college (Cook and Zallocco 1983; Chapman 1981; Hossler and Gallagher 1987; Clinton 1989). Through the past twenty years, probably the most common subject of papers for marketing in HE continued to focus on how student choice can be better understood and influenced (Dixon and Martin 1991; Flint 1992; Galotti and Mark 1994; Coccari and Javalgi 1995; Canale and Dunlap 1996; Broekemier and Seshadri 1999; Dawes and Brown 2002; Dawes and Brown 2004; Parmar 2004). Even the role of marketing services and the quality of service providers was explored as a positive application to HE education (Johnson 1987–8; Canterbury 1999; Brooks 2003).

Perhaps one of the most useful and practical areas of research for the decision-making college administrator has been the stream of work in institutional image measurement and enhancement. The introduction of the topic as a management tool came from a few authors in the late 1980s and the early 1990s (Hayes 1993; Riesman 1980). Other work explored how typical communication vehicles such as the campus view book could be powerful image techniques (Klassen 2000), and institutional positioning could be undertaken through showing the campus social life (Capraro *et al.* 2004). Later studies suggested the importance of comprehensive image management to the sustainability of a college or university (George 2000; Finley *et al.* 2001).

Some of the more recent and useful streams of research have focused on institutional brand images among colleges and universities (Bulotaite 2003). Over several years the mutual support of marketing and public relations has been explored as many colleges and universities have had their marketing functions controlled by the public relations department (Walle 1990). While marketing and public relations are not interchangeable, the introduction of marketing frameworks has brought about conversations over the last several years among marketing and public relations scholars concerning the integration of marketing communications (Sands and Smith 1999; George 2000). These discussions have served the HE marketing community very well, in that many administrators were already committed to departments of communications or public relations when the needs of an institutional marketing strategy became apparent. Bringing that support of marketing to the broader HE community was a natural extension of the process of integrating each piece of the promotional process into a comprehensive and meaningful strategy (Morris 2003).

As is commonly the case in the diffusion of any managerial innovation, marketing ideas both



in the literature and in professional meeting discussions have preceded practice by as much as a decade. It must also be realized that like distributions of many other organizations HE institutions have primarily paid lip-service to marketing idea frameworks. Even among schools that pride themselves on their progressiveness in implementing marketing, most schools have only adopted marketing frameworks piecemeal. In a 2002 study by Newman, a sample of HE institutions reported that among the highest-ranking members of each school's administrations responsible for one or more marketing functions carried a title of director or dean (36 per cent or 26.7 per cent respectively), and another 19.6 per cent carried titles of vice-president or assistant/associate chancellor. Of the various responsibilities assigned to the highest-ranking marketing officers in the reporting institutions, enrolment management was the most common with 93.2 per cent, financial aid was 46.6 per cent, publications was 34.6 per cent, registration/ records followed with 24.3 per cent and the last responsibility listed was public relations with 10.0 per cent. All responding institutions were asked what marketing and planning activities they were currently using. In order of frequency, the respondents listed strategic planning (90.2 per cent), advertising (87.7 per cent), marketing planning (85.0 per cent), target marketing (84.5 per cent), marketing research (76.8 per cent), market segmentation (64.0 per cent), selfaudits of marketing (61.9 per cent), and positioning (56.9 per cent). Newman also compared her 2002 findings with a comparable study that had been conducted by Goldgehn in 1989. The comparison showed that every marketing and planning activity had increased in frequency with the exception of target marketing and market segmentation which had regressed from 91 per cent in 1989 to 84 per cent in 2002 and from 78 per cent in 1989 to 64 per cent in 2002. While specific marketing tools, like target marketing and market segmentation were used with less frequency, most of the broader activities were embraced by a larger percentage of respondents.

Another use of marketing planning that has been observed in the literature looked at the relationship between marketing planning and national rankings (LeBlanc 1997). Many ranking criteria in the *US News and World Report's* annual rankings issue of the publication can be strategically addressed with a marketing planning process. Included among those criteria would be student recruitment (quality of test scores and class ranks, student retention, etc.), peer institution evaluation of image and alumni giving. Investment in targeted communications can not only affect those criteria, but can also improve a ranking, thereby making such criteria and other attributes that are easier to affect because of the resulting rank.

### **Could we do better in using marketing?**

The history of HE over the past forty years has shown that colleges and universities tend to embrace marketing when forced to by environmental conditions, such as population or enrolment declines. There seems to be more of a willingness to use marketing strategies when the institutional status quo is challenged, such as enrolment revenue declines, than when great opportunities present themselves. One way of looking at how marketing has diffused into the HE community is to compare it with the rate at which the healthcare industry accepted marketing as a strategic framework over the past thirty years. The difference between the two may be attributed to the healthcare community's combination of a highly competitive industry and the infusion of a great deal of private capital in the 1990s. Dozens of nonprofit hospital organizations were sold to three or four national 'chain' healthcare corporations in that era. The motive for such sales was the belief that many hospitals could not survive without the infusion of a great deal of private capital to enable them to embrace cutting-edge technologies. These two converging trends gave

healthcare institutions both a motive and an opportunity to

---

ISBN: 0-415-41727-9, *The Routledge Companion to Nonprofit Marketing*, © 2008 Adrian Sargeant and Walter Wymer for editorial matter and selection; individual chapters, the contributors, Routledge, Page 284.

embrace strategic marketing. The corporate management teams that had experience in other industrial settings pushed hospitals towards a commitment to marketing. There was no such parallel to the conditions in healthcare existing in HE. Despite that, however, today there seem to be some emerging environmental conditions that may spur a regeneration of interest in using marketing in the HE community.

### **What could energize a new era of marketing?**

Zusma (1999) predicted that some factors are aligning which may prod colleges and universities to re-examine the role that marketing strategies could play in coping with emerging environmental and market difficulties. Among the pressures that Zusma identified were: (a) declining public support for state colleges and universities; (b) subsequent shrinking financial resources made available by state legislatures; (c) uncertain federal research funding; (d) unstable student grant and loan support from the state and federal governments; (e) impending de facto privatization of public HE institutions; and (f) shifting size and quality of today's college-aged student populations available to enrol.

If history is any predictor of the reaction of HE institutions to environmental change, we are coming face to face with a new wave of strategic marketing interest (Newman *et al.* 2004). Much like the earlier days of the diffusion of marketing in HE, enrolment fluctuations will drive some interest in enrolment marketing, tuition-setting and student financial aid. This coming phase may be more intense because of the growing dependency of schools on student tuition (Zemsky *et al.* 2001). Additionally, with the more pervasive use of student tuition discounting and leverage, we can expect a more sophisticated use of marketing in these areas (Kronholz 2002). As the trends cited above come to fruition, we will also see an attempt to use and understand more broadly marketing in areas which have not formally been a part of the institutional strategies of colleges and universities (Paul 2005). We must never underestimate the survival instinct present in HE. In 1977, Pyke wrote an article entitled 'The future of higher education: Will private institutions disappear in the US?'. Although he concluded that private universities would not disappear, his point was that large, state-funded, land grant institutions were a threat to private schools because they were more of a bargain. We have now reversed the argument by tentatively predicting (Zusma 1999) that public institutions will be 'privatized' because of a loss of public political support for state colleges and universities. It must be noted that by privatizing these schools, it puts them in a position of competing for both students and private funding, thereby needing marketing more than ever before.

### **What form will the next wave of marketing take?**

There are several opportunities available to HE in using marketing to solve immediate problems such as enrolment shortages, but there are also broader and richer frameworks available to schools to embrace opportunities for branding, positioning and building collaborative communities which exceed the future expectations of faculty, staff, students and alumni (Levine 2000).

Institutions have sought to use marketing to solve immediate and incremental problems such as the need for awareness (bringing about public relations), the need for funding (bringing about development), the need for enrolment (bringing about enrolment management and student financial aid) and the need to improve relations with alumni and state government. In



church-related schools, relations with denominations or churches (bringing about alumni relations, governmental relations and church relations) other areas are sure to emerge as needed. Each area, though, while needed, has frequently become unrelated 'turfs' that have not enjoyed the synergism possible in an organized cooperative marketing effort. While many of the departments listed above exist in a large number of colleges and universities, the real opportunities for using marketing in the future lie in finding ways to weave the efforts together and build integrative strategic frameworks for the future (Stewart 1991).

### **Marketing's next likely contributions**

We know far more about marketing than we can effectively use in HE because of political and organizational barriers. Institutions of HE will continue to implement additional facets of marketing as problems arise. There are, however, some areas in marketing knowledge that promise institutional improvement and competitive advantage. The foremost opportunities for contributing to the future of HE exist for the use of marketing in the following areas: (a) the use of a strategic marketing plan offers to align market needs with the mission and vision of the college or university; (b) choosing a college is one of the most consequential and complex consumer choices that most people ever make. Marketing offers an opportunity for a college to create an institutional profile that can attract the best students available with aspirations served by that institution (Spiegler 1998); (c) while for-profit businesses select markets that are ready and willing to pay the highest acceptable price for a product, HE institutions must select markets for many reasons other than ability to pay. The creation of the transaction between a university and a prospective student is based on varying prices that result from scholarship discounting balanced against the talent (intellectual, athletic, musical, etc.) and other potential that the student brings to the exchange. Consumer behaviour as a part of the marketing decision framework offers a way to better understand each side of that transaction (Hoffman and Kretovics 2004); (d) a large part of the success of a college or university is rooted in the quality of service provided by the faculty, staff and administration (Aldridge and Rowley 1998). A marketing framework offers a way for the university service community to both understand and better serve students; (e) much of the customer satisfaction research stream offers HE institutions a better way to build an environment conducive with greater student retention; (f) marketing research offers universities insight into the way students, alumni and other prospective donors view the school. This enables the university decision-maker to raise the probabilities that students will choose to attend and that donors may willingly give; (g) the creation of new HE products, such as a new major field of study, can improve the probability of the programme's survival by using a demand analysis framework. Many new programmes of study fail because they are driven by faculty desire to study and teach in an area that has not been analysed for strength of student demand. Matching a creative proposal with an objective demand analysis can either strengthen the course offered or eliminate the programme before it fails; (h) the analysis of market size for the various market segments that provide students to the university can stabilize and optimize the resulting size of the university student body. Many universities, especially state-supported schools, grow above their sustainable size for political reasons and are sometimes unable to maintain both size and quality over time. Other schools may be unable to offer high-quality and synergistic programmes because they are reluctant to grow the institution to a reasonable and market sustainable size; (i) if pricing decisions concerning tuition and scholarship leverage are approached using the best practices available, net revenue and available resources can be used to support a higher-quality institution. Many





schools still set tuition based on the needs of a current institutional budget. In trying to increase the quality of students or to seek more tuition revenue, some institutions have raised their scholarship discount rate to unsustainable levels. Pricing the college experience strategically can provide both adequate support for the educational institution and make a school reasonably affordable to its student markets; (j) HE institutions can improve their sustainability in the long run by building a differentiated brand. The homogenization of universities and colleges has resulted from attempts to meet accreditation standards, national ranking standards and to emulate larger, older and more prestigious schools. That lack of differentiation has yielded the perception that colleges are offering an educational commodity in the classroom. While some similarity is expected and reasonable in quality among colleges, the ability of an institution to show its strengths and to set itself apart from the other two thousand or more schools of HE is essential; (k) marketing has recently offered a 'customer relationship management' framework to those charged with raising resources from both alumni and other stakeholders of the university (Black and Miller 1991). Many schools have directed their fundraising efforts towards mass appeals, framed in impersonal direct mail requests. While this technique can be appropriate as a beginning point to identify sincere future supporters of the college, substantial gifts are hard to acquire without building sophisticated databases and strategies to cultivate major givers; (l) enrolment management has contributed to growing institutions and has enabled many schools to enhance their student quality. Now many of the same marketing techniques offer schools the opportunities of shaping the student characteristics of classes; (m) as many institutions shift their attention from only the traditional student to the various markets of non-traditional students, the marketing-mix element of 'place', also called distribution, may become increasingly important. Obvious implications may include locating classes in such places as office buildings, locations convenient to older students and putting more course content on the Internet; (n) the idea of 'internal marketing' has typically in the past meant marketing the need of producing quality services from the faculty and staff. Other uses of internal marketing are many and may include such areas as persuading the faculty to support the student recruitment programme or convincing the administration that budget support for a sophisticated marketing initiative is a good investment, not just an expense; (o) some initial uses of 'customer relationship management' have been made in identifying and cultivating relationships with alumni and other relevant external stakeholders with the objective of raising resources. Other applications of the relationship management framework promise a much broader and richer contribution of money, volunteering and influence for the benefit of the university or college.

### **Marketing's future in HE: a promise that will be kept?**

Each of the areas listed above offer substantial progress in the contribution of marketing to the future of HE. While the list is probably not exhaustive, each area can be explored by marketing managers in HE administrative positions to the benefit of their institutions.

#### ***Strategic marketing planning***

Institutions that use a strategic marketing planning format will find that their stakeholder markets can more easily align with the schools' mission and vision. Additionally, a strategic marketing approach offers probable institutional growth and long-term strengthening of the university community (Naude and Ivy 1999). The typical strategic planning format offers a



vehicle for bringing very diverse members of the university community into a meaningful discussion concerning the future of the institution. While financial planning can strengthen an institution, strategic marketing planning offers a market-driven plan which is more likely to yield both revenue and institutional opportunities over time (Pabedinskaite and Friman 2003; Sevier 2001).

### ***Consumer behaviour for college choice***

Marketing managers who use the best empirical findings concerning the college choice process find that their institution has a major advantage in selecting and enrolling the 'best of the best' from the available student pool. Understanding the extent research literature also encourages administrators to attempt to influence the choice process much earlier than ever before (Martin and Dixon 1991). Programmes that expose high-potential young students (middle school, junior high school and high school) to the university years before they begin to consider and ultimately make a college decision offers great dividends in attracting high-quality students (Stupak 2001). Marketing also offers opportunities for colleges to create institutional profiles which can attract the very best students that aspire to success in the targeted programmes (Murphy 1981).

### ***Complex choices of students after matriculation***

While most uses of consumer behaviour understanding by university marketing administrators are committed to the way choices are made in selecting a college by students, other applications such as choosing majors, making housing choices and deciding about enrolling in overseas programmes can also be understood and enhanced by the use of consumer decision-making research. Other student choice processes can be improved and better understood, including employment searches and the choice of attending summer school sessions, for example.

### ***Service quality in the university enterprise***

The overall satisfaction of students with their college experiences is largely rooted in the ability of the various on-campus service units to deliver what is perceived by students as high-quality service encounters. A strong research tradition has emerged over the past twenty years regarding the components of quality services. Understanding students' needs for quality services in such varied contexts as dining services, telephone services and access to university computer systems can make a great difference in the ways students perceive an overall quality university experience. This overall perception of services at the university can substantially contribute to the long-term willingness of a student to become a supportive alumni or active volunteer.

### ***Student satisfaction and student retention***

Previous research in student retention has focused on the day-to-day connections that are made by students when they begin their college careers. Later drop-out problems can best be understood by using student satisfaction models. Properly understood, the factors that affect students' persistence can inform student academic advisers in advance of seeing the student drop out. The research on customer satisfaction encourages marketing managers to set carefully and monitor customer expectations (Verhoef 2003; Blasco and Saura 2006). Students'

expectations are frequently affected by written communications and other interactions that lead to enrolment and other student choices (Shank *et al.* 1995). By simply understanding students' expectations, advisers and university marketing administrators can have a chance to enhance student satisfaction. Although students' roles as customers are controversial (Brennan and Bennington 1999; Clayson and Haley 2005; Obermiller *et al.* 2005), their complex roles in the university context can be understood by using what we know about customer satisfaction.

### ***Viewing student needs through the lens of marketing research***

Every group of stakeholders in the university can be better understood with a consistent programme of marketing research (Madden 2000). Prospective students and their families, current students, alumni, faculty, staff and university boosters in all areas (athletic teams, arts, academic programmes, etc.) have specific ways of viewing the university that cannot be imagined by marketers without objective research techniques. Marketing decision-makers think about the issues pertinent to stakeholders far too much and frequently to remain objective. The actual stakeholder groups have different, diverse and competing activities in their lives, and consistent, longitudinal research helps bring the thoughts and perceptions of these stakeholders into realistic focus. Benchmarks of stakeholders' market segments can be used as a point of comparison with future studies to understand changes in each market.

### ***Ascertaining new programme success with market demand studies***

Each year hundreds of new academic programmes are launched, based on the interest of faculty. Many of them fail and represent a waste of scarce resources. Further, other needed and potentially successful programmes are viewed with scepticism because of the frequency with which other programmes fail. By using demand analysis of both students' interest in the programmes and practical market acceptance by employers or others (graduate programmes, licensing boards, etc.), the probable success of programmes can be expected. Even existing programmes can be improved by researching the demand of students and others who are needed for future student success with the improved programmes.

### ***Achieving sustainable equilibrium in the size of the student body***

Every institution has to deal with the question of what its 'natural size' is as a school. By understanding the market segments that are likely to be sources of student demand, a proper institutional size can be projected, given the size of endowment, career aspirations of students and the student segments' available resources to pay tuition, fees and other costs of education. Being able to project sustainable size for the institution requires a very sophisticated understanding of markets and market segments to which the institution has access. Advantages of being able to accurately estimate an appropriate size for the school include being able to project accurately tenured faculty needs, constructing only buildings that are needed and that can be maintained and projecting needed scholarship funds. The ability to project sustainable size of an institution also provides the foundation for long-range strategic planning and visioning. Understanding the dynamics of this process also contributes to attracting institutional funding, including endowment and buildings.

### ***Setting prices by understanding student demand and overall value***

Institutions have realized in recent years that tuition rates are, at best, a 'sticker price' for students and their families to compare colleges generally. Many students do not pay the full tuition rate because of the availability of scholarship discount leveraging (Hoverstad *et al.* 2001). Schools frequently divide their total market into several market segments that differ because of varying levels of price elasticity of demand and their ability to pay. Schools that try to set a tuition rate that is affordable to all students leave a great deal of money on the table. Tuition can best be set as a result of understanding the perceived value of the college when compared to other peer institutions. Again, understanding the demand function of the school's market is fundamental.

### ***Building a brand helps a college to differentiate itself and all of its programmes***

National academic ranking systems such as *US News and World Report* place value on several quantitative factors in their annual published evaluations. Despite denying the importance and influence of such rankings, most schools have allowed them to influence institutional decision-making and therefore exerting a similarity levelling on choices made by the various administrations. A second homogenizing influence on universities is the accreditation process. Meeting standards of university accreditation as well as having internal schools and college units seeking accreditation tends to make institutions more similar than different. The work that has been done in the for-profit arena has shown that building a brand for an institution can have many advantages, the least of which is not that organizations that are differentiated can attract many supporters that subscribe to their values and goals (Naddaff 2004; McAlexander *et al.* 2004). The advantages for an institution of HE in having a well-known and differentiated brand are numerous. Prospective students will be aware of and include the school in their evoked set of prospective enrolment choices. Alumni and other supporters will take pride in the prominence of the institution and peer schools will recognize and positively evaluate the college when opportunities arise for colleague interaction.

### ***Using customer relationship management to identify and cultivate donors***

In the last few years a major paradigm shift has occurred in marketing that has only recently been applied to colleges and universities (Harrison 1995). Customer relationship management (CRM) has shifted the focus of marketing activities from mass markets and even market segments to individuals within the market segments. To support this approach, databases and depth information about individual stakeholders are used to match individuals with institutional opportunities. The first and most developed application for CRM in HE has been fundraising. In the past the best strategy for fundraising was to seek wealthy alumni who were capable of giving a significant gift and then cultivate them and hope that their memories of their college experience were positive enough to support the giving of a significant gift to the university. With CRM, the university development division can learn enough about the potential givers and develop strategies to cultivate relationships with each prospect over time. Through the use of CRM models that predict giving using relationship factors, the university fundraisers can improve the likelihood that a potential giver would take an interest in specific philanthropy projects. The use of this framework, although it may take many years to yield some significant gifts, promises much larger giving from donors, over time. Some experts in the application

of CRM to raising HE gifts have compared the old fundraising

---

ISBN: 0-415-41727-9, *The Routledge Companion to Nonprofit Marketing*, © 2008 Adrian Sargeant and Walter Wymer for editorial matter and selection; individual chapters, the contributors, Routledge, Page 290.

paradigm to ‘hunting and gathering’ while CRM techniques are more like ‘planting and harvesting’.

### ***Moving from ‘recruiting’ classes to ‘shaping’ classes***

One of the most successful applications of marketing in HE for the past twenty years has been enrolment management. The focus of that practice has been to generate more students in times of population decline or qualified prospective student decline. A more recent use of enrolment management has been relegated to leveraging student scholarship discounting. While many institutions have not developed a full use or appreciation for those applications, some schools have moved beyond that to ‘shaping’ classes. Shaping the characteristics of an entering class for a university can be focused on such goals as improving the size of the minority student enrolment, improving the male–female ratio or enhancing the proportion of out-of-state students (Shank and Beasley 1998). Especially in schools that have a large number of applications, the opportunity to build an entering class of high quality and significant diversity can be greatly improved by using class-shaping techniques (Tapp *et al.* 2004). Once a school has attracted a large number of applicants that have high test scores, the next opportunity to improve the student body is through the use of student attribute selection or ‘shaping’ (Shah and Laino 2006; Moogan *et al.* 1999).

### ***Building non-traditional student programmes by offering convenience***

Within the next five years the number of traditional college-aged students in North America will begin to fall for the first time in over a decade. Many institutions will have to rethink their opportunities in the non-traditional market for HE. If non-traditional students are to be successfully reached, institutions will have to put educational opportunities at convenient locations and at convenient times (Emil 1994; Raisman 1999). Some programmes will need to be integrated into the workplace, near the workplace or near home. Other programmes will have to be reframed towards online alternatives (Dunn 2000). Again, the success of these programmes will be dependent on the willingness of colleges and universities to offer courses and programmes to students in both time- and distance-appropriate forms.

### ***Using ‘internal marketing’ to improve faculty and staff support***

Perhaps, though, the most underused marketing tool in HE is ‘internal marketing’ (Mobley and Ibrahim 1989). Treating the faculty, staff and administration as markets for efforts and initiatives can help those who are implementing such programmes by gaining cooperation and support. As with any other marketing process, each of the internal markets must be researched and understood before any programmes are launched. Properly executed, faculty and staff can be encouraged to help with student recruitment or retention efforts. Staff can be shown better ways to serve the student community and to adopt innovations on the campus that must be implemented from time to time. The use of internal marketing can also offer a higher level of communication and cooperation from students, too. Many schools depend on current students for help with student recruiting efforts, guiding alumni around campus on special event days or raising student scholarships from supporters.

### ***Building a broader community with customer relationship management***

As already stated, customer relationship management (CRM) techniques are being used by many schools in fundraising. A broader application of the CRM paradigm for colleges and universities is possible by integrating all stakeholders into a database starting when individuals are first encountered as children, when they become prospective students, when they matriculate as students, or when they become alumni (Arnett *et al.* 2003). As various individuals move through a lifetime of interactions the college or university collects data about them and implements strategies that enhance and intensify their relationships (Madden 2006). By committing to the stakeholders for their entire lifetimes, the institution needs to identify areas in which it must contribute to the stakeholders' future success (Reinartz and Kumar 2003). Among the possible foci of contributing to the life of a stakeholder could be: enhancing college preparation of young people (students with high academic potential or legacies) through camps in the summer on the college campus (science, debate, engineering, music, environmental studies, leadership, etc.); bringing prospective freshman applicants to campus to interact with students and meet with faculty in their areas of interest; building a service culture towards the university community as an undergraduate student; offering students who are about to graduate opportunities for service and leadership in the alumni association; offering senior undergraduate students opportunities for interaction with alumni in their prospective career interests; asking new graduates to mentor and help undergraduates in the same field; asking older alumni to connect senior undergraduates with career opportunities in their companies; asking new graduates to volunteer in going on recruiting assignments for the university; offering career counselling for graduates who have been out of school for three to five years; offering continuing education directed at subjects that address current life needs, such as raising children, investing and changing careers; offering alumni travel opportunities; asking alumni to take leadership roles in the alumni association. The three basic building blocks of stakeholder relationships are: (a) offer programmes or other opportunities that can meet career or family needs to the stakeholder; (b) ask for volunteer service, personal influence and financial contributions to the university; and (c) offer a place in the university community that grows, evolves and matures throughout the stakeholder's life (Heckman and Guskey 1998; Bingham *et al.* 2001). A stakeholder relationship with the university is mutually beneficial, based on a growing appreciation by both parties (university and stakeholder) and contributes to the long-run quality of life in the university community (Madden 2001).

### **Using marketing to enhance the university of the future**

The various initiatives mentioned in this chapter offer universities ways that the application of marketing can improve the quality of any institution. Over time colleges and universities will integrate their various marketing efforts, broaden the use of marketing tools to solve problems and set strategies and see marketing as a way of building communities that are richer and offer all members an enhanced life. Using brand management, customer relationship management and strategic marketing frameworks will be the basic price of competing within the HE markets of the future. In the recent past, universities have been able to seize great advantage by using marketing tools to make their institutions competitive. Most of these applications will not be enough in the future to make a school competitive. The promise of marketing in HE will be kept and expanded over time to the benefit of all



members of university communities. Schools that do not take advantage of this promise will do so at their organizational peril.

---

ISBN: 0-415-41727-9, *The Routledge Companion to Nonprofit Marketing*, © 2008 Adrian Sargeant and Walter Wymer for editorial matter and selection; individual chapters, the contributors, Routledge, Page 292.

## References

- Aldridge, S. and Rowley, J. (1998) 'Measuring customer satisfaction in higher education', *Quality Assurance in Education*, 6(4):197–204.
- Arnett, D. B., German, S. D. and Hunt, S. D. (2003) 'The identity salience model of relationship marketing success: The case of nonprofit marketing', *Journal of Marketing*, 67(2):89–105.
- Bingham, F. G. (1988) 'Background and practices related to educational marketing efforts', *Journal of Marketing for Higher Education*, 1(1):3–13.
- Quigley Jr. C. J. and Murray, K. B. (2001) 'A response to beyond the mission statement: Alternative futures for today's universities', *Journal of Marketing for Higher Education*, 11(4):19–27.
- Birnbaum, R. (2000) 'The life cycle of academic management fads', *Journal of Higher Education*, 71(1):1–16.
- Black, D. R. and Miller, S. D. (1991) 'What makes small colleges successful?', *Fundraising Management*, 22(5):23–5.
- Blasco, M. F. and Saura, I. G. (2006) 'Segmenting university students on the basis of their expectations', *Journal of Marketing for Higher Education*, 16(1):25–45.
- Brennan, L. and Bennington, L. (1999) 'Concepts in conflict: Students and customers – an Australian perspective', *Journal of Marketing for Higher Education*, 9(2):19–40.
- Broekemier, G. M. and Seshadri, S. (1999) 'Differences in college choice criteria between deciding students and their parents', *Journal of Marketing of Higher Education*, 9(3):1–13.
- Brooker, G. and Noble, M. (1985) 'The marketing of higher education', *College and University*, 60(3):191–200.
- Brookes, M. (2003) 'Higher education: Marketing in a quasi-commercial service industry', *International Journal of Nonprofit and Voluntary Sector Marketing*, 8(2):134–42.
- Bulotaite, N. (2003) 'University heritage: An institutional tool for branding and marketing', *Higher Education in Europe*, 18(4):449–54.
- Canale, J. R. and Dunlap, L. (1996) 'The relative importance of various college characteristics to students in influencing their choice of a college', *College Student Journal*, 30(2):214–16.
- Canterbury, R. M. (1999) 'Higher education marketing: A challenge', *Journal of Marketing for Higher Education*, 9(3):15–24.
- Capraro, A. J., Patrick, M. L. and Wilson, M. (2004) 'Attracting college candidates: The impact of perceived social life', *Journal of Marketing for Higher Education*, 14(1):93–105.
- Chapman, D. W. (1981) 'A model of student college choice', *Journal of Higher Education*, 52(5): 490–505.
- Clayson, D. E. and Haley, D. A. (2005) 'Marketing models in education: Students as customers, products or partners', *Marketing Education Review*, 15(1):1–10.
- Clinton, R. J. (1989) 'Factors that influence the college prospect's choice of schools: Methodology, analysis and marketing implications of a recent study', *Journal of Marketing for Higher Education*, 2(2):31–41.
- Coccarri, R. L. and Javalgi, R. G. (1995) 'Analysis of students' needs in selecting a college or university in a changing environment', *Journal of Marketing for Higher Education*, 6(2):27–39.
- Cook, R. W. and Zallocco, R. L. (1983) 'Predicting university preference and attendance: Applied marketing in higher education administration', *Research in Higher Education*, 19(2):197–211.
- Dawes, P. L. and Brown, J. (2004) 'The composition of consideration and choice sets in undergraduate university choice: An exploratory study', *Journal of Marketing for Higher Education*, 14(2):37–59.
- Dixon, P. N. and Martin, N. K. (1991) 'Measuring factors that influence college choice', *National Association of Student Personnel Administrators Journal*, 29(1):31–6.
- Doyle, P. and Newbould, G. D. (1980) 'A strategic approach to marketing a university', *Journal of Educational Administration*, 18(2):254–70.
- Dunn, S. L. (2000) 'The virtualizing of education,' *Futurist*, 34(2):34–9.
- Emil, B. B. (1994) 'Customers, costs, and context: An integrated approach to funding

university outreach programs and services', *Journal of Nonprofit and Public Sector Marketing*, 2(2):91–114.

---

ISBN: 0-415-41727-9, *The Routledge Companion to Nonprofit Marketing*, © 2008 Adrian Sargeant and Walter Wymer for editorial matter and selection; individual chapters, the contributors, Routledge, Page 293.

- Finley, D. S., Rogers, G. and Galloway, J. R. (2001) 'Beyond the mission statement: Alternative futures for today's universities', *Journal of Marketing for Higher Education*, 10(4):63–82.
- Flint, T. A. (1992) 'Parental and planning influences on the formation of student college choice sets', *Research in Higher Education*, 33(6):689–708.
- Galotti, K. M. and Mark, M. C. (1994) 'How do high school students structure an important life decision? A short-term longitudinal study of the college decision-making process', *Research in Higher Education*, 35(5):589–607.
- George, A. M. (2000) 'The new public relations: Integrating marketing and public relations strategies for student recruitment and institutional image building – a case study of the University of Texas at San Antonio', *Journal of Nonprofit and Public Sector Marketing*, 7(4):17–31.
- Gibbs, P. (2001) 'Higher education as a market: A problem or solution?', *Studies in Higher Education*, 26(1):85–94.
- Goldgehn, L. A. (1989) 'Admissions standards and the use of key marketing techniques by United States' colleges and universities', *College and University*, 65(1):44–55.
- (1990) 'Are US colleges and universities applying marketing techniques properly and within the context of an overall marketing plan?', *Journal of Marketing for Higher Education*, 3(1):5–28.
- Gray, L. (1991) *Marketing Education*, Philadelphia, PA: Open University Press.
- Harrison, W. B. (1995) 'College relations and fundraising expenditures: Influencing the probability of alumni giving to higher education', *Economics of Education Review*, 14(1):73–84.
- Hayes, T. J. (1993) 'A higher education dialog image and the university', *Journal of Marketing for Higher Education*, 4(1/2):423–5.
- Heckman, R. and Guskey, A. (1998) 'The relationship between alumni and university: Toward a theory of discretionary collaborative behavior', *Journal of Marketing Theory and Practice*, 6(2):97–112.
- Hoffman, K. D. and Kretovics, M. A. (2004) 'Students as partial employees: A metaphor for the student– institution interaction', *Innovative Higher Education*, 29(2):103–20.
- Hossler, D. and Gallagher, K. S. (1987) 'Studying student college choice: A three-phase model and the implications for policymakers', *College and University*, 62(3):207–21.
- Hoverstad, R., Sylvester, R. and Voss, K. E. (2001) 'The expected monetary value of a student: A model and example', *Journal of Marketing for Higher Education*, 10(4):51–62.
- Hugstad, P. S. (1975) 'The marketing concept in higher education: A caveat', *Liberal Education*, 61(4):504–12.
- Johnson, B. (1987–88) 'Marketing: It's not everything', *College Board of Review* (winter), 146:14–15, 25–6.
- Johnson, W. C. (1989) 'Marketing in higher education: The brave new world', *Journal of Marketing for Higher Education*, 2(1):69–77.
- Klassen, M. L. (2000) 'Lots of fun, not much work, and no hassles: Marketing images of higher education', *Journal of Marketing for Higher Education*, 10(2):11–26.
- Kotler, P. (1979) 'Strategies for introducing marketing into nonprofit organizations', *Journal of Marketing*, 43(1):37–44.
- and Fox, K. F. A. (1995) *Strategic Marketing for Educational Institutions*, 2nd edn, Englewood Cliffs, NJ: Prentice-Hall.
- and Levy, S. J. (1969) 'Broadening the concept of marketing', *Journal of Marketing*, 33(1):10–15.
- Krachenberg, A. R. (1972) 'Bringing the concept of marketing to higher education', *Journal of Higher Education*, 43(5):369–80.
- Kronholz, J. (2002) 'On sale now: College tuition – discounting for top students hits new heights; only the "real unlucky" pay full price', *Wall Street Journal*, 16 May, p. D1.
- LeBlanc, P. J. (1997) 'College ranking time: It's like finals', *Christian Science Monitor*, 9(228):819.
- Levine, A. E. (2000) 'The future of colleges: Nine inevitable changes', *Chronicle of Higher Education*, 47(9):10–13.
- McAlexander, J. H., Koenig, H. F. and Schouten, J. W. (2004) 'Building a university brand community: The long-term impact of shared experiences', *Journal of Marketing for Higher Education*, 14(2):61–79.

Madden, C. S. (2000) 'The case for integrated marketing in higher education', *CASE International Journal of Educational Advancement* (October):117–19.

---

ISBN: 0-415-41727-9, *The Routledge Companion to Nonprofit Marketing*, © 2008 Adrian Sargeant and Walter Wymer for editorial matter and selection; individual chapters, the contributors, Routledge, Page 294.

- (2001) 'Piece by piece', *Case Currents*, (March):21–5.
- (2006) 'Building university community: A customer relationship management lifecycle approach', Symposium for the Marketing of Higher Education, Chicago: American Marketing Association: 1–2.
- Martin, N. K. and Dixon, P. N. (1991) 'Factors influencing students' college choice', *Journal of College Student Development*, 32(3):253–7.
- Michael, S. O., Holdaway, E. A. and Young, H. C. (1993) 'Administrators' perceptions of institutional marketing', *Journal of Marketing for Higher Education*, 4(1/2):3–25.
- Mobley, M. F. and Ibrahim, N. A. (1989) 'Fragmentation within the university setting: An internal marketing response', *Journal of Marketing for Higher Education*, 2(1):79–85.
- Moogan, Y. J., Baron, S. and Harris, K. (1999) 'Decision-making behaviour of potential higher education students', *Higher Education Quarterly*, 53(3):211–28.
- Morris, L. M. (2003) 'Integrated marketing: The process and challenge of implementing this evolving concept at three private universities', unpublished Ph.D. dissertation, Texas Tech University, Lubbock, Texas.
- Mulnix, M. (1989) 'College students as consumers: A brief history of educational marketing', *Journal of Marketing for Higher Education*, 2(2):123–49.
- Murphy, P. E. (1981) 'Consumer buying roles in college choice: Parents' and students' perceptions', *College and University*, 56(2):140–50.
- Naddaff, A. (2004) 'Branding by design: How nonprofits can fight for dollars with a strong visual presence', *Communication World* (September–October):18–21.
- Naude, P. and Ivy, J. (1999) 'The marketing strategies of universities in the United Kingdom', *International Journal of Educational Management*, 13(3):126–33.
- Newman, C. M. (2002) 'The current state of marketing activity among higher education institutions', *Journal of Marketing for Higher Education*, 12(1):15–29.
- Newman, F., Couturier, L. and Scurry, J. (2004) 'Higher education isn't meeting the public's needs', *Chronicle Review*, 51(8):B6.
- Obermiller, C., Fleenor, P. and Raven, P. (2005) 'Students as customers or products: Perceptions and preferences of faculty and students', *Marketing Education Review*, 15(2):27–36.
- Pabedinskaite, A. and Friman, M. (2003) 'Marketing as efficient innovation in higher education institutions', *Management of Organizations: Systemic Research*, 27:101–12.
- Parmar, A. (2004) 'Student e-union: Colleges write textbook on internet marketing', *Marketing News*, 38(6):13–14.
- Paul, D. A. (2005) 'Higher education in competitive markets: Literature on organizational decline and turnaround', *Journal of General Education*, 54(2):106–38.
- Pyke, D. L. (1977) 'The future of higher education: Will private institutions disappear in the US?', *Futurist* (December):371–4.
- Raisman, N. A. (1999) 'Leave the field of dreams! Successful strategies for marketing the community college', *Community College Journal* (February–March):14–19.
- Reinartz, W. J. and Kumar, V. (2003) 'The impact of customer relationship characteristics on profitable lifetime duration', *Journal of Marketing*, 67(1):7–99.
- Riesman, D. (1980) *One Higher Education: The Academic Enterprise in an Era of Rising Student Consumerism*, San Francisco, CA: Jossey-Bass.
- Sands, G. C. and Smith, R. J. (1999) 'Organizing for effective marketing communications in higher education: Restructuring for your competitive edge in marketing', *Journal of Marketing for Higher Education*, 9(2):41–58.
- Schmidt, S. L. (1988) 'Marketing higher education: Past, present and future,' *Journal of Marketing for Higher Education*, 1(2):3–14.
- Sevier, R. A. (2001) *Thinking Outside the Box*, Hiawatha, IA: Strategy Publishing.
- Shah, A. and Laino, H. (2006) 'Marketing a U.S. university to international students: Which approach is best – standardization, adaptation or contingency? An investigation of consumer needs in seven countries', *Journal of Marketing for Higher Education*, 16(1):1–24.

- Shank, M. D. and Beasley, F. (1998) 'Gender effects on the university selection process', *Journal of Marketing for Higher Education*, 8(3):63–71.
- Shank, M. D., Walker, M. and Hayes, T. (1995) 'Understanding professional service expectations: Do we know what our students expect in a quality education?', *Journal of Professional Services Marketing*, 13(1):71–89.
- Shapiro, B. P. (1973) 'Marketing for nonprofit organizations', *Harvard Business Review*, 51(5):223–32.
- Shumar, W. (1997) *College for Sale: A Critique of the Commodification of Higher Education*, London: Falmer Press.
- Spiegler, M. (1998) 'Have money will matriculate', *American Demographics* (September):51–6.
- Stewart, K. L. (1991) 'Applying a marketing orientation to a higher education setting', *Journal of Professional Services Marketing*, 7(2):117–24.
- Stupak, R. J. (2001) 'Perceptions management: An active strategy for marketing and delivering academic excellence at liberal arts colleges', *Public Administration Quarterly*, 25(2):229–46.
- Tapp, A., Hicks, K. and Stone, M. (2004) 'Direct and database marketing and customer relationship management in recruiting students for higher education', *International Journal of Nonprofit and Voluntary Sector Marketing*, 9(4):335–45.
- Verhoef, P. C. (2003) 'Understanding the effect of customer relationship management efforts on customer retention and customer share development', *Journal of Marketing*, 67(4):30–45.
- Walle, A. H. (1990) 'Beyond advertising and public relations: An agenda for the marketing of higher education', *Journal of Marketing for Higher Education*, 3(1):1–4.
- Wasmer, D. J. and Bruner, G. C. (1999) 'The antecedents of the market orientation in higher education', *Journal of Marketing for Higher Education*, 9(2):93–104.
- Zemsky, R., Shaman, S. and Shapiro, D. B. (2001) *Higher Education as Competitive Enterprise: When Markets Matter*, San Francisco, CA: Jossey-Bass.
- Zusma, A. (1999) 'Issues facing higher education in the twenty-first century', in P. G. Albach, R. O. Berdahl and P. J. Gumport (eds) *American Higher Education in the Twenty-first Century*, Baltimore, MD: Johns Hopkins University Press, pp. 109–12.