Saga, strategy and the marketing mix: A case study of Lynchburg College

Howard Ray Hunnius

College of William & Mary - School of Education

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Saga, strategy and the marketing mix: A case study of Lynchburg College

Hunnius, Howard Ray, Ed.D.
The College of William and Mary, 1987

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SAGA, STRATEGY AND THE MARKETING MIX:

A CASE STUDY OF LYNCHBURG COLLEGE

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A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary

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In Partial Fulfillment
Of the Requirements For the Degree
Doctor of Education

----------------------------------

by
Howard R. Hunnius

November 18, 1987
SAGA, STRATEGY AND THE MARKETING MIX

A CASE STUDY OF LYNCHBURG COLLEGE

by

Howard R. Hunnius

Approved November 18, 1987 by

Roger S. Baldwin, Ph.D.
William F. Losito, Ph.D.
John R. Thelin, Ph.D.
Chairman of Doctoral Committee
Dedication

This project is dedicated to my family.
ACKNOWLEDGEMENTS

The first half of what has turned out to be a six year task was supported and stimulated by contact with fellow students during the course work phase of this effort. Then one suddenly finds oneself thrust into a situation of apparent isolation in pursuit of the completion of a project such as this. However, reflection on all that has transpired in developing this paper reveals that it was all dependent on the cooperation and support of many people. To all who have contributed, in whatever manner, my sincerest thanks.

Special appreciation is due my family for their tolerance, patience and encouragement from beginning to end.

I am particularly grateful to Dr. George N. Rainsford and members of his staff at Lynchburg College for their warm personal responsiveness and their cooperation in granting me access to information and facilities at the College. A personal "thank you" is due Ms. Dawn A. Cloyd, secretary in the President's Office, for her efforts in setting up appointments and gathering information for me.

For their suggestions, corrections and time spent in nurturing this paper to its completion a debt of gratitude is owed the members of my committee: Dr. John R. Thelin, Dr. Roger G. Baldwin and Dr. William F. Losito. The satisfaction that comes from completing this project must be shared with them.

Finally, to my colleagues at John Tyler Community College, a vote of thanks for the support you have provided. Special recognition is extended to Dr. James O. Armstrong, Ms. Patti Loika Nunnally, Mr. Bryant Neville, Dr. Larry Adams and Mrs. Lois Stirling for their assistance in getting this paper in its final form.
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CHAPTER 1
The Problem

The Need For The Study

During the decade of the 1970s a variety of societal forces began to have a marked effect on academic institutions. The most threatening of these real and imagined forces was the change in demographics, notably a decline in the birth rate, and the related decline in the number of potential students in the eighteen to twenty-one year old age group. Funding problems and fear of anticipated funding problems associated with declining enrollments were aggravated by the rising costs of operation associated with energy and interest on indebtedness incurred to fund capital expansion. More subtle forces, such as a decline in the perceived value of a college education, were also at work, compounding the problems with which institutions had to cope as they sought to increase or maintain enrollment and prestige. Institutions of higher education ultimately found themselves in a situation where they had excess capacity and were competing with each other for a shrinking pool of potential students. Faced with a similar buyer's market situation where supply exceeded demand, business institutions have solved the problem through the application of marketing principles and concepts. Following the lead of business,
educational institutions turned toward marketing in an effort to solve their own problems.

Since 1970 colleges and universities in America have applied marketing practices commonly used in business as a way of coping with declining enrollments, funding problems and diminishing prestige. As these marketing techniques have been applied by academic institutions, there has been frequent misunderstanding of precisely and accurately what marketing is. It is important to dispel or avoid facile misconceptions of the term "marketing". Many people view marketing as "selling" or "advertising" and, as practiced by many academic institutions, marketing is indeed little more than assorted types of promotional activities. Yet, correctly understood, marketing is more than just promotion; it includes price, product and distribution, in addition to promotion. It is these four elements that constitute the concept of the marketing mix. This study focuses on the marketing mix, which postulates that sound marketing practice is based on the coordination of the four elements of the mix. It examines the marketing practices of a selected four-year private college in Virginia in an effort to determine if the marketing mix concept serves as a basis for guiding this institution's marketing efforts. Using the concept of "saga" from Clark's *The Distinctive College* and the concept of "charter" developed by D. H. Kamens, the study will also illustrate how organizational saga and charter
influence institutional strategy and ultimately become a part of that institution’s marketing mix.

The position of the marketing mix concept in the overall marketing effort is important to understand. Organizations exist in part to serve the needs of their constituents. In an effort to determine what these needs are, and thus be better able to meet them, an organization may employ the techniques of market research. The market research effort will enable the organization to identify its market in terms of various demographic and lifestyle characteristics as well as assess the needs of this market. This process will allow the organization to segment its market into identifiable groups of constituents with similar needs and patterns of consumption. Once these target markets are identified, the organization is then able to employ the concept of the marketing mix as a basis for developing a strategy to be used in appealing to its target market. Thus the organization is able to design a product to suit the needs of the target market, offer this product at the time and place the where the target market wants it, at a price that is considered fair and reasonable, and to choose the appropriate promotional vehicles through which these offerings will be communicated to potential consumers.

A key concept underlying this study and the concept of the marketing mix is “coordination”. The institution employing the elements of the marketing mix must realize that
the attainment of organizational objectives is dependent upon the coordination of these elements. This coordination does not mean that the elements must be "balanced" or used in proportions that are equal to one another, but that they are interrelated to the extent that a decision made relevant to one element must be made in light of how it affects and is affected by decisions made regarding each of the other elements. Thus the "blending" of the marketing mix elements that Borden refers to in his original concept.

While each of these elements of the marketing mix is present in any situation in which an organization attempts to serve a constituency, it is not clear that academic institutions make any effort to establish central control over them and thus exercise the coordination necessary to formulate a cogent marketing strategy as suggested by the marketing mix concept. This study establishes the basic premises upon which such a coordinated marketing strategy should be based in an academic setting.

Purpose

The purpose of this study is to determine if, in the formulation of an operating strategy, a selected private four-year college utilizes marketing practices that follow the concept of the marketing mix in the sense that the mix elements are coordinated and serve as a basis for institutional strategy. The study will also examine the extent to which this strategy is influenced by organizational
saga and charter. This will be a case study, with particular attention to Lynchburg College in Lynchburg, Virginia.

**Hypothesis**

The first hypothesis of this study is that the marketing practices of a selected private four-year college will conform to marketing practice as prescribed by the concept of the marketing mix.

The second hypothesis is that the strategy developed on the basis of the marketing mix will be influenced by organizational saga and charter.

**Definition of Terms** The following definitions are essential to an understanding of the terms and concepts used in this study.

*Marketing*  "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. It relies heavily on designing the organization's offering in terms of the target market's needs and desires and on using effective pricing, communication, and distribution to inform, motivate and serve markets."\(^1\)

*Marketing mix*  "Marketing mix is the particular blend of controllable marketing variables that the firm uses to achieve its objectives in the target market."\(^2\)

*Marketing practices*  Marketing practices are the activities an institution engages in relative to any of the
elements of the marketing mix.

**Product** The products are the course, program and degree offerings of a given institution.

**Distribution (Place)** Distribution or place is when, where and how the "product" is offered by a given institution.

**Promotion** Promotion is the communication and information disseminating practices of a given institution.

**Price** Price is the cost of the "product" to the student based on tuition, fees and financial aid at a given institution.

**Abbreviations**

Four "P's" The abbreviation used to refer to the four elements of the marketing mix: product, place, promotion and price.

**Limitations**

This study is an attempt to determine how an institution's marketing effort evolves. The study does not attempt to compare the merits of an institution having a marketing effort that conforms to the marketing mix to an institution whose marketing effort does not conform to the marketing mix.

The study does not attempt to prescribe an ideal marketing mix for all institutions, or any given institution.

**Overview** This study represents an effort to evaluate the extent to which the concept of the marketing mix serves as a basis for the operating strategy of an institution of higher
education and the degree to which this strategy is based on institutional saga and charter. A private four-year liberal arts college in Virginia was selected as the subject of the study. A private institution was chosen because it operates in an environment that is relatively free from outside regulations and guidelines as it formulates and implements its operating strategy. Such an environment suggests that the institution exercises more control over the selections it makes relative to the elements of the marketing mix. Note that Kotler's definition of the marketing mix describes it as a "blend of controllable marketing variables". This means that the selection of these variables is controlled by the institution itself. A private college operates in an environment relatively free of forces that would impose constraints on its choice and application of marketing strategies and methods.

The college chosen as the subject of this study is Lynchburg College, a private four-year liberal arts college located in Lynchburg, Virginia. Though founded in 1903 as Virginia Christian College, the focus of this study is on the application of marketing practices to the college's operating strategy by the institution's current administration. Thus the study concentrates on the period from the fall of 1983 to the present. This period covers the administration of Dr. George Rainsford and, for a variety of reasons to be specified later in the study, is the period during which the
institution has actively applied marketing concepts to its operations.

Other considerations entered the selection of Lynchburg College as the subject for this study. The institution, while sound academically and strong administratively and financially, is not a nationally known or recognized institution. The college does not possess a national reputation for intellectualism or educational innovation, therefore, it represents an opportunity to gain insight to the less studied and less visible institution. Lacking the national reputation or image of a Reed, Swarthmore or a Williams or Amherst, Lynchburg College presents an opportunity to study the solid, but less visible, institution of higher education.

In spite of its sound academic, administrative and financial foundation, Lynchburg College is an institution that recognizes the threats and opportunities it faces and has taken action to deal with them. Thus the institution provides the opportunity to examine how a sound educational organization responds to its problems through strategy formation and the implementation of the marketing mix.

Lynchburg College's location in the state of Virginia adds some additional interest to this study. Virginia, while not necessarily representative of all states, has both a large number of private colleges, and a good range of quality public and private institutions of higher education. Like
Lynchburg College, Virginia has not received much national attention for its programs in higher education. This may be due to the fact that Virginia tends to avoid extremes economically and demographically: it has neither the boom to bust economics of Texas nor the demographic decline of Ohio or Massachusetts. From an educational standpoint, Virginia is a hot state as witnessed by the fact that it is an importer of students, drawing more students from other states than it sends to them for their college education. Virginia is perceived as a state that is rich in history and tradition. While a southern state, Virginia is not seen as being too "southern", that is it is not southern in the sense that Alabama or Mississippi are perceived. Virginia is an attractive state geographically, both in terms of location and scenic beauty, and offers a range of recreational opportunities attractive to college-age people. Finally, because of the quality educational offerings and the price charged to out-of-state students, Virginia colleges and universities represent a bargain in comparison to private or state supported institutions outside the South. Two Virginia institutions were recently described as "public Ivies" in recognition of the cost/quality educational bargain they represent. These factors, along with the fact that Virginia has improved its ranking in a number of national comparison measures, lends credence to the idea of studying an institution and a state which represents the "middle ground"
of American higher education.

In an effort to demonstrate how Lynchburg College has applied marketing practices, a profile of the college will be developed describing the institution as it currently exists. The profile will include a general description of the physical characteristics, student body, programs, tuition and financial aid and other factors that can be delineated according to the four elements of the marketing mix. Using the college's objectives and strengths and weaknesses as guidelines, the means by which marketing concepts are used to accomplish institutional objectives will be described. An analysis of the application of various marketing techniques by Lynchburg College will establish the basis upon which the previously stated hypotheses will be verified or refuted.

The process of gathering information upon which the institutional profile and the analysis of strategy and marketing practices is based involved a number of steps. First, two accounts of the history of Lynchburg College were examined to gain a feel for the institution's past and how this affects and is relied on by the College today. Second, the Institutional Self Study prepared by Lynchburg College for Southern Association accreditation purposes in 1982 was read and provided a complete account of how the College viewed itself in the early 1980's. The timing of the self study enhances the focus of this research effort in that the self study presents the institution as it existed until 1982.
and this study concentrates on the College as it has been since the inauguration of Dr. George Rainsford's administration in 1983. A series of interviews with administrators and faculty at Lynchburg College constituted the third source of information. During April and May of 1986 eight open-ended interviews were conducted with individual members of the College community who were judged to have direct involvement with and knowledge of the College's background, problems, opportunities, strategies and marketing efforts. Seven interviews were recorded on tape using a Sanyo Model Number WC 2000 Cassette Recorder. These tapes were then transcribed and edited to focus on the information most relevant to this study. The faculty member interviewed did not wish to have the interview taped, so this interviewee's responses were recorded by handwritten notes. Appendix A contains samples of the questions used for each interview. A fourth source of information about the College was a variety of documents produced at the institution. These included internal memorandums from College administrators, reports to College administrators from a consultant, committee minutes, catalogues, viewbooks, brochures, the student newspaper, student handbook, the College yearbook and other published material. The final source of information used in the study was from published sources such as textbooks, journal articles and articles in periodicals which dealt with the topics of saga, charter, strategy and marketing practice in
higher education. Using the process of triangulation the information gathered from these sources was compared and verified for accuracy and consistency relative to the strategy and marketing practices of Lynchburg College. The results of this process are reflected in the profile of the College and the analysis of its strategy and marketing practices which follow.

Before developing the institutional profile of Lynchburg College and analyzing the results of an examination of its marketing practices, additional insight to the field of marketing and its application in the field of higher education is provided through a review of the literature on the subject. As will be seen in the following section, the practices of marketing by institutions of higher education range from the sophisticated and carefully planned to the haphazard, even bizarre. One can understand the concerns of those who flinch at the use of marketing techniques in higher education when it is revealed that "marketing" as practiced by some colleges and universities takes the form of Frisbees that bear the name of an institution being given away at the beach, the release of balloons containing scholarships or the offering of bounties for every additional student who is induced to enroll.
NOTES


CHAPTER 2

The Review Of The Related Literature

Introduction

The literature reviewed for this study covers three major topic areas. The first, and most general, topics are the concepts of organizational saga and college charter. The focus of the review is on the definition and development of these two concepts. The second, and more narrowly defined topic, is strategy or strategic planning. The development of strategy is a central issue in academic institutions as they attempt to deal with circumstances existing in today's operating environment. This review illustrates how the saga or charter become a part of institutional strategy. The topics of saga or charter and that of strategic planning are ancillary to the principal focus of this study which is the concept of the marketing mix. Reviewing the topics of saga, charter and strategy expands the base upon which the concept of the marketing mix is built and provides the opportunity to illustrate how these concepts may be integrated as an institution attempts to meet the needs of its constituents.

The logic of the review is from the general to the specific: from the broad conceptualization of a saga or charter to the formulation of a strategy to the expression of that strategy in terms of the four elements of the marketing mix.

The literature on the concept of the marketing mix will
receive the most detailed review, since the marketing mix is the focus of this study. The literature reviewed on this topic is categorized as follows. First, a historical overview that traces the origin and development of the marketing mix concept. Second, a review of the theory base upon which the concept is built. Third, an examination of the various positions the literature takes relative to the marketing mix. Fourth, revitalizing the mix concept. This section reviews an effort to update and reaffirm the concept after more than twenty years of its existence. Finally, a review of a work that is the most comprehensive treatment of both marketing strategy and the marketing mix concept as they are applied by educational institutions.

Saga and Charter

The idea of organizational saga is attributed to Burton Clark and constitutes the central focus of his work The Distinctive College: Antioch, Reed and Swarthmore. According to Clark, "An organizational saga is a collective understanding of unique accomplishment in a formally established group." There are a number of factors or characteristics which identify a saga. First is the idea that, while all organizations have a social role, only some have transformed that role into a more specific mission. That mission becomes the organization's saga when it achieves recognition over a period of time. Second are the events and participants involved in carrying out this mission over time.
and the written or spoken interpretation of what has occurred. Third, there is an established group of believers for whom the historical account provides a basis for pride and identity and for whom the formal group or place becomes a beloved institution. Finally, the saga emphasizes the non-structural and non-rational dimensions of the organization. In summary, organizational saga is rooted in history, claims unique accomplishment and is held with sentiment by the group.

A saga may be weak or strong. A weak saga may be illustrated by the situation in which group members elaborate their shared experience into an account of group uniqueness that justifies one's commitment of time and energy to the group effort. At the other extreme a saga may become dominant to the point where the organization is the only reality, thus distorting one's perception of the outside world.

Sagas may also vary in durability. Some arise quickly in unstructured social settings while others develop durability by being built slowly in structured social contexts. The latter seems to be common in educational systems as is illustrated by stories that develop about the unique performances of small private colleges.

According to Clark, sagas have two stages of development. The first stage is initiation and it takes place under varying conditions in a relatively short period of time. The three settings within which saga may be initiated
are the autonomous new organization, the established organization that is in crisis of decay, and the established organization that is not in crisis, not collapsing from long decline and not ready for evolutionary change. The second stage of a saga is fulfillment which considers the components critical to the development of that saga. Clark identifies five components: (1) personnel, such as senior faculty; (2) the program, such as unusual courses, noteworthy requirements, or special methods of teaching; (3) social base, which includes believers outside the institution, such as alumni; (4) the imagery of saga as is embodied in statutes, ceremonies, written histories, and current catalogues; and (5) student subculture, the student body as the third group of believers that must support the change for it to become an organizational saga.

A final point about saga and one most pertinent to this study is that an organizational saga is a valuable resource which is created out of the social components of the formal enterprise. In Clark's words "For the organization the richly embellished institutional definition that we call saga can then be invaluable in maintaining viability in a competitive market."^2

While an organization's saga is derived from that organization's social role and its related mission, the college's charter emerges directly from the concept of social role. According to Kamens "Colleges differ in their
structural linkages to occupational and economic groups; hence they differ in their capacity to allocate their graduates to major social statuses. The linkages that characterize a given college result in a "charter" that defines and legitimizes its distinctive student product."^3

The ability of a college to affect changes in people comes to a college by virtue of a "license" granted it by society. Such a "license" is an agreed-upon definition of what the college is to produce in the way of a student product. Such a definition may be termed the college's "charter". The charter may be influenced by attributes such as the prestige of the school or its size, since these serve as indicators of the school's charter. Prestige or academic reputation affect students because they serve as indicators of the kinds of careers into which graduates move. Prestigious schools influence occupational role allocation in two ways. First, through alumnus-models in high status occupations, the occupational and social class composition of alumni becomes a source of the institution's charter. A second source of charter stems from the structural connections between the prestigious college and the higher sectors of the occupational structure. While Kamens makes no statement that the college charter constitutes a resource that is useful in a competitive environment, it is apparent that, since the charter justifies and identifies the college's student product, it may serve as a focal point of an institution's
marketing strategy. Therefore, the concepts of saga and college charter may both serve as the basis of a college's market strategy by providing the institution with a foundation to build upon as it articulates its strategy.

**Strategy**

As colleges and universities recognized the issues with which they would have to cope and sought ways of dealing with these issues, the idea of strategy or strategic planning emerged as a principal means of meeting the issues of the 1980's head-on. While most educational institutions practiced some sort of planning, few actually engaged in what is considered to be strategic planning. As defined by Kotler and Murphy, strategic planning is "the process of developing and maintaining a strategic fit between the organization and its changing marketing opportunities." Three works are considered for the purposes of this review. First, a look at some of the survival strategies suggested by Mayhew in *Surviving The Eighties*. This work is important for its focus on strategies suggested to resolve the issues of the 1980's. Second, Kotler and Murphy's article from the *Journal of Higher Education*, "Strategic Planning for Higher Education" is reviewed for the connection it provides between the concept of strategy and the practice of marketing. The third work is Keller's *Academic Strategy*, perhaps the most influential work on strategy in the academic environment. This work also establishes a bridge between the management
concept of strategic planning and marketing practices.

Mayhew addresses the topic of survival strategies by suggesting four strategy areas: retaining traditional identity, improving administration, rethinking curriculum and instruction, and revitalizing faculty. He maintains that what an institution does should be consistent with its traditions and strengths. Over a period of time colleges and universities evolve a saga, charter or distinct identity that communicates what they are to their publics. Any attempt to violate such a charge in an effort to respond to environmental pressures should not be taken lightly. While Mayhew feels that basic administrative structures characterized by strong boards of trustees, line organization structure and systems of checks and balances are sound, he advocates improving administration by decentralizing much of the planning and administrative activity. He sees this as a different style that is required to plan careful use of finite resources. The style calls for each administrative unit to develop clear objectives and to have the resources to achieve those objectives. The refinement and aggregation of the unit projections becomes the institutional program and fiscal policy at the highest level.

Mayhew considers the undergraduate educational program to be the central educational program for the majority of colleges. In rethinking curriculum and instruction it is advisable to keep the revisions within the central mission of
the college. It is the style of the undergraduate program, including both curricular and extracurricular activities, that determines the institution's saga or charter. The curriculum, while limited, should include both liberal arts and vocational courses and should be derived from the strengths of the faculty and the traditions of the institution. The strong institution limits programs to actual faculty competence and concentrates on the recruitment and retention of undergraduates. He feels that long-term institutional health is best insured by concentrating on the undergraduate clientele.

Finally, Mayhew suggests revitalizing the faculty through better utilization of the faculty by modifying the student-faculty ratio and course teaching loads. He advocates faculty development programs to make faculty more interesting people and encourages faculty to ponder the curriculum, the purpose of education and the possibility of educational reform.

Kotler and Murphy state in their article "Strategic Planning For Higher Education" that changes in goals, strategies and organizational systems in institutions of higher education most often "occur as reactions to crisis events rather than as thoughtful adaptations in advance of crisis." They feel that there are three types of planning efforts undertaken in most academic environments: budgeting and scheduling, short-range planning relative to student
recruitment and physical plant decisions, and long-range planning where quantitative and qualitative assessments of the environment are made to determine institutional priorities and strategies. Strategic planning, however, is not like any long-range planning in higher education. It is more strategic in that it seeks to place the organization in an advantageous position relative to its changing marketing opportunities. Thus the type of planning most appropriate for the future is "strategic" market planning. Two points relevant to the strategic planning process in an academic environment are that it should be completed at each organizational level and that the process is more democratized in that the faculty is involved.

Kotler and Murphy suggest four steps to improve the process of strategic planning in higher education. The first two steps are an analysis of the environment and a review of the major institutional resources, both of which allow for the formulation of new and more appropriate goals. Once goals are developed, the third step is the development of a strategy to accomplish these goals. This strategy may specify certain changes in the organization structure that will be necessary to implement the strategy. The final step is to improve the organization's systems of information, planning and control to ensure that the strategy is implemented and carried out as planned.

In conducting an environmental analysis an institution
will seek to answer the following questions: "What are the major trends in the environment? What are the implications of these trends for the institution? What are the significant opportunities or threats posed by the environment?" In attempting to find answers to these questions the institution may conduct a threat analysis and an opportunity analysis. A threat is a challenge posed by an unfavorable trend in the environment that would lead to the stagnation, decline or demise of the institution or one of its programs. The threat analysis would assess each threat in terms of its potential severity and the probability of its occurrence. A marketing opportunity is an attractive area in which the institution enjoys a competitive advantage. Opportunity analysis would assess marketing opportunities in terms of their potential attractiveness and the probability the institution would be successful in developing a given opportunity.

For an institution to be able to meet its threats or take advantage of its opportunities it must have or be able to acquire the necessary resources. The resource analysis helps identify the resources the institution has, its strengths, and those it lacks, its weaknesses. A resource audit will identify the institution's strengths and weaknesses in three critical areas: people, money and facilities. This audit may identify resources and abilities in which the institution is especially strong. Identifying such distinctive competencies will enable the institution to
concentrate on those areas in which it possesses a differential advantage in the sense that it can outperform its competition on these dimensions. The institution may also employ an image study to ascertain how the institution is perceived by its significant publics.

With the environmental and resource analysis serving as a foundation, the institution is ready to formulate its goals. The purpose of goal formulation is to keep the institution from drifting into an uncertain future and this may be accomplished by determining the organization's current goals and assessing what its future goals should be. It is important for the institution to distinguish between its mission, objectives and goals. "A mission represents the basic purpose of an organization. Its objectives represent the major variable the organization will emphasize. A goal is the organization's objective made specific with respect to time, magnitude and responsibility."7

According to Kotler and Murphy:

A growing number of schools are deciding to write formal mission statements to gain the needed clarity. They realize that defining the mission is critically important because it affects everything else. A well worked out mission statement provides the institution with a shared sense of opportunity, direction, significance and achievement. The mission statement acts as an "invisible hand" that guides a college or university's diverse personnel to work independently and yet collectively toward the realization of the organization's goals.8
"A meaningful mission statement should be market-oriented, feasible, motivating and specific."

Within the limits of the mission statement the organization should next strive to develop objectives and goals for a defined period of time. An objective such as "increased undergraduate enrollment" should be fine-tuned to a specific goal of "an increase in undergraduate enrollment by five percent by the beginning of the next academic year". With objectives and goal statements established, the organization is ready to formulate the strategies which will be employed to realize its goals. Kotler and Murphy suggest that two tasks be undertaken in developing feasible strategies. First, devise an academic portfolio strategy to help decide what to do with current major products (programs). Second, develop a product/market opportunity strategy to help decide what new products and markets to add. Essentially the strategies the higher education marketer can use to deal with academic programs are to build, hold, reduce or terminate or some combination thereof. Two dimensions that can be employed to assist in the development of these strategies are a program's centrality to the institutional mission and the quality level of the program. The development of a product/market strategy is aided by the use of a $3 \times 3$ matrix consisting of the market dimensions of existing, geographical and new markets and the product dimensions of existing, modified and new products. The
results of combining these dimensions are new product/market strategies ranging from market penetration, where the institution seeks to attract more students similar to those currently enrolled by relying on existing programs, to total innovation, where the institution offers new products to new markets.

"The purpose of strategy formulation is to develop strategies that can be carried out by the institution to achieve its goals." The institution must have the capability to do so in terms of its people, structure and culture. To achieve a given strategy it may be necessary to alter the institution's organization structure and retrain or reassign some of the human resources. It may also be necessary to develop a plan to change the "culture" of the organization to make it more receptive to the use of "business" methods such as strategic planning and marketing.

The final step in strategic planning is to design or upgrade the organizational systems needed to carry out the strategies to achieve the goals. These systems include the marketing information system, marketing planning system and marketing control system. The information system attempts to gather useful, timely and accurate information through enrollment analysis, marketing intelligence and marketing research. In the planning system a planning staff develops long-term and annual goals, strategies, marketing programs and budgets at a regular time each year. Finally, the control
system measures ongoing results of a plan against the plan's goals and makes adjustments in the plan or goal when necessary. The result of this is that "the most important benefit of strategic planning for higher education decision makers is that it forces them to undertake a more market-oriented and systematic approach to long-range planning."\textsuperscript{12}

According to Keller, there are a number of forces at work in the academic environment that are causing a shift in the academic management style away from the traditional, unobtrusive style of organizational leadership on campuses. Retrenchment, competition in a variety of forms, deteriorating financial conditions, the use of marketing techniques and changes in both academic and demographic areas are all factors behind this change. While there are a variety of ingredients contributing to this new style of educational management, the following are the most important for the purposes of the review. Administrators are becoming managers in the sense that they are assuming a more active role in assessing the future and viewing the future as being as important as the past. Planning becomes more important as the future is considered in terms of the external environment and the market for educational services. More open communications and increased emphasis on people and technology all contribute to the eventual formation of a strategy designed to enable the institution to achieve goals in the future with the resources at its disposal. Keller states:
To have a strategy is to put your own intelligence, foresight, and will in charge instead of outside forces and disordered concerns ... When pressures are in charge the present gets attention not the future; fighting brush fires and improvisation take precedence, not planning ... strategy means agreeing on some aims and having a plan ... to arrive at a destination through the effective use of resources.

The beginning point is self-consciousness for the organization. It is knowing the place for the first time, understanding what business you are in, or want to be in, and deciding what is central for the health, growth, and quality of the organization.

In explaining what strategic planning is, Keller concentrates on what strategic planning is not. In so doing, he succeeds in dispelling some commonly held notions about what strategic planning is. Strategic planning is not a blueprint in the sense that it is to be followed to the letter. It is an effort to get people thinking innovatively and acting strategically with the future in mind. To do so involves making continuous adjustments to shifting conditions with a central strategy in mind. Educational institutions frequently state their goals as "the training of critical thinkers", "research", "service", or "the education of youth". However, strategic planning is not a set of platitudes, it is a statement of specific operational goals. Much credence is accorded the visionary leadership that has guided various institutions through difficult times or to national acclaim. But another myth falls as Keller indicates that strategic planning is not the personal vision of the
influential leader, though an institutional strategy may include the leader's vision.

While strategic planning is not a vision from the top, neither is it a collection of departmental plans. Strategic planning is for the whole institution and its long-term stature and excellence, and in that sense is more than a list of individual wants and aspirations. However, department heads, as operating officers along with the president, deans and vice-presidents, should decide both the institution's strategy and its implementing tactics. As such, strategic planning is not done by organization planners, who as staff officers have only the authority to facilitate the efforts of the operating officers. One area in which the expertise of planners is applied in many organizations is in the design and use of computer forecasts and models to sharpen judgments, analysis and decisions. But these quantitative techniques are not substitutes for important intangibles. According to Keller, "Quantification is provided merely to enrich qualitative sagacity not replace it. The essence of academic strategy is decision making. And computers don't make decisions, people do."  

Inherent in the planning process is the idea of setting goals today that will be attained at some point in the future. Planning by nature involves coping with the future and attempting to ascertain what the future holds. Thus, while the future is unpredictable, strategic planning is not
an attempt to gaze into a crystal ball to divine the future nor is it a way of eliminating the risks associated with the unknown through the application of quantitative techniques. It is more a way of recognizing the opportunities or threats posed by the future and assessing the risks involved in dealing with them. Clear strategy helps the organization take those calculated and necessary risks that will enhance the long-term viability and quality of the campus. The assessment of the future and the opportunities and risks it holds involves constant and continual effort. Strategic planning is not something that can be accomplished at annual retreats. The formulation of a strategy requires an awareness of new markets for higher education, of new forms of delivery and of the developing conditions that will affect the college and its goals. Therefore, strategic planning is not a form of surrender to market conditions and trends. It is important, however, that the college not give up what it stands for to go with popular trends or to get tuition payers.

The single most important contribution that strategic planning makes to organizational decision making is that it looks outward and is focused on keeping the institution in step with the changing environment. Colleges and universities have traditionally been inner-directed, yet a majority of change today is stimulated by forces outside the institution. Yet those planning strategically must balance internal aspirations against external conditions while acting to move
the institution ahead. Strategic planning is action-oriented and concentrates on decisions, not documented goals, forecasts and plans. It emphasizes the use of resources to carry out a strategy that's been devised to achieve specific goals. These stated goals must be achieved in an increasingly competitive situation in which economic market conditions are at work. Such competitive conditions have led to an interest in identifying the comparative advantages an institution possesses over its competition. This in turn has led to an interest in marketing-based concepts such as positioning, in which an institution seeks to place itself in the market relative to its competition. While the institution cares about its traditions, values and hopes, its "organizational saga", strategic planning places the long-term vitality, excellence and survival of the college or university first. To accomplish this the institution and its leaders must be active about their position in history. They must believe that one can shape their own destiny to some extent as well as be shaped by external forces. According to Keller, "To think strategically is to look intensively at contemporary history and your institution's position in it and work out a planning process that actively confronts the historical movement, overcomes it, gets on top of it, or seizes the opportunities latent in it."15

Several important points can be distilled from the review of the literature on saga, charter and strategy.
First, each of these concepts takes into account qualitative and non-structural aspects of an organization. Both saga and charter are dependent upon the perceptions and beliefs of various organizational participants and non-participants and each, if established, constitutes a resource for the institution. While saga depends upon members of a group "buying into" a belief about the organization, charter develops out of what an organization can give or deny its members. In the former the organization is the receiver and in the latter it is the provider. In either case the result is a resource that can be capitalized on by the organization as it attempts to plan strategically to achieve its goals in a competitive environment. Strategy has to do with the use of resources to achieve goals and objectives and saga and charter are resources unique to a given institution. If possessed and recognized by the institution saga and charter can become part of the institution's market strategy. Both Mayhew and Keller recognize the need to maintain the tradition, saga or charter of an institution during the process of strategic planning. The sources reviewed recognize that the colleges and universities of today operate in a highly competitive, ever-changing environment. There is agreement that the planning activities engaged in by colleges and universities generally do not constitute strategic planning. In particular, Kotler and Murphy, and Keller emphasize that strategic planning is a comprehensive and
continual effort to maintain an awareness of and a responsiveness to changing environmental and market conditions. Both sources stress that the purpose of strategic planning is to attempt to exercise some control over where the institution will be in the future. It is an attempt to become a part of the changes that affect the institution rather than merely being responsive to these changes. Mayhew's position is more reactive in the sense that the strategies he proposes are made in light of conditions as they existed entering the decade of the 1980's. Kotler and Murphy, and Keller suggest that an institution seek to identify its distinctive competences, identified as those areas in which an institution is stronger than its competitors in serving an identified market. This is important because it provides a direct link with marketing techniques such as positioning and market segmentation, both of which lead to specific strategy decisions relative to the marketing mix elements of product, place, price and promotion.

**Marketing**

**A Historical Overview** The idea of a marketing mix is credited to Neil Borden who published his classic article "The Concept of the Marketing Mix" in 1964. In his treatise Borden listed twelve elements as the marketing mix of manufacturers. The elements constitute decision areas from which managers must choose and mix policies and procedures in
both day-to-day and long-range operations. Though Borden's list included a large number of variables, McCarthy developed a simplified model which offered the mnemonic four "P's": product, price, place and promotion. As implied above, the marketing mix concept is classified as a decision-making approach to marketing. As such, Oxenfeldt offers some guidance to marketing practitioners to help them compose an effective marketing mix. Oxenfeldt's treatment is business oriented, however, so that those interested in marketing in higher education would benefit more from reviewing the "Marketing Mix Decisions for Service Firms" in Kotler. In this section Kotler examines the college industry and considers its product, price, place and promotion opportunities.

The extension of the process of marketing to nonbusiness organizations can be attributed to the publication of an article titled "Broadening the Concept of Marketing" by Philip Kotler and Sidney J. Levy in 1969. The authors' basic premise in this article is that nonbusiness organizations have products and customers, use the tools of the marketing mix and perform marketing-like activities. Kotler and Levy define the tools of the marketing mix as "product improvement, pricing, distribution and customer communications." Widespread acceptance and support of their position meant that it was only a short step to the application of marketing techniques to institutions of higher
education as nonbusiness organizations.

In the literature related to marketing in higher education sources such as Kratchenburg, Fram, Hugstad, Vaccaro and Litten include the marketing mix as part of their coverage of marketing in higher education. Of these sources, Kratchenburg's article is regarded as being the first published use of the term "marketing" in the context of higher education. Noting that higher education was adopting management techniques but ignoring the potential of marketing, he identified the benefits of marketing analysis, tools, and strategies. His article marked the beginning of attempts to gain a better understanding of how marketing could be applied in managing educational institutions. Most of these sources treat the marketing mix as a basis for stressing some point they wish to make relative to marketing in higher education. Fram uses the four "P's" to draw an analogy between higher educational variables and business variables to support marketing's application to higher education. Hugstad, on the other hand, uses them to question the applicability of marketing to higher education offering in support of his premise that there is a basic difference in the objectives and operating climate of business and that of higher education. Litten states specifically that "of the four components of the marketing mix, the marketing principles and practices relating to promotion, price and delivery of services are of greater relevance to higher
education than business practices relating to product development." One can conclude that the marketing mix is at least recognized as a central marketing concept in the higher education literature. What is disturbing is that the mix serves more as a basis for subjective evaluations of marketing's place in higher education than as a concept critical to the effective application of marketing to institutional problems. It is seldom mentioned, much less stressed, that successful marketing depends on the careful blending of all elements of the mix as originally stated by Borden. As Kotler and Levy state in their pioneering article "The choice facing those who manage nonbusiness organizations is not whether to market or not to market, for no organization can avoid marketing. The choice is whether to do it well or poorly ..."17

Theory The most notable finding in the review of the theoretical literature on marketing is the lack of a widely accepted general theory of marketing; marketing has no recognized central theoretical basis. One finds that marketing is dependent on what it can borrow from other disciplines such as business, law and economics; the social and behavioral sciences; and the formal or methodological sciences. Specific examples of borrowings from other disciplines are pricing theory from economics; theories on consumer behavior from psychology and exchange theory from sociology; and Bayesian statistics from the formal sciences
as it is applied to decision theory.

The review of the literature on marketing theory demonstrates that, while there are a number of accepted marketing concepts, no one has yet been able to integrate them into a general theory of marketing. These concepts include the marketing concept, the marketing mix, market segmentation, positioning, product differentiation, and price-elasticity. As indicated by the following comments, none of the sources reviewed provided a specific connection between concept and theory.

The literature on marketing theory seemed to develop along three lines of thought. The first included those contributions that are deemed esoteric in nature. These works were more concerned with the basic nature of theory and whether marketing qualifies as a science than with marketing per se. Hunt and Zaltman et al are examples of this category of literature. Hunt concerns himself with "The Morphology of Explanations" and "The Morphology of Scientific Laws" while Zaltman et al treat "Being Interesting", "Causality", "Deductive and Inductive Thinking" and "Reality Tests". Few specifically marketing related examples are offered in either source, rendering them of little use for the purpose of this review.

A second group of sources was more directly concerned with the development of marketing theory, yet these sources did not provide the desired connection between specific
concepts and overall theory. Alderson and Cox et al exemplify this group of literature.

While the two previous categories represent book-length treatments of marketing theory, the third and final line of thought revolves around one author's attempt to advance a "general theory of marketing" in a brief journal article. Bartels advances his theory in an article titled "The General Theory of Marketing". Hunt responded with a critique of Bartels' article in which he concludes that "The general theory of marketing is an assemblage of classificational schemata, some intriguing definitions ... it is neither a theory of marketing nor a general theory of marketing."

Pinson et al responded to Hunt's critique which they contend was superficial and misleading. Hunt later provided a rejoinder to Pinson et al in which he supports his original conclusions regarding Bartels' "general theory". There the issue was apparently laid to rest and marketing is left without a recognized central theory. Again, the desired connection between marketing theory and specific marketing concepts was not found in these sources. However, Kotler does provide some insight to the theory of the marketing mix. In a section titled "Theory of the Optimal Marketing Mix" Kotler explores the relationship between the marketing mix and resulting sales levels. While helpful, the theoretical process of finding an "optimal" marketing mix depends upon certain assumptions (a focus on one major element of the
marketing mix - promotion) and constraints (in this instance a lack of constraints - no limits on advertising or sales force expenditures). A realistic application of the theory is presented in a following section titled "Practical Method for Determining the Optimal Marketing Mix". What each of these sections in Kotler demonstrates is how development of marketing theory relies on borrowing from other disciplines: in this instance the concept of marginal analysis from economics and decision theory from business management.

In conclusion the marketing mix concept remains as accurate a description of the state of marketing's progress toward becoming a science as when it was first written. This does not imply that marketing theory is stagnant but rather that the mix is constantly being employed by marketers who are learning to adopt and apply its basic ingredients.

Position With respect to the concept of the marketing mix, the literature adopts essentially three positions. The first focuses on the issue of the role of marketing in higher education. The second involves the origin and development of the concept of the marketing mix. The third concerns the actual practice of marketing in an academic setting. Since the origin and development of the marketing mix concept has been treated in the historical overview, it is to the role of marketing and its actual practice in higher education that attention is now directed.

One major issue involves the appropriateness of
marketing in higher education. Being a young discipline, marketing is not regarded as being particularly scholarly; therefore the actual use of marketing techniques in an academic setting is viewed with consternation, particularly by faculty. Despite the efforts of some scholars to develop a theory of marketing or a view of marketing as a science, marketing does not enjoy total acceptance in academia.

Related to this issue is the problem of a wide-spread misinterpretation of just what marketing is. To many the term connotes an activity peculiar to the world of business. As such, marketing is interpreted as selling and/or advertising, and because some colleges have used inappropriate promotional techniques, some educators consider all marketing to be unacceptable in an academic setting. Marketing is more than just selling and advertising, though as a part of promotion, these activities are a part of marketing. The May 1977 issue of *Case Currents* began with a clarification of marketing by Philip Kotler. Paraphrasing his more lengthy definition in *Marketing for Nonprofit Organizations*, Kotler states that marketing is "The analysis, planning, and control of programs designed to bring about desired exchanges with designated markets." He explains that educational marketing is not merchandising, advertising, or high-pressure selling. Rather, it is concerned with "building satisfaction in a long-term clientele. It entails quite consciously doing a good job of consumer and market research, market definition and
cultivation, product and service design and development, distribution, planning, pricing and promotion." In Academic Strategy, George Keller echoes these points about marketing in higher education. He states that:

Marketing, which has a sleazy ring to it for most academics, is not to be confused with selling or advertising. Generally, higher education does too much selling and too little marketing. In marketing, the effort is a more scholarly one of systematically understanding who it is your university is serving, why they come, why they don't come, and how you might serve your students better and position yourself more self-consciously in the complex network of 3,100 colleges and universities.

Litten argues that "Marketers have failed to present a good, basic definition of marketing..." as they have attempted to convince academia of the merits of marketing. There is widespread agreement in the literature that what has caused higher education to turn to marketing is the change from a seller's to a buyer's market. This change in the educational environment has occurred because of two interrelated developments: a change in demographics resulting in decreasing enrollments and budget problems caused by financial difficulties aggravated by inflationary pressures. Essentially the buyer's/seller's markets are supply and demand relationships: in a seller's market there is excess demand; in a buyer's market, excess supply. Declining enrollments mean an excess supply of institutions with a
resulting increase in competition for available students. The business world experienced a change from a seller's market to a buyer's market and found marketing to be a solution to its problems. Seeing business' success in coping with a related problem, educational institutions have sought to apply marketing techniques as a means of resolving the enrollment/budget dilemma. It is the realization that higher education is subject to economic market conditions and to strong competition that is the major impetus toward the adoption of marketing techniques and the marketing mix in particular.

Several sources reviewed point out the benefits and risks involved in attempting to transfer marketing techniques conceived and applied in a business environment to an educational environment. These sources recommend that colleges not employ such techniques without subjecting them to a critical evaluation and an analysis of the potential outcomes. A principal reason for this are some critical differences between the business environment and the educational environment focusing particularly on the institution-student relationship. From an economic perspective, Leslie and Johnson compare higher education and the perfectly competitive market model and conclude that the "perfectly competitive market model is inadequate and inappropriate as a policy basis for higher education."23 As one of several factors cited in support of this contention,
they state that "the commodity which students and institutions "negotiate" the exchange of is, in fact, enrollment space. Universities and colleges sell enrollments, not products; enrollments and products are not interchangeable." The position that higher education does not offer a product is, of course, argumentative. In his article, Pernal describes five ways in which the seller-purchaser model differs from the institution-student relationship. The five ways in which the framework of the student-purchaser model breaks down are with respect to the performance expectation (the student has a performance responsibility), the degree is a dual creation (the student plays a role in achieving the degree), there is no warranty, a college is not necessarily selling anything, and the absence of a profit motive. Finally, Litten focuses on the "Peculiarities of Higher Education Marketing" in his article. In addition to some of the differences noted by Pernal, Litten cites these peculiarities: the confounding roles played by the student as client, part of the process itself and a quasi-product at the end of the process; differences in the pricing and financing phenomena; and the marketing of a complete package of a complex "product" possessing subtle indicators of quality.

Final issues are those involving ethics, quality and academic standards. Some would question the ethics of any use of marketing by colleges while others focus on the unethical
practices of false and misleading promotion employed by some institutions. Others are concerned that institutions run the risk of compromising higher education's responsibility for heritage and tradition and role as a provider of public as well as private benefits in their efforts to attract student clientele. Finally, there is concern over the threat of eroding academic standards as institutions adjust admissions criteria, grading practices and program requirements in their efforts to attract and retain students.

The literature on marketing practices in higher education tends to be of a less scholarly nature and in some instances takes on an air of sensationalism as it highlights the promotional excesses engaged in by some institutions. This literature supports the common misperception that marketing is advertising and promotion. Little or no mention is made of the marketing mix or to the underlying rationale of the mix concept. The reference by Irene Bagge illustrates this point. In this article the author states that "while the market mix encompasses the four "P's" known to most of us - program, price, place and promotion - it must, to be more than a sum of its parts, be ... used systematically in all planning processes. No function can be thought of in isolation from the whole. All are symbiotic."25 After briefly discussing the role of the marketing director, the marketing budget and competition, the author concentrates on the element of promotion: "It is to the fourth P in the
market mix - promotion - that attention will be given in the
remainder of this article. What is written above has been an
effort to place promotion in a marketing context. The
effort to place the promotional element as a part of a more
comprehensive set of activities goes beyond what many
references on marketing practices do, yet the primary
emphasis again focuses on the promotional element with no
attention devoted to the need to blend all the elements of
the marketing mix.

The treatments of marketing in this body of literature
point out the extent to which some institutions have gone in
an effort to survive and the ease with which administrators
not knowledgeable of marketing can fall victim to their own
ignorance or to the hard-sell techniques of professional
marketers hired to "save" the institution. This literature
points out that the tendency in higher education is to assign
the responsibility for marketing to admissions or
institutional development officers. The result is a lack of
control or the institution-wide involvement of all members of
the academic community that the definition of the marketing
concept suggests. The adoption of a marketing philosophy must
begin at the top of any organization which means it must be
accepted and understood by the board of trustees and the
president in an institution of higher education.

In spite of the over-emphasis on misdirected marketing
efforts, some of these references provided some insightful
observations on the possible scenarios to such efforts. One is a possible backlash to the overzealous marketing efforts that may take the form of student litigation for failure to deliver what promotional literature promised. Another concern is the possibility of declining standards and ethics and the possibility of increased regulation by state and federal agencies.

Much of the literature here is concerned with "how to" articles that attempt to communicate the proper means of applying certain marketing techniques. Again, emphasis is placed on the promotional elements and focus on such topics as getting more for the money spent on direct mail advertising. Another popular focus is on particular institutions and their experiences in applying marketing techniques. These articles explain how a certain college increased its enrollment through increased advertising, though probably only temporarily. Such treatments of marketing application have little use since they are typically narrow in focus and fail to realize that what proves successful for one institution may not work for another. Each institution must fit its marketing strategy to its particular circumstances and must exercise caution in applying what it can borrow from the experiences of others.

The purpose of the review of the research in the area of marketing practice in higher education has been to determine the manner in which marketing methods are interpreted and
applied by institutions of higher education. In general the literature on marketing in higher education indicated the range of marketing practice runs from hucksterism and crass commercialism to highly sophisticated, carefully planned efforts to market an institution. Though much of the literature provides guidelines as to how marketing should be applied in higher education, it is difficult to determine the extent to which the guidelines have been followed in practice. There have been no attempts to empirically test and evaluate the results of applying marketing concepts covered in the literature on higher education.

A recent article by Benson P. Shapiro in the Harvard Business Review provides an excellent review of the marketing mix as well as providing additional insight to putting the mix concept to effective use. While Shapiro's article uses references and examples from the business environment, the attempt here will be to relate his ideas to the environment of higher education. Several points Shapiro makes enhance one's perspective on what the marketing mix can do in practice. First, the concept is one of the most powerful ever developed for executives concerned with marketing and it has endured because it is both effective and simple. Second, it provides a way to ensure that all elements of a marketing effort are considered in a disciplined fashion. Third, it gives one the ability to describe the essence of a marketing strategy by identifying the target market segment and the
elements of the mix in brief form. Finally, it helps ensure that the plan is clear and that the strategy is not obscured by details.

Shapiro's review of the basic marketing mix concept identifies these four elements: product, pricing, communication and distribution. Shapiro is one of many writers on the subject of the marketing mix that now use the term "communication" rather than "promotion" when identifying that element of the mix that includes advertising and personal selling.

Beyond the review of the basic elements and benefits of the mix concept, Shapiro expands the application of the mix by first examining the interaction of the elements within the mix and then considering the relationship of a strategy based on the mix with the market it is designed to serve, the institution that seeks to apply it and the competition it is designed to cope with. These are areas with which no other source reviewed has dealt.

With regard to interaction, the marketing mix concept emphasizes the fit if the various elements with respect to quality and size. According to Shapiro, there are three degrees of interaction. First, and least demanding, is "consistency", defined as a logical and useful fit between two or more elements. In an educational context it would not be consistent for a low-cost, moderately selective liberal arts institution to attempt to develop a high-cost, high
quality, career-oriented program. The second level of interaction is "integration", an active, harmonious interaction among elements of the mix. A high quality MBA program run by professors who are recognized academic "stars" may command premium tuition rates, but high product quality is not necessarily harmonious with high price. The final, and most sophisticated, relationship is "leverage" where each element is used to the best advantage in support of the total mix. In the academic environment this relationship is illustrated by an effort to determine the point at which additional recruiting efforts no longer result in an increased yield (students enrolled to those accepted), at which point focus would shift to another marketing mix element in an effort to get accepted students to enroll. In other words, recruitment efforts can only increase yield to a certain level at which time other mix elements must be employed to support the promotionally based efforts of recruitment.

Shapiro next looks at the relationship of the total program with the market, the institution and the competition. In brief, the product-market fit looks at whether the product concept fits market needs. Do the curricular offerings of an educational institution meet the needs of the group or type of student it seeks to attract? A first step in marketing-program development is to carefully and explicitly identify the market. A last step before launching a program is to
review the impact of each element and of the total mix on the target consumers. The program must fit the institution in that it builds on institutional strengths and recognizes existing weaknesses. An institution with a strong liberal arts tradition does not build from strength when it attempts to launch a business program. Finally, the competitor-program fit stresses that an institution's program is built with knowledge not only of internal strengths and weaknesses, but of the strengths and weaknesses of the competition. These are the principal points of Shapiro's article as they can be applied to educational institutions.

The most comprehensive work on the topic of marketing in higher education is *Strategic Marketing for Higher Education* by Philip Kotler and Karen F.A. Fox. Though not specifically focused on institutions of higher education, this work is valuable for its detailed insight into the marriage of marketing and educational institutions. Much of this insight is due to the fact thatPhilip Kotler is one of the originators of the idea of expanding marketing concepts to the nonprofit organization. After a brief look at some basic ideas about marketing, the focus on this work will be on the integration of the concept of the marketing mix into strategic marketing planning.

Kotler's definition of marketing has been cited previously and, though from a different work, it is repeated in this source. However, several points of emphasis and
clarification about this definition are offered in this work. First, marketing is defined as a managerial process involving analysis, planning, implementation and control. Second, marketing manifests itself in carefully formulated programs that reflect thorough advanced planning. Third, marketing seeks to effect voluntary exchanges of values. Fourth, marketing means the selection of target markets rather than an attempt to be all things to all people. Fifth, marketing aids institutional survival and prosperity through more effective servicing of target markets. Sixth, marketing relies on designing the institution's offering in terms of the target market's needs and desires. Seventh, marketing utilizes and blends a set of tools called the marketing mix—program design, pricing, communications, and distribution.

Institutional utilization of marketing according to these guidelines would result in the following benefits. First, the institution would have greater success fulfilling its mission. Second, marketing emphasis on identifying and meeting consumer needs tends to produce an improved level of satisfaction among the institution's publics. Third, marketing provides a disciplined approach to improving the attraction of the resources the institution needs to satisfy customers. Finally, by emphasizing the rational management and coordination of program development, pricing, communication and distribution, improved efficiencies in marketing activities are realized.
Two final observations about the elements of marketing are notable. First, recognition of the fact that there are approximately sixteen publics, individuals and groups that have an interest in or affect on the college or university. Yet when marketing efforts are driven by enrollment concerns, an over-emphasis is placed on potential and current students, while little or no marketing attention is directed toward any of the other fourteen publics. Second, the idea that the institution's president is the key individual in the institution's marketing effort. The president is the top "marketing executive" and must create the climate for marketing. For marketing efforts to succeed the president must believe in it, understand it, want it and garner the support of other top administrators for building a marketing effort.

Kotler and Fox define strategic planning as follows:

Strategic planning is the process of developing and maintaining a strategic fit between the institution's goals and capabilities and its changing marketing opportunities. It relies on developing a clear institutional mission, supporting goals and objectives, a sound strategy, and appropriate implementation.

For an educational institution to improve the effectiveness of its strategic planning effort the following steps should be followed. First, the institution should conduct an environmental analysis since change in the environment calls for new institutional strategies. Next, the institution
reviews its resources to identify its strengths and weaknesses. Once strengths and weaknesses have been identified, the institution is ready to use the goal-formulation process to establish or restate its mission, long and short term goals and specific current objectives. The institution will then select a cost-effective strategy for reaching these goals and objectives and makes the necessary changes in institutional structure, planning and control to implement this strategy. The strategic planning process should be completed at each institutional level and should involve both faculty and administrators.

Once the strategic planning process identifies the programs and markets the institution should emphasize, a formal marketing plan is developed that spells out the details of how the strategy will be made operational. Such a marketing plan would include an executive summary, a situation analysis, goals and objectives, marketing strategy, action programs, budgets and controls. The marketing strategy element would consist of a coordinated set of decisions on target markets, the marketing mix and the marketing expenditure level. The marketing mix element would include a strategic marketing mix to address basic questions about a selected market target and a tactical marketing mix specifying actions to be taken to appeal to that market target.

Strategy formulation calls for the institution to
develop a plan or strategy for achieving its objectives. A marketing strategy embodies the ways in which an institution will take advantage of a program/market opportunity. Kotler and Fox define marketing strategy as follows: "Marketing strategy is the selection of a target market, the choice of a competitive position, and the development of an effective marketing mix to reach and serve the chosen market." Formulation of a marketing strategy includes decisions about current programs and markets, new programs and market opportunities, an analysis of competitors, positioning the institution relative to competitors and the selection of target markets and designing the marketing mix.

In preparing a marketing strategy the first step is to thoroughly understand the market. "A market is the set of all people who have an actual or potential interest in a product or service and the ability to pay for it." The total market for any product or service is heterogeneous since the consumers constituting the market differ with respect to buying motives and behavior. Through the process of market segmentation the marketer seeks to identify consumer groups that share characteristics that may cause them to demonstrate similar buying motives and behavior and thus constitute a homogeneous group for marketing purposes. The process of segmentation relies on factors such as age, sex, income, education, geography, life-style and other variables. The result of this process is an identifiable target market.
Once the target market is selected, the institution will develop its competitive position relative to other institutions serving the same market. To do so, the institution would identify the major attributes used by the target market to evaluate and choose among competitive institutions and then develop and communicate meaningful differences between its offerings and those of competitors serving the same target market.

Next, the institution would develop a marketing mix that supports its ability to compete in its target market. The chosen mix should support and reinforce its competitive position. To do so, the marketing mix must be adopted to the target market. The last step is to establish a marketing expenditure level which states how much money is needed to accomplish the institution's marketing objectives.

Kotler and Fox devote five chapters to detailed discussion of the various mix elements. While the content of these chapters is too detailed for the purposes of this review, certain points relative to the elements of the marketing mix are worth noting. First, relative to the product element is the fact that educational institutions offer multiple products through degree and non-degree programs, lecture series, athletics, residential services and a host of other want or need satisfying offerings. Second, the false impression many educators have that marketing strategy is developed after a program is ready to offer to
the market. In fact, marketing strategy is part of the design stage and may be as important in the success of a program as the program itself. Third, that price is just one component of the marketing mix that influences consumer choice and that price determination or pricing policy begins with the objectives the institution wants to achieve. Finally, that in developing a mix strategy to appeal to selected target markets, each market may require a different or modified mix of product, price, place and promotion. The development of an appropriate marketing mix depends on the involvement of the whole institution. An educational institution must provide a sound and appropriate educational program, at a price students and their families are willing and able to pay, in an attractive place to attract prospects. These features must be communicated in a timely, interesting and accurate manner to prospective students.

In summary, marketing strategy is the selection of one or more target-market segments, the choice of competitive position, and the development of an effective marketing mix to reach and serve chosen consumers. "The marketing mix consists of the particular blend of product, price, place and promotion that the institution uses to achieve its objectives in the target market."
NOTES


5  Ibid.

6  Ibid., p. 473.

7  Ibid., p. 478.

8  Ibid., p. 479.


10  Kotler and Murphy, p. 483.

11  Ibid., p. 486.

12  Ibid., p. 488.


14  Ibid., p. 141.

15  Ibid., p. 143-144.


20. Ibid., p. 5-6.


22. Litten, p. 152.


26. Ibid.


28. Ibid., p. 133.

29. Ibid., p. 149.

30. Ibid., p. 155.
CHAPTER 3

Analysis of Results

Historical Sketch

Lynchburg College was founded in 1903 as Virginia Christian College by Dr. Josephus Hopwood and prominent Lynchburg area residents. The College opened in the old Westover Hotel which was purchased for $13,500 and renamed Westover Hall. The College was founded as a private, four-year, liberal arts institution affiliated with the Christian Church (Disciples of Christ). The Christian Church is noted for its involvement with education at the college level and the founders of Lynchburg College felt that a relationship with the Disciples Church would provide the financial, moral, and spiritual support necessary for establishing a favorable environment for liberal education to take place. Though the affiliation involves no sectarian control, the religious heritage is important to the humanitarian, moral and spiritual character of the College. However, since the Church was not formally involved in the founding of the College, the institution had a difficult time gaining the support of churches in Virginia. Many churchmen felt that colleges were centers of "radicalism" and "modernism", therefore the
College continually struggled to survive, especially with regard to obtaining adequate financial support.

In 1910 the College's Board of Trustees assumed responsibility for the management of the institution when it did not reappoint Dr. Hopwood as president. During the next several years the College experienced managerial instability and severe financial difficulties. Financial problems existed from 1912 to 1917 when the institution's debt was retired. However, a deficit appeared again in 1918 and remained until 1947. Managerial stability was restored with the appointment of Dr. J.T.T. Hundley as president in 1915. During Dr. Hundley's twenty-one year tenure as president, a number of changes took place which affected the future of the College.

Dr. Hundley identified the institution's mission, stabilized the curriculum, built a long-term endowment program and achieved accreditation. Accreditation as a senior institution was received from the Virginia State Board of Education in 1917. In an effort to expand the base of financial support for the College, Dr. Hundley expanded the Church constituency to include Maryland, Delaware, Florida and the District of Columbia. In recognition of the larger support group and in an effort to increase local support, the name of the College was changed to Lynchburg College in 1919. In 1926 the College's Board committed the College to a liberal arts orientation, thus reversing the "bible college" direction the institution had previously taken. Finally, the
College achieved accreditation from the Southern Association of Colleges and Schools in 1926.

In 1936 Dr. Hundley was succeeded in office by Dr. Riley B. Montgomery. The situation inherited by Dr. Montgomery was exacerbated by the Great Depression: a significant debt burden, declining enrollment, delays in the payment of faculty salaries and low morale. In an effort to cope with these problems, Dr. Montgomery raised faculty salaries, instituted tenure, developed a faculty retirement program and a sabbatical leave program. Because of its excessive debt, the College was placed on probation by the Southern Association in 1938. Dr. Montgomery and his staff instituted programs which led to the removal of probation in 1942 and retirement of the institution's debt in 1947. The debt retirement was a major turning point in the College's history, because the financial problems that characterized the College's existence from its founding have not proved serious since that time. This is due to the fact that the latter years of Dr. Montgomery's administration began to reap the combined benefits of increased enrollment following World War II and stronger support from churches and alumni. Enrollment jumped to more than 1000 in the late 1940's and early 1950's. By comparison, enrollment dipped to less than 150 during World War II and was never more than 300 prior to that. Dr. Montgomery was succeeded by Dr. Orville Wake in 1951 and much of the College's growth occurred during Dr.
Wake’s administration which lasted until 1964. During his tenure in office a library, a woman’s dorm (Hundley Hall), the science building (Hobbs Hall) and two men’s dorms (Freer and Shackleford) were built.

Dr. Carey Brewer became the seventh president of Lynchburg College, replacing Dr. Wake in February of 1964. A number of changes occurred during Dr. Brewer’s administration, changes which both stimulated and stemmed from the most significant growth in the College’s history. First, the purpose of the institution was updated and the word “white” was removed from the purpose statement, thus integrating the College. Second, the Vietnam War era ushered in changes in campus life as the philosophy of in loco parentis disappeared with related changes in social regulations and dormitory assignments. Third, several organizational changes were instituted. The Board of Trustees was enlarged to include representatives from local business and industry, a divisional academic structure was replaced with a departmental structure and the positions of Vice President of Business Affairs/Treasurer and that of Dean of the College were created. Structural change also occurred within the Board of Trustees where a Board of Overseers was created to assist the trustees in fund raising and achieving greater visibility for the College. Fourth, changes taking place in the academic area included a reduction in faculty teaching loads from 15 to 12 semester hours, the expansion of
Curricular offerings and the institution of a graduate program. Finally, the area of greatest growth occurred in the size of the faculty, the size and nature of the student body and the number and value of campus structures. During Dr. Brewer's tenure, faculty increased from 70 to more than 120 and student enrollment increased from 828 to 1655 full-time undergraduates with a shift toward a greater number of out-of-state students and fewer students associated with the Christian Church. Investment in physical plant increased from $3.9 million to $20.5 million with the occupation of nine new buildings. The demolition of the original Westover Hall building in 1970 symbolically marked the break between the old Lynchburg College and the present institution.

After guiding the College though two decades of prosperity, Dr. Brewer retired in 1983 and was succeeded by Dr. George N. Rainsford who was formerly president at Kalamazoo College in Michigan. While the pace of growth has subsided at Lynchburg College, the pace of change and the emphasis on development has increased. While some additions to physical plant have occurred since Dr. Rainsford's arrival, much of the focus is now on organizational change and program development aimed at enabling the College to meet the challenge posed by the higher education environment of the 1980's. As in the case of transition at any institution, much of what is currently happening at Lynchburg College was set in motion in the past. This is why a brief sketch of the
College's history has been presented. It allows one to view the precedents that have established the conditions under which the institution is now operating, to see that what was placed in motion some years ago is now coming to fruition or perhaps is now a cause for concern, and to understand the differences in orientation, concern and action between one administration and another. Since the focus of this study is on Lynchburg College as it exists and has existed since the time Dr. Rainsford became president, it is toward the development of a current profile of the College that attention now turns.

Administrative Transition - Brewer to Rainsford

In 1983 Dr. George Rainsford succeeded Dr. Carey Brewer as President of Lynchburg College. Having spent the previous twelve years at Kalamazoo College, Dr. Rainsford was attracted to Lynchburg College because it is a private institution featuring a unique combination of liberal arts and career professional programs along with a combination of undergraduate and graduate programs. To Dr. Rainsford there was a sense that Lynchburg College was ending one era and was prepared to begin another and a sense of things to be done that were important, yet fun to be doing. This new era was related to the retirement of Carey Brewer, who had been at the College twenty years. Such a lengthy tenure leads to an accumulation of things to be done by the successor. At Lynchburg College there were things to be done building on the strong base that Dr. Brewer built, though the possibility of growth in numbers was not present at Lynchburg College.
The real issue at Lynchburg College is giving the College a sense of its own identity and what it can accomplish with the opportunity to do some significant improving of the quality of the interaction between students and faculty, strengthening its resource base and making sure the College is taking full advantage of its undergraduate program and the opportunity to serve the community and region at the graduate and professional level. There is a much wider spectrum of program opportunities at the College. Lynchburg College is in the human development business, therefore the College has the opportunity and responsibility of providing a wide range of educational programs to a wide spectrum of people.

The philosophical and administrative differences brought about by administrative transition are best observed and summarized by those who are affected by the change. At Lynchburg College there is a tendency for those involved in the administration of the College to either be alumni of the College or to have a long-time association with the College as administrators. The perspectives of those currently involved in the administration of the Lynchburg College range from more than thirty years association with the College to having been hired since Dr. Rainsford assumed the presidency.

Dr. Thomas Tiller, Dean of Student Affairs, is an alumnus of the College who has been employed at the institution since 1958. His tenure at the College spans three administrations; those of Dr. Wake, Dr. Brewer and Dr. Rainsford. In Dr. Tiller’s words during Dr. Wake’s administration the budget of the College was on one sheet of paper and Lynchburg College was not a highly developed
place in terms of internal organization. Dr. Brewer was an active president in one-half to three-fourths of the twenty years he served as president. The early period of Brewer and Rainsford's administrations are similar in that both were proactive and anxious, with lots of drive for results and a degree of impatience in the sense that there's lots to do and let's be at it. Dr. Rainsford, however, has a more open administrative style in that there is more sharing of information which the previous administration may have thought of as confidential, such as budgets. It should be recognized, however, that there are differences in direction and that boards choose the president according to their ideas of their needs at the time. When Dr. Brewer came in 1964 the College did not have facilities and there were opportunities for growth because of the existence of low interest financing and expanding student markets that allowed the College to become more regional. It is a different world now, and instead of coming in on the rising crest of traditional age college students, Dr. Rainsford comes at a time of drop and the agenda is necessarily different.

This change in agenda is reflected in the comments of Mr. Hugh Scrogham, Director of Financial Aid and Research, an alumnus of the College who has been employed at the Lynchburg College since February of 1967. Mr. Scrogham feels that Dr. Rainsford is far more conscious of the enrollment aspect of the College's operation and that, as demographics change, the College needs to be gearing up to be as effective as it can in maintaining as much market share as is possible. He sees a willingness to provide the manpower and equipment to support that function and recognition of the fact that eighty percent of the finance (revenue) is driven by student fees, so there has to be a major effort put into sustaining enrollment. To
him. Dr. Brewer was less publicly aware of demographic trends in that, while recognizing that changes were taking place, he felt the trends were not going to have an impact on Lynchburg College. Every time someone identified decline as a problem with students, Dr. Brewer glossed it over, thus communicating an unwillingness to recognize the issue. Dr. Brewer was also less information driven than Dr. Rainsford is. Under Dr. Brewer decisions were announced and put forth in whatever the setting might have been with the attitude that, if you have something contrary or a serious question or reservation, don't confuse me with facts. Thus the difference in recognition of student demographics, the institutional drive to maintain its market share and the willingness not only to face that change, but to back it up with resources to do the job, has made the change very positive. Dr. Brewer was reluctant to expand staff because he felt that ballooning staff would force reductions later on. Thus, administrative staff was held to a bare minimum, sometimes even to the point of having a crippling effect. This is not true of Dr. Rainsford who has been willing to add staff where he felt it was needed. Dr. Brewer's major contribution to the College in his twenty years was a major expansion of physical plant achieved though his aggressiveness in getting funding for such expansion.

While reflecting the view of Mr. Scrogham, Mr. Ernie Chatterton, Dean of Enrollment has a perspective that focuses
on the environmental and organizational differences in the administrations of Dr. Brewer and Dr. Rainsford. Mr. Chatterton was hired by Dr. Brewer and has been at Lynchburg College since 1974 and has been active in college admissions since 1966. Under Dr. Brewer, Mr. Chatterton reported to the Director of External Affairs whose primary interest and responsibility was fund raising. Thus, as Dean of Admissions, he did not have direct access to the president nor was he a member of the executive staff. From 1974 until the early 1980's times were good in admissions and, with no sense of urgency, whatever he did was fine with his boss because his boss knew nothing about admissions. Dr. Brewer didn't care because times were good and he, too, was busy raising money. So a favorable environment and a lack of urgency about admissions relegated the function to a secondary organizational status. However, negative trends were beginning to develop so that when Dr. Rainsford arrived in 1983 with a knowledge of and involvement in admissions, he did not like the downward trend in enrollment and was shocked that Lynchburg College didn't have more up-to-date word processing capabilities and had no research capacity other than what some people possessed intuitively. According to Mr. Chatterton, the change was vivid in that Dr. Rainsford put his efforts into admissions and enrollment and questioned the institution's ability relative to what, how and when things were being done. Based on recommendations of a consultant,
Dr. Rainsford made organizational and operational changes to the extent that Mr. Chatterton feels that more has been done in admissions since 1983 than in the previous sixteen years.

Mr. Shelly Blumenthal is Director of Admissions at Lynchburg College (Mr. Blumenthal has since left the College). An alumnus of the College, he graduated in 1979 and went to work in the admissions office. To Mr. Blumenthal the biggest change in administration has been a greater focus on admissions and enrollment to survive the decline in the number of eighteen-year olds. He feels that the College community must focus on enrollment and that the College is becoming more progressive as an institution. This change, while needed, was not openly accepted or rejected by the College community because of a large number of tenured faculty and long-term staff who had become complacent and stagnant. He thinks that Dr. Brewer felt it was time to step down and let someone else come in and meet the challenge of the declining number of eighteen-year olds. He adds that "people ten years from now will look back and say George Rainsford was the right man for Lynchburg College".3

A faculty perspective on the administrative transition is provided by Dr. Phillip Stump, a professor of history at Lynchburg College since 1980. While the liberal arts has always been a strong tradition at the College, he feels that Dr. Rainsford articulates the liberal arts commitment to the institution’s publics more strongly than the previous
president did. In support of this view is the fact that both the President and the Dean of the College have educational backgrounds and experiences strong in the liberal arts. Both gentlemen have law degrees, doctorates in history and have lived and studied in Europe. Both have had prior experience in administration with liberal arts institutions and have been involved with the problem of enrollment decline at other institutions. As previously noted, several other administrators have liberal arts backgrounds, having been educated at Lynchburg College, or have gained a liberal arts background through association with another liberal arts college. Several of the administrators and the member of the faculty interviewed for this study demonstrated a working knowledge of marketing terms and concepts, yet none of them have a background of formal training in marketing. Some administrators, notably those with longer association with the College and less involvement in the admissions area, indicated less knowledge and understanding about marketing.

The perspective of Dr. James Traer on the administrative transition is a bit different from those previously cited. Currently Dean of the College, Dr. Traer has come to Lynchburg College since Dr. Rainsford became president, thus his view of the College is determined by what he understands things were like under Dr. Brewer. He feels that the previous administration was shaped by the character and personality of the president. He feels that "a lot of authority was
concentrated in relatively few hands and that decisions were made mostly at the top and handed down." Dr. Traer echoes sentiments about the attitude of the previous administration relative to the decline and changing character of students: "the previous administration was not willing to talk about this." Under Dr. Rainsford he feels that there is "more emphasis now on process, on consultation, on getting people to involve themselves in decision making and seeking recommendations and involving more persons in the overall running of the College."6

One can conclude from these observations that the transition from Dr. Brewer's administration to Dr. Rainsford's administration is characterized by two factors: a change in the environment the institution faces and a difference in the focus and style of management employed by the president. For most of his tenure as Lynchburg College president, Dr. Brewer faced an environment that encouraged growth and expansion. In meeting the challenges of such an environment Dr. Brewer employed an autocratic, closed style of management. This centralized approach may have been the result of two factors: first, the focus on fund raising to support rapid physical plant expansion encouraged an outward orientation on the part of the president and second, the personal style of the individual. By the time Dr. Rainsford became president, the situation had changed to one of gradual decline and limited growth potential. Attention has now
shifted to reversing the enrollment decline and stabilizing the institution at an acceptable level of operation. While growth and plant expansion are opportunities that focus management attention toward outside sources of funds, and is more of a management prerogative, enrollment decline is a threat to institutional existence that arouses concern and merits the involvement of a broader spectrum of the College community. This, coupled with a greater awareness of and experience with enrollment related problems and a more visible, involvement oriented personal style, has led to a more open administration under Dr. Rainsford.

The management styles employed by these two presidents tend to deviate from traditional management responses to similar circumstances. Managers faced with challenge, opportunity and "good times", such as Dr. Brewer, tend to respond to such circumstances with more open, participative styles of management. Those faced with threats or crises tend to employ more autocratic and centralized styles characterized by tighter controls, yet Dr. Rainsford has responded to such a situation with more openness toward and involvement with the institutional community. The responses of these two presidents to the situations they faced would suggest that personal management style was a more powerful determinant of the actions taken in response to the situation posed by the environment than are the environmental conditions themselves.
The personal style of Dr. Rainsford has been an important factor in his ability to apply strategic planning and marketing techniques in an effort to address the enrollment related problems faced by Lynchburg College.

Institutional Saga and Charter

Little has been said about saga or charter at Lynchburg College to this point. The primary reason for this is that what characterizes Lynchburg College is the lack of a well developed saga. Though the College has a story, a history, it does not have a "saga" in the sense that "saga" was described by Burton Clark. This may be because there has been little attempt to publicize or popularize the story of the College beyond a limited audience. Though there may have been great men in the history of the College, none have played the role at the institution that Arthur E. Morgan did at Antioch, William T. Foster did at Reed or Frank Aydelotte did at Swarthmore. Neither these men nor the institutions they represented were commonly recognized as models of "saga" in higher education until Mr. Clark told their story.

Over the course of its existence, the circumstances at Lynchburg College may not be of the heroic or trying nature out of which "sagas" develop. The institution has had its trials and tribulations, but none of the magnitude or severity out of which heroic individual efforts emerge. In looking for a "saga" at Lynchburg College does one cite Dr. Hopwood for founding the institution and nurturing it through
its early years? Does one cite Dr. Montgomery for restoring financial health and accreditation? Or does one look to Dr. Brewer and his knack for fund raising and the development of the College's physical plant? Do the achievements of any one of these individuals constitute "saga" at Lynchburg College or does one weave a "saga" out of the chain of events that have occurred over the eighty-four years since the College's founding. To those close to the College the accomplishments of these and other individuals are recognized and respected, but it is not apparent that even within such close circles their actions have achieved the status of "saga". If one adheres to the "great man" approach of Mr. Clark, then "saga" as he describes it is not characteristic of Lynchburg College.

Looking at the circumstances at the College over the years, it is not readily apparent that any of the three situations Clark describes in his model characterize this institution. Lynchburg College has never been seriously threatened with extinction in the way Antioch was when Morgan assumed control and turned the institution around. While Dr. Hopwood founded Lynchburg Christian College, he did so at the urging of associates and with the help of others. The founding effort was not the radical departure from the norm nor the individual effort that characterize the saga of Foster at Reed. The principle distinguishing feature of the fledgling Lynchburg Christian College was the fact that it
was coeducational, only the second institution in Virginia to be so at that time. But such singular distinguishing characteristics do not make a "saga".

The situation faced by the Montgomery administration is as close as the College has come to being in crisis and ripe for radical change. Yet the response of this administration was one of planned, orderly change designed to cope with the problems it faced, not the radical departure from prior practice that Morgan applied to reverse the situation at Antioch. Other administrations have followed a path of orderly succession, seizing the opportunities presented by the environment and building on the foundations laid by their predecessors. None have sought to significantly alter the mission, direction or character of the College. In fact, the Lynchburg College of today is essentially the same as it has been since its founding: a private, coeducational, residential college with an undergraduate emphasis and a liberal arts orientation.

While Lynchburg College lacks a "saga" in the sense that such a "saga" meets all the conditions established by Mr. Clark, it is suggested that the College has a weak saga based on its institutional character and stability. "Saga" at Lynchburg College is evolutionary, not revolutionary: it has developed over time and continues to evolve around certain features of the institution which are currently being used to clarify the College's identity in an attempt by the current
administration to improve quality. Emphasis is on determining what Lynchburg College does best and to do it better. There are several institutional features upon which such an effort is being built. What may be taking place at Lynchburg College is the initiation of a saga in an established organization that is not in crisis, not collapsing from long decline and not ready for evolutionary change. In order to reach the fulfillment stage, the College is attempting to identify and build on the components that are critical to the development of saga: personnel, particularly senior faculty; the program through renewed emphasis on general education; the social base by involving parents and alumni; imagery, such as the emphasis on Virginia and institutional history; and students through increased and immediate involvement in institutional functions.

Thinking about Lynchburg College and the events that have occurred since its founding, several factors stand out that might form the nucleus about which an institutional saga develops. First is the relative stability the institution has experienced, especially since 1947 when the College's finances achieved sound footing. Likewise, Lynchburg College has enjoyed stability of character throughout its existence: there have been no radical changes in the mission or direction in response to existing or perceived crises. Second is the College's commitment to the liberal arts. While this has been an issue of concern relative to the desire for
vocationally oriented education since the College's founding, the College has recently reaffirmed its commitment to the liberal arts through a major curriculum revision involving the adoption of a new set of general education requirements for all undergraduates beginning with the freshman class of 1986. This has been done at the same time the institution has sought to develop an identity as a comprehensive institution featuring a broad liberal arts offering in combination with vocationally oriented educational opportunities. This has led to the College identifying itself as "A College with University Choices". Third, Lynchburg College has remained primarily an undergraduate residential institution, though it organized a graduate program in 1964 and initiated its Adult Center for Continuing Education and Special Services (ACCESS) program in 1984. A recent change in the residential nature of the institution occurred when the College authorized coed dorms with attendant changes in visitation regulations. From the residential nature of the College there has developed a sense of closeness and community spirit, though some feel this is not as strong as it was when the College exercised a more in loco parentis role toward its students.

Two other factors that are unique at Lynchburg College are related to the curriculum and class scheduling. The first is the existence of a Senior Symposium that is required of all students to graduate. Instituted in the 1960's, this course gained the College national recognition at that time.
and today remains a unique capstone course requirement of the liberal arts curriculum. The second factor is the fortnightly scheduling of classes in which a three credit hour class will meet one hour for three days one week (Monday, Wednesday and Friday) and one and one-half hours a day for two days (Tuesday and Thursday) the next week. While a cause for concern among some non-resident students and local employers, the College community has consistently rallied to maintain the unique scheduling system. It is features such as these about which members of the college community focus their feeling and emotions for the institution that form the nucleus of an organizational saga.

With respect to Mr. Kamen's concept of a "charter", Lynchburg College can be viewed as having two "charters". The basis for both these characteristics of the College's social role are found in the institution's early history. The first and most specific is that Lynchburg College has been looked to for many years as the principle source of teachers, counselors and administrators for the secondary schools of the central Virginia region. This "charter" may be related to the second and somewhat broader "charter" that has developed in a de facto manner: Lynchburg College, while a private institution, is regarded as the city of Lynchburg's college. This role is accorded the College because there is no state supported public college or university in the immediate vicinity. Thus Lynchburg College has become the area's
college and as such, it has responded with programs and a high degree of community involvement that are designed to meet the needs of Lynchburg and central Virginia.

Dr. Rainsford's desire to provide Lynchburg College with a "sharper sense of its own identity" suggests that an effort is underway to develop a stronger saga as a part of this identity. Such a saga could contribute to the conduct of the institution from the formulation of its mission statement to the details of its recruitment and retention efforts. At Lynchburg College, "saga" is more the nature of the institution than the efforts of an individual who rescues the College from the brink of disaster or directs it to the frontiers of educational innovation. The College's saga is that of a close community of friendly, caring teachers and learners. This is supported by a strong tendency on the part of those educated at Lynchburg College to want to remain at or return to the institution in a permanent job capacity. It is also evident in the extensive gift and endowment support provided by alumni, trustees, relatives of students or school employees and friends of the College. The College has a magnetism that binds those who come in contact with it and which fosters a belief in what the institution stands for. It is this which is a principle source of the character, stability and strength of Lynchburg College.

Lynchnburg College Today

Any attempt to develop a profile of an institution of
higher education will tend to focus on those elements that are thought to constitute the core of such an organization. At Lynchburg College these elements are much the same as they would be for any institution of higher education: the curriculum, the student body, the location and facilities, tuition and financial aid practices, recruitment and admissions policies and the faculty and administration. The traditions and practices an institution develops in regard to these elements will contribute to the development of institutional saga. However, when an attempt is made to examine these elements according to the criteria of a more specific concept such as the marketing mix, it is difficult to delineate these elements in a distinct and definite fashion. An example of this difficulty would be the curriculum of a college or university. Is the curriculum the product of the institution or part of the place element of the marketing mix in terms of the time and place courses are offered? The curriculum is actually some of both and is therefore not neatly categorized as either product or place. Another example of this dilemma is the marketing mix element of product. Is the product of an institution the curricular offerings which it uses to attract students or is the product the students themselves once they have completed their degree requirements? The answer is that both are products of the institution; it depends upon one's perspective when identifying the product of the institution. It can be noted
that "saga" is most likely to be associated with the former, while the concept of "charter" is more closely related to the latter. Given such vexing problems, the sections to follow will develop a profile of Lynchburg College using these institutional features as the basis of the description and the elements of the marketing mix as the basis of analysis.

Curriculum

The curriculum at Lynchburg College provides a good illustration of the dilemma that develops when one attempts to "pigeonhole" items into neat, clean categories. The curriculum can be considered part of each of the elements of the marketing mix. If the curriculum is viewed as part of what the institution offers to potential students then it can be considered the institution's product. Yet, at the same time it is used as a basis for promotion in the sense that it is used to attract students. However, the curriculum is not in this sense a method of promotion but is part of the promotional message. Curriculum may also serve as a basis for pricing, such as differentially pricing undergraduate and graduate courses. However, it is a cause rather than an effect when used for this purpose. Curricular offerings with regard to time, place and method of delivery would illustrate the distribution (place) element of the marketing mix. The Senior Symposium as a required capstone course as described in the Lynchburg College catalogue would be an example of a curricular offering as defined by the product element of the
marketing mix. The actual scheduling of this course as listed in the semester course schedule as to the time, location and instructor would exemplify the place element of the marketing mix. Citing this course in the College "viewbooks" as an example of educational innovation at the time it was instituted at the College illustrates its use as a basis for promotion and the fact that the course is included as a part of the undergraduate tuition fee paid by senior students indicates that it has little independent influence on the pricing element of the marketing mix.

Perhaps the most important use of the curriculum in the marketing efforts of Lynchburg College is through the use of the concept of positioning. Lynchburg College, through the development of a broad selection of major and minor course offerings for undergraduates and a more limited selection of graduate courses, bills itself as "The College with University Choices". As such the College attempts to communicate the fact that, while it is a small institution, a student can enjoy the benefits associated with small size, such as small classes, individual attention and opportunities for leadership, yet not sacrifice choices when it comes to selecting a major or program. According to the most recent Lynchburg College "viewbook" dealing with the College's academic program, the College offers fifty-four majors and forty-five minors. The majors programs lead to the Bachelor of Arts and Bachelor of Science degrees in a two-track
curriculum that exposes all degree candidates to each and every aspect of the liberal arts and sciences program. The College also offers a number of special and interdisciplinary programs. According to the College Catalogue "The academic program of study at Lynchburg College consists of three elements. The general education part of the program, designed to give students breadth of knowledge in the liberal arts, comprises approximately one half the total program --. A major field of study, designed to provide knowledge in depth in a single academic area, comprises approximately one third of the program, and free electives make up the remainder of the course of study."\(^7\)

Lynchburg College made a major curricular revision effective with the freshman class of the Fall of 1986. Since 1973 the College had offered a double option for satisfying the general education requirements. The "General Option", following a more traditional pattern, required Freshman English and the Senior Symposium of all students and allowed students to choose nine out of ten listed requirements to complete the option. The "Thematic Option" was designed to provide a focal point and some synthesis for the student's general education experience. Under this system a student chose one of several themes approved by the faculty, or proposed their own theme for faculty approval. Students selecting this option took Freshman English, Physical Education, the Freshman Colloquium and the Senior Symposium.
in addition to required courses relating to the theme chosen. Over the years it became apparent that these two options were not designed to be equal and the result was the existence of two general education options that were unequal in terms of hours required and different in the categorization of human experience. This, plus the fact that the theme topics were not as relevant to student needs as had been thought, were confusing in their flexibility and lacked support from the faculty, led the College to abandon this approach to general education and institute a set of General Education Requirements for the B.A. and B.S. degrees applicable to freshmen entering the College in the Fall of 1986. As such General Education at Lynchburg College is a "course of study designed to ensure that all graduates complete a liberal arts education. The liberal arts program includes work designed to increase knowledge of the Humanities, Social and Natural Sciences and the Fine Arts, improve methods of communication, enhance physical skills, and provide for an interdisciplinary consideration of major issues which integrate separate fields of study." To achieve these general purposes Lynchburg College has established specific goals for its students that include both skill-related competencies and content area attainments. For the list of goals established see Appendix B.

From a marketing point of view this change in the academic program of Lynchburg College reflects the College's
effort to provide a program (product) that is more in tune with student desires at the same time it reaffirms the College's commitment to the liberal arts. In offering a wide selection of majors, minors and special courses aimed at providing the prospective student with a blend of traditional liberal arts while providing the student with opportunities to prepare for the world of work in our career-oriented society, Lynchburg College positions itself as a small college with a choice of majors more typical of a university than a small college. As prescribed by the concept of positioning, Lynchburg College has arranged "for an offer (of a product or service) to occupy a clear, distinctive and desirable place in the market and in the minds of target customers." As viewed from the standpoint of the product element of the marketing mix, this is how Lynchburg College sets itself apart from its competitors.

When viewed from the perspective of a product offering, Lynchburg College's principle product is a breadth of majors and minors leading to either a B.A. or B.S. degree with the combined emphasis of liberal arts and vocationally oriented courses. It is the educational philosophy of the College that the liberal arts and vocational education are complementary in nature and that there is no inherent conflict in emphasizing both at the undergraduate level. The vocationally oriented courses at the undergraduate level are concentrated in the education, business and nursing departments while the
business, physics and education masters programs provide such career-oriented education at the graduate level. The graduate programs are separated organizationally from the undergraduate programs and are localized in the sense that they are designed to meet the advanced educational needs of Lynchburg area residents. Other curricular factors which help distinguish the Lynchburg College product for undergraduates are the three week winter and summer programs, the fortnightly class schedule and the three-two programs in business and engineering. The latter programs allow a student to obtain a masters degree in five years and the engineering program is a cooperative program with Old Dominion University and Georgia Tech. In January of 1986 Lynchburg College opened an electronic classroom which features graduate engineering courses in cooperation with the University of Virginia and Virginia Tech. This is a program of which the College is particularly proud since it was chosen as the satellite transmission center for the program and because it marks the beginning of a new era of cooperation between private and public higher education in Virginia. A final major program innovation was launched in the summer of 1984 and this is the College's ACCESS program. This program is designed to provide for the educational needs of adult students in the Lynchburg area "who wish to enter or return to college to pursue their education at the undergraduate level." The provision of programs at both the undergraduate and graduate level that
are designed with the needs of the Lynchburg area in mind are further illustrations of Lynchburg College's fulfilling a "charter" with respect to its social role in the central Virginia region the institution serves.

**Students and Student Life**

Lynchburg College, like most educational institutions, attracts certain types of students because of its character and image, physically, socially and academically. As a private, undergraduate, residential, liberal arts institution located in a desirable physical and educational environment, Lynchburg College has a strong appeal to a certain class of student and that is the upper middle-class white student. While open to all who qualify academically, approximately 90 per cent of the College's student population is from this segment of the potential student population. More than 50 per cent of the entering freshmen classes the last two years have indicated family incomes of more than $50,000 per year. The male to female student ratio is about 40/60 and about 30 per cent of the College's students are from the state of Virginia. The College's second largest feeder state is New Jersey, which in combination with the New England states of Massachusetts and Connecticut, provides most of the College's enrollment. While the balance of the College's enrollment comes from other Mid-Atlantic states and the state of Florida, the College has acquired a decidedly north-eastern character about its student body. While the
College claims a diverse student body, and cites such as an advantage and part of a liberal education, as high as 30 per cent of recent freshman classes were recruited from prep schools in the northeastern market. This trend is so important that there is even mention of a "New Jersey connection" relative to the College's primary recruiting areas. However the northeast market has been cultivated by the College for the past ten years and these efforts are now paying off in terms of enrollment.

The make-up of the current student body at Lynchburg College is one of the major differences in the institution's character today and what it was some years ago. Coeducational and residential since it founding, the College traditionally enrolled the majority of its students from the state of Virginia. It also tended to place more emphasis on its association with the Christian Church and to exercise a more in loco parentis role in its relations with students. Under these conditions there developed a tradition of cohesiveness and harmony which the College attempts to foster currently by projecting itself as a friendly, caring community of teachers and learners. But the pressures for social change arising out of the unrest of the 1960's led to changes in the social restrictions governing student behavior and resident life and the enrollment glut of the late 1960's and early 1970's altered the Virginia character of the student body. When reference is made to the demolition of the old Westover Hall
in 1970 as marking the end of the "old" Lynchburg College and the beginning of a "new" Lynchburg College, it is these changes in student populace and social governance that differentiate the two eras. While promoted as a benefit of a liberal education, the College's diverse student body is viewed by some as a threat to the College's traditions of cohesiveness, friendliness and campus involvement. While some see a more diverse student body made up of fewer Virginia students, coed dorms, relaxed social regulations and less involvement with and commitment to campus clubs and organizations as undesirable trends, it is evident that, as a private residential institution, Lynchburg College still exercises significant control over student life on and off campus.

To illustrate the latter point, approximately one third of the College's student handbook Hornet is devoted to "Student Regulations and Policies", including a section on the penalties for violations and procedures for disciplinary hearings for students. Another example is the College's reversal of a hands-off position regarding relations between College seniors living off campus and their neighbors. Since the College is located in a residential area of Lynchburg that is populated by elderly and retired people, the College has become involved to the point of revoking the offending student's off-campus living privileges in instances where disputes with neighbors cannot be resolved.
In their portrayal of student life at Lynchburg College, the College's publications tend to focus on the following factors: opportunities for leadership and involvement in campus and community activities, student services, student activities including clubs and athletics, and the recreational and cultural opportunities offered by Lynchburg and the state of Virginia. In using these factors to entice potential students to consider enrolling at Lynchburg College, the overlapping nature of the elements of the marketing mix is again evident. While constituting the basis of a promotional effort, the factors mentioned constitute either the product element in terms of activities, clubs and athletics or the place element in terms of recreation and culture. In fact one of the College's most recent "viewbooks" is titled "Student Life Clubs Athletics Recreation Intramurals Cultural Events Decision: Lynchburg". The phrase "Decision: Lynchburg" is the theme of the current "viewbook" series. In other words, after considering the facts about the College as presented in these "viewbooks", the choice for the potential student is but one; decide to enroll at Lynchburg College.

A principal emphasis in describing student life in College literature is the process of socialization. As stated in a College "viewbook" "faculty, administrators, athletic coaches and staff are here for a single purpose: to see to it that each and every student receives the broadest possible
educational and life experience". Much of this experience comes outside the classroom through exposure to a variety of people from diverse backgrounds with different lifestyles and attitudes. Participation in clubs, organizations and athletic teams, attendance at social and cultural events and informal gatherings are all a part of this learning process. In essence the message is that the Lynchburg College experience is a twenty-four hour a day, seven day a week proposition that extends beyond the College campus to the city of Lynchburg and the state of Virginia.

Location and Facilities

One of the principle features of Lynchburg College is its central location in the State of Virginia. The city of Lynchburg is situated approximately 100 miles west of the State capitol in Richmond, 180 miles southwest of the Nation's capitol, Washington, D. C., and 50 miles east of Roanoke. The College's location in the city of Lynchburg places it within easy access to a wealth of historical and recreational opportunities, a feature which is emphasized by the College to prospective students and their parents. Historical sites such as Thomas Jefferson's Monticello and Poplar Forest, Appamattox and other Civil War sites and Colonial Williamsburg are within reasonable travel distance of the College. Recreational areas such as the Blue Ridge Mountains, Shenandoah National Park and Virginia Beach are also readily accessible to the College.
Within the city of Lynchburg, the College is located in the western part of the city on a 214 acre site occupied originally by a resort hotel. In this location the College is now surrounded by older residential neighborhoods, a fact that is both beneficial to and a problem to the College. As cited in the McGuire report, the College is perceived as being a safe environment, a positive factor when considered by parents of prospective female students. Yet this could be a factor that contributes to the disproportionate male to female ratio of students currently enrolled at the College. Another problem the College has faced with its residential neighbors is trying to maintain good relations between the College, its off-campus students and residents of these neighborhoods. While not causing disharmony between the College and its neighbors, the situation has caused the College to adopt a more active role in dealing with student-resident relations as was noted in the previous section.

As a residential institution, Lynchburg College is proud of the overall beauty of its campus. Virtually all of the descriptions of the College, whether College publications or publications from other sources, make prominent mention of the College's 214 acre campus being situated on two gently rolling, tree-lined hills overlooking College Lake with the Blue Ridge Mountains forming a skyline to the west. The Georgian colonial design of the College's twenty-eight buildings is noted as is the fact that most are newly
constructed or recently remodeled. The majority of the College's academic buildings and residential halls are located around the main campus oval, while various athletic facilities and fields occupy the slope toward College Lake on the west side of the campus. For a map of the College see Appendix C.

The old Westover Hotel (Westover Hall) housed the entire operation of the College until Carnegie Hall was built in 1909 with help from money contributed by Andrew Carnegie and others. Carnegie Hall was recently renovated to house the George W. Veale IV Computer Center which contains a modern high-speed computer that is available for instructional use and student and faculty research. Turner Gymnasium was constructed in 1921 and was a gift from the citizens of the city of Lynchburg to the College. This presentation by the citizens of Lynchburg marked the beginning of the close ties and community involvement that characterize the College's relations with the city today. All College residence halls, with the exception of Hundley Hall, have been completed since 1963. Student rooms are designed for double occupancy and each residence hall has kitchen and laundry facilities and lounges for study and recreation. The recently remodeled Hall Campus center houses the College's administrative offices, a ballroom, a swimming pool and other facilities. The Knight-Capron Library, renovated in 1981, forms the nucleus of undergraduate research on campus by providing reference and
study areas, rare books and documents, recordings and microfilm. The College has recently constructed a new building to house the offices and classrooms of the Department of Education. The new Alumni House, occupied in the fall of 1985, is the current showpiece on the Lynchburg College campus. This building was financed entirely by funds donated by College alumni and occupies a prominent site on a slope on the north side of the campus near the main entrance to the College. An impressive structure that, while new, fits in with previously existing structures, it houses the College's admissions, alumni, College relations, development and financial aid offices. As the first building a visitor or prospective student sees and enters, the Alumni House provides an impressive introduction to the Lynchburg College campus and in President Rainsford's words is "tangible evidence of the strength of the College". Indeed, a fitting introduction to a college whose grounds and facilities in many ways fit the image of the idyllic college campus.

As a residential institution, Lynchburg College places much emphasis on the advantages its location and facilities provide for prospective and current students. This is done not only in an effort to attract students to the College but because the campus will become "home" for those who choose to enroll at the College. As elements of the physical environment in which students will pursue their education, these characteristics of the College are most closely aligned
with the place element of the marketing mix. Since the College has gone to great lengths to develop an attractive physical location and setting while at the same time maintaining the ability to offer up-to-date facilities to support its academic objectives, Lynchburg College uses these features of its campus extensively as the basis of the promotional message it sends to prospective students and those who may influence these student's enrollment decision. As such the physical features of geographic location and campus site, architecture and facilities form the basis for blending the place and promotional elements of the marketing mix in advancing the interests of the College.

Tuition and Financial Aid

In an educational setting the topics of tuition and financial aid are most directly related to the marketing mix element of price. Given the competitive nature of the educational environment and the economic reality of rising costs of operation, the act of pricing represents a major challenge to Lynchburg College. The double-digit inflation of the late 1970's and early 1980's proved to be a major cost challenge to Lynchburg College, so much of a challenge that the College saw its fees increase approximately $1000 per year at that time. Such increases placed the College in the situation of having priced itself out of the market for new students in an effort to bear the costs of inflation and program expansion. "In general price is a major deciding
factor among college students and their families ... for some it is the deciding factor". Finding itself at a competitive disadvantage, Lynchburg College began offering a guaranteed tuition plan whereby an entering student would pay a constant rate of tuition determined by the tuition charged the year the student entered the College. Thus a student entering as a freshman in 1982 would pay the 1982 tuition of $7300 until they graduated. Offered as both an inducement to attract new students and as a holding factor with current students, the College was unable to document that the guaranteed tuition plan accomplished either. Dr. Rainsford felt that this plan, which was costing approximately $1.2 million a year and was amounting to a scholarship regardless of need, should not be used as an inducement in a declining market. Eliminating this plan was one of the first things Dr. Rainsford did when he became president of the College.

Under the guaranteed tuition plan a freshman entering in 1982 would have paid the 1982-83 tuition of $7300 for the four years they were in undergraduate school. Assuming the student graduated in 1986, they would have saved $2150, given that by the 1985-86 school year tuition had risen to $9450. Since 1982-83 tuition has increased 50 per cent, or $3650, to $10,950 for the 1987-88 school year. Since 1983 when Dr. Rainsford became president, tuition has increased 35.19 per cent, or $2850. This equals a mean annual increase of $570 in tuition. Yet the median annual increase is $725 and the range
is from a low of $455 from 1984-85 to 1985-86 to a high of $925 from 1986-87 to 1987-88. At the same time tuition was showing these increases, freshman enrollment has also increased, but at a much lower rate of about two per cent a year. Since Dr. Rainsford's arrival in 1983, freshman enrollment has increased from 466 to 493 paid enrollees as of July 10, 1987, a total increase of 10.5 per cent. While not an outstanding increase by some measures, this enrollment pattern is consistent with the Rainsford administration's objectives of reversing the previously existing downward trend in enrollment and maintaining a stable undergraduate enrollment in the face of declining numbers of prospective students. These figures also suggest that Lynchburg College has been successful in maintaining freshman enrollment in spite of rising tuition and the resulting price disadvantage relative to other colleges and universities in Virginia.

With respect to this price disadvantage, Lynchburg College has implemented or is considering several pricing strategies. One strategy under consideration is Dr. Rainsford's idea of increasing tuition every other year. The mathematics of this approach are such that were the College to increase tuition $1000 every other year, it would end up with more money than if it increased tuition $500 a year for four years. The psychology of this approach is that the College can say to the entering student that your tuition will increase only twice in four years. Such a statement
creates the perception of price stability even though the institution generates more revenue. Though apparently not yet attempted, it may be that the relatively large increase of $925 for the 1987-88 school year is the first year of such a tuition policy. A principle feature of Lynchburg College's pricing policy that has been implemented is the provision of specific inducements for targeted populations. As a result of the College's market research efforts it is known that a different pricing strategy is needed in New Jersey, where the College represents a bargain when compared to similar institutions, than in Virginia, where the College is at a price disadvantage relative to competing institutions. The result is the targeting of specific financial aid programs to Virginia and Lynchburg area students. Lynchburg College feels it has a special obligation to state and local students, since they represent the College's primary market.

Lynchburg College makes limited use of differential pricing in that the College's graduate population pays on a per credit hour basis which amounts to about half again the price of a normal load for an undergraduate. Likewise, programs within the graduate schools are priced differentially with education courses priced in line with the College's obligation to produce teachers for Central Virginia and business programs priced according to the fact that students taking such courses are funded by their employers. No undergraduate courses are differentially priced because
the nation has agreed not to pay the full price of higher education, with students paying about 25 per cent of the cost in public institutions and anywhere from 65 to 95 per cent in private institutions, and because, while price varies in the two sectors, cost does not. Aside from these strategies, the principle weapon employed by Lynchburg College in meeting the pricing challenge is a strong financial aid program, and it is to this program that attention is now directed.

As a private institution located in a state with a strong public system of higher education, it is necessary that Lynchburg College offer a competitive financial aid program. To attract qualified students and provide financial assistance to those who need it "the Lynchburg College Financial Aids Committee is dedicated to a policy of aiding all students in financial need up to the total amount of this need." With the exception of non-need based scholarships, for which specific application must be made, students do not apply for specific scholarships or loans but submit an Application for Financial Aid Form. As a service to those who anticipate applying for financial aid, the College offers a preliminary aid estimate to families of dependent prospective students who are full-time aid applicants.

Lynchburg College's strategy is to encourage that the choice of a college be made more on the basis of the quality of the institution than on the cost of attending that institution. The following statement from a Lynchburg College
"viewbook" illustrates this approach:

With the wealth of financial assistance programs available to students entering college today, the choice of a college can be made on the basis of quality rather than cost. Over 77% of Lynchburg College students received financial assistance in some form in 1985-86. In most cases, parents are no longer expected to pay the entire bill for their son's or daughter's college education. Rather, college is a shared expense of parents, the college, and state and federal governments. No matter which college a student chooses to attend, the amount of money the family is able to contribute to the total cost will be roughly the same. The balance of the cost which cannot be paid by the family is considered financial need. This need is met in three primary ways: gifts (scholarships and grants), low-interest loans, and work opportunities. An individual's financial aid package may include a combination of any or all of these types of aid.

Financial aid awards are "packaged" to meet need through a combination of scholarships, loans and work assignments. While the awards are made on the basis of financial need, academic merit and good character, applicants with the best academic records are given first consideration for scholarship awards as a part of their aid "package".

The ability of the College to offer such a competitive financial aid "package" to prospective students rests on a broad base of support from various constituents both private and public. The 1987-88 College Catalogue lists eleven honors scholarships, forty-nine endowed and special scholarships with six more in various stages of implementation, scholarships and grants from the states of Virginia,
Connecticut, Pennsylvania and Delaware, eight grants and eleven different loan funds. The honors, endowed and special scholarships are supported with private funds while the grants and loans are supported by both private and public funds. The College offers work opportunities in both the College Work Program and the Federal Work-Study Program. The former is designed only to alleviate need while the latter is designed to give financial aid through work opportunities to needy students.

There are several challenges involved in administering the financial aid program at Lynchburg College. In an interview Mr. Hugh Scrogum, Director of Financial Aid and Enrollment Research, highlighted a number of these challenges and what the College is doing to meet them. One of the principle challenges is to use financial aid resources in such a way as to make a liberal arts education at a private college competitive with the educational programs at other institutions, particularly the public colleges and universities. "Private education is not an essential to good education (in Virginia) because state schools are there providing good educational programs - there's no lack of quality in any of the state schools."16 The decline in the number of students enrolled from Virginia is a concern to Lynchburg College. Mr. Scrogum feels that the College is "not getting students (from Virginia) in large part because of the price differential"17 and Lynchburg College "can never
compete on a dollar-for-dollar basis with the state schools. From a financial aid standpoint net price is an end result and the College must overcome the $10,000 barrier in order to be competitive. Yet the College enjoys a favorable price differential when compared to similar institutions from Maryland north. This is a major reason the College has been able to develop the Mid-Atlantic and New England states as sources of students: it offers a bargain price given the nature of its programs and facilities. In relation to colleges and universities in Virginia the average aid for a need based student is approximately $5200. Local area students may receive gift aid, which when added to a loan or self-help opportunity, brings net cost down to about $2700 which is very competitive. This means that private education is more affordable than most families think because they stop at the $10,000 figure. Yet the biggest challenge of the enrollment unit is to price in a way to be viable and encourage student enrollment but not pay out funds to students who would come to Lynchburg College anyway.

Lynchburg College’s basic financial aid philosophy is to provide the maximum possible aid to families to which they are entitled. To do this the College tries to put together the largest combination of funding for a family rather than holding down what is given away. From a dollar standpoint the College is able to meet about 90 per cent of need for students by using all available sources of funds. For
students with full need, satisfaction drops to approximately 87 per cent. The yield on students who are found to have need and who are made offers of assistance is about 66 per cent versus about a 35 per cent yield on admissions offers in general. While the College is effective in meeting need, unmet need is often a matter of self selection on the part of the student, such as those who refuse work opportunities. Financial aid is crucial not only to getting students into college but to keeping them there. Ironically, while much financial aid is need based, one of the ideas that Mr. Scrogham has had to overcome is that the financial aid office services only needy families. The fact is that over 70 per cent of Lynchburg College students get some form of aid and that there are financial options families are unaware of or perhaps need to explore if they have financial problems related to the financing of a college education.

Lynchburg College’s financial aid strategy is to facilitate the enrollment of students who feel they have financial need and to the greatest degree possible, meet that need and make it possible for them to afford to attend. The College has no fixed formula for meeting financial need and tries to meet full need rather than an arbitrary level of need. To accomplish this the College tries to package its aid offers using a mix of scholarships, grants, loans and work opportunities. In trying to meet the needs of individual students there are sequences of what type of aid can be used.
and where. For example, first to be considered in meeting a demonstrated need would be state grants, Pell grants, entitlement grants and honor scholarships. Next, need-based scholarship eligibility would be considered for academically strong students. Third in the sequence are work study opportunities followed by supplemental education opportunity grants. Finally, if there is remaining need, it will be met through additional grants or Guaranteed Student Loans. Packages are weighted to give a better balance of gift aid to the stronger student academically and outright entitlement grants are offered to local area and Disciple students.

As a portion of the aid package students are receiving, loans are becoming a major part of the aid combination. The role of loans in such packages has doubled in the past four years and students are leaving Lynchburg College with $15,000 indebtedness. This is a concern in that it affects the College's competitive position with similar institutions and an attempt is being made to minimize loan need and hold indebtedness to a lower level where possible. Part of the College's strategy in meeting this concern is to encourage students and their parents to engage in some long-term planning relative to incurring such debt and to think of the expense associated with a four-year college education as an investment that will yield a lifetime of returns. To accommodate the payment of tuition and fees, Lynchburg College offers three payment plans which allow deferred
payment of annual charges. For those who do not select deferred payment, the invoice for a student's tuition, room and board for a school year is due in full on August 1 each year.

A final challenge is to make use of all funds set aside for aid purposes. Some of the church-related funds are specifically designated to supplement the education of students going into the ministry or students preparing for a vocation. Most of these funds were initiated in the earlier years of the College when more students were in such programs or the funds were established by donors whose concept of the College dates back to that era. The money from such funds has built to the point that it generates about $30,000 per year, yet it is not usable to the College because of donor restrictions. Now, whenever there is prior knowledge of a desire to fund a scholarship or grant program or to make a restricted gift, the College encourages the giver to identify the priorities they want to set for the funds, but puts an escape in that if there are no students who meet the criteria, then the aid can be offered to any needy student. Thus the donor is assured that their first concern will be serviced, but are also assured their funds will not go unused for want of students who meet their particular criteria.

Evaluating tuition and financial aid in terms of the marketing mix, it is obvious that the principle element involved is price. Net price is the end result of the
College's financial aid effort which centers around the need to make the cost of attending Lynchburg College competitive with that of other colleges and universities. This is a major concern, since Lynchburg College had seen its tuition increase about $1000 per year for several years and found itself in the position of being some $800 a year more than its closest competitor, Roanoke College. However, using the broad base of aid support, the College has been able to meet financial need effectively and keep the net price competitive. The College also makes extensive use of what it sees are its major strengths, such as a breadth of course offerings (product) and an attractive campus (place) with a diverse student body in an attempt to justify the price of a private liberal arts education. Here again is evidence of how the elements of the marketing mix, as they are identified at an educational institution, are integrated as the institution seeks to stimulate and accommodate the enrollment of students.

Recruitment, Retention and Development

In an educational institution like Lynchburg College it is in the areas of recruitment, retention and development that the integration of the various elements of the marketing mix is most evident. As the institution seeks to communicate its advantages to various constituencies, it incorporates elements of price, product and place into its promotional messages. At Lynchburg College this is illustrated by the
College's "viewbooks", a series of publications which constitute the core of the institution's effort to attract potential students. These colorful, high quality publications are provided to interested students and focus on the College's curriculum (product), student life (product and place) and financial aid (price). The current theme of these "viewbooks" is "Decision: Lynchburg". The underlying message is that once the facts about Lynchburg College are considered relative to other schools, the choice of the prospective student will be Lynchburg College. These "viewbooks", with the College Catalogue, constitute the principle sources of information about the College. The catalogue covers essentially the same information as the "viewbooks", but in more detail.

Another source of printed material on which the College relies are the college guides such as Peterson's Guides and Lovejoy's. An examination of these sources reveals that the descriptive material they contain is similar to that in the College's own publications. The statements in some guides appeared to have been taken directly from College publications. The description of Lynchburg College in the 1967 Peterson's Guide, copies of which the College has available for interested parties, is an example of the similarity in printed matter.

The College makes limited use of other printed material in its recruitment efforts. Some academic departments have
brochures available describing their program objectives and curriculum requirements. An example of this type of promotional effort is the brochure offered by the History Department, "History at Lynchburg College", which cites the general advantages of a liberal arts education as well as the specific benefits of a major in history. Other departmental brochures are more specific in promoting special academic programs or events such as seminars and speakers forums. Brochures are also available that focus on a financial aid opportunity and Lynchburg College's celebration of Black History Month in February 1987. The College also prints a weekly event calendar titled Prospects to inform students and the public of campus activities. The two latter publications are more oriented toward stimulating student and public involvement and support and are not recruitment literature in the strictest sense.

Two recent publications are noteworthy because of their uniqueness and content. The first is Lynchburg College's "Parent's Handbook", unique in that it reflects the College's recognition of the parents of students as a constituency of the College. The College is very active in encouraging a greater degree of involvement and commitment from parents. There is a Parent's Day in October of each year when the parents of current students are encouraged to visit their children on campus and participate in various activities. There is an active and growing Parents Association and the
College is making a special effort to involve parents in recruitment efforts. The second publication is a flier called "Leadership Opportunities at Lynchburg College". This publication cites the opportunities that are available to the academically excellent student and emphasizes the accessibility, quality and attention available from the faculty that the small size of the College enhances. The College feels that it offers students opportunity for involvement and leadership not available to most students at larger institutions. It feels this is as much a part of the competencies that a liberal education tries to impart as the subject matter requirements of the curriculum. It is an interesting attempt to apply the "frog pond theory" and interest potential students by encouraging them to be "bigger frogs in a smaller pond".

Lynchburg College is currently placing heavy emphasis on the use of volunteers in its recruiting efforts. In addition to parents, the College solicits involvement from alumni and students. Parents of current students host receptions in their homes for prospective students and their parents and representatives of the College are present to answer questions about the College. Alumni are involved in making contact with or recommending potential students and current students make phone calls to prospective students. Current students are also involved in calling potential donors during College fund-raising campaigns. During the fall of each year
the College conducts information sessions at various locations on the east coast. The College will rent a room at a hotel and invite prospects and their parents to a reception from 7:30 to 9:30 P.M. Those who attend are shown a twelve minute film about the College and can ask questions of College representatives about any concerns including financial aid. Having financial aid representatives present at these receptions is a recent innovation that was made in recognition of the desirability of having admissions and financial aid work more closely in College recruitment efforts. This is a response to the difficulty of maintaining prospect interest beyond the $10,000 annual cost figure and the problem this presents in winning the cost battle with public colleges and universities. As part of Lynchburg College's effort to justify this cost, the College plans to implement a computer program that can input variables and give prospects an immediate response on financial aid packages. The College feels this "road show" is an effective way to take a bit of the campus to prospective students and their parents.

Should the student prospect and their parent(s) visit the College campus they will be interviewed by an admissions director and may take a tour of the campus guided by a student volunteer or work-study student. The opportunity to observe an interview with a student prospect was denied by the Admissions Director who felt the presence of a third
party would introduce an unnatural element into the session and perhaps make the prospect uncomfortable and cause them to act unnaturally. Participation in a tour of the College conducted by a student volunteer on February 7, 1987 revealed a low-key, informal presentation. Other participants were two female student prospects, one of whom was accompanied by her mother. All of the tour members were from out of state; the tour guide was from New Jersey and the prospects were from New Hampshire and Maryland. The tour was essentially a walk-through of the College facilities and grounds, focusing on the classrooms, labs, the library and administrative buildings that are located on the campus oval. Athletic facilities and other less accessible facilities were not included in this tour. The tour included a dorm room and this was interesting in that the room was occupied and full of the clutter and disarray typical of college life: there was no "model room" set aside for display. The guide had the wrong key set and was unable to show the computer lab in the Veale Computer Center or the Dillard Art Center. This "glitch" was taken in stride and the overall impression imparted by the tour was good if not overly enthusiastic. The guide was positive about her experiences at Lynchburg College, except when asked about cafeteria food. But what more traditional source of student dissatisfaction could one find than campus food? The overall impression from the tour was an accurate reflection of the College as an open, friendly, we-are-what-
we-are and have nothing to hide approach to the college experience. This reflects one of the College's objectives and that is to be honest and accurate in the information it communicates about itself to various constituents.

In response to an inquiry from a prospective student the College sends a package that includes a personalized letter, an application form and College "viewbooks" on academics, campus life and financial planning. One follow-up letter is sent to those who request information but don't apply for admission. Once an application is received, Lynchburg College tries to process it as quickly as possible to enhance the chance that, if accepted, the student will enroll. If accepted, the prospective student will receive phone calls from admissions staff, faculty and students in an effort to convince them to enroll at Lynchburg College. Should the student enroll they will receive a letter from the President of the Student Government Association with a College decal enclosed. They will also receive a letter from the President of the College and the Admissions Director. Finally, the College sends a poster of the Knight-Capron Library or the College Oval, with "Lynchburg" in white bold print in the lower right corner, to paid admittees. These attractive posters do a good job of capturing the mood of the College in a springtime setting.

Lynchburg College also makes a video tape about the College available to prospective students and interested
alumni. Professionally prepared by Image Presentations of Boston, Massachusetts, the College has two hundred copies available for distribution. The tape begins with the message that, while many colleges and universities use a variety of adjectives and superlatives to project an image of being first class, Lynchburg College does not rely on such tactics since it feels examination of its academic, social, and physical characteristics and its athletic programs reveal that it offers a first-class educational experience. To support this claim the video uses a series of still photographs depicting a variety of campus scenes with narration by a professional commentator and a few "student" testimonials about the College. An upbeat musical score provides a background for the narrative. The photographs and narrative cite facts about Lynchburg College that are the same as those featured in other College promotional efforts: campus beauty and architecture, friendly people, opportunities for growth and leadership, campus size, faculty involvement, a wide range of undergraduate majors, graduate education in business, education and physics, and student organizations and athletics. The message is familiar, but the video is an impressive effort to bring a bit of the College to the interested student though this media. This video was viewed on June 12, 1987.

Presently, retention efforts at Lynchburg College are not emphasized to the extent that recruitment efforts are.
The College conducts retention efforts through academic advising and student services activities designed to deal with freshman who are not performing well academically or are not participating in College clubs or social events. The idea is to get the new student to be a part of the campus as quickly as possible and involvement in College programs is the way to achieve this. However, by his own admission, Mr. Chatterton, Dean of Enrollment "doesn't know much about" retention other than "it's better to keep students than to recruit them." He does feel that "retention is a lot of common sense" and has to do with "how you treat kids when they come in the door." While this involves knowing what students want and need, it does not entail giving them everything they want. It is, however, an awareness of and responsiveness to student needs and desires with respect to their reasonable expectations.

Development activities at Lynchburg College are under the leadership of Mr. Don Craig, who was hired as Director of Development in June of 1986. Mr. Craig feels that the "greatest single thing about a school is its faculty" and that "funding opportunities exist around the faculty." He also feels that it is important for him to be able to identify what happens as a result of an education at Lynchburg College. In his words: "What's the Lynchburg mark? How does somebody know when they're hiring a youngster, that that youngster ought to be hired because they're from
Lynchburg? If I can get that identified I can sell it, but if Lynchburg doesn't have a mark and doesn't want to create one I'm in trouble." What is important about this view is that Mr. Craig seems to be supporting the identification or creation of a "charter" or "saga" which can be used to enhance the development efforts of the College. This also coincides with Dr. Rainsford's efforts to help the College achieve a better sense of its own identity.

Mr. Craig acknowledges the usefulness of the concept of market segmentation in an effort to identify the needs of potential donors so that the College can target its development message to satisfy these needs. As expressed by Dr. Rainsford "marketing is as important a part of development as it is of admissions. The extent to which you can personalize or individualize your appeal increase your chances of being successful. You need to know what potential donors want to accomplish." The message to the potential donor should convey the idea that Lynchburg College is a quality place, a successful place, and that a donation to the College is an opportunity to do something privately where the money will be used wisely to create success.

Problems

Lynchburg College has problems and, as is the situation with many colleges and universities, these problems tend to center on students and enrollment. In fact there is only one institutional "problem" that is not directly related to the
current concern over students and enrollment and that is the
debt load the College carries. The debt in question is that
incurred to expand physical plant during President Brewer's
tenure and is actually viewed by some as an advantage because
of the low interest rate it has. All other problems perceived
by the College concern the interrelated issues of cost and
student enrollment and the resulting effects on the makeup of
the student body and student life on campus.

Perhaps the most challenging problem facing Lynchburg
College is the cost of providing a private, four-year,
liberal arts education and the impact this has on the
institution's ability to compete in a market where the number
of eighteen-year-old potential students is declining. As
cited previously, the $10,000 annual fee is a major obstacle
representatives of the College must overcome when trying to
interest potential students in enrolling at the College. This
cost factor is also viewed as a major reason for the
decreasing enrollment of Virginia students and students who
are members of the Christian Church. As a Virginia college
associated with the Christian Church, Lynchburg College feels
that it has an obligation to provide private education as an
affordable alternative to these students. Yet, despite
financial aid packages directed at Virginia and Disciples
students, the portion of these students as a percent of the
College's enrollment continues to decline.

Other areas of concern relative to student enrollment
are the disproportionate male to female ratio and the small number of minority students on campus. While cost may be a factor here, particularly with respect to minority students with need, the College's location, environment and atmosphere contribute to these problems. Women students are attracted by what is perceived as a "safe" college environment while minority students may be turned away by the fact that the College's student body is predominantly upper-middle class white.

College officials are also concerned about what they see as a loss of community spirit on campus and a lack of student involvement with and commitment to campus organizations and activities. Dr. Thomas Tiller, Dean of Student Affairs, feels that while there are good opportunities for involvement on campus, these opportunities are underutilized by students. Though today's students value and seek contact with faculty and staff, as opposed to the antiestablishment feelings of the 1960's, students don't become involved in some opportunities available to them because campus processes are slow and they may not be on campus in five years to see the fruits of their efforts. They want to see something happen now. Dr. Tiller also noted that, with respect to the demolition of Westover Hall in 1970 marking the transition to a new Lynchburg College, the College acted in a more in loco parentis role toward its students prior to demolition. As such the College was not at the edge of social change and
tended to be strict in the prohibition of alcohol consumption and other activities on campus. These changes also came at a time when the College experienced a fairly rapid change in the nature of the student body. The College basically had a Virginia student body until the late 1960's when the opening of new recruitment territories altered the geographic origin of the students. This in turn led to a more heterogeneous student population, a factor which may contribute to the loss of community atmosphere.  

Individual perspectives are evident when people are asked to identify the problems they face. In addition to some of the problems described above, Mr. Chatterton, Dean of Enrollment identified the "perceived fear that the crunch in enrollment is going to hit at any time is a big problem for morale" among those in admissions. Because of this there is "no time of the year we're not worrying and this creates a burnout aspect to admissions." In Mr. Chatterton's view the crunch has yet to have an impact on enrollments, at least with the degree of severity anticipated by those who predicted dire consequences as a result of the decline in the number of eighteen-year-olds. In President Rainsford's view the problems faced by Lynchburg College are much more global and long range in nature. The problems are:

First, community understanding of and commitment to goals which have changed as the school went from a liberal arts undergraduate institution to a more complex kind of institution. Second, community-wide
understanding and acceptance of the standards by which we wish to judge ourselves. These will help define where we want to be in a quality sense. And third, making sure we have the resources to do those things, a sense of where we're going, why it is important that we go there and how do we know when we get there.30

Community in the sense Dr. Rainsford uses it here refers to the Lynchburg College campus and its faculty, staff and students. There is evidence that the College community as a whole has recognized the enrollment problem in general and its more specific related issues and has generally been amenable to the actions taken by the current administration to address these problems. The strategies employed and actions taken by the Rainsford administration in dealing with these problems are discussed in the following section.

Strategies and Actions

Within the scope of this study the most important action would be that of the Board of Directors of Lynchburg College in hiring George N. Rainsford as President of the College in 1983. Having had experience with enrollment problems at Kalamazoo College, Dr. Rainsford was prepared to meet the enrollment related challenges at Lynchburg College and moved swiftly to address the enrollment problems and information capabilities at the institution.

Among Dr. Rainsford’s first actions was the hiring of Jack McGuire as a marketing consultant and the formation of a marketing task force with representation from the entire
College community. Among the things suggested by Mr. McGuire in his report to the College in August of 1984 were the following: that Lynchburg College should position itself by underscoring the advantage of being private, coed and liberal arts, with a tilt toward "breadth" in the liberal arts an effective marketing advantage; an emphasis on the positive descriptors which make Lynchburg College distinctive to include its size, its congenial community atmosphere, its beauty, the diversity of its student body, and the quality of its resources. McGuire also suggested that the College consider its name in that "Lynchburg College" is more public sounding than the names of some of the state's public schools. Though he felt that the private sounding names of some of the public institutions gave them a differential marketing advantage, there is no evidence that Lynchburg College is considering a name change. McGuire also suggested that the admissions staff needed to function more as program managers and less as a sales staff. While these are just a few of the over fifty recommendations made in the McGuire report, the latter is related to what is perhaps the most important recommendation made on which the College acted and that was to promote Mr. Chatterton to Dean of Enrollment reporting directly to Dr. Rainsford and with direct responsibility for the College's admissions, recruitment and retention functions. In a reorganization that was effective in January of 1985, Mr. Chatterton became head of the
Division of Enrollment Management which was expanded to include the financial aid function which had previously been in the Student Affairs Office. As part of this restructuring, Mr. Hugh Scrogham became Director of Financial Aid and Enrollment Research, with research responsibilities relating only to enrollment concerns, a responsibility which occupies approximately thirty percent of his time. Each of these changes was designed to enable the College to more effectively address its enrollment related problems and to enhance the collection, analysis and application of information generated through the College’s research efforts.

The chronology of events surrounding the creation and functioning of the Marketing Task Force began with a memo from Dr. Rainsford to Dr. Tiller in August 1983 in which Dr. Rainsford states his conviction that "the development of a serious marketing strategy cannot be handled by an ad hoc committee with a six to eight month life." In his view what the institution needs is "a cadre of professional administrators who will be a marketing task force with the responsibility of developing knowledgeability in mastering and delivering strategies of marketing on a year-in, year-out basis." With the idea of ultimately assigning the responsibility for marketing strategy to full-time administrators, the Marketing Task Force was established in October of 1983. With the understanding that its work would include a close look at College publications, how the College
views itself and how it hopes others view the College, the Marketing Task Force began with this statement of purpose:

The task force will give its attention to collecting and analyzing data which will help us in our understanding of the population currently enrolled at the College and those we hope to enroll through our admissions programs. Also the task force will help with planning and/or implementing programs and activities which we have devised based on the information generated by the analysis of data collected.

In a memo to the Task Force later that month Dr. Rainsford established an admissions goal of 400 new entering freshmen for the 1984-1985 school year. This goal was relative to classes of 383 freshmen for 1983, 416 in 1982 and 440 in 1981 and was established with the idea of reversing this downward trend rather than making a recovery toward 500 new students. This enrollment goal became a priority item for the Marketing Task Force which endorsed the goal and initiated a program for student contacts after students had been accepted by the College. These programs were in addition to the traditional admissions plan to enroll as many accepted students as possible. The Task Force also made the following decisions:

- to help the admissions staff develop strategies to enroll a greater percentage of students accepted by the College for 1984-1985
- to make recommendations to the College that will help improve student recruitment
- to develop a group of individuals in the campus community who have an understanding of marketing analysis and marketing technique. These individuals should also focus on
increasing their understanding of higher education
-to participate in the Cooperative Institutional Research Program because of a need to collect good data for decision making: cannot make decisions on intuition
-the first priority for applying such data is to help identify the College's present characteristics and to help define and understand its present constituencies, especially students, parents, alumni, donors and employers of students
-there is a short run need for data to help determine what can be done to enroll a greater percentage of accepted students
-there is a long-range need to collect data to help develop a comprehensive marketing plan

With these goals and decisions much of the attention of the Marketing Task Force was directed toward the development of strategies for the 1984-1985 recruitment year. However, on a broader note, the Campus Publications/College Image Committee, a sub-committee of the Marketing Task Force, asked that the task force accept the recommendation "that a mission statement ad hoc committee be established to develop a mission statement for Lynchburg College thus providing a framework for a comprehensive marketing program. The statement should cover the type of educational institution the college is, the kind of educational philosophy it espouses, and the specific educational aims and programs it seeks to fulfill." While freshman enrollment increased to 453 students in the fall of 1984, indicating that the Marketing Task Force met its short-term goals, the effects of their long-range decisions are still being evaluated. The
roles and responsibilities of the task force were assigned to full-time administrators in April of 1985.

According to Dr. Rainsford the College's overall strategy is to try to be the things it already is with more quality and increase its resource base as a means of achieving that larger quality. We won't open a school of engineering or return to essentially an undergraduate liberal arts school, though the latter will continue to be the core of the College. It's most important to see the College as an organic and living entity that is affected by a variety of daily individual decisions but that it has a collective sense of what its ultimate goals are. Who knows where the explosion of knowledge will take us? We need to keep being alert to new intellectual opportunities and this is a reason for maintaining a commitment to the general education base of the College's educational program because that makes us most capable of dealing with whatever the explosion of knowledge is.

Perhaps the most important strategic decision made to date is to hold the line on growth: Lynchburg College intends to remain a small college. While such a decision is consistent with the current enrollment environment, the choice was made relative to another College strategy which is the improvement of quality. The College feels strongly that its size is a principle advantage both with respect to offering a quality educational experience and attracting students who seek an education in such an environment. According to Dr. Rainsford

Lynchburg College was doing some sales but little marketing, Marketing listens, sales talks, so a basic ingredient in marketing is
research. Research led to the conclusion that for selling purposes the College's competition was with the public institutions in Virginia. As such, the College needed a selling device to deal with that element of competition and this led to the positioning of the Lynchburg College as the "College with University Choices." Having a wider curriculum captures the advantages of a university while having an environment that is human-sized has the advantages of a small institution. Thus we have the best of both worlds.

It is recognized that the growth and quality strategies are interrelated and that institutional resources affect the College's ability to implement them successfully. According to Shelly Blumenthal, Director of Admissions, the College "may have to shrink in number of students while maintaining or improving quality." These relationships were recognized at an earlier date by Dr. Rainsford when he stated that "Diversity and size may be the first victims of scarce resources. These things must remain variables so that commitment to quality can continue."

When it comes to stating specific strategies for attracting students to Lynchburg College, there is some difference in the statements, though the essence of what the College is doing is evident. According to Dr. Rainsford, Lynchburg College seeks to become better known and develop better quality, be patient and develop a total support system of parents and alumni and be more systematic in its efforts. The focus on parents and alumni is a Rainsford innovation at the College based on his feeling that parents were not
understood as a constituency of the College and that a more effective alumni network would benefit the College. As seen by Dr. Traer, Dean of the College, the College has a three pronged strategy: "hang onto the Northeast market and develop it, get similar students from other regions (the Midwest), and do different things for local students." He feels that this strategy entails concentration on the larger cities because you will have "national" high schools there where the expectations are that a student going to college will not go to state or tech.

Looking beyond these general statements of strategy, a series of specific events are set in motion, all of which are designed to address the enrollment-retention problem. For instance, Dr. Traer is an advocate of establishing a football program as a means of attracting male students in an effort to balance the male to female ratio of students. While not committed to such a program as something the College has to do, he feels it could have a positive impact on male enrollment as well as provide a focal point for alumni and student-parent activities in the fall. In an effort to attract Virginia students the College instituted the Virginia Plan, a program aimed at first-time freshmen entering the College and carrying a full-time course load. Under this plan the College matches up to $1000 of the amount awarded under the Virginia Tuition Assistance Grant program. To enhance its appeal to minority students, the College hired its first
minority to work in admissions. There are also concerted efforts to attract students through the College's graduate and ACCESS programs, and through the enrollment of international students. However, students attracted through these efforts are viewed as sustaining enrollment and not as substitutes for undergraduate student enrollment. The College sees undergraduates as continuing to be the core of its student population and as such its principle strategies are aimed at markets that are viewed as being the sources of such students.

With respect to retention, Lynchburg College has instituted or revised a number of services it offers to its students. Given that the unsure or undecided college freshman is the greatest attrition risk, the College has instituted a strong academic advising program geared toward providing assistance to freshman by mid-term of their first semester. A program aimed at stimulating freshman involvement in campus clubs and social activities is operated through Student Affairs. The object is to get these students into the mainstream and make them feel a part of the campus community as quickly as possible. This action is in keeping with the idea that, as a student, you can do something and be somebody at Lynchburg College as opposed to being lost in the crowd at a larger school. It is also in keeping with Dr. Rainsford's statements that at Lynchburg College "...we are in the human development business" and that "...we are committed to the
continued growth of all members of the College community. "

Though not as specifically directed as these efforts, the College has made strides in strengthening and advancing other elements of its environment in a effort to enhance its ability to attract and retain students. The senior administrative staff has put a new emphasis on systematic planning for the future with a focus on institutional research as the heart of this planning function. A new emphasis has been placed on the quality of the academic program, recognizing that this is the College's principle competitive advantage relative to other institutions. Quality is also enhanced through reviews of departmental curriculum and staffing patterns and the general education requirements of the College. Finally, improved service to students in the areas of advising, learning development, the appointment of a full-time director of the ACCESS program and a general effort to learn more about the nature of the student body and what it needs to be successful at Lynchburg College.

In line with the latter effort the College recently received a grant from the Consortium for the Advancement of Private Higher Education that is designed to help develop and project a strategic planning mode for the College centered in an Office of Institutional Research. Under this grant the College

...will be asking members of its various constituencies to participate in a serious planning process. This will start with the use of two national inventories designed to
identify the perceptions of members of the College community as to what the goals the College are and should be and how well the College is achieving its goals. All members of the Boards of Trustees and Overseers, faculty and staff will be asked to participate as will representatives of the student body, alumni and parents. 

Such an effort will enable the College to assemble valuable data with regard to how it is perceived by its constituents with respect to the job it is or should be doing and will allow the institution to respond by improving or developing programs or services to meet the needs and expectations of its constituents.

It is evident that the College's efforts have been successful in the short run. Freshman enrollment for the fall of 1964 turned around a five year decline and continued to improve in the fall of 1965 with a three percent increase in freshman enrollment realized from a sixteen percent increase in applications. Enrollment efforts were aided by the "fresh description of the College as a "College with University Choices" and some new programs in Admissions and Financial Aid such as the "Virginia Plan"." The new emphasis on research, new word processing capabilities and the involvement of faculty, staff, students, alumni and parents also helped the enrollment effort. Supported by these efforts and capabilities, the College's enrollment goals have been "... to achieve entering enrollment at reasonable goals for both entering freshmen and transfers and to increase
retention which will result in stabilization of the total undergraduate enrollment at approximately 1350 students. ...also...to increase Virginia enrollment and the number of men and members of the Christian Church ...(and) position the College in new areas geographically." While institutional efforts have resulted in the achievement of some goals, tangible results have yet to be realized for others and this may indicate a need to reevaluate or restructure the College's marketing efforts directed toward the accomplishment of these goals.
NOTES

1. G. Rainsford, interview at Lynchburg College, Lynchburg, Virginia, 10 April 1986.


5. Ibid.

6. Ibid.


8. Ibid.


17. Ibid.

18. Ibid.


20. Ibid.
21. Ibid.
22. Ibid.
23. D. Craig, interview at Old Dominion University, Norfolk, Virginia, 20 May 1986.
24. Ibid.
25. Ibid.
27. T. Tiller, interview.
28. E. Chatterton, interview.
29. Ibid.
30. G. Rainsford, interview.
32. Ibid.
33. Marketing Task Force, minutes, October 26, 1983.
34. G. Rainsford to Marketing Task Force, internal memorandum, October 21, 1983.
35. Marketing Task Force, minutes, October 26, 1983.
37. G. Rainsford, interview.
38. Ibid.
39. S. Blumenthal, interview.
40. G. Rainsford, report to the Board of Trustees and Overseers, 22 October 1983.
41. J. Traer, interview.
43. Ibid., p. 3.
44. Ibid. p. 6.


46. Ibid.
CHAPTER FOUR

Conclusions and Recommendations

Conclusions The purpose of this study has been to identify the institutional saga and charter associated with a private four-year college to determine the manner in which these characteristics affect institutional strategy and marketing practices. The idea of a marketing mix serves as a conceptual foundation for the study in that the elements of the mix are designed to serve as the basis of the formation of an organization's marketing strategy. In this chapter, the conclusions of the study are based on the existence and nature of saga at Lynchburg College, the character of the College's charter, the resultant institutional strategies and the extent to which the concept of the marketing mix serves as a basis for the formation of these strategies.

Organizational saga at Lynchburg College is best described by the third set of conditions described by Burton Clark's model: the established organization that is not in crisis, not collapsing from long decline and not ready for evolutionary change. There is a weak saga at Lynchburg College that is rooted in the College's history and character and is held with sentiment by members of the College community and various constituents. The current College administration, under the leadership of Dr. Rainsford, is attempting to develop this saga by increasing the
institution's sense of identity. The Rainsford administration's emphasis on improving quality by "doing those things we do better" suggests recognition of those elements which constitute saga and a conscious effort to strengthen them. Emphasis on the growth of all members of the College community as well as efforts to increase ties with and involvement of alumni and parents are indicative of the attempts being made to strengthen institutional saga. A related effort is the idea of Mr. Craig that he needs to identify the Lynchburg College "mark" and that if such is not in existence, then the need exists to create a "mark" to assist the College's development efforts. Thus, while saga exists at Lynchburg College in a weak form, it is evident that efforts are being made to strengthen and develop saga at the College.

Saga at Lynchburg College is embodied in the character of the College as is illustrated by the long-standing nature and mission of the College. The College is essentially the same type of institution it was at its founding: a private, undergraduate, residential college with a liberal arts orientation and it is the intent of the current administration to continue this tradition and build upon it. Another feature of Lynchburg College's saga is its strong sense of community spirit with respect to both the immediate College community and relative to its role in the Central Virginia region which it serves. The key feature of this
spirit is involvement with its attendant sense of belongingness and membership. Perhaps what is most important about these elements of saga, however, is the fact that they serve as the basis for action. Much of what the College is currently doing is determined by decisions that have been made to build upon the College's tradition and role in the community and to involve all members of the College community in these efforts. It is through such actions that the Rainsford administration hopes to establish a stronger sense of identity for the College and thus develop a stronger institutional saga.

The existence of a charter at Lynchburg College is more readily identifiable and stronger than the College's saga. At the broadest level, Lynchburg College serves as the principle institution of higher education in Central Virginia, a de facto charter in the sense that the College is the only such institution, public or private, in the region. As such, the College sees that it has a special obligation to provide educational opportunities to the residents of the region. While it meets this obligation primarily through its liberal arts undergraduate program, Lynchburg College has expanded its program to include a graduate program and an adult education program to meet the needs of area residents. A more specific charter also exists and it is the College's obligation to provide teachers, counselors and administrators for the region's secondary school systems. Lynchburg College
fulfills this charter by offering undergraduate and graduate programs in education and through the recent addition of new facilities to house these programs. Though perhaps not as traditional as the educational programs, the College also serves area businesses through programs in business and physics that are directed toward employees of these businesses. This is particularly true of the graduate offerings in these disciplines. There is evidence to support the existence of a charter at Lynchburg College and the fact that this charter serves as a basis for institutional decisions relative to the educational programs offered.

Institutional saga and charter develop over time, therefore the existence of these social roles of the College were in place prior to the inauguration of the Rainsford administration. However, this administration has demonstrated an awareness and recognition of these characteristics to the extent that the College's saga and charter influence strategic decision making. The focus of the study is on the events taking place at Lynchburg College during the Rainsford administration and a chronology of these events illustrates the effect of saga and charter on the College's strategy and marketing efforts.

The most fundamental strategic decision for Lynchburg College has been the choice to retain the College's traditional undergraduate, residential, liberal arts character. The conscious choice to remain primarily an
undergraduate institution is a critical one in view of current demographic trends and one that has resulted in the establishment of enrollment objectives aimed at enrollment maintenance versus growth. Remaining residential in character has a direct impact on decisions relative to facilities and grounds, policies governing student life, student services and recruitment strategies. The liberal arts emphasis directly affects curricular offerings and requirements as evidenced by the recent catalogue revisions affecting students entering the College in the fall of 1986. Since it is difficult to determine just when this choice was made, it cannot be attributed directly to the Rainsford administration. What is clear is that Dr. Rainsford and his chief administrators encourage and support the direction the College has chosen to pursue.

A specific chronology of events relative to the Rainsford administration logically begins with the selection of Dr. Rainsford as President of Lynchburg College. The importance of this selection cannot be understated because as, noted by Kotler and Fox, the president must be the chief marketing officer in a college or university. Possessing knowledge of marketing and admissions and having had experience with enrollment problems at another institution, Dr. Rainsford was prepared to meet the enrollment challenge at Lynchburg College. He did so by taking swift action across a number of fronts. The establishment of a Marketing Task
Force to deal with immediate enrollment and recruitment concerns with the objective of reversing a downward enrollment trend was one of his first actions. The hiring of a consultant in the area of marketing higher education and the improvement of the College's information systems were other priorities receiving immediate attention. The facilities serving as the College's admissions office at that time were refurbished and an open management style fostered the participation of members of the College community. An important point with respect to the latter is that Dr. Rainsford listened to those whose help he sought and he took action based on the information and recommendations he received. This is important in obtaining the acceptance and support of members of the College community for the decisions that are made. It is also a way of getting members of the organization to "buy into" what the organization is doing, a principle feature of a developing saga.

One of the most important immediate results of decisions made on the basis of recommendations was the reorganization of the College's admissions function. Based on an idea of the marketing consultant, Dr. Rainsford placed Mr. Chatterton as Dean of Enrollment with responsibility for admissions, recruitment and retention. This means that Mr. Chatterton reports directly to the president, a move which enhances the status and importance of the function in the College community. As part of this reorganization, the financial aid
function was placed in the enrollment management office with its director reporting to Mr. Chatterton. As part of his new duties in this department, Mr. Scrogham was made responsible for research activities related to the College's admission function. Such a reorganization results in closer coordination between admissions and financial aid, an important relationship for Lynchburg College where enrollment depends so much on making private education affordable and the way the College does so is through financial aid packages. Dr. Rainsford is acknowledged to be one of the first college presidents to authorize such a revision in a college's organization structure. Innovative management practices such as these may also lend to the development of organizational saga.

In his leadership efforts at Lynchburg College, Dr. Rainsford has employed elements of the strategic planning process. This process includes the identification of organizational problems and opportunities, the organization's strengths and weaknesses relative to the resources at its command and its ability to solve its problems or seize its opportunities with these resources. Dr. Rainsford's focus on the development of a stronger sense of College identity with respect to "who we are, what we are and how do we do these things" exemplify this approach. The most tangible result of this approach has been the formation of a new mission statement for the College that attempts to establish what the
character of the institution is, why it is doing what it does and what the expected outcomes are. A mission statement is critical to the establishment of organizational objectives and the formation of a strategy designed to accomplish them. This is so because the mission statement establishes the reason for the organization's existence and what it hopes to achieve.

The problems identified at Lynchburg College center around enrollment and retention. In an effort to enhance its ability to identify and address problems and opportunities, the Rainsford administration has stressed the development of the College's information gathering and analysis capabilities. Mr. Scrogham's research responsibilities regarding admissions, along with information accumulated by the College registrar and that gathered through the Consortium for the Advancement of Private Higher Education grant, are examples of this activity. The essence of opportunity, as seen by the College, is to continue to try to attract undergraduates with the "College with University Choices" appeal, coupled with a competitive financial aid program. Specific strategies for attracting undergraduates include emphasis on the College's location in the state of Virginia and the historic, recreational and aesthetic appeal the state possesses; recruitment efforts directed specifically at students from Virginia and the Lynchburg community that are supported by strong financial aid offers;
continued recruitment in the College's Northeastern market and attempts to expand into Midwestern markets; and programs aimed at increasing the number of male and Disciples students. While the College sees its primary source of undergraduate students as upper middle-class white students attending "national" high schools or prep schools, there are concentrated efforts being made to attract minority students. There is also an effort operating independently of the enrollment management office that is seeking to attract foreign students to the College. Regardless of the source of students, there are three principles upon which the College bases its admission decisions. First, Lynchburg College seeks to attract qualified students who will have a successful academic experience at the College. In effect the College is applying an old marketing adage here and that is "the best advertisement is a satisfied customer." The College feels strongly that there is no benefit to anyone if a student has an unsuccessful experience at the College. Second, Lynchburg College has not compromised its standards of quality as part of its efforts to meet the enrollment challenge. If anything, the College feels that its academic requirements, admissions criteria and the quality of its students has increased somewhat in the past few years. Finally, Lynchburg College has not tried to be all things to all people in an effort to sustain enrollment. The College has chosen to emphasize its traditional liberal arts/vocational academic program in an
attempt to position itself in a competitive educational environment, and in fact has strengthened its liberal arts tradition. Indeed, the College sees itself as offering a unique educational experience, another feature of a developing saga.

There are several other factors which influence the formation of strategy at Lynchburg College. First, the College prides itself on being honest and accurate in its presentations to its publics. Whether the College is attempting to attract students, foster alumni spirit and support, convince parents of its educational and social benefits or sell itself to potential donors, the message is tempered to reflect the institution as it really exists. More important from a strategy point of view is that Lynchburg College makes a conscious attempt to do and be those things it says it is. No hype and at most, modest puffery, characterize the College’s promotional message. Second, seeing its size as a competitive advantage, especially when coupled with a broad selection of academic programs, the College seeks to attract students on the basis of participation and involvement. The College feels that it offers opportunities for leadership that are not available at larger institutions. Third, the College works at maintaining good relations with its fellow institutions, especially the public colleges and universities in Virginia. The Rainsford administration feels there is much to be gained through
association with public institutions that are part of a respected state system of higher education and is particularly proud that, as the only private member institution, the College was selected as the satellite transmission center for the electronic classroom program developed jointly with Virginia Polytechnic Institute and State University and the University of Virginia.

A number of things that Lynchburg College is doing are what the experts claim should be done as an institution develops strategy to solve its problems or attain its objectives. The organizational restructuring, the evaluation of problems, resources, and objectives, the emphasis on information for planning purposes, the new mission statement and the decision to focus on undergraduate education were all suggested by sources noted in the literature review. Yet despite these efforts, there appear to be some contradictions in the view the College has of itself and what it projects to others. While the College places much emphasis on its small size being academically and socially advantageous, some members of the administration see Lynchburg College as a mid-sized, comprehensive institution. While this apparent discrepancy could be explained by associating "small size" with numbers of students and "mid-sized, comprehensive" with the academic program, speculation remains as to whether the College's view of itself is based on a time when the College had a smaller, more homogeneous student body. At one time the
student body was primarily Virginia in character, while today's student population is decidedly more diverse. At the same time this diversity is cited as an advantage of attending the College, the College claims an environment that provides closeness and fellowship, yet laments the loss of community spirit and a lack of student involvement in campus activities. While the exposure to new attitudes, values and life styles provided by a diverse student body may be a part of one's learning experience, diversity also means a more heterogeneous student body that may not nurture a community spirit or foster involvement. The view that the College provides a friendly, close-knit involvement may be a holdover from the days when the student body was more homogeneous in nature. As such, the College's recruiting strategies and objectives could be in conflict with respect to attracting Virginia students while at the same time developing other markets. College officials indicated that some students in northern markets were concerned that there may be a bias toward northerners at a Virginia school. But with a student body that is now seventy percent out of state students, many of whom are from northern states, it is possible that Virginia students perceive Lynchburg College as being "too northern". Perhaps the College's current research efforts will reveal that there is more to the problem of attracting Virginia students than the price factor which currently gets the blame.
Though the price element of the marketing mix receives much attention at Lynchburg College, it is difficult to determine the extent to which it and the other elements of the mix are coordinated. It is also difficult to clearly categorize various aspects of the College's planning activities, decision areas or operations as being distinctly one marketing mix element. One fact is clear and that is that the elements of the marketing mix, product, place, promotion and price, are present in the academic environment. Yet applying this concept to actual operations poses a dilemma. While the concept is designed to provide the decision maker with a basis for tailoring specific elements and combining them into a strategy designed to appeal to a target market, it poses a problem in terms of the ability to specifically identify an organizational factor as being product, place, promotion or price. In concept these elements are clearly delineated; in practice they are interrelated. But it is the integrated nature of the mix that is the principle reason for its application. It is a concept that is designed to get the marketing decision maker to think in terms of combining all elements, keeping in mind that decisions relative to one element will have an impact on each of the other elements. In other words, the marketing manager should not think of a decision regarding price as being only a pricing decision. A pricing decision must be made in terms of being a fair price relative to the cost, nature and quality of the product or
service offered, when, where and how it is offered and the extent to and means by which it is promoted. Each of these factors in turn affects the price. Therefore, not only are the elements of the mix interrelated, they must be coordinated in an effort to develop the most appropriate mix for the selected target market and different markets require different mixes.

Evidence gathered at Lynchburg College relative to marketing practice does not prove conclusive with respect to the institution's application of the marketing mix concept. The elements of the mix are present and there is a high degree of awareness about them, but the extent to which they are coordinated in forming institutional strategy is elusive. It appears that the College's view is that these elements are independent and that product is product and price is price. There is not sufficient evidence to conclude that the elements are viewed as interrelated parts of a broader concept in the sense that the cost of providing a certain program or course enters directly into the pricing of that offering. However, it may be that the apparent failure to apply the mix concept is due to a lack of direct quantitative links between mix elements, that is, that a certain dollar increase in the cost of a program will result in a given dollar increase in the price of that program to the student. It is possible, given the conceptual nature of the mix concept, that its application occurs even though such
tangible links between mix elements are not in evidence. Though the possibility exists that the mental awareness of the mix concept may result in the coordination of mix elements in a less tangible, qualitative sense, this remains a possibility since the evidence does not support such a conclusion.

What can be concluded is that Lynchburg College is in a developmental stage in its efforts to apply marketing concepts to its operations. In general the marketing process begins with the gathering of information about existing and potential markets. It proceeds to the identification of possible target markets that are segmented on the basis of information gathered. These target markets then serve as a basis for developing a marketing mix that will appeal to the needs of this identified market and establish a strategy for achieving objectives relative to this market opportunity. Lynchburg College is clearly making an effort to improve its information gathering and analysis capabilities. This capability will lead to an improved ability to identify target markets, not only among potential students, but relative to all the institution's publics. This will eventually lead to the ability of the College to design marketing mixes to appeal to each market identified and thus benefit from strategies derived from the marketing mix concept. There is evidence to support the fact that the College does this on a limited basis now. The College
currently has different pricing and promotion strategies in place in the New England and Virginia markets. But these appear to have developed separately based on knowledge about the needs and perceptions of potential students in these markets. The evidence does not support the application of a coordinated marketing mix of product, place, promotion and price designed to appeal to these markets.

Given the preceding analysis of the evidence gathered about the marketing practices of Lynchburg College, it is the finding of this study that the marketing practices of this institution do not conform to the concept of the marketing mix. The findings do not support the first hypothesis that the marketing practices of a private, four-year college in Virginia would conform to the concept of the marketing mix. The results of the study do support the second hypothesis that the strategy used by the subject institution is influenced by the organization's saga and charter. While the elements of the marketing mix are present, they do not appear to be coordinated in a manner suggested by the concept of the marketing mix. It is clear, however, that organizational saga and charter strongly influence decisions made regarding these elements and the strategies that result from such decisions.

**Recommendations** This study was not able to confirm that the marketing plans and strategy developed at a four-year private college in Virginia conform to the concept of the marketing mix. Further study at similar institutions as well as public
four-year colleges and universities may be able to determine the extent to which the marketing mix concept is used as a basis for strategic decisions at those institutions. While the relationship between concept and practice is often tenuous, further study may establish more definite links between the marketing mix strategy elements of product, place, promotion and price. Objective study through questionnaires or experimental studies may establish concrete quantitative relationships between these elements, but extreme care would have to be exercised in structuring such studies to assure reliability of results.

This study has suggested that there is more to making and implementing marketing decisions than the need to employ marketing in an attempt to solve institutional problems or seize opportunities. Applying marketing in an educational setting is not just a question of selecting and applying marketing techniques. Successful and appropriate use of marketing in the educational environment requires that marketing be managed through the application of management functions and principles. The use of such management-based concepts as long-range planning, strategic decision making, organizational restructuring, involvement-oriented, participative management and listening techniques at Lynchburg College are indicative of the interdependence of management and marketing. Future study could focus on this interdependence and confirm the point that in today's
educational environment narrow, simple-minded searches for a quick fix through marketing alone will not solve the problems faced by educational institutions.
Appendix A

Interview Questionnaires
Would you provide some background information about yourself and your tenure as President of Kalamazoo College?

What brought you to Lynchburg College?

What is your vision of the Lynchburg College of the future?

What opportunities do you see for Lynchburg College now and in the future?

Describe the problems the College faces, both immediate and future.

What strategies will be employed to realize the opportunities and deal with the problems?

Given these strategies, how can marketing concepts be employed to implement them?

What is Lynchburg College's main product?

Toward which constituency is the College's marketing effort primarily directed: students, parents, alumni or donors?

As president you have initiated organizational changes at the College in an effort to bring a more concentrated marketing thrust to certain administrative areas. Would you describe these changes?

What is the principal focus of the effort to market the College to prospective students and donors?

Has survival in the 1980's been as difficult as some had predicted?

You spend much of your time off campus. What does this say about the role of the college president and with whom is this time spent?

Is this a marketing role?
How do you see your position fitting into the efforts of the College to fulfill its mission?

In what ways do you see a student contributing to the College community outside the classroom?

Describe the benefit to the student of four years at Lynchburg College.

When you go out to recruit students, where do you go and what do you say?

Is one of your problems a declining Virginia contingent as a part of your student body?

What would you say you do to improve institutional quality?

Do you find you are drawing more students from private secondary schools?

Can you define exactly what the term "College with University Choices" means?

What are the principle benefits of Lynchburg College?

What is the principle product of the College?

What materials do you use in promoting the College to prospective students?

If I were to write a letter of inquiry to the College, what would I receive in return?

When did you come to Lynchburg College?

You have been here through two administrations. What do you see as the major changes between the two?

What is your perspective on what Lynchburg College stands for?
Interview with Ernest R. Chatterton  
Dean of Enrollment, Lynchburg College  
Lynchburg, Virginia  
17 April 1986

How long have you been at Lynchburg College?

Would you describe your job responsibilities and relate them to the fulfillment of the College's mission?

What changes do you see in the administrative approaches of Dr. Brewer and Dr. Rainsford?

What are the principal benefits of Lynchburg College to the potential student and which of these are emphasized in the College's recruitment material?

What are the opportunities in Lynchburg College's future?

What are the problems the College faces?

Would you describe the strategies for addressing the problems and opportunities?

Which recommendations of the McGuire report have been implemented and why were these particular ones chosen?

Were there any problems in dealing with the marketing committee?

Dr. Rainsford stressed improving the quality of the College's educational offerings. How do you define "quality" and what do you feel you can do to improve it?

Dr. Rainsford also stressed that the College needs to try to be what it says it is. What do you feel the College stands for and how can it accomplish this?

What is the principal product of Lynchburg College?

How does the College promote itself and its educational programs?

What do you feel is the role and importance of pricing to Lynchburg College?

How important are location factors such as the College's
geographic location and the time and place of class offerings?
Would you describe your academic background and how you came to Lynchburg College?

Since you have come to Lynchburg College since Dr. Rainsford became president, what have you been able to pick up about the differences in his administration and that of Dr. Brewer?

What attracted you to Lynchburg College?

How do you feel your position contributes to the accomplishment of the College's mission?

What are some of the specific things that have been done to improve the quality of the educational experience at the College?

Could you provide some examples of the efforts being made at Lynchburg College to combine liberal arts and vocationally oriented curriculum?

Would you describe your experiences in admissions and do you see applying some of the same techniques here at Lynchburg College?

Describe the marketing strategy you feel should be developed here at Lynchburg College.

What problems do you see in attempting to implement these strategies?

Is there widespread institutional support for the efforts being made to implement these strategies?

What would you define as the principal product of the College?

How is this product affected by the other elements of the marketing mix such as place, promotion and price?
Interview with Hugh Scrogam
Director of Financial Aid and Enrollment Research,
Lynchburg College
Lynchburg, Virginia
24 April 1986

Would you describe your education and experience and how you came to Lynchburg College?

How long have you been at the College?

Given your tenure at the College, would you describe the differences in Dr. Brewer's and Dr. Rainsford's administrations?

Describe the changes that have been made in your position and responsibilities.

How do you feel these changes affect your ability to help Lynchburg College carry out its mission?

What do you feel is your principal role and contribution to the College's efforts to meet its enrollment objectives?

Would you describe Lynchburg College's financial aid strategy?

What does the College want to achieve through its financial aid programs?

Given the marketing mix of product, place, promotion and price, which element do you feel your area of responsibility is most closely aligned with?

How does it affect the other elements and how is it in turn affected by them?

What problems do you face in trying to carry out your duties and how do you cope with them?
Interview with Dr. Thomas C. Tiller
Dean of Student Affairs, Lynchburg College
Lynchburg, Virginia
29 April 1986

Would you provide some background information about yourself, your education and how you came to Lynchburg College?

How long have you been here?

You were at Lynchburg College throughout Dr. Brewer's administration. Would you identify the differences between his administration and Dr. Rainsford's?

Would you identify the strengths of Lynchburg College's student affairs program?

Can you identify any areas in need of improvement?

What strategies will be employed to maintain the strengths and improve the areas of need?

Do you see any changes in student affairs programs given the changing nature of the student population and how will Lynchburg College address them?

Is the College oriented toward anticipating change or toward responding to changes as they occur?

Can you provide any illustrations?

What would you consider to be the major strengths of Lynchburg College?

The major weaknesses?

How will the strengths be sustained and the weaknesses improved?

In what way have the efforts of the College to employ certain marketing techniques affected the area of student affairs?

What do you consider to be the primary product of the College?
Interview with Dr. Phillip H. Stump
Assistant Professor of History, Lynchburg College
Lynchburg, Virginia
1 May 1986

Would you please provide some background information about yourself, your education and how you came to Lynchburg College?

Would you describe your involvement with the marketing committee in terms of why you were interested in serving, what was accomplished and what was not done?

What preparation did you do to familiarize yourself with the process of marketing?

Describe what marketing means to you and how you feel it is applicable to the mission of Lynchburg College.

Do you feel the College has made effective use of marketing ideas and concepts as it has attempted to apply them to its needs?

What has been the general position of the faculty relative to these efforts?

Would you identify what you feel are the strengths of Lynchburg College?

The weaknesses of the College?

More specifically, what are the strengths and weaknesses of Lynchburg College's academic program?
Interview with Donald E. Craig
Vice President for Development, Lynchburg College
Norfolk, Virginia*
20 May 1986

Please tell me about yourself, your academic background and your career.

What attracted you to Lynchburg College?

What strengths and weaknesses do you see in Lynchburg College?

What do you feel you would like to accomplish relative to Lynchburg College's development efforts and how do you plan to reach your objectives?

What problems or opportunities do you see relative to the College's development effort?

In approaching a prospective donor what would you say about Lynchburg College and why they should support the College?

What do you feel is the current thrust of development efforts in higher education and do you think you will follow this trend at Lynchburg College?

What is the product of Lynchburg College?

* Mr. Craig was at Old Dominion College in Norfolk, Virginia at the time of this interview and had not yet assumed his duties at Lynchburg College.
Appendix B

Lynchburg College's Goals for Its Students

Goals of General Education

A. Competencies
1. Communicate effectively in written and oral forms of English.
2. Analyze problem situations and formulate alternative solutions.
3. Engage in logical thinking.
4. Demonstrate competency in applying scientific methodology.
5. Communicate with individuals of other cultures.
6. Demonstrate competency in computation skills and mathematical reasoning.
7. Analyze and respond to issues involving values.
8. Integrate competencies into specific areas of study, current issues, and future endeavors.

B. Attainments
1. Appreciate the importance of art and literature to humanity.
2. Understand the nature of historical events as they influence decision-making at the present time.
3. Acquire knowledge of contemporary world cultures.
4. Understand the impact of social, political and economic factors on the nation and the world.
5. Understand scientific principles which serve as a foundation for the evolution of our physical world.
6. Develop awareness of activities which promote physical health and provide alternatives for lifelong recreation.

Key to Map

Key to Buildings

1. Alumni House
2. Hall Campus Center
3. Hendler Hall
4. Burton Student Center
5. Tate Hall
6. Montgomery Hall
7. Sonders Chapel-Keith Mykle Center
8. ACCESS Building
9. Pickard House
10. Knight-Chambers Library
11. Dickerson House
12. Thomas House
13. Holmes Hall
14. Greenhouse
15. Dillard Fine Arts Building
16. Education Building (1963)
17. Education Offices
18. Nursing Building (1968)
19. Cumes and Reynolds Court
20. Psychology Building
21. Turner Commons
22. Wake Field House
23. Freer Hall
24. McWane Hall
25. Shackelford Hall
26. Herrington Hall
27. Carnegie Hall
28. Maintenance Building

ACADEMIC OFFICES

Art
Biology
Business Administration
Chemistry
Computer Science
Dramatic Arts/Speech
Communications
Earth Sciences
Economics
Education
English
Foreign Languages
History
Mathematics
Music
Nursing
Philosophy
Physical Education/Recreation
Physics

15. Political Science
16. Psychology
17. Religious Studies
18. ROTC
19. Sociology

OFFICE AND SERVICES

Admissions
Adult Student Office
Bette Boone Dean
Biology
Chemistry
Communications
Continuing Education
Dean of the College
Dean of the School of Business
Dean of Student Affairs
Development Office
Graduate Studies in Education

20. Financial Aid
21. Food Service/Dining Hall
22. George W. Veale IV Computer Center
23. Health Services
24. Information
25. News Bureau/Publications
26. Post Office
27. President
28. Public Relations
29. Registrar
30. Security
31. Student Activities Board
32. Student Government Association
33. Student Publications
34. Student Radio Station
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VITA

Howard Ray Hunnius

Birthdate: March 15, 1941
Birthplace: St. Louis, Missouri

Education:

1981-1987 The College of William and Mary in Virginia
Williamsburg, Virginia
Certificate of Advanced Graduate Study in
Education

1967-1970 University of Georgia
Athens, Georgia
Master of Business Administration

1959-1964 University of Georgia
Athens, Georgia
Bachelor of Business Administration
Abstract

SAGA, STRATEGY AND THE MARKETING MIX: A CASE STUDY OF LYNCHBURG COLLEGE

Howard Ray Hunnius
The College of William and Mary in Virginia, November 1987
Chairman: Professor John R. Thelin

The purpose of this study was to investigate the extent to which institutional saga and charter influence the formulation of institutional operating strategy and the degree to which the resultant strategy utilizes the concept of the marketing mix in an attempt to achieve institutional objectives.

Lynchburg College in Lynchburg, Virginia was chosen as the subject of the study for several reasons. First, as a private institution, it was assumed that Lynchburg College would exercise more discretion in the allocation of institutional resources to its marketing efforts than would a public institution. Second, Lynchburg College offered an opportunity to examine an institution that, while sound academically, fiscally and administratively, is not well known beyond the region it serves. Third, Lynchburg College experienced administrative transition at the same time the institution recognized the problems it faced as a result of rising costs and declining enrollment. Thus the College offered a unique opportunity to observe the response of a new administration to existing and anticipated institutional problems.

It was hypothesized that 1) the marketing practices of Lynchburg College would conform to marketing practice as prescribed by the concept of the marketing mix and 2) that institutional strategy developed on the basis of the marketing mix would be influenced by institutional saga and charter.

It was concluded that institutional saga and charter were exercising a definite influence on the choice of institutional strategy. The study was not able to establish the degree to which strategy as developed by Lynchburg College conformed to the concept of the marketing mix.

Further study is needed to establish the extent to which a concept such as the marketing mix serves as a basis for developing institutional strategy.