

Task Force 6: Heighten the Recognition of IUSB's Resources and Achievements

Topic and study boundaries:

Task Force 6 was charged by the Campus Directions Committee to develop a strategic plan "to heighten the recognition of IUSB's resources and achievements beyond the campus". Specifically, this plan should enable IUSB to:

- 1. Undertake vigorous market research and develop a comprehensive strategy to enhance the image of IUSB**, as outlined in the "Campus Priorities & Corresponding Strategic Initiatives," Indiana University South Bend Mission & Strategic Priorities, and
- 2. Ensure a consistent system for reporting to the public on IUSB's success in fulfilling its missions.**

NB: The Task Force decided that its charge should include heightening IUSB's recognition by campus-wide and university-wide audiences, as well as "beyond the campus".

Context: National trends, IUSB history and background:

Nationally, public universities are increasingly being expected to be more entrepreneurial in securing funding from sources other than government dollars, such as corporate and individual donors. As their funding mixes change and budgets shrink, public universities are learning the importance of marketing the educational opportunities they offer to potential students, for enrolment figures influence revenue from tuition fees and state contributions.

The idea of "marketing" may be anathema to some in higher education. However, it is this Task Force's view that, planned well and implemented intelligently, an on-going program of marketing can be of great benefit to IUSB and our community in educating potential students, donors and the public in general about the achievements and resources of IUSB.

A marketing plan will work best if it is fully integrated with the other elements of the campus's strategic plan. The strategic plan translates the university's mission statement and the broad goals identified as current campus priorities into concrete, measurable objectives. Then, put crudely, the marketing plan analyses what particular messages need to be transmitted to which target audiences to promote the university's attainment of its objectives.

Successful image enhancement depends on building consistency in the target audiences' perceptions, expectations and interactions with everything that makes up Indiana University South Bend. Since marketing thus encompasses more than just advertising, it is helpful to think of marketing broadly, as managing relationships with various audiences. Thus, IUSB's strategic marketing plan must establish, manage, and maintain its relationships with each target audience identified by the Task Force below.

Managing these relationships requires attention to the differences between and among the target groups. Marketing literature also points to five elements of a "great" relationship: 1.) Affinity; 2.) Trust; 3.) Expertise; 4.) Magic words; 5.) Passion. (Beckwith 2002) As applied to IUSB's relationships with our multiple audiences, Beckwith's points suggest the following. We should seek to develop and build relationships with constituents who share a belief in the value of some aspects of IUSB's mission. In these relationships, we must act with integrity, consistency, professional competence and courtesy (for example, remembering our constituents' names and saying "thank you" are powerful "magic words"!) In managing these relationships, we must convey our enthusiasm for and commitment to the values that shape IUSB as a whole. At a minimum, IUSB must deliver on promises by executing current practices, making sure that we understand what our current audiences think, want and need and identifying all points of contact with current audiences.

Consideration must also be given to IUSB's position in relation to competitors such as IVY Tech, Bethel College and Ball State. IUSB's reputation is our "brand" and it encompasses everything our name evokes in the market (Beckwith, 2002). We must learn more about how we are currently perceived, and then work out how we wish to be perceived by our various audiences. At the same time, we must consider how to make the IU Trustees' initiative to "unify the IU brand statewide" work to our advantage at IUSB.

Nationally, many universities, public and private alike, are turning toward integrated marketing strategies and enrollment management to achieve measurable success as they pursue the core function of education: the enrollment and education of students as well as the production of credit hours. In short, a marketing plan should enable a campus to speak effectively to the types of student the institution is seeking to recruit as a function of the university's stated goals, (e.g., to expand enrollments in specific degree programs or in particular Continuing Education courses, or to attract more minority students, or whatever.)

Like many concepts and strategies in higher education, enrollment management evolved from a "task-specific" focus in the 1980s to a more integrated and systemic theory and practice for the millennium. Thus, the intermittent recruitment and retention initiatives of the 1980s have given way to today's enrollment management. According to Paul Orehovec, Vice Provost and Dean of Enrollments at the University of Miami, "True enrollment management is both a concept and process.

Organizational reporting structures become transparent, while offices and divisions work synergistically to improve services and allow for the strategic management of enrollments—a cradle to grave process.” Comparable views are expressed in the current literature on marketing higher education.

The "cradle to grave" approach to enrollment management effectively connects IUSB to all our identified constituents by addressing not only their one-to-one relationship as a particular group, but also the complexity of the overlap among the groups which leads to a range of complicated relationships with the university. At IUSB, for example, a staff person could also be an alumna and the mother of a potential Cont. Ed. student.

The key to consistent communications with target audiences is integrated marketing and enrollment management. IUSB needs to unify the messages we share with our internal and external constituents. The purposes of enrollment management are to affect the number of students, uncover the characteristics of our students, enable the institution to live within its targeted resources through budget strategies, and to build the image of the institution. The institution must uncover what influences not only enrollment, but also all relationships with IUSB.

Additionally, a single organizational model links the characteristics of successful enrollment management and integrated marketing. Successful enrollment management and integrated marketing depends on an on-going institutional commitment driven by data and analysis. Strategic planning can take place without enrollment management and integrated marketing, but enrollment management and integrated marketing will not work without a strategic plan.

Finally, de Tocqueville said, “Americans prefer books which can be easily procured and quickly read, and which require no learned researches to be understood.” We must take to heart the fact that the majority of our constituents want us to tell them what' s so great about IUSB, but to tell them quickly and succinctly. Moreover, we should remember that indifference is our greatest competitor.

Findings and Analysis:

Mr. Steven Heim and Dr. Paul Joray were asked to co-chair the Task Force, and they recruited faculty and administrators from many different campus units and functions (see Appendix). In June, Tony Proudfoot, Executive Associate Director and Manager of Marketing Research in the IU Office of Communications and Marketing, agreed to join the Task Force as an ex officio member.

Led by Dr. Bruce Wrenn, the Task Force identified the following **general characteristics of a good strategic marketing plan:**

1. It should be integrated with the campus strategic plan, and the IU marketing plan.
2. It should reflect market realities.
3. It should be data driven.
4. It should have measurable objectives.
5. It should distinguish between different target audiences.
6. It should capitalize on our existing strengths.
7. It should allow us to exploit our competitive advantages.
8. It should be assessed on a regular basis.
9. It should have a clearly defined budget.
10. It should have a clearly defined time line for completion.

How do we currently communicate with target audiences? What are we currently saying about IUSB and to whom?

We began by collating current reports, publications, etc., to analyze how we currently communicate with our target audiences. No central collecting point currently exists, so this collection is incomplete.

1. Existing Reports

- School, College and Division Annual Reports
- Campus Mission and Strategic Priorities
- IU Strategic Directions Report
- Local Economic Impact Survey (97-98)
- Research/grants annual report (Erika Zynda)
- NCA Self-Study and committee report
- Foundation for the Future: Preparing for New Leadership (October 2001)
- Press/Ganey Study (2002)
- Faculty Publications Annual Report (from Academic Affairs)

2. Newsletters and Other Specific School/College Publications

- College, School, Division, Department and Program Newsletters
- B and E Economic Reports
- Undergraduate Journals: Analecta, IUSB Undergraduate Research Journal, New Views on Gender
- UCET on-line publication: Journal of the Scholarship of Teaching and Learning

3. IUSB General Communications

- IUSB Update
- IUSB Website
- Career and employment expos, information sessions, etc.
- Media events (e.g., faculty commentaries on news)
- Undergraduate newspaper: The Preface
- IUSB Alumni Newsletter
- Vision (no longer in publication)

TASK FORCE 6: Heighten the recognition of IUSB' s resources & achievements 7/2/02

4. Promotional/ Information pieces to attract students to IUSB

- Graduate Studies brochures
- General Info. piece on Undergraduate Education
- IUSB Bulletin (Undergraduate)
- IUSB Bulletin (Graduate) Note: will be combined with undergrad. bulletin next year
- Continuing Education Catalogs (2 major publications per year)
- Class Schedules (3 times per year)
- School/College/Program specific publications
- Advertisements on TV/Radio/Billboards/Cinema screens

TO DO: Check: What communications media are missing from list?

Analyze what messages we are currently projecting to which target audiences.

Future communications:

We also need to work out what we should be saying to each of our target audiences. What we should be saying is primarily a function of who we take ourselves to be (IUSB' s Mission, values and strategic priorities) and which aspects of that identity will speak to various target audiences' n eeds and values.

Marketing literature suggests the following questions to develop a message per target audience: 1.) WHO: Who are we? 2.) WHAT: What business are we in? 3.) FOR WHOM: What people do we serve? 4.) WHAT NEED: What are the special needs of the people we serve? 5.) AGAINST WHOM: With whom are we competing? 6.) WHAT'S the DIFFERENCE: What makes us different from the competitors? 7.) SO: What's the benefit? What unique benefit does a client derive from our service? (Beckwith, 1997).

The message tailored for each target-audience must also be unified with a consistent, overall IUSB "brand" message, which may also be tied to an IU-wide identifier.

The Task Force identified our **Target audiences:**

- Potential students
- Junior high and high school counselors, teachers and administrators
- Current students
- Active alumni/ae
- IUSB community (administrators, faculty, staff)
- Area employers (businesses, not-for-profits, schools, local government, etc.)
- Area opinion-makers (local government, Chamber of Commerce, media, etc.)
- Advisory groups
- Potential donors
- IU administration
- IU Trustees
- State legislators

TO DO: Who have we missed from this list?

Suggested process to develop marketing plan:

A subcommittee developed an initial set of **common questions to consider in relation to each targeted audience**. They are:

1. What does the target audience value? (What are their needs, interests, aspirations?)
2. What accomplishments of IUSB' s can be identified that support these values?
3. What data has been collected to identify/support these accomplishments?
4. What data is needed that is not being collected? How do we collect and disseminate that data?
5. How are we currently communicating information to this audience?
6. What else needs to be done?
7. Who should be involved in planning and implementation of this effort?
8. What are the goals and expectations for communicating to this group?

During Fall Semester 2002, a detailed data collection plan should be developed. Sample groups from each of the target audiences will be identified and a Spring Semester 2003 data collection time line will be confirmed. Data will be collected in a series of focus groups and/or one-to-one telephone interviews. This data will be collated with information taken from the Carnegie Communications Image Study (April 2002, available on Reserve at the Schurz library under CDC), noting that the students surveyed were those who had already expressed an interest in IUSB. The Study on Non-Traditional Students (2000, also on Reserve) may also provide additional data.

Data analysis, beginning in the latter half of Spring Semester 2003 and continuing through Summer 2003, will result in a **matrix linking these data about values and perceptions to each target audience and matching them to complementary aspects of IUSB's mission, resources and accomplishments**.

This matching process will help in the **design of promotional materials** that speak to each audience' s specific concerns, as well as educating the community in general about IUSB. As more data are collected, the research protocols will be reviewed and refined.

TO DO/CONSIDER:

1. How will all marketing-related activities be coordinated and monitored?
2. Should there be a committee representing each school, college, unit that meets to exchange information on current promotional activities?
3. What group/s should be given responsibility for oversight and evaluation of marketing tactics? Should this be an appointed committee?
4. Review of literature on effective messages, particularly anything that has been collected by IU marketing. Who should do this research?
5. Comparison of IUSB promotions to competition
6. What are other campuses doing?
7. How does the work of this committee dovetail with fund development?

TASK FORCE 6: Heighten the recognition of IUSB' s resources & achievements 7/2/02

Recommendations:

1. Task Force 6 recommends that a comprehensive strategic marketing plan for IUSB should be developed in conjunction with the Chancellor.
2. The strategic marketing plan should be integrated with the over-arching IUSB campus strategic plan. In particular, the marketing plan must be integrated with the campus enrollment management plan (what kinds of students are we seeking to attract, in what numbers, to which programs and how soon?) and the campus development plan (who are our potential donors and what do they need to know about IUSB?).
3. The campus strategic marketing plan should also be integrated with IU' s marketing plan. We must also ensure that IU' s systemwide marketing plan is informed by a clear understanding of IUSB' s distinctive achievements and opportunities. We should seek to work with the system-wide Office of Communication and Marketing, located at IUB, which has expertise and resources we can tap. Clear communication with the OCM promises many benefits, e.g., cost-savings on market research, input into survey design, etc.
4. The campus strategic marketing plan must be research driven. An Office of Institutional Research should be established, to allow IUSB to collect data about the effectiveness of campus marketing initiatives, as well as about changing demographics and trends in higher education. Marketing should be seen as an on-going campus commitment, rather than as an episodic adventure. Thus, the strategic marketing plan should instigate a process of continuous learning.
5. The campus strategic marketing plan should specify measurable outcomes, with a clear time-line for task completion, and should include a clearly defined budget. The plan should be assessed on a regular basis, in conversation with other units, such as admissions, development and academic affairs.
6. Since universities are properly homes to debate and dissent, it would be wrong (as well as foolish) to expect all personnel to "buy into" the latest marketing slogan. However, marketing in the broadest sense encompasses how those employed at IUSB – staff, faculty and administrators - present the institution to the public, and to others within the IU system. In this broad sense, marketing merges into customer service, public relations, and professionalism at work, and thus should be seen as "everyone' s business." This message should be appropriately integrated into campus orientations for new personnel, and "refresher" workshops for old hands. A recognition scheme should be developed to complement this emphasis.

7. Further, the campus should set up a modest "marketing initiatives grant fund" to encourage staff, faculty and administrators to think about marketing in the narrow sense of educating target audiences about particular opportunities at IUSB. Proposals for innovative strategies for marketing specific programs or educational opportunities at IUSB will be subject to competitive review.

8. Ensuring a consistent system for reporting to the public on IUSB' s success in fulfilling its missions is primarily the work of an Office of External Affairs. We recommend that this work be done in a timely, thorough and efficient manner, that the Office be supported with appropriate resources and that it be held accountable for its work.

9. Monitoring IUSB' s achievements over time requires the systematic collection of numerical data and other forms of documentation (archival materials). The position of campus archivist should be re-established, to collate and organize materials as a reference for marketing and other purposes.

10. Careful consideration should be given to the optimal organizational configuration of the campus marketing, development, and enrollment management and communications functions.

APPENDIX

Task Force Members:

Steven Heim, co-chair	Communications and Marketing
Paul Joray, co-chair	B & E and General Studies
Louise Collins	Philosophy
Leda Hall	Public & Environmental Affairs
Jon Housand	Alumnus
Tom Miller	Arts
Suzanne Miller	Continuing Education
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Michele Russo	Library
Lisa Shaffer	Enrolment Management
Lynn Williams	Mathematics and LAS
Bruce Wrenn	Marketing
Nanci Yokom	Dental Education
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