

Chapter One

INTRODUCTION

1.1 The Research Purpose

The purpose of the research is to determine the potential for the application of the brand promise concept in the university context. The study is underpinned by the following research question and primary and secondary objectives:

- **Research Question:** To what extent can the manifestations of the brand promise be identified and categorised to determine its potential for application in a university context?
- **Research Objective 1:** Determine what is meant by the term brand promise;
- **Research Objective 2:** Identify the elements essential to the composition of the brand promise;
- **Research Objective 3 (secondary):** Establish what factors are influential in determining what the brand promise is;
- **Research Objective 4 (secondary):** Determine what factors are influential in the delivery of the brand promise.

The rationale for the research has its basis in a combination of factors: the limited academic attention university branding has received, the questions that surround how understood, applicable, and relevant branding is in the university context, the continually changing environment that has seen an increase in both domestic and international competition, and the changes to the funding of higher education which create an argument for viewing students as fee paying customers. The latter is considered in Chapter 2 which looks at the context within which the university brand promise is considered.

1.2 Academic Research

Chapleo (2007) suggests that although university branding has become increasingly topical for practitioners, it has received only limited academic attention, a view shared by Hemsley-Brown and Goonawardana (2007) who point to the scarcity of empirical research papers dedicated to higher education branding. Waeraas and Solbakk (2009) suggest that despite easily observable examples of branding efforts through vision statements, design, and values, there is a scarcity of research and a need to better understand the challenges facing higher education institutions. In particular they point to the need for research that reports successful results defining university brands and making them known to constituencies. Ali-Choudhury et al. (2009) point to a lack of insight into what university marketing executives, the people critical to student recruitment consider comprise the university brand. Chapleo (2010 and 2011) maintains that although the situation is changing, higher education branding has received only limited academic scrutiny. Chapleo (2011) points to the need to understand the essence of a university brand and determine whether branding is really a strategic activity in UK universities.

While the crossover between marketing and branding would suggest the scarcity of literature relating to branding universities may not be as profound as some would suggest, Hemsley-Brown and Oplatka (2006) maintain that even the research into the marketing of higher education is still at a pioneering stage. The literature review points to a small, but growing body of research into the branding of higher education, much of which is emanating from outside the UK. Appendix A provides an overview of the literature and its geographic focus.

1.3 Global Competition

The increasing competition within the sector was a key driver for the research, with branding and its focus on competitive advantage and differentiation seen as offering universities a means of dealing with that competition. In addition to the increasing competition from the domestic expansion of higher education, which is considered in the next chapter, universities are increasingly facing competition from the global

marketisation of higher education (Binsardi and Ekwulugo 2003; Maringe 2005; Hemsley-Brown and Oplatka 2006; Hemsley-Brown and Goonawardana 2007). Binsardi and Ekwulugo (2003: p. 324) maintain that although UK universities have for a long time benefited from the unique position that the UK's "best in the world" educational reputation provided, that situation has changed with the advent of increased global competition from across Europe and as far afield as Japan.

Competition has been further fuelled by improvements in technology and technological innovations that allow students to engage in distance learning (Binsardi and Ekwulugo 2003). Centaur Communications Ltd. (2003) question why executives would want to pursue mediocre part-time MBA's at local universities if they can study at Harvard via the internet.

1.4 The Brand Understanding Question

While branding is increasingly being used by higher education institutions (Chapleo 2007; Bunzel 2007; Muntean et al. 2009; Waeraas and Solbakk 2009; Chapleo 2010; Chapleo 2011), it seems rather than being proactively adopted, the literature indicates higher education institutions have been pushed into branding as a means of dealing with the increased competition in the sector (Belanger et al. 2002; Rosenthal 2003; Bodoh and Mughall 2003; Sung and Yang 2008; Muntean et al. 2009; Waeraas and Solbakk 2009). Despite the proliferation in its use, the literature raises questions over the extent to which universities understand branding. Bean (2000) maintains that the education industry has the least sophisticated brands, while Johnston (2001) maintains the higher education sector has a long way to go in terms of understanding and incorporating branding. In considering the branding of US universities Twitchell (2002) maintains "universities are sheep" branding themselves in just one way, to get the highest possible rankings. Twitchell (2002) points to conflicting priorities between harmful strategies aimed at gaining better ratings, and a lack of concern for the curriculum and an indifference to whether teaching is done by "adjunct faculty or graduate students". In the UK Bodoh and Mughall (2003) point to the potential difficulty of developing compelling brands in a sector that has been slow to embrace basic brand principles.

Clegg (2003) maintains that a lot of money has been wasted, not because branding is irrelevant but because universities misunderstand what it is about. Gilligan (2003) maintains that despite adopting clever logos, institutions are missing strategies that define what they stand for. Similarly Jevons (2006) maintains that despite the lack of clarity around the “purpose, identity, and quality of the brand and product” vast amounts of money are been spent on promoting universities.

Bodoh and Mighall (2003) point to the similarities between the mission statements of universities, the visual conformity reflected in the “sectors attachments to heraldry”, and to the absence of distinctiveness in what they consider is a largely undifferentiated market. Similarly Jevons (2006) maintains that universities are grasping at less-than-differentiating value propositions as they remain uncertain about what is important not only for the brand but for students and other stakeholders.

Chapleo (2007) found brand was seen by some Chief Executives in UK universities as relating to “the visual elements that constitute a brand”. In referring to higher education Hall (2003) suggests the mistake marketers in immature markets make is worrying about their logos rather than viewing “the brand as a central organising idea” around which to build a strategic offer. Stealing Share (2012) in studying the branding of American universities, point to the focus of many universities on the colour palette, logo, or mascot, which they describe as “minuscule branding tactics” rather than focusing on what matters to students.

Similarly Chapleo (2011) found a focus on elements of the brand identity rather than the brand as a whole, and confusion relating to the difference between brand and brand identity. He points to an overlap when the terms brand and reputation are used in universities and to a tension within higher education relating to whether brand and reputation are the same thing. It is not however an issue necessarily unique to universities. The American Association of Advertising Agencies (1996) maintains that the “word brand stands as surrogate for the word reputation”.

Beneke (2011) points to the myth within higher education institutions that branding is not needed if “the institution has a solid reputation and long tradition” and further maintains that institutional branding remains “clichéd and unoriginal”, and where it does exist points to common constructs such as “excellence, reputation, and tradition”.

1.5 The Brand Application and Brand Relevance Questions

It would seem the parallel argument that questions the application of marketing ideas that borrow from the business sector for marketing higher education (Maringe 2005; Hemsley-Brown and Oplatka 2006) carries through to branding higher education. Chapleo (2007) suggests that the encapsulation of a clear principle or simple set of values is difficult to achieve in universities given their diversity and complexity. Similarly Waeraas and Solbakk (2009) suggest a university may be too complex to encapsulate in one brand, while Ali-Choudhury et al. (2009) point to the problem of building a university brand that means something to different audiences, without rendering it unattractive to certain groups.

Chapleo (2010) suggests that the arrival at a unique selling point in educational institutions may not be straightforward and considers that the perceived wisdom relating to branding may not be suited to the university sector. Balmer and Liao (2007) maintain that brand building among US universities is more valued than in European universities, where scepticism about the utility of brand management often abounds, consistent with the view that the US is ahead of the UK in its acceptance and implementation of higher education branding (Chapleo 2007 and Curtis 2009). Chapleo (2011) maintains that although now widespread among UK universities, the application of branding principles is comparatively new and may be controversial for internal audiences who question its suitability. Despite the scepticism, Muntean et al. (2009) maintain the universities that succeed in their branding efforts are those that borrow from the corporate world, furthermore Waeraas and Solbakk (2009) maintain the branding of higher education institutions is increasingly occurring within a context characterised by the transfer of good business practices from the private sector.

1.6 The Research

The research was conducted between 2007 and 2013 commencing with the literature review. The literature chapters were compiled in the main between 2007 and 2009, with revisiting and updating of the literature taking place after the case analysis between 2011 and 2012. In the case of the higher education literature, the review continued up

until submission. The commencement of the fieldwork coincided with the initial completion of the literature review starting in March 2009 and continuing until May 2010.

The questions surrounding the application of branding identified clear areas of focus for the primary research, not only was an assessment of the broader understanding and application of branding warranted, the case studies provided the opportunity to determine if the complexity attributed with universities could be encapsulated in a brand. The primary research also provided the opportunity to determine how the universities had defined their brands and whether they were in fact differentiating the universities.

In particular the research focuses on the concept of the brand promise, a notion the initial examination of the literature identified as important to the application of branding given the associated references to delivering on a brand promise (Wyner 2001; Daffey and Abratt 2002; Little 2003). It was not however clear from those brief references what was meant by the term; was the brand viewed as a promise or was the brand creating a promise? What form did the brand promise take? Was it an explicit concept or was it something more implicit? What was it comprised of? Questions that created a rationale for making sense of the brand promise.

In light of the limited academic research the study took an exploratory approach, with case studies conducted on four English universities, two pre-1992 universities: Durham University and The University of Manchester, and two post-1992 universities the University of Bedfordshire and Oxford Brookes University. Variations in the funding of higher education across the UK and speculation about future tuition fee changes which have now come to pass created a rationale for focusing on English universities.

A qualitative research approach was taken with data collected via semi-structured and to a lesser extent unstructured interviews and documentation. The choice of cases, research approach, and research design are discussed in detail in Chapter 8.

The cases revealed that there was considerable potential for the development of university brand promises, with models that capture the diversity of areas around which university brand promises can be defined developed. Where the application of the

brand promise was constrained was in relation to the service delivery, an area not identified as a priority for the case universities, and an area the research identified would benefit from an adoption of the *philosophical perspective* of the brand promise. A perspective that relates to a way of thinking about brands that not only recognises their potential to convey a promise, but points to the importance of ensuring the promise is kept at all touchpoints.

1.7 Thesis Chapter Summary

Chapter 1 has outlined the rationale for the research and introduced the research topic.

Chapter 2 provides a background of the expansion and funding changes that have taken place within the higher education sector. Changes that create an argument for viewing students as customers and determining if customer orientated concepts like brand promise have an application in the sector. The chapter also outlines the unique challenges the cultural context presents for the application of branding.

Chapter 3 evaluates the literature relating to the brand promise and presents what is meant by the term brand promise through the development of eight brand promise perspectives. The chapter examines the myriad of perspectives of the brand, drawing on the commonalities to develop a conceptually neutral definition of the brand.

Chapter 4 provides a critical review of the product-related perspectives of the brand and evaluates their relevance to university brand promises. In particular the adaptation of Levitt's (1980) Total Product Concept Model to the university context identifies the considerable scope for the development of *product-based brand promises*.

Chapter 5 provides a critical review of the identity-related perspectives of the brand and evaluates their relevance to university brand promises. The perspectives point to the potential to define the university brand around *cultural, heritage, personality, and relationship-based brand promises*.

Chapter 6 provides a critical review of the services and experience-related perspectives of the brand, pointing to the significance of the experience to the university brand promise and to the potential to define the university brand around *sensory, emotional, cognitive, behavioural, and relational-based brand promises*.

Chapter 7 provides a critical review of the corporate-related perspectives of the brand and evaluates their relevance to university brand promises. In particular the perspectives point to the strategic aspect of the brand and to the potential to define the university brand around *mission, vision, values, and strategy-based brand promises*.

Chapter 8 explains and justifies the research methodology. The chapter outlines the philosophical assumptions that underpinned the research and their influence on the research design. The rationale for the qualitative research approach and choice of case studies is presented along with the approach used to analyse the data.

Chapter 9 presents the within-case analysis of the data from the Durham University case study. The chapter identifies that at the heart of the brand is a *specialist-based brand promise* related with the University's positioning as a "middle-sized centre of excellence".

Chapter 10 presents the within-case analysis of the data from The University of Manchester case study. The chapter identifies that at the heart of the brand is a *strategy-based brand promise* that draws its significance from the University's 2015 agenda: to be "among the 25 strongest research universities in the world".

Chapter 11 presents the within-case analysis of the data from the University of Bedfordshire case study. The chapter identifies that at the heart of the brand is an *outcome-based brand promise* of "New Futures" that relates to enabling "people, whatever their circumstances in life, to open up new possibilities and achieve goals they may never have thought possible"

Chapter 12 presents the within-case analysis of the data from the Oxford Brookes University case study. The chapter identifies that at the heart of the brand is a *vocational-based brand promise* rooted in a founding philosophy of "education for livelihood rather than education for life".

Chapter 13 presents the cross-case analysis of the four case studies. Through the conceptualisation of the similarities and differences between the universities' brands, the chapter presents concepts such as *terminological ambiguity*, *terminological progression*, *differentiation scepticism*, *characteristic convergence*, *subject fixation*, and *parochialism* that add to the new knowledge of the thesis.

Chapter 14 presents the conclusions and determines that contrary to what the literature suggests there is considerable potential for the application of branding within the university context. The chapter identifies the scope for the development of university brand promises and presents the new knowledge. The chapter also addresses the relevance of the research to practitioners and makes directions for further research.

1.8 Use of Italics

Throughout the thesis the presentation of conceptualisations and definitions developed from the literature, primary research, and findings are represented in *italics*.

Chapter Two

THE UNIVERSITY CONTEXT

2.1 Introduction

As outlined in the previous chapter there were a number of factors contributing to the research rationale. This chapter begins by providing a background into the expansion of higher education in England, a factor also contributing to the research rationale through the need to determine if concepts like the brand promise have the potential to differentiate universities in an increasingly competitive environment. The chapter also looks at the funding changes that accompanied the expansion of higher education, which create an argument for viewing students as customers and developing brand promises with the potential to influence student choice. The chapter outlines the significance of the 2012 changes to the funding of higher education which strengthen the argument that students should be viewed as fee paying customers, adding to the importance of the research.

Through its influence on higher education policy the chapter identifies the macro influence of Government on the brand promise, evident through initiatives like widening participation and knowledge transfer, providing insight into the third research objective which aims to establish the factors influential in determining what the brand promise is.

The chapter also points to the unique challenges the context presents for the application of the brand promise, challenges stemming from: an aversion to the commercialisation of higher education and brand terminology, a resistance to viewing students as customers, an absence of a sense of identity with the university, the notion of academic freedom, the bureaucratic nature of universities, and while not necessarily a unique contextual factor a lack of brand understanding, factors relevant in addressing the third and fourth research objectives:

- **Research Objective 3 (secondary):** Establish what factors are influential in determining what the brand promise is;

- **Research Objective 4 (secondary):** Determine what factors are influential in the delivery of the brand promise.

2.2 Expansion and Funding of Higher Education

The landscape and provision of higher education in England began to change in 1963 following a review by Lord Robbins which led to the transformation of Colleges of Advanced Technology into universities (Parliament 2011), changing the long standing notion of universities as communities of scholars devoted to the pursuit of knowledge for its own sake, to include the provision of vocational skills and competences (Ali-Choudhury et al. 2009). Further changes and increased competition came three decades later, stemming from the Further and Higher Education Act 1992, which saw the conversion of polytechnics into universities (Ali-Choudhury et al. 2009) giving rise to the categorisation of pre-1992 and post-1992 universities. Changes considered relevant to the construction of university brand promises given the potential for variations in the age, formality, and degree of focus on research and/or teaching between universities. The pre-1992 and post-1992 categorisation is used in the case selection process in Chapter 8.

The changes within the sector were accompanied by an increase in the number of young people going on to higher education, from around 6% in the 1960's (Blanden and Stephen 2003) to 45% in 2010 (Browne 2010). The Government's aim of increasing participation in higher education was most explicitly conveyed through the Labour Government's 50% participation rate target for 17 to 30-year olds (Times Higher Education 2008b), although it is a target that has yet to be achieved. The expansion of higher education was accompanied by a decrease in the funding available per student, leading to the establishment of the National Committee of Inquiry into Higher Education in 1997. Led by Lord Dearing the Committee recommended the introduction of a private contribution to the cost of education which saw the introduction of tuition fees for the first time in 1998, with an up-front fee of £1000 payable by full-time undergraduate students (Parliament 2011). Fees rose again following the Higher Education Act 2004 with the introduction of variable tuitions fees of up to £3000 a year in 2006. The fee was however deferred, making university free at the point of entry

(Hubble 2010). Although it was envisaged that institutions would charge varying amounts, in reality the £3000 maximum became the standard (Parliament 2011).

As indicated in the previous chapter, changes to the funding of higher education also contributed to the research rationale, creating an argument for viewing students as customers and determining if concepts like the brand promise have the potential to attract students and have an application in the university context. The funding changes that took place in 2012 towards the latter part of the research project give even greater weight to the argument that students should be viewed as fee paying customers with universities able to charge a threshold of £6000 a year for undergraduate courses, with the maximum capped at £9000 a year (Department of Business, Innovation & Skills 2011). The University and College Union (2011) suggest “two-thirds of universities will have a maximum fee level of £9,000” while a third will charge the full fee for all courses. The reforms set out in the Government’s white paper on higher education - “students at the heart of the system”, have a clear student focus, with the paper endorsing the recommendation that each institution should have a student charter. A key principle underpinning the paper, influenced by the review conducted by Lord Browne in 2010 (Department of Business, Innovation and Skills 2011), is student choice. Lord Browne’s report suggests student choice will “shape the landscape of higher education”, with the reforms putting financial power in the hands of learners (Department of Business, Innovation and Skills 2011), underpinned by a clear intent to create “genuine competition for students” (Browne 2010). The significance of the changes is most evident from the £59,100 average debt students leaving universities in England are projected to have (BBC News 2011) adding to the importance of the research. Identifying the elements essential to the composition of the brand promise can be seen as crucial to the development of attractive brand promises that can influence student choice.

The Government’s aim of widening participation in higher education has also been supported through the funding changes. Universities charging more than the original £1000 were required to develop Access Agreements and set out the measures for widening participation (Parliament 2011). The 2012 reforms contain similar measures for universities charging more than £6000 (Department of Business, Innovation and Skills 2011), a policy that has clear implications for the construction of the brand promise and its level of focus on widening participation. The Government’s influence

on the university brand promise is also evident through the expectation that universities will engage with business and the community as part of its knowledge transfer initiative (HEFCE, 2004), a policy with implications for the scope of the brand promise.

2.3 University Rankings

A clear feature of the sector is the prominence of rankings which have their origins in the expansion of higher education and the demand that created for national and global “consumer information on academic quality” (Dill and Soo 2005: p.495). A top ranking can be seen as relevant for the brand promise through the quality associations it carries. Nonetheless despite their prominence much criticism surrounds the bias and flaws associated with the measures used in university rankings (Dill and Soo 2005; Bowman and Bastedo 2010; European University Association 2011; Tofallis 2012). Criticism that along with the recognition that many universities will not get into the top places, creates a rationale for having clearly defined brands.

2.4 The Contextual Challenges

The literature indicates the context will present unique challenges to the application of the brand promise. While the impact of competition and the introduction of tuition fees has put pressure on universities to become commercially orientated (Centaur Communications Ltd. 2003), it is not a notion the literature suggests sits well with many in higher education. Alongside the funding and provision reforms, were more fundamental changes affecting the governance of universities. The Jarratt Report 1985 can be seen as the catalyst for the drive to adopt a commercial orientation in higher education, advocating for the importation of private sector management practices into higher education (Boyett 1996; Baker and Balmer 1997; Siser and Howells 2000; Holman 2000; Thomas 2000; Hotho and Pollard 2007). Tight (2009) considers the Jarratt Report to be one of the most damaging inquiries into higher education, not only for what he sees as the delusion that “factory-floor performance indicators” are suited to

higher education, but for popularising, if not inventing the notion of students as customers. Tight's (2009) perspective is typical of the resistance the literature points to, which can be attributed in part to the considered function of universities. Brookes (2003) maintains that academics argue that turning higher education into a "commercial enterprise is ideologically and not educationally driven". Sharrock (2000) maintains that universities don't traditionally regard education as a product to be sold to students, and that the language of the marketplace does not translate well to the work of universities. Universities are by their very nature "centred on the discovery on new knowledge through research" and to its maintenance and communication through teaching (Baker and Balmer 1997). Commercial concerns are seen as "antithetical to the pursuit of learning" (Pulley 2003) and the business world is seen as morally contradicting the values of education (Hemsley-Brown and Oplatka 2006). Such resistance not only has the potential to place constraints on what the brand promise is, suggesting a service orientated brand promise may be difficult to achieve, it also has the potential to negatively affect the acceptance and delivery of the brand promise.

The literature points to a context where branding and academia exist in a less than harmonious setting, where branding is viewed as a "dirty word", with education seen as existing on a higher plane than tangible commodities (Centaur Communications Ltd. 2003). Hemsley-Brown and Oplatka (2006) point to the opposition to business related terminology that serves to emphasise that higher education is rapidly becoming regarded as a business. Similarly Chapleo (2007) found that brand was seen as a "commercial term" with "commercial connotations", with some evidence to suggest brand was an "uncomfortable term" to use with academics. In referring to the academic view of branding Beneke (2011) suggests that "branding smacks of something vulgar and market related". Chapleo (2011) does however suggest that reputation is a more comfortable term for internal audiences in universities, a term Beneke (2011) uses interchangeably with brand.

The hostility the notion of students as customers engenders is evident from Hollwitz (2004). In arguing against conducting research into branding Jesuit universities, an argument supported by selective examples that strengthen a clearly biased academic viewpoint, Hollwitz maintains "customer" is a term inherent in branding that defiles the Jesuit mission. He sees the goal of Jesuit universities as that of challenging the "values of a secular and materialist culture", with the latter considered inconsistent with

adopting branding. Hollwitz (2004) maintains that neither students or their parents are customers. Argenti (2001: p.175) sees the argument as centring on the issue that if students are customers they should have a voice in what is taught and what research is conducted, what would amount to “the tail wagging the dog”. The resistance to the term is further evident in a report by the 1994 Group where students are described as “learners, citizens, colleagues, consumers, scholars, and ambassadors” but not customers (1994 Group 2007). Maringe (2005) points to the recurring question relating to whether educational institutions should be pandering to students every need and want and whether students are always right.

The strong resistance evident from Hollwitz (2004) is not restricted to US institutions or institutions with religious missions, its potential to constrain the brand promise is indirectly evident from the hatred academics were considered to have for the term “student customer” which Ali-Choudhury et al. (2009) found hindered a post-1992 university’s ability to convey images of good customer care. Hawkins and Frohoff (2010) maintain that one of the challenges of promoting higher education is the assumption that students and their parents are not customers.

While resisted by academia it would seem student behaviour is aligning with that of the customer. Binsardi and Ekwulugo (2003: p. 319-320) maintain there is a greater tendency among students to be more analytical in their choice of educational institution and suggest that while in the past “universities have determined what students want,” that is changing as students become more vocal in expressing their dissatisfaction with the provision of education. The introduction of the National Student Survey (NSS) in 2005 has not only given students a real voice in expressing their opinions of the learning experience, it aids prospective students in selecting between institutions (The National Student Survey 2013) marking a further move towards the marketisation of higher education. Ali-Choudhury et al. (2009) maintain that more and more students are expecting to receive high levels of customer care, factors that point to a context where students have the potential to influence the brand promise and where student-centred brand promises will be valued.

The literature also indicates university culture will present challenges to the application of the brand promise. In considering the branding of UK universities Chapleo (2007) found “institutional cultural” and a lack of internal support presented challenges for

branding in a sector that has not historically had to adopt commercial practices, with evidence from one red-brick university that brand building was hindered by the feeling that some staff work at the university, not for the university. Jevons (2006) points to a lack of clarity around the internal view of the brand in old British universities, maintaining that staff may associate themselves more with an “entity smaller than the university”, such as the colleges at Cambridge. Although related to the branding of a Norwegian university Waeraas and Solbakk (2009) maintain that university members often identify more with their academic disciplines than with the university as a whole, factors that have the potential to affect the extent to which there is buy-in for the university brand and as such the delivery of the brand promise.

The principle of academic freedom also presents challenges to branding, in considering the branding of UK universities Centaur Communications Ltd. (2003) consider the freedom universities are about is in conflict with the control and consistency branding implies. Similarly Baker and Balmer (1997) found that a challenge facing the introduction of a new visual identity at the University of Strathclyde was the need to be sensitive to the fact that universities are typically bureaucracies that believe in consensus not command, who regard academics as experts who expect to be consulted, and who consider themselves to be the best judges of how to fulfil their roles. Furthermore they are considered to have an opinion on everything, at best they will “proceed in the same general direction, at worst, they will actively pull against one another”, what Baker and Balmer (1997) liken with a “symphony orchestra without a conductor” pointing to the potential academic freedom has to present a challenge to the delivery of the brand promise.

In analysing the rebranding of a Norwegian university, Waeraas and Solbakk (2009) found the tradition of granting freedom to faculty made the notion of consistency seem irrelevant and inappropriate and for some faculty members insulting. Consistency was interpreted as requiring employees to understand themselves and the organisation in a simplified way, and regulating personal identities.

In considering the marketing of US higher education Hawkins and Frohoff (2010) attribute some of the resistance academics have to branding with the perception many have that it involves reducing an institution’s essence to shorthand, easily memorable slogans that might not be true. While that perception may have a negative influence on

the application of the brand promise, it has its basis in a lack of understanding of what branding should be truly about, suggesting, increasing brand understanding has as role in reducing brand resistance.

Added to the cultural challenges are management challenges, Gilligan (2003) points to a UK higher education sector in which marketing maintains a weak position without the clout to coordinate academic divisions and where marketing occupies a marginalised position, without direct access to decision-makers. Chapleo (2007) also points to the conflict that can exist between institutions and individual schools and faculties that want their own distinct reputation. While his findings are inconclusive on the extent to which that is viewed as a hindrance to brand building, it does have implications for the required scope of the university brand promise.

2.5 Chapter Summary

The first part of the chapter provided an overview of the expansion of higher education in England, creating a rationale for the exploration of concepts like the brand promise as the need for universities to differentiate themselves increased and as the environment became more competitive. The expansion of higher education also changed the university landscape increasing the diversity of universities as more vocationally orientated institutions acquired university status, a factor accounted for in the selection of the case universities.

The chapter has also identified that the changes to the funding of higher education created an argument for viewing students as fee paying customers, it identified the clear intent on the part of government to increase competition for students and have student choice “shape the landscape of higher education” (Browne 2010). The importance of student choice is reinforced by the projected average debt students leaving English universities are expected to have, factors that support the growing importance of the research in particular the aspect that looks at the elements essential to the composition of the brand promise.

Through their influence on higher education policy the chapter identified the macro influences of government on the brand promise, through initiatives like widening participation and knowledge transfer, providing insight into the third research objective, factors with the potential to influence the elements of the brand promise and its required scope. The chapter also pointed to a context where branding and academia exist in a less than harmonious setting and where there exists an aversion to the commercialisation of higher education, brand terminology, and the notion that students are customers, factors that in conjunction with the culture have the potential to present challenges to the creation, integration, and delivery of the brand promise.

Chapter Three

BRAND PROMISE AND BRAND PERSPECTIVES

3.1 Introduction

This chapter begins by outlining the rationale for the choice of literature considered in the thesis, a rationale influenced by both the concept and the context. The chapter then addresses the first research objective which seeks to determine what is meant by the term brand promise. As outlined in the introduction the absence of a body of literature that directly considers the concept of the brand promise created a rationale for making sense of what is meant by the term. By drawing on the notions of brand promise evident in the literature, the chapter presents what is meant by brand promise through the development of eight brand promise perspectives. While each perspective is considered relevant to understanding the brand promise it is the *philosophical perspective* where the real superiority of the brand promise concept is considered to reside, not only pointing to a way of thinking about brands that recognises their potential to convey a promise, but relates to the importance of keeping the promise.

The chapter then moves on to consider what is meant by brand, as a dyadic concept and one considered to transcend the perspectives of the brand, understanding what is meant by brand promise also requires understanding what is meant by brand. The chapter identifies that an understanding of what is meant by brand resides in a hierarchy of brand perspectives: from the overarching philosophical approaches, to the conceptualisations of the brand, to the myriad of brand definitions that capture the lack of consensus surrounding the concept.

The chapter concludes by bringing together the perspectives of the brand in an *A-Z of Brand Conceptualisations* and by drawing on the commonalities between the perspectives to present a definition of the brand that fits with all the directions in which brand has been taken.

3.2 The Literature Review

With the branding of higher education and the brand promise concept receiving limited academic attention as outlined in Chapter 1, setting the boundaries for the literature review required a broader consideration of both concept and context. The consideration of concept set clear parameters for the literature review, which focuses predominantly on the different perspectives of the brand. The consideration of context on the other hand required only the inclusion of these perspectives relevant to the university brand promise. The inclusion and exclusion of particular brand perspectives is outlined in detail in the mapping the literature territory section that follows. The parameters also specifically excluded a consideration of the sub-branding and not-for-profit literature. The exclusion of the sub-branding literature related to the focus of the study on the potential for the application of overarching university brand promises, while the exclusion of the not-for-profit literature related to the considered appropriateness of focusing on the commercial sector where branding was more developed.

Despite the questions hanging over the suitability of applying concepts from the business sector to higher education outlined in Chapter 1, the literature review focuses predominantly on commercially based concepts, a rationale that has its basis in the origin and continuing progression of branding which is firmly rooted in the commercial sector. Throughout the literature chapters the concepts are critically evaluated for their potential relevance to the university context, an evaluation that recognises that narrowly focused concepts on their own may not be sufficient to address the requirements of a university brand which has product, identity, corporate, and experience dimensions. It is the breadth of the literature that ensures its suitability for consideration in relation to university brands.

Mapping the areas of potential relevance as outlined in Figure 3.1 included the identification of the recognised wisdoms on the brand, a measure that ensured key brand concepts were considered, bringing into the literature key product and identity-related perspectives: Brand as Product, Brand as Added Value(s), *Brand as Attributes*, *Brand as Identity*, Brand as Differentiator(s), Brand as Personality, and Brand as Relationship(s). Perspectives considered in Chapter 4 and 5 that provide valuable insight into the elements of the brand promise. With a focus on value creation the brand

THE LITERATURE TERRITORY

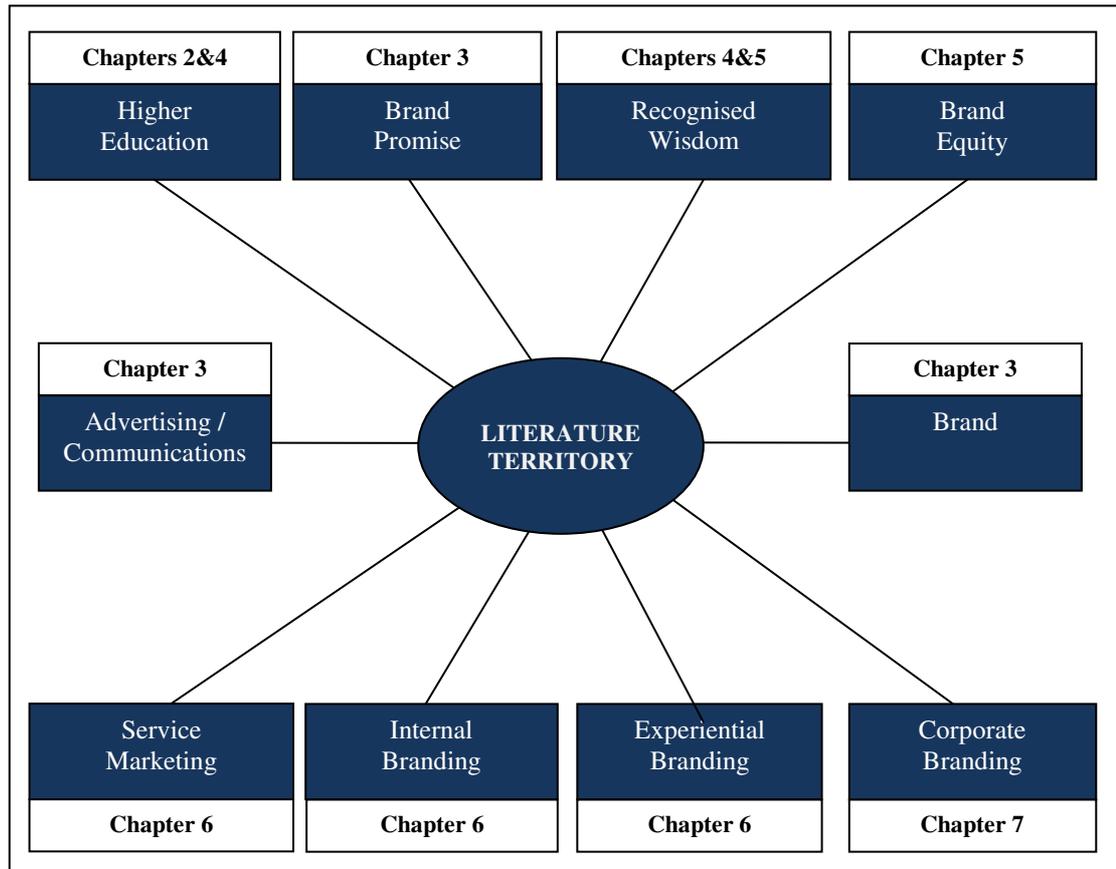


Figure 3.1

equity literature was also considered relevant to the composition of the brand promise an area considered in Chapter 5.

Despite the resistance to the commercialisation of higher education and the notion of students as customers outlined in Chapter 2, universities essentially provide a service, requiring the inclusion of the services literature which is evaluated in Chapter 6.

Furthermore the “high contact” service categorisation the analysis of the service literature indicated should be assigned to universities, added weight to the considered importance of the experience and the experiential literature, which is considered in Chapter 6. As a service with a people input it was also necessary to ensure the literature boundaries enabled a consideration of the internal branding literature which is evaluated in Chapter 6. The idea of an implicit brand promise warranted a consideration of the communications literature and directed the literature review towards the advertising literature with its emphasis on the construction and transference of meaning, considered later in this chapter in relation to the *connotational perspective* of the brand promise.

The focus of the research on the institutional brand promise warranted the inclusion of the corporate branding literature which relates the brand with an organisation's mission, vision, and values.

A number of key perspectives fall outside the boundaries of the research, the *brand as identifier* conceptualisation was found to relate to where the brand manifests itself i.e. in the name, logo, symbols etc., as outlined in Appendix B. While significant for understanding where the brand resides, its relevance to the research is covered by *the connotational perspective* of the brand promise considered later in this chapter, which recognises that the brand's visual identity components have the potential to provide insight to the elements of the brand promise and convey a brand promise. The *brand as perception*, the *brand as psychological phenomenon* and the *brand as meaning* are conceptualisations that consider the brand from the customer perspective with the first two relating to the existence of the brand in the customer's mind, while the latter relates to the meaning the brand contains for customers, for full details refer to Appendix B. The focus of this research on understanding the brand promise from an institutional perspective puts these perspectives outside the literature boundaries. The potential relevance of these perspectives is not completely ignored by the research; with image considered the outward reflection of the identity (Argenti 2001), the brand identity provides an organisation with the potential to influence the brand meaning and associations customers make with the brand.

3.3 The Brand Promise

The literature points to a growing use of the term brand promise, from just 17 peer reviewed articles that contained in article references to the term in 2006 at the outset of the research, to 46 in 2012 (Proquest 2013). Although fewer articles a similar growth was evident from the articles contained in the Emerald database, with 9 published in 2006 compared with 24 in 2012 (Emerald 2013). The trend of referring to a brand promise points to what appears to be a growing acceptance of the notion of a brand promise, its basis however is an area that has received little direct attention. In the absence of a body of research that directly addresses the concept, the notions of brand promise evident in the literature are conceptualised around eight perspectives:

- *The philosophical perspective*
- *The assurance perspective*
- *The affective perspective*
- *The functional perspective*
- *The value perspective*
- *The essentia perspective*
- *The implicit perspective*
- *The connotational perspective*

Although the conceptualisations are presented separately they are not considered mutually exclusive, rather there is considerable potential for overlap. With limited academic research on the concept, the study also draws from the actual brand promises of commercial organisations.

3.4 The Philosophical Perspective

The *philosophical perspective* has its basis in the references and definitions of the brand that maintain the brand is a promise (Light and Mullen 1996; Adamson 2006; Pearson 2006), or can be viewed or thought of as a promise (Keller 2008; Keller and Lehman 2009). While the breadth of conceptualisations of the brand indicate it is too narrow a view to consider the brand merely as a promise, the philosophical categorisation relates not to a perspective that deals with the substance of the brand, but rather points to a way of thinking that recognises the potential brands have to convey a promise, accounting for the associations with the delivery referred to in Chapter 1 and pointing to a concept that transcends the perspectives of the brand.

It is a viewpoint that fits with the increasing acceptance of the notion of brand promise evident in the literature, and the sea-change in managerial attitudes Ward et al. (1999) call for, from a “product-centric to a promise-centric business model”, a call that has its basis in the idea of conceiving of a promise of value for customers and ensuring that promise is kept through development, production, sales, and service.

It is a viewpoint also evident to a certain extent in Knapp's (2008) notion of a paradigm shift. On one hand Knapp maintains the brand promise creates a paradigm shift and points to Ward et al.'s (1999) "promise-centric business model", however a closer examination suggests it is the promise-based experiences that are contributing to Knapp's (2008) notion of a paradigm shift, and while significant, not all brand promises will necessarily be experience based.

The change in the way of thinking this author attributes with a *philosophical perspective*, is also consistent with a small but growing visibility of brand promises on company websites. The cross-industry website search found a small number of brand promises. Eight companies were identified with a "brand promise" page within the "About" section of the websites, a trend not evident at the outset of the research. Previously, where found they were evident within the brand pages pointing to a move towards external articulation. Only three companies: Bridgestone America (2013), Balfour Beatty (2013), and Rosstein (2012) were found to have specific "Our Promise" or "Brand Promise" sections. A further three companies: Catch 22 (2013), Clarion (2013), and Commerzbank (2013) were found to be conveying their brand promise on the home page (although not referred to as such at that point) with Commerzbank using image rotation and brief statements very effectively to substantiate their brand promise: "The bank at your side", the most effective articulation of the brand promise identified.

3.5 The Assurance Perspective

The *assurance perspective* can be seen as having its basis in the definition of a promise: "an assurance that one will do something or that something will happen" (Oxford 2007) or "to say that one will definitely do or not do something" (Collins 2007). In relating to the brand promise Mc Nally and Speak (2002: c.6) describe it as:

a commitment that businesses and their people make to their customers about what they are willing to do and not do on the customers' behalf

Similarly in defining the brand as a promise, Selame (2000: p.48) considers it "represents an assurance of an expected level of quality and service". Although not expressly stated this perspective points to the potential for the existence of what can be

seen as *explicit brand promises*, brand promises that contain promissory language. Nonetheless despite an increasing potential to find brand promises conveyed on company websites, only one brand promise fitting that criterion was found, the Rosstein brand promise which uses the word “Guarantee” explicitly:

Rosstein Clothing is a Los Angeles Based Brand, dedicated to producing high quality street wear at an affordable price. At RCLA we believe every one deserves to look fresh & feel great without spending an arm & a leg on quality. We Guarantee innovative & creative designs for all walks of life. (Rosstein 2012)

The use of explicit promissory language seems more the domain of guarantees, warranties, and increasingly price promises (Carphone Warehouse 2013; Currys 2013; EDF 2012; Ocado 2012; Tesco 2013; Wickes 2013) areas that lack the complexity that people bring to the promise and where control can be considered relatively straightforward.

There are clear parallels between the *assurance perspective* of the brand promise and Otubanjo et al.’s (2010) perspective of “corporate brand covenants”. The “corporate brand covenant” concept draws from the notion of covenants which Otubanjo et al. (2010) consider are rooted in Christian theology. They use the principle of covenants derived from the covenants God made with man contained in the bible, such as God’s covenant with Noah, to develop a model of the “biblical notion of covenants” from which they draw parallels with corporate brand covenants.

They see parallels between the way God’s covenant is presented to man in the form of a message, with the way firms convey a variety of messages containing promissory information about corporate personality that inform stakeholders about the firm, reflecting promises the firm must make good on.

Otubanjo et al. (2010: p.417) define the corporate brand covenant as:

a promise or a pledge made by business organisations to stakeholders about who or what the firm is, what the firm does, how a firm does what it does, where the firm is coming from, where the firm is, why is the firm there, where it is going, how it is going to get there, what the firm is good at doing, what a firm stands for, how the firm is organised, how the firm behaves, how it tells stakeholders about itself, etc.

A definition that points to the potential to convey multiple brand promises. Otubanjo et al. (2010) offer support from their perspective through the deconstruction of a HSBC advertisement. They maintain the connotations contained in the advertisement, signify the HSBS brand promise: “international presence, rich and robust in-depth local business knowledge”.

It is the *assurance* and *philosophical perspectives* that can be seen as contributing to the brief references to a brand promise found in the literature accompanied by an emphasis being placed on the importance of the delivery. The significance of keeping that promise forms the basis of Purkiss and Koyston-Lee’s (2012: p.15) brand definition: “a brand is a promise kept”.

3.6 The Affective and Functional Perspectives

The *affective perspective* can be seen as having its basis in the affective aspect of promises, with assurances having the potential to create expectations. Darcy (2010: p.207) maintains that:

a brand promise is the expectation that you will deliver the same experience time and time and time again

While (Scott 2002: p.3) maintains:

a brand is a set of promises. It implies trust, consistency, and a defined set of expectations

While similar the *functional perspective* has its basis in what the brand promise does for customers or stakeholders. It is the least evident of the perspectives, pointed to by Ryder’s (2004: p.351) definition of brand promises as “short-cuts to trust that enable prediction”. A viewpoint that has clear parallels with de Chernatony and Dall’Olmo Riley (1998) “brand as a shorthand” perspective, and Selame (2000: p.48) definition that maintains “a brand is trust”, perspectives based on the function of brands.

3.7 The Value Perspective

The *value perspective* has its basis in the association of the brand promise with a range of value representations: attributes, values, benefits, and the value proposition. Ambler (1992: p.17) maintains:

a brand is simply a promise of the bundle of attributes that someone buys and that provides satisfaction

De Chernatony (2002: p.116) maintains a brand is:

a cluster of functional and emotional values, which promise a particular experience

Pinar and Trapp (2010: p.68) consider:

a brand is an organisation's promise to consistently deliver a specific value proposition to its customers time after time

Similarly Alamro and Roley (2011: p.331) consider the brand promise is a "compelling and consistent offer", while Kaputa (2012) maintains the brand is a "special promise of value that is admired and recognised". Balmer (2001) makes a connection between the proposition which should consist of the attributes of an organisation's identity, and the covenant, on the basis of how it can be seen by stakeholders, while Schultz's (2001: p.8) definition maintains "the true heart of the brand is the brand promise or brand value proposition", definitions that indicate the brand promise is considered synonymous with the value proposition.

3.8 The Essentia Perspective

The *essentia perspective* has its basis in the association of the brand promise with a more central or essential element, the very being of the brand. In defining the brand promise Schultz (2001) also suggests it "is the single, concise, relevant element that makes up the essence of the brand", but at the same time maintains it is "what the brand means, what it stands for, what it does, and how it acts."

Knapp (2008: p.66) also relates the brand promise with the essence:

the essence (heart, soul and spirit) of the functional and emotional benefits that customers and influencers receive when experiencing a brand's products and services

The association with the brand essence is also made by Webster and Keller (2004: p.390) who define the core brand promise or brand mantra as:

an internal marketing expression that captures the key points of difference that are the essence and spirit of the brand, in a three to five-word phrase

Webster and Keller (2004: p.390) maintain the "brand mantra is the basis for the slogan, which they see as the translation of the brand promise into the language used in advertising and communication. While they offer no explanation to substantiate why the brand promise should contain only three to five words, the perspective differs from that of Schultz (2001) by maintaining the brand promise is an internal concept.

Similarly Mc Nally and Speak (2002: c.6) do not consider slogans and taglines to be the brand promise, rather they suggest they may be the "outward reminders of the promise" pointing to some uncertainty about the relationship between the brand promise and slogans.

3.9 The Implicit Perspective

The *implicit perspective* has its basis in the association of the brand promise with what the brand implies. Webster and Keller (2004) offer support for their perspective with reference to the Nike brand, which they suggest has a brand promise of "authentic, athletic performance" which is conveyed externally through the slogan "Just Do It".

Similarly Mc Nally and Speak's (2002: c.6) definition also emphasises the internal aspect of the brand promise which is defined as:

a statement that an organisation or an individual uses internally to focus its efforts on what its brand must deliver externally to satisfy needs in the real world

Their view is supported with reference to Federal Express and its brand promise of “an unrelenting commitment to deliver” which they maintain is never heard by customers in those words, again pointing to an *implicit brand promise*. Suazo et al. (2011) maintain that any form of communication by an organisation can be interpreted as a promise and while that provides support for the notion of implicit promises, it raises a question: are all promises conveyed through communications brand promises?

The literature points to what can be seen as differences between service promises and brand promises. Unlike their brand promise, the Federal Express service guarantee: “to deliver parcels before 10.00 a.m.” makes what Fabien (2005: p.36) refers to as an “explicit commitment”. The clarity of the service promise captured in Hart et al.’s (1992) definition of a guarantee points to a potential contrast with brand promises which appear to lack that level of clarity:

a guarantee is simply a statement explaining the service customers can expect (the promise) and what the company will do if it fails to deliver (the payout) (Hart et al. 1992: p.20)

Distinction lies in the contractual nature of promises, Fabien (2005) points to the legal implications of commitments and promises maintaining they constitute a contract. What Suazo et al. (2011) refer to as weak signaling indicates that on the basis of the brand promises identified, the brand promise does not constitute a legal contract, but rather creates a psychological contract. Suazo et al. (2011) “define a weak signal as being equivocal”, having various interpretations, which means the perceived expectations, obligations, or promises created are illusory, in contrast with legal contracts which require an offer that is “clear, definite, and explicit”. Service promises fit with the “strong signal” aspect of Suazo et al.’s (2011) perspective which are “unequivocal”, and can only be interpreted in one way, resulting in promises that fit the legal requirement of being “clear, definite, and explicit”. While Suazo et al.’s (2011) perspective indicates that promises can be seen as equivocal or unequivocal, the brand promises identified, even the Rosstein brand promise that can be considered an *explicit*

brand promise through the use of promissory language, create *equivocal brand promises*, which raises a question: are any brand promises unequivocal brand promises?

The perspectives indicate that what is meant by brand promise will vary in relation to which perspective of a promise is embraced or to what extent its underlying philosophy is embraced. There is also a clear potential for it to be associated with the value offer or a central essence, associations that may not capture the promise aspect of the concept.

3.10 The Connotational Perspective

While not derived from direct references to a brand promise the literature also indicates that the semantics of communications have the potential to create brand promises. The *connotational perspective* has its basis in the semantics of communication and their potential to create *connotational brand promises*. That potential is illustrated through the analysis and decoding of a University of Cambridge advertisement and through the consideration of university visual identities.

Analysing Advertising

Goddard (1998) views advertising as a form of textual discourse that comprises both visual artefacts and verbal language. Three concepts are found to be central to Goddard's (1998) approach to the analysis of advertising. The first is the meaning the reader associates with the visual codes and language used, what Goddard (1998) refers to as the shared meaning that exists within the communication systems of cultural groups. The second concept that influences her approach to the analysis of advertising is what she refers to as the notion of audience.

Goddard (1998: p.7) maintains that:

rather than there being one single voice in a text sending a message to a single group of people, there might be several different voices, more than one message, and a number of different audience groups

A viewpoint that indirectly points to the potential to convey multiple brand promises. The final element essential to the decoding of advertising put forward by Goddard (1998) outlines the different ways in which advertisements can be analysed based on the approaches used in their construction, all of which are evident in the Cambridge advertisement as Table 3.1 indicates.

ADVERTISING ANALYSIS METHODS

METHODS	CAMBRIDGE ADVERT
Paralanguage The support of verbal language (body position, gestures, clothing etc.)	✓
Typographical Features The effects produced by the typeface used	✓
Attention-seeking Devices and Hooks Methods used to capture the reader's attention	✓
Stereotyping Attributing a range of fixed characteristics to individuals on the basis of group membership	✓
Narrative Techniques The way in which the language of text sets up a relationship e.g. first, second and third person address	✓
Connotations The associations created from words, people and objects	✓
Symbolic Representations The use of symbols to represent culturally agreed conventions	✓

Table 3.1: Source: Developed from Goddard (1998)

DECODING ADVERTISING

In considering the decoding of advertising, Williamson (1978) offers a perspective based on the early 20th Century work of Ferdinand de Saussure that focuses on the structures of meaning. An understanding of how these structures are shaped relies on a number of interrelated concepts, first of these is what Williamson (1978) refers to as signifiers and signified, the elements of signs. The signifier is the material object that forms part of a sign, while the signified is its meaning, indicating that the brand promise is the signified. Signs form the basis of Williamson's (1978) concept, where the function of advertising is not the creation of meaning, but rather the transference of

meaning from known sign systems. The transference of meaning is to a large extent reliant on the audience making the connection as intended by the advertiser, the potential to make the connection is derived from the sign system, which Williamson (1978) refers to as the referent system. This is the system of meaning that already exists through ideologies and social conventions, and as such is similar to the communication systems of cultural groups, put forward by Goddard (1998). It provides the signifier with its source of meaning, effectively determining what is signified.

Williamson (1978) maintains that the correlation that takes place between objects in advertisements is based on their placement, appearance, and connotations. Williamson (1978) justifies that view based on the concept of currency, which represents a value that becomes interchangeable, allowing the value of one item to be transferred to another, enabling images, ideas, feelings, or emotions to become attached to the product through their linkage with people and objects.

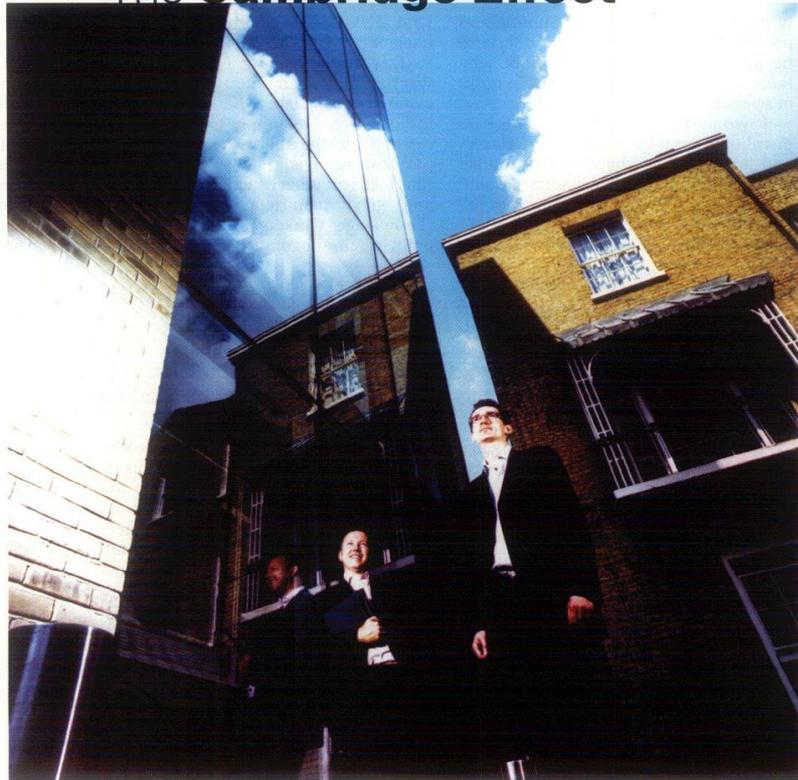
The Cambridge Advertisement

The extensive visual imagery used in the University of Cambridge advertisement in Figure 3.2 supports the theme of the advertisement, 'The Cambridge Effect'. The University's history, reputation, and status ensure the word 'Cambridge' which has become synonymous with a centre of teaching and learning excellence, provides the diversity of associations that make this advertisement work, requiring minimal written text or higher education imagery. The connotations with the word 'Cambridge' provide the brand promise with meaning through the associations it induces, such as tradition, history, knowledge, and excellence. It is the connotational process that can be seen as having the potential to create diverse promises. For some the word 'Cambridge' could be viewed negatively encompassing connotations such as privilege and elitism.

"Paralanguage", which Goddard (1998: p.15) defines as the aspects of communication that surround and support verbal language in face-to-face encounters, is used here to create stereotypical high flyers, their ambitions are identified through the inclusion of the skyscraper, which signifies and has connotations with the city, business, and corporate success, combining to create a *connotational brand promise*, of the future success that the Cambridge MBA can provide.

UNIVERSITY OF CAMBRIDGE ADVERTISEMENT

The **Cambridge Effect**



“The Cambridge MBA

gave us the skills
to make our ambitions
a reality”

Dan Alexander and David Armes **Ivo Business Solutions** Cambridge MBA 1999

www.thecambridgemba.com



CAMBRIDGE
Judge Business School

Figure 3.2: Source: Cambridge Advertisement (2006) – Economist

The positioning of the graduates looking upward, and the way in which the sky is reflected in the windows of the skyscraper, emphasise the significance of the sky, reinforcing the brand promise, intimating that the sky is the limit with the Cambridge MBA. The inclusion of stereotypical high flyers provides individuals, potential students with similar aspirations can identify with. There does appear to be a second theme, aimed at dispelling the elitist image of the University by incorporating what appears to be a fairly ordinary brick built semi-detached house, assumably representative of the graduates’ backgrounds, creating a *connotational brand promise* of a university open to

individuals from all social classes, which is in keeping with the Government's aim of widening participation within higher education.

The advertisement can be seen as creating an *outcome-based brand promise*, represented in terms of the lifestyle of the graduates. The text reinforces the message of the visual imagery, that the Cambridge MBA gave the graduates the skills to make their ambitions a reality.

Visual Identity

Williamson and Goddard's perspectives have significance beyond the confines of advertising. The *connotational brand promise* inherent in their perspectives will be evident in language, words, behaviour, symbols, the physical environment, imagery, and the visual identity components. The inclusion of Cambridge's logo and coat of arms in the advertisement, supports the brand promise. The heraldic associations with tradition and heritage point to an institution steeped in tradition, offering a wealth of knowledge and experience.

The potential of the visual identity elements to convey a *connotational brand promise* is also pointed to be Farhana (2012) who maintains the visual identity elements are a visual interpretation of the brand promise. Muntean et al. (2009) maintain that the first step in elaborating a brand strategy is to create a logo that will transmit the values of the institution. However Melewar and Akel (2005) maintain that historically it is the crest that uses complex visual language to stress medieval nobility that has been used by many British universities as a form of identity (Melewar and Akel 2005). Bodoh and Mighall (2002) criticise that approach when used by universities founded in the 19th and 20th centuries, maintaining it is inappropriate and slightly dishonest while also contradicting the modern dynamic qualities that feature in higher education mission statements. However as seen in Cambridge's case, such symbolism has the potential to create associations with tradition and heritage, and therefore knowledge and experience. Waeraas and Solbakk (2009) maintain the inclusion of the word "university" in the name reflects academic breadth, while Centaur Communication Ltd.(2003) maintains that the order in which the words in a university's name appear have the potential to

influence what is conveyed. Putting ‘university’ first is seen as stressing academic excellence while putting the town first is seen as placing the emphasis on the location.

The potential for the visual identity elements to convey a *connotational brand promise* is further evident through the choice of corporate colour. The change of corporate colour at the University of Warwick was seen as creating positive associations with “intelligence”, “efficiency”, “serenity”, and “coolness” (Melewar and Akel 2005).

3.11 Brand Definitions

As the previous section indicates, understanding what is meant by brand promise requires understanding what is meant by brand. Despite the existence of an extensive body of literature, there is no universally agreed definition of brand (Blumenthal 2004). Blumenthal (2004) maintains that despite all the conferences and journal articles, there is still considerable confusion surrounding what a brand is. Similarly Miller and Muir (2004), Hollis (2008), and Knapp (2008) maintain brand is one of the most misused and abused terms in organisations and the business lexicon. Blumenthal (2004) further maintains that although there is no shared single definition of brand, there should be and it should incorporate all the directions in which branding has evolved. A number of factors can be seen as contributing to the confusion. Nobel (2006) considers that within companies brands are understood differently, maintaining that within legal departments brands are synonymous with trademarks, while others may understand brand as the corporate identity or logo, an understanding reinforced through rebranding exercises. Wood (2000) attributes variations with whether brands are defined in terms of their purpose or characteristics, or from a customer or owner perspective, which de Chernatony and Dall’Olmo Riley (1998) refer to as input and output themes.

A review of the literature identified over 70 single and multi-element brand definitions, an examination of the definitions indicated brands were being defined in terms of what they say, what they do, where they exist, and what they are composed of. The quantity of definitions does not however point to a complete absence of consensus. The American Marketing Association’s definition appears to be the most widely quoted (Dibb et al. 2001; Vranesevic and Stancec 2003; Hankinson 2004; Hood and Henderson

2005; Chang 2007; Batey 2008; Keller et al. 2008; Charters 2009; Kotler and Keller 2009; Beneke 2011) and enduring definitions, changing little in over 50 years:

a name, term, symbol or design, or a combination of them which is intended to identify the goods and services of one seller or group of sellers and differentiate them from those of competitors (AMA 1960)

a name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers (Bennett, 1988 and AMA 2012)

Wood (2000) maintains the updated version which incorporates an additional element “any other features”, allows for the inclusion of intangibles such as image as a point of differentiation. However as seen in the previous section there is more to the visual identity elements than their role as identifiers. Similarities also stem from modifications of the American Marketing Association’s definition (Wood 2000 and Charter 2009). Very minor modifications in the case of: Watkins 1986; Aaker 1991; Stanton et al. 1991; Anderson and Vincze 2000; Palumbo and Herbig 2000; Seetharama et al. 2001; Doyle 2002; and Kotler and Armstrong 2010, for full details refer to Appendix B. The adaptation of existing definitions also accounts for similarities, Bradley (1995) and Jones and Slater’s (2003) definitions are virtually indistinguishable:

a brand is a product or service that provides functional benefits and added values that some consumers value sufficiently to buy (Bradley 1995: p. 457)

a brand is a product that provides functional benefits plus added values that some customers value enough to buy (Jones and Slater 2003: p. 32)

Hollis (2008) extends Feldwick’s (2002) definition adding that a brand is not just a collection of perceptions, but a set of shared perceptions (Larson 2011):

a brand is simply a collection of perceptions in the mind of the customer (Feldwick 2002: p.4)

a brand consists of a set of enduring and shared perceptions in the minds of consumers (Hollis 2010: p.13)

Charter’s (2009) definition is influenced by Kotler, Bradley (1995), and Wood (2000):

a symbol or name which marks a product as clearly belonging to a specific producer or distributor, and therefore gives value to the producer via competitive differentiation...it is also a defined (marked) product which adds value for the consumer over its merely functional benefit (Charters 2009: p.285)

The quantity of definitions and the number of multiple-element definitions identified provide support for Kornberger's (2010: p.48) view that "brands are not one thing but many" with the truth being a function of the perspective one chooses to take.

3.12 Philosophical Approaches

The literature points to a hierarchy of brand perspectives as outlined in Figure 3.3. Styles and Ambler (1995) point to two approaches to defining brands: the "traditional product plus" approach and a "holistic view", which Wood (2000) and Punjaisri (2008) refer to as the philosophical approach. In the "traditional product plus" approach brands are viewed as an addition to the product, while the "holistic view" takes a broader view in which the brand is considered to be more than just the product but the sum of all the elements of the marketing mix.

THE BRAND PERSPECTIVES HIERARCHY

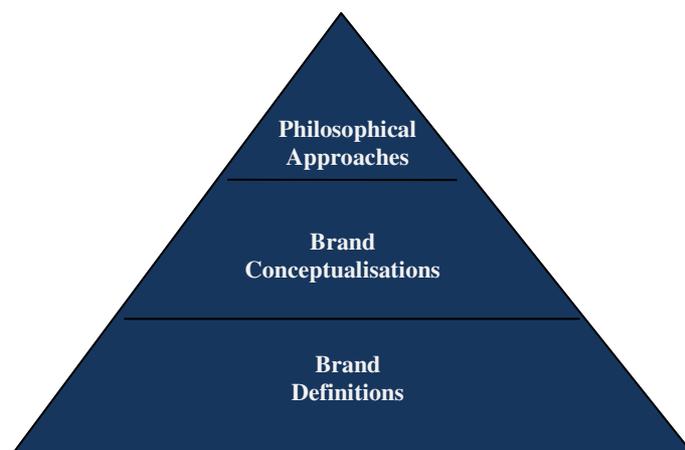


Figure 3.3

3.13 Brand Conceptualisations

A more common way of considering brands is evident through the conceptualisations of the brand evident in the literature. Goodyear (1993) maintains that brands consist of three conceptualisations:

- Brand as reference
- Brand as personality
- Brand as icon

The “brand as reference” perspective views brands as product names that merely make reference to the manufacturer, the perspective has its basis in less developed markets where differentiation is achieved through tangible product differences. As competition increases distinction is sought through psychological values, here the projection of human values onto the brand gives rise to the “brand as personality” perspective. The “brand as icon” perspective is associated with brands that achieve an almost sacred status, these brands make a powerful contribution to the identities of individuals and often become the generic term and a benchmark for quality.

In categorising the literature definitions of the brand, de Chernatony and Dall’Olmo Riley (1998) point to 12 brand themes:

- Brand as a legal instrument
- Brand as a logo
- Brand as a company
- Brand as a shorthand
- Brand as a risk reducer
- Brand as an identity system
- Brand as an evolving entity
- Brand as an image in consumers’ minds
- Brand as a value system
- Brand as a personality
- Brand as a relationship
- Brand as adding value

With their basis in the literature de Chernatony and Dall’Olmo Riley’s (1998) themes feature prominently among the conceptualisations of the brand considered in the following chapters and are therefore not considered individually at this time. From their research with brand consultants they extend the 12 themes to include: brand as a positioning, brand as a vision, and brands as goodwill. de Chernatony and Dall’Olmo Riley (1998) maintain that when brands are being talked about, people are broadly

referring to the same construct, just using alternative definitions. They also point to the potential for overlap between the tangible and intangible aspects of the brand contained in the different definitions, identifying that the themes are not mutually exclusive.

Louro and Cunha's (2001) perspective has some clear similarities with Styles and Ambler (1995) and de Chernatony and Dall'Olmo Riley (1998). They suggest that the dominant conceptualisations of brands have evolved from "unidimensional" approaches which focus on the role of brands as "legal instruments, visual identification and differentiation devices", towards "multidimensional" approaches which emphasise the holistic concept of brands, which are comprised of "functional, emotional, relational, and strategic dimensions". While the focus of Louro and Cunha's (2001) perspective is on the identification of brand management paradigms, the identified paradigms points to four perspectives of brand, the first of which fits with the "unidimensional" approach, while the other three appear to fit within a "multidimensional" approach.

Within the "product paradigm", "brands are construed as logos and legal instruments" used to assign legal ownership, support product communication, and visual differentiation. A view Louro and Cunha (2001) consider is typified in the AMA's 1960 definition of the brand. The "projective paradigm" has its roots in the mergers and acquisitions that took place in the 1980's, which highlight the economic value of brands. Within this paradigm brands are conceptualised as "focal platforms for articulating and implementing an organisation's strategic intent", and brands are managed as "companies or identity systems" reflecting the underlying holistic nature of brands (Louro and Cunha 2001). In the "adaptive paradigm" brands are seen as performing customer-centred roles that reduce risk and aid decision-making, they are considered to signal quality and provide symbolic value. Louro and Cunha (2001) relate de Chernatony and Dall'Olmo Riley's (1998) "brand as shorthand devices" and "brand as image" with this approach. The final paradigm, the "relational paradigm" incorporates the role of consumers as co-creators of brand meaning, within this paradigm "brands are construed as personalities that evolve in the context of consumer-brand relationships" (Louro and Cunha 2001).

Hankinson's (2004) perspective has clear similarities with that of Louro and Cunha (2001). Hankinson puts forward four key conceptualisations of brands which he considers are inextricably linked:

- Brands as communicators
- Brands as perceptual entities
- Brands as value enhancers
- Brands as relationships

The “brands as communicators” conceptualisation is virtually indistinguishable from that of Louro and Cunha (2001). The perspective has its basis in the brand as a mark of ownership and means of product differentiation, manifested in logos, trademarks, and legally protected names. A conceptualisation Hankinson also considers is encapsulated in the American Marketing Association’s 1960’s definition of the brand. “Brands as perceptual entities” is what Hankinson refers to as an output orientation of branding, here brands are related with a collection of associations as perceived by the customer. The “brands as value enhancers” conceptualisation considers the brand from the perspective of the organisation and the consumer and has its basis in part in the mergers and acquisitions of the 1980’s. For the organisation the brand is regarded as a corporate asset, while for consumers brands enhance value by reducing perceived risk. “Enhanced value is also reflected in consumers’ perceptions of quality” (Hankinson 2004, p.111) pointing to the inter-relatedness of the conceptualisations. In the final conceptualisation, “brands as relationships”, the brand is seen as having a personality that enables a relationship with the consumer.

Chandler and Owen (2002: p.6) draw not only from the themes evident in the branding literature but from the way practitioners talk about brands to add to the conceptualisations of the brand:

- | | |
|-----------------------------|------------------------------|
| ➤ Brands as meaning systems | ➤ Brands as unique coherence |
| ➤ Brands as causal | ➤ Brands as cultural icons |
| ➤ Brand as authentication | ➤ Brands as contract |
| ➤ Brands as differentiators | ➤ Brands as charismatic |

The “brands as meaning systems” categorisation draws from what Chandler and Owen (2002) see as the common ground in the literature, maintaining that despite being expressed in a variety of ways there is a universal view that brands are made up of a “web of conscious knowledge and subjective associations and impressions”.

To a large extent Chandler and Owen's (2002) conceptualisations are derived from what brands are considered to do. "Brands as causal" relates to the influence brands have on customer behaviour, "brands as authentication" is similar to the trademark and identification perspectives but related to what the brand does for customers by providing authentication. The "brands as differentiators" perspective relates to the potential brands have to differentiate between entities while the "brand as contract" conceptualisation has similarities with the brand promise perspective, through the expectations, or implicit contract buying into the brand creates.

Chandler and Owen (2002) maintain that the "brands as charismatic" is the least evident of the perspectives in the literature. It does seem to draw more from how brands are portrayed, associated with the allure of brands and that something special that can resolve problems that cannot be resolved rationally. "Brands as cultural icons" relates to the proposition that brands exist at an individual or cultural level recognising that the meaning of the brand can be shared by members of a culture. The "brands as unique coherence" conceptualisation is based on the idea that the meaning system that makes up a brand consists of many different elements that provide brands with their uniqueness.

Punjaisri (2008) takes both a philosophical and conceptual approach to categorising brands as outlined in Table 3.2, extending Styles and Ambler (1995) philosophical approach to include a "balanced approach" that recognises the merit of the various perspectives and that brands can consist not just of one conceptual element but many. Punjaisri's (2008) interpretation of brand has clear similarities with the previous perspectives most notably de Chernatony and Dall'Olmo Riley's (1998) themes. Punjaisri (2008) does however add to the conceptualisation with a "brand as a promise" interpretation, rooted in the literature references to a brand promise.

A consideration of the ways in which brands have been defined not only finds support for the conceptualisations of the brand identified, it extends the conceptualisations significantly as captured in *The A-Z of Brand Conceptualisations*, refer to Appendix B. While at first glance the breadth of conceptualisations, 55 in total, may suggest it would be easier to say what a brand is not as opposed to what a brand is, the consideration of the conceptualisations and definitions found they all relate to encapsulations of what an

DIFFERENT INTERPRETATIONS OF WHAT A BRAND IS

PHILOSOPHICAL APPROACHES	INTERPRETATIONS OF BRAND
Product-Plus Approach	<ul style="list-style-type: none"> ➤ Brand as merely differentiator ➤ Brand as legal device ➤ Brand as added values
Holistic Approach	<ul style="list-style-type: none"> ➤ Brand as cluster of values ➤ Brand as a symbolic device (e.g. identity, personality and image) ➤ Brand as a promise
Balanced Approach	Brand is and consists of all the aforementioned elements to benefit both the seller and the buyer

Table 3.2: Source: Punjaisri (2008)

entity (product, service, person, place, or organisation) is about. More specifically to where it manifests itself: in a name, a logo, a customer's mind, a story etc.; to what it does: reduces risk, creates trust, creates value, differentiates, etc.; to what it is composed of: added values, meaning, attributes, etc.; or to what it articulates: a promise, a contract, an image, etc. The commonalities indicate brand can be defined *as the encapsulation of what an entity is about*. That finding in conjunction with the findings from the eight perspectives of the brand promise indicate brand promise can be defined *as the explicit, implicit, connotational, or equivocal promise conveyed through the encapsulation(s) of what an entity is about*.

3.14 Chapter Summary

This chapter has provided a clear rationale for the literature choices, which are considered in the next four chapters and evaluated for their potential relevance to the university context.

The chapter has presented what is meant by brand promise through the development of eight brand promise perspectives, providing insight into the concept. While the perspectives indicate brand promise is a term that can be associated with a central essence or value proposition, it is the promise related perspectives that hold the key to

the concept's potential, particularly if the recognition that the brand conveys a promise can be turned into a "promise-centric business model" (Ward et.al. 1999).

The chapter has identified that what is meant by brand promise is entwined with understanding what is meant by brand. The chapter pointed to a hierarchy of brand perspectives that included numerous conceptualisations of brand, conceptualisations added to by the myriad of brand definitions and presented in *The A-Z of Brand Conceptualisations*.

Despite the absence of consensus and a diversity of perspectives of the brand, the chapter identified the commonalities that held the key to developing a brand definition that encompasses all the directions in which brand has been taken, that quite simply recognises that the *brand is the encapsulation of what an entity is about*. A finding that also provided the basis for the definition of the *brand promise as the explicit, implicit, connotational, or equivocal promise conveyed through the encapsulation(s) of what an entity is about*.

Chapter Four

PRODUCT-RELATED PERSPECTIVES

4.1 Introduction

This chapter provides insight into the second and third research objectives:

- **2nd Research Objective:** Identify the elements essential to the composition of the brand promise

- **3rd Research Objective (secondary):** Establish what factors are influential in determining what the brand promise is

As outlined in the previous chapter the literature territory includes a consideration of the recognised wisdom on the brand. This chapter focuses on the product-related perspectives, the prominence of which is evident in *The A-Z of Brand Conceptualisations* which includes three product-related perspectives: Brand as Product, Brand as Added Value(s), and *Brand as Attributes*, for full details refer to Appendix B.

The perspectives considered in this chapter relate the brand with the augmentation of the product and in doing so point to the product-related elements of the brand promise. The adaptation of Levitt's (1980) Total Product Concept Model that underpins the added value(s) perspectives to the university context, provides insight into areas of potential relevance for the university brand promise. It also points to factors with the potential to influence what the brand promise is. Competitor and customer needs are identified as influencing factors, with the chapter indicating the latter could prove problematic given the debate in academic circles on the appropriateness of striving to meet student needs and on who the customer is.

The chapter identifies the elements of the university brand the literature points to and the factors that influence student choice, factors also considered relevant to the university brand promise. The chapter also points to the considered difficulties of differentiating universities, difficulties that relate more to inadequacies in the

approaches than undermining the relevance of differentiation, with the chapter pointing to examples of universities that have achieved a differentiated position.

The chapter concludes by bringing together and categorising the elements the perspectives point to, a categorisation built on and refined into an Institutional and Product Dimensions Model later in the thesis to reflect the findings from the primary research.

4.2 Brand as Product

The brand as product conceptualisation has its basis in the many definitions of the brand that incorporate a product dimension, for full details refer to *The A-Z of Brand Conceptualisations*. However rather than indicating that the brand is a product, the definitions have their basis in: how products are perceived (Watkins, 1986; Bergstrom et al. 2002), what is done to products i.e. made distinctive (Hankinson and Cowking 1993), and more commonly what products consists off (Bradley 1995; Pearson 1996; Bergstrom et al. 2002; Jones and Slater 2003; Kotler and Keller 2009). Although not specific in its nature, Ambler (1992) points to the confusion that exists between the term brand and product, similarly Neurneier (2003) maintains that what marketers often refer to as brands are in fact products. There does however appear to be a level of agreement that a product is not a brand, with Stephen King's now familiar quotation cited by a number of polemics (Aaker 1991; Barwise et al. 2000; Miller and Muir 2004):

a product is something that is made in a factory; a brand is something that is bought by a customer (King, n.d.)

Ambler (1992) offers a formula for the creation of brands that indicates that brands are more than products:

Product + Packaging + Added Values = Brand

A viewpoint also expressed by Batey (2008: p.3) who maintains "a product becomes a brand when the physical product is augmented" a viewpoint consistent with the added value(s) perspective.

4.3 The Added Value(s) Perspective

The basis of the added values perspective put forward by Doyle (2002), incorporates the relevance of brands to both customers and organisations. It centres around the notion that customers purchase products not only to satisfy certain functional needs, but also to satisfy psychological needs, while on the supply side, companies seek to identify and differentiate their products from competitors through the use of brands, pointing to factors with the potential to influence what the brand promise is. Doyle (2002: p. 158) defines a brand as:

a specific name, symbol or design or some combination of these that is used to distinguish a particular seller's product

It is the added values that meet the customer's psychological needs that he maintains contributes to making the brand successful. Doyle's (2002: p. 159) formula for successful brands consists of an effective product (P), a distinctive identity (D), and added values (AV):

$$S = P \times D \times AV$$

Doyle's perspective is to a certain extent based on Levitt's (1980) Total Product Concept Model, which is adapted to reflect its relevance to the university sector, refer to Figure 4.1. Doyle's (2002) perspective requires a quality product as the foundation around which differentiation and the brand personality are built. He maintains that in a competitive environment functional advantage such as quality alone is short lived. At the augmented level the brand achieves its competitive advantage by enlarging the product's core with added values derived from services, guarantees, and financial support that provide the customer with differential advantages (Doyle 2002). Defining the added values as "the subjective belief of customers" (Doyle: 2002 p. 159), stresses the importance of ensuring that they are relevant and meaningful. The final level, the potential level is reached when the brand's added values are so great customers will not accept substitutes, here the psychological benefits as perceived by customers make brand dominance possible (Doyle 2002).

AUGMENTATION MODEL

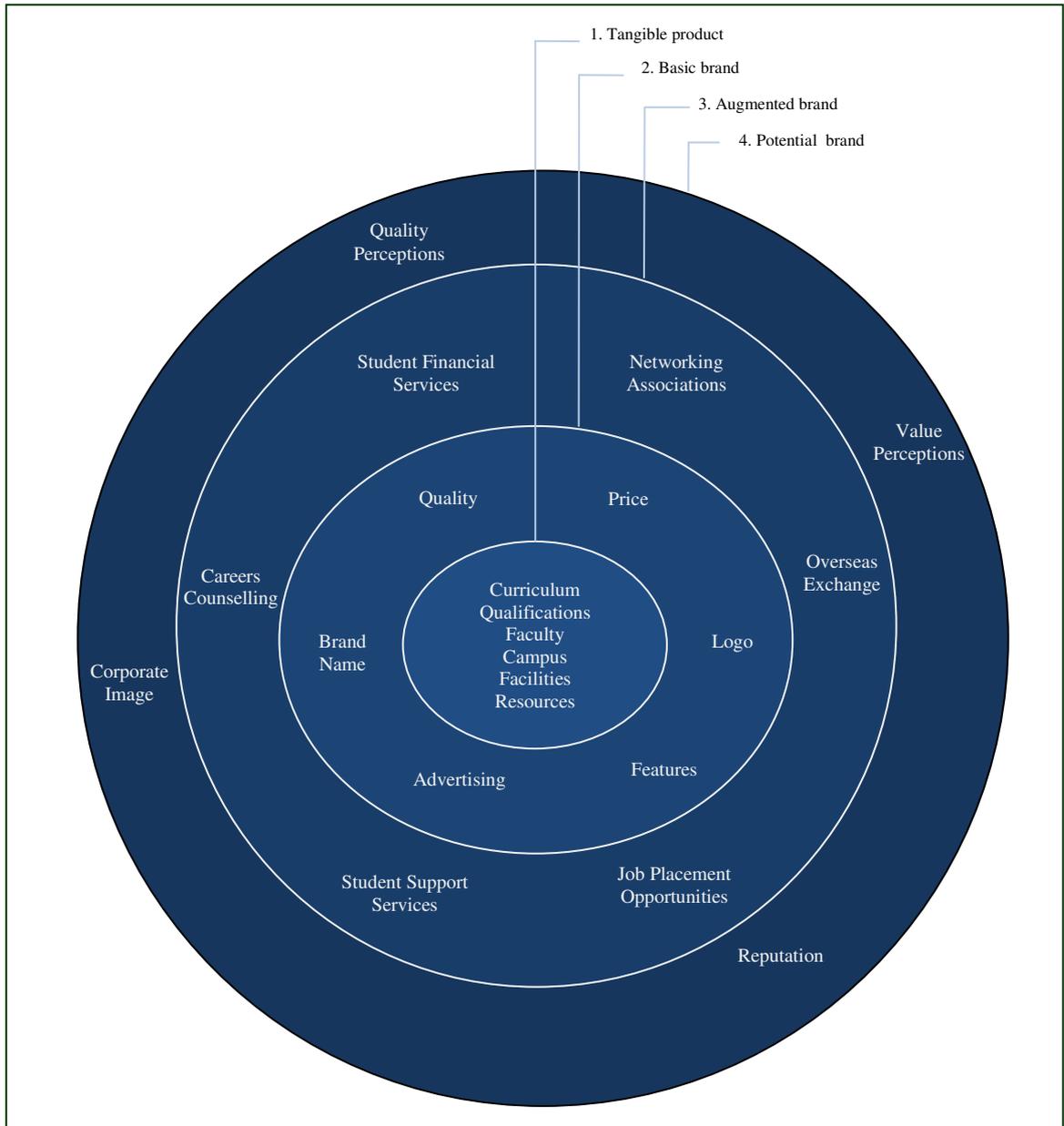


Figure 4.1: Source: Adapted from Levitt (1980), Doyle (2002), de Chernatony et al. (2011)

The adaptation of the Augmentation Model to the university context provides insight into the potential elements of the university brand promise and factors that will influence what the brand promise is. In examining the factors influencing student choice, Binsardi and Ekwulugo (2003) maintain that Levitt’s model fits the requirements of international students, with foreign students’ needs centring around the “core and tangible characteristics of products”: “quality”, “academic recognition”, “follow-up services”, and “price”. They also suggest that the core benefit the student is buying is not the degree, but rather the benefits the degree has to offer in terms of employment, status, and lifestyle. Similarly Bean (2000) considers that apart from the

physical certificate the value of learning is intangible, identifying shortcomings in the model that can be attributed with its product focus.

4.4 Unique Added Values

There are clear similarities between Doyle's (2002) concept, and de Chernatony et al.'s (2011) perspective. de Chernatony et al. (2011) like Doyle refer to the importance of added values, they recognise the benefits brands need to provide beyond their functional capabilities, and they relate to branding in terms of an augmented brand model. Despite the criticism directed at its product focused limitations, both added values perspectives can provide insight into the brand promise and its required elements. While there are variations in the way they refer to aspects of the model with de Chernatony et al. (2011: p.382) referring to the "tangible product" as the "generic product" and the "basic brand" as the "expected brand", the key difference between the perspectives, relates to their definitions of added values, and in turn the point at which they occur.

Doyle's perspective focuses on the emotional and subjective aspect of added values, while de Chernatony et al. (2011: p.18) define added values as "the difference between a brand and a commodity". de Chernatony et al. (2011) maintain added values exist at the expected brand level, meeting customers' perceptions of the minimum characteristics required to differentiate between brands. The significance of the perspectives does not however relate to the level at which value and differentiation occur, but rather to the identification of the potential elements of the brand promise.

de Chernatony and McDonald (2003: p.25) point to key differences between basic and successful brands. They define a successful brand as:

an identifiable product, service, person or place, augmented in such a way that the buyer or user perceives relevant unique added values which match their needs most closely

Furthermore success results from being able to sustain the added values in the face of competition. de Chernatony and McDonald's definition clearly emphasises the importance of ensuring that added values are unique and match the customers' needs,

they go on to suggest that successful brands are those that have the correct balance of benefits in terms of their ability to satisfy customers' "rational and emotional needs" (de Chernatony and McDonald 2003: p.26).

de Chernatony and McDonald's perspective makes a distinction between what can be considered basic brand elements those that merely express the value the brand has to offer, and more significant elements that express the unique value the brand has to offer. Similarly while Scarborough and Scarborough (2007) point to the requirement for an institution's attributes to be unique within its "competitive set" they also maintain the emphasis should be placed on a core attribute relevant to the target audience, maintaining it is more effective than trying to be all things to all people, a strategy they consider is common in the higher education sector.

de Chernatony and McDonald's (2003) perspective also points to variations in the way brand terminology is used, they use the terms added values and brand values interchangeably, and refer to added values in terms of additional attributes, benefits, functional characteristics, and functional and emotional features.

4.5 Customers' Needs

Doyle's (2002) and de Chernatony and McDonald's (2003) perspectives, point to the significance and influence of customer needs on the brand. Kotler and Fox (1995) differentiate between needs and wants, maintaining needs are experienced from a state of deprivation of some satisfaction, while associating wants with the culturally defined way people strive to meet their needs, in part rationalising their view with the desire some people have for qualifications from prestigious universities. Bean (2000) maintains the closer individuals can identify with the product as relating with their own identity the more likely they will be to identify a need for it.

Kotler and Fox (1995) maintain that educational institutions sometimes confuse needs and wants, mistakenly thinking students need a particular course, when the actual need is for a job. While Scarborough and Scarborough (2007) also maintain effective

branding requires an understanding of consumer needs, they maintain higher education institutions are inherently inwardly focused.

Kotler and Fox (1995) also question who the education customer is, and as such whose needs should be targeted. They question whether the customer is: the student who consumes the product, parents who have expectations of the educational process their children will participate in, employers who expect the institutions to produce students with marketable skills, alumni who expect alma mater to make them proud, or the tax payer who expects the institution to produce educated people. The full range of a university's publics is captured by Kotler and Fox (1995) as outlined in Figure 4.2.

THE UNIVERSITY'S PUBLICS

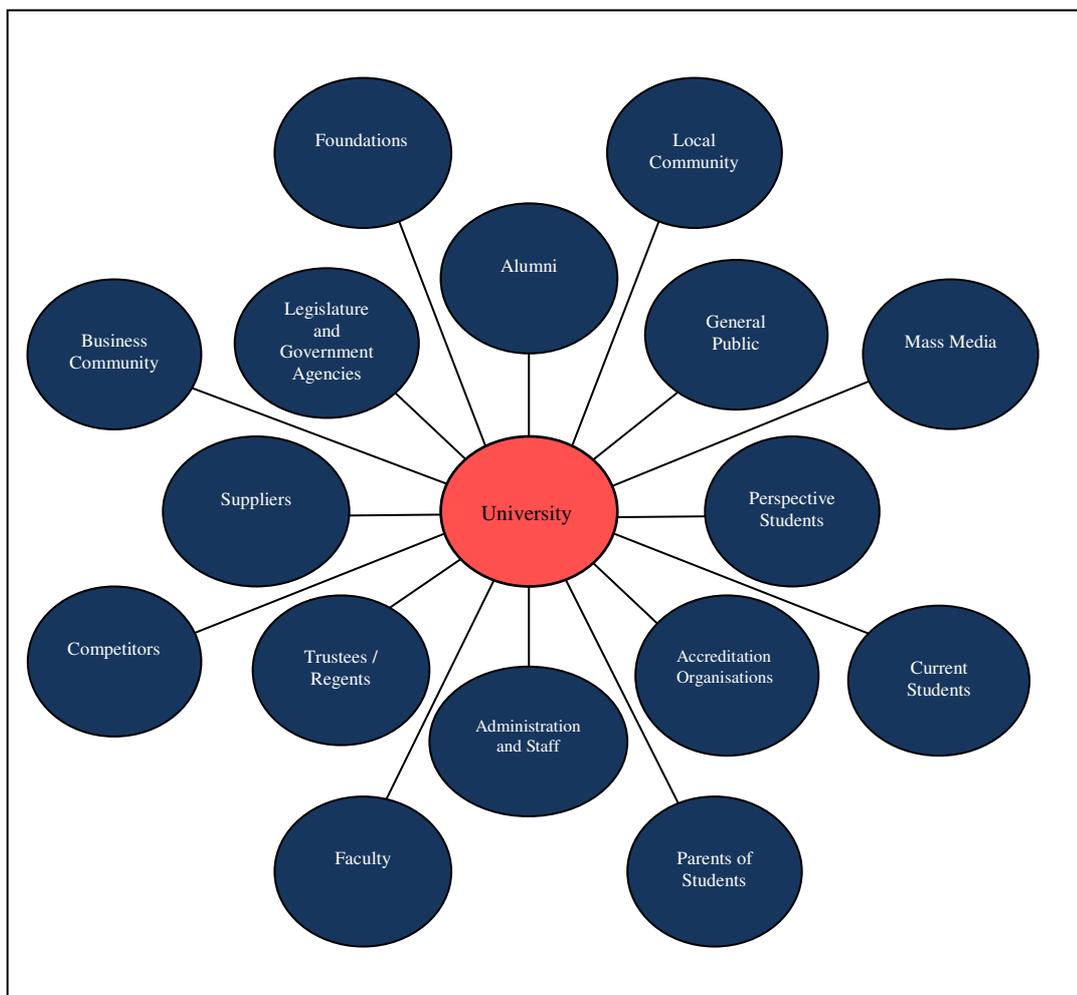


Figure 4.2: Source: Kotler and Fox (1995: p.20)

Naude and Ivy (1999) point to the debate in academic circles, on the appropriateness of striving to meet students' needs, and how that concept fits with an institution's ability to maintain its academic freedom. However in striving to meet customers' needs, Kotler and Fox do not consider that institutions should ignore their mission and distinctive competencies, nor do they advocate meeting customers' needs unconditionally, rather they consider that institutions should identify consumers with an interest in their offerings, and then adapt their offerings to make them as attractive as possible (Kotler and Fox 1995). Similarly Maringe (2006) maintains that no single institution can pander to the needs of all applicants, and that no institution can be excellent at everything, rather he suggests universities need to play to their strengths, or situate themselves around aspects for which they can become excellent. Scarborough and Scarborough (2007) maintain positioning statements should be aimed primarily at stakeholders with the greatest impact on revenue, i.e. prospective students for a tuition-driven institution.

Rather than focusing directly on identifying students' needs or wants, research has focused on identifying the factors that influence student choice, from which assumptions about students' needs are made, as in the case of Binsardi and Ekwulugo (2003). An examination of the factors influencing student choice, refer to Table 4.1 finds a high degree of compatibility with the elements of the adapted Augmentation Model. Further similarities are evident from the more specific in-category factors influencing student choice outlined in Appendix C, consistent with the "features" aspect of the "basis brand". However as Table 4.1 indicates a number of factors appear to fall outside the boundaries of the Augmentation Model, again reflecting the model's product focus.

4.6 Areas of Relevance for the University Brand Promise

While the literature identifies an extensive range of factors influencing student choice as outlined in Appendix C, the studies point to a level of agreement surrounding the key factors. Not unexpectedly "course" features consistently as a key factor, and where ranked, as the number one factor influencing student choice (BMRB 1998; Unite 2002;

FACTORS INFLUENCING STUDENT CHOICE

FACTORS	LITERATURE / STUDIES
The factors below show similarities with the “tangible product” elements of the adapted Augmentation Model outlined in Figure 4.1	
Research	BMRB (1998)INT; Price et al. (2003); Gray et al. (2003)INT; Unite (2007)
Teaching	BMRB (1998)INT; Price et al. (2003); Unite (2005); Unite (2007)
Education	Gray et al. (2003)INT ; Binsardi and Ekwulugo (2003)INT; Unite (2007)
Qualification	Binsardi and Ekwulugo (2003)INT
Course(s)	BMRB (1998)INT, Unite (2002); Price et al. (2003); Unite (2003); Unite (2004); Unite (2005); Maringe (2006); Moogan et al. (1999); Moogan et al. (2001); Price et al. (2003), Foskett et al. (2006); Gray et al. (2003)INT
Programmes	Cosser (2002)
Classes	Maringe (2006)
People / staff	Maringe (2006); Sevier (2001)HB; Gray et al. (2003)INT
Campus	BMRB (1998)INT; Price et al. (2003)
Facilities / resources	BMRB (1998)INT; Moogan et al. (1999); Sevier (2001)HB; Unite (2002); Binsardi and Ekwulugo (2003)INT; Gray et al. (2003)INT; Price et al. (2003); Maringe (2006); Foskett et al. (2006); Unite (2007)
Environment	Gray et al. (2003)INT
Accommodation	BMRB (1998)INT; Unite (2002); Binsardi and Ekwulugo (2003)INT; Price et al. (2003); Maringe (2006); Unite (2007)
The factors below show similarities with the “basis product” elements of the adapted Augmentation Model outlined in Figure 4.1	
Price	Binsardi and Ekwulugo (2003)INT; Centin (2003); Gray et al. (2003)INT; Price et al. (2003); Maringe (2006); Unite (2007)
Reputation	BMRB (1998)INT; Moogan et al. (1999); Moogan et al. (2001); Cosser (2002); Centin (2003)HI; Unite (2003); Gray et al. (2003)INT; Price et al. (2003); Unite (2004); Unite (2005); Maringe (2006); Unite (2007)
Rankings	Unite (2003); Unite (2004); Unite (2005); Foskett et al. (2006); Unite (2007)
Diversity	Gray et al. (2003)INT; Maringe (2006)
Social	Unite (2002); Unite (2003); Unite (2007)
Atmosphere	Moogan et al. (1999); Moogan et al. (2001); Unite (2003); Unite (2004); Unite (2005)
Safety	Gray et al. (2003)INT; Binsardi and Ekwulugo (2003)INT; Ali-Choudhury et al. (2009)HB
Entry	BMRB (1998)INT and Moogan et al. (2001), Binsardi and Ekwulugo (2003)INT; Unite (2003); Maringe (2006)
The factors below show similarities with the “augmented brand” elements of the adapted Augmentation Model outlined in Figure 4.1	
Services	Binsardi and Ekwulugo (2003)INT
Support	Sevier (2001)HB; Gray et al. (2003)INT; Binsardi and Ekwulugo (2003)INT
Financial Support	BMRB (1998)INT, Binsardi and Ekwulugo (2003)INT
Placements	Sevier (2001)HB
Transportation	Price et al. (2003); Maringe (2006)
The factors below seem to fall outside the boundaries of the Augmentation Model outlined in Figure 4.1	
Location	BMRB (1998)INT; Moogan et al. (1999); Moogan et al. (2001); Unite (2002); Unite (2003); Gray et al. (2003)INT; Price et al. (2003); Unite (2004); Unite (2005); Maringe (2006); Foskett et al. (2006); Unite (2007)
Institution’s Student Ethos	Price et al. (2003)
Students	Unite (2002); Unite (2003)
Employability	Sevier (2001)HB; Price et al. (2003); Gray et al. (2003)INT; Binsardi and Ekwulugo (2003)INT; Maringe (2006)
Community links	Sevier (2001)S

Table 4.1: Source: Developed from the literature

Price 2003). The factors influencing student choice are dominated by functional benefits, many of which are identified as key influencers, in addition to “course”; “research”, “teaching”, “education”, “facilities”, and “accommodation” are identified as key factors. “Location”, in particular proximity to home is also identified as a key factor, consistent with what Ali-Choudhury et al. (2009) point to as the increasing likelihood students will live at home. “Reputation” which also features consistently across studies and as a key factor, can relate to the reputation of the institution, departments, courses, or faculty, while the significance of “employability” reflects the shift Maringe (2006) points to, in identifying the importance of employment and career motives over those of pursuing higher education for subject interest or love.

While an in-depth analysis of the studies considering student choice is outside the scope of this research, there is greater complexity surrounding the factors influencing student choice, than the tables indicate. The tables provide overall or average results which do not account for the variations found between countries, institutions, or student types. Moogan et al. (2001) found variations in the importance of the factors influencing student choice at different stages in the decision-making process, with “course” becoming less important later in the process, while Unite (2002) found social class and educational ambition influenced the importance of “ranking”. Proximity to home was found to be less important at research-led universities, and more important at institutions with mature students (Price 2003).

Where proximity to home was important, understandably accommodation was not, while in small town universities the opportunity to work part-time was less important (Price 2003). Although the complexity surrounding student choice places constraints on the compilation of a universal list, it indicates that universities need to understand their target audiences and points to the importance to their needs to the composition of the brand promise.

4.7 Higher Education Brand Elements

While across the higher education branding and marketing literature, researchers have pointed to factors that form part of the university brand as outlined in Appendix D, Ali-

Choudhury et al. (2009) are the only researchers identified, that specifically sought to identify the components of the university brand. However rather than analysing actual brands, they identify the components marketing directors and managers consider prospective students believe constitute a university brand. The top 12 factors identified by Ali-Choudhury et al. (2009) i.e. the factors 20% or more of the respondents mentioned are outlined below, the more extensive list is contained in Appendix D:

- Ambience
- Location convenience
- Physical attractiveness
- Association with London
- Safety and security
- Employability
- Vocational training
- Courses offered
- Diversity of the student body
- Ease of entry
- Level of difficulty of courses
- Community links

While there are clear similarities with the factors identified as influencing student choice, “course” is no longer the key factor, rather Ali-Choudhury et al. (2009) identify the institution’s “ambience” as the key factor, and the factor all the respondents consider is critical to the university brand.

They add to the elements already seen by attributing “the level of difficulty of courses” with the brand. They also identify “vocational training” as the factor most salient at post-1992 institutions and “community links” as a factor considered to define the university brand. They also identify “association with London” as a positive element of the brand, even for universities well outside central London that have deliberately incorporated London into their name. The full range of factors identified by Ali-Choudhury et al. (2009) are outlined in Appendix D, not only are there clear similarities with the factors identified as influencing student choice, but also with the factors the wider higher education literature attributes with the brand.

4.8 Differentiation

The brand as differentiator(s) conceptualisation has its basis in the many definitions of the brand that incorporate an element that defines the brand in terms of its function as a

differentiator (AMA 1960; Bennett 1988; Aaker 1991; Anderson and Vincze 2000; Wood 2000; Seetharama et al. 2001; Doyle 2002; Blumenthal 2004; Kapferer 2004; Charters 2009; Kotler and Keller 2009; Kotler and Armstrong 2010; AMA 2012; Riezebos and van der Grinten 2012), pointing to its importance to the brand promise.

Although not elaborated on, Kotler and Fox (1995: p.237) point to 11 areas around which institutional differentiation can be achieved:

- “By quality, number and/or type of faculty”;
- “By the nature of the curriculum – i.e. a broad or narrow focus”;
- “By special features”;
- “By performance quality”;
- “By the technologies used or available”;
- “By programme requirements”;
- “By the campus atmosphere”;
- “By the price charge”;
- “By the caring manner of faculty and staff”;
- “By location”;
- “By the achievement of graduates”.

The potential to differentiate around the second point, which can be seen as a *programme-based brand promise* is also pointed to by Baker and Balmer (1997) who maintain the nature of the University of Strathclyde’s academic programmes distinguished the University by enhancing basic research and scholarship through an emphasis on their application in a wider social, economic, and industrial context. They do nonetheless point to the difficulty of communicating that distinctiveness, suggesting the University’s mission differs very little from hundreds of others, what they attribute with the effect of a “strong generic or industry-wide identity”, something they suggest universities and others organisations such as airlines, financial institutions, and oil companies have in common, sectors that traditionally have little to differentiate between them.

Similarly in pointing to the similarities between the University of Warwick’s mission statement and many others, Melewar and Akel (2005) maintain that universities feel the need to emphasise accepted criteria relating to “good education” rather than the

characteristic of their unique identities. This is not however a problem that should be considered unique to universities, Antorini and Schultz (2005) point to what they see as a paradox of branding, with attempts at differentiation often resulting in clichéd and undifferentiated expressions, which they refer to as the “conformity trap”. They maintain that the “distinct, central, and enduring characteristics” of organisations are often expressed in a general and clichéd way when consciously articulated.

The effectiveness with which universities are differentiating themselves is widely in question. Centaur Communications Ltd. (2003) suggest that differentiation is a huge problem, not only because most institutions call themselves universities, but they “do similar things in similar ways”. They do nonetheless point to the potential specialisation provides to enable universities to stand apart, citing Loughborough that has used sport to create a name and Brunel that has used its specialism in engineering to build a brand.

In examining the slogans used by universities Vanden Bergh et al. (2007) found that a large percentage of universities had slogans that tried to cover a lot of constituencies, with an overuse of common themes and linguistic devices that resulted in a lack of distinctiveness. The most frequently occurring themes had an aspirational, learning, future, or world dimension, such as “Making Your Mark on the World”.

Although the specifics are not provided, Chapleo (2007) found that many of the points Chief Executives identified as differentiating their universities, were in fact similar to other institutions. Furthermore Chapleo (2007) found that a number of Chief Executives expressed concern as to whether “genuine overall differentiation” could be achieved given the intrinsic similarities between “universities of comparable age and quality”. Chapleo (2007) goes even further questioning whether differentiation can be achieved given the product similarities that exist across the sector.

While the adaptation of the Augmentation Model to the university context would on the surface seem to support that view with the additional services common to most if not all universities, the potential service augmentation provides to differentiate the higher education brand is evident. Scarborough and Scarborough (2007) maintain that by requiring all students to participate in study abroad, Goucher College differentiated itself from competitors and increased enrolment by 12.5%. While it was recognised that

taking such a position could decrease the appeal of the college for some prospects, it increased the appeal for others, and the college became the preferred option among a significant segment of its prospects.

There is also greater potential to differentiate than a superficial consideration of the elements of the Augmentation Model suggests. The “sense of community” attributed with the distinctiveness of 1994 Group universities has its basis in the characteristics of the environment and support services: “small”, “close-knit” and “pastoral” (Kay et al. 2007), indicating that the brand resides in the characteristic of the product.

A study of American universities by Stealing Share Inc. a global rebranding company maintains universities have done a poor job of rebranding themselves with any differentiated meaning (Stealing Share 2012). They maintain that universities have focused on presenting “category benefits”, essentially institutional attributes, a viewpoint consistent with many of the elements put forward by Kotler and Fox (1995) rather than focusing on what the benefits mean for students, maintaining the brand should be built around the attendees of the university and how they define themselves in that context. They use the University of Texas El Paso to support their argument that the brand should be about unique qualities and the life experience of students. A focus on the University’s space programme is accompanied by the tagline “Dream Big” which is about students’ ambitions and the University’s role in fulfilling those dreams (Stealing Share 2012), indicating that the brand promise can reside in the idea that draws from a university’s attributes.

4.9 Brand Promise Categorisation

As outlined in Appendix E the elements the perspectives point to are brought together and categorised, identifying the product-related categories around which brand promises can be defined, addressing the overarching research question. The categorisation is built on and refined into an Institutional and Product Dimensions Model later in the thesis to reflect the findings of the primary research.

4.10 Chapter Summary

This chapter has provided insight into the product-related elements around which the development of university brand promises can focus, what can be seen as the defining elements of the brand promise. The chapter has drawn from the product-related perspectives of the brand and through the adaptation of Levitt's (1980) Total Product Concept Model to the university context, identified the significance of the Augmentation Model to the university brand promise. A significance further evident through the high degree of compatibility between the elements of the adapted Augmentation Model and the factors influencing student choice. The chapter has also drawn from the factors the wider higher education literature attributes with the brand and the only study to have specifically sought to identify the components of the university brand, factors that all point to the considerable potential for the development of *product-related brand promises*. The elements are brought together and categorised identifying the product-related categories around which brand promises can be defined, a categorisation built on and refined by the findings of the primary research to develop a model that captures the defining dimensions of the brand promise.

This chapter has pointed to the importance of students' needs to the determination of the brand promise, and while numerous potentially relevant factors have been identified, the complexity surrounding student choice indicates that universities need to understand the specifics of their target audience. The chapter indicated that considering students' needs does not have to mean meeting them unconditionally, rather there needs to be a fit between students' needs and the institution's mission and competencies.

While the added value(s) perspectives are underpinned by a focus on differentiating, the chapter points to the potential difficulties associated with differentiation, and the scepticism and inadequacies surrounding university differentiation. Nonetheless the examples of universities that have achieved a differentiated position indicate differentiation is achievable.

Chapter Five

IDENTITY-RELATED PERSPECTIVES

5.1 Introduction

This chapter continues the consideration of the recognised wisdoms on the brand, again providing insight into the second and third research objectives. While the identity-related perspectives also relate to the role of product elements in the construction of the brand, they identify there is greater breadth to the dimensions of the brand, adding organisational, relationship, heritage, and cultural dimensions to the potential elements of, and influences on the brand promise. The chapter provides insight into the personality element identifying the traits around which brand promises can be defined.

Further insight into the composition of the brand promise is provided through the distinctions being made between core and extended brand elements, and through the recognition that brands can be encapsulated in a single word or more broadly in a value proposition. The chapter concludes by bringing together and categorising the elements the perspectives point to, a categorisation built on and refined into an Institutional and Product Dimensions Model later in the thesis to reflect the findings from the primary research.

5.2 Brand Identity System

Aaker's (2010) brand identity perspective puts forward a concept of the brand that recognises the potential brands have for creating a promise to customers. He identifies four main elements of the brand: "brand-as-product", "brand-as-organisation", "brand-as-person", and "brand-as-symbol", that comprise of "a unique set of brand associations", that as well as representing what the brand stands for, "imply a promise to customers". The idea that the brand associations convey implied promises provides further support for the *implicit perspective* of the brand promise put forward in Chapter 3.

As Figure 5.1 indicates each of the brand identity associations contribute to the brand’s core and extended identity and to the generation of a value proposition, which Aaker (2010: p. 95) defines as “a statement of the functional, emotional, and self-expressive benefits delivered by the brand”, that provide value to customers.

BRAND IDENTITY SYSTEM EXTRACT

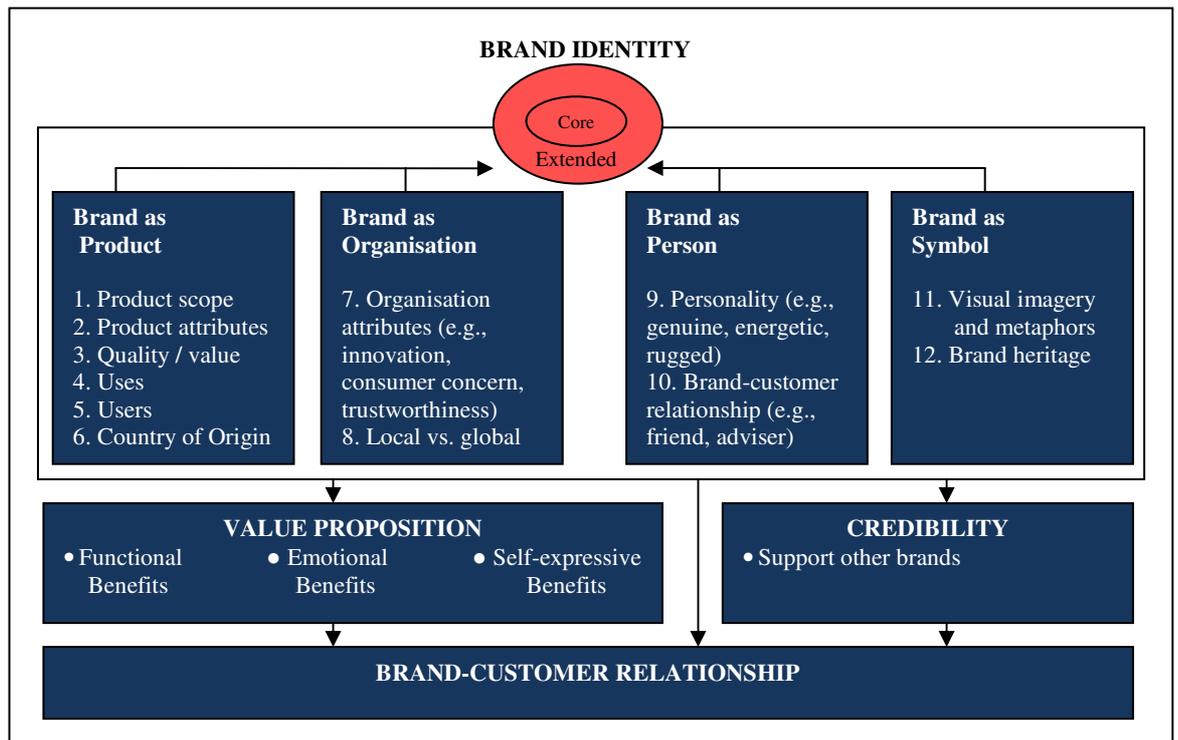


Figure 5.1: Source: Aaker (2010)

Aaker (2010: p.85) maintains that the core identity is the “essence of the brand” and is most likely to remain constant, it is influenced by the “beliefs and values that drive the brand”, the organisation’s competencies, and what the organisation stands for. The extended identity elements on the other hand provide the brand’s “texture and completeness” pointing to distinct differences between the relative importance of the elements of the brand promise.

Although much of the focus of Aaker’s (2010) perspective is on identifying how brand associations are created, the model provides insight into the potential elements of the university brand promise. The “brand as product” element has clear similarities with the product-related perspectives considered in the previous section. The “product attribute” element has parallels with the added values perspective, with a clear recognition evident that the brand is more than a product, with the product-related

attributes seen as enabling the creation of a value proposition by offering that something extra.

Aaker points to the significance of the quality element maintaining that for each competitive area, perceived quality provides either “the price of admission”, the minimum level of quality needed to survive, or the “linchpin of competition”, where the brand with the highest quality wins. He also singles out perceived quality as a key dimension of brand equity, maintaining it drives financial performance as well as customer satisfaction (Aaker 2010).

The deliberate construction of the brand and the role of augmentation seen in the previous chapter, is again evident, this time through the creation of associations, and while Aaker (2010) does not relate directly to customer needs, the provision of value to customers through a value proposition is a key aspect of the perspective, as is the requirement for the proposition to demonstrate an advantage over competitors’ brands.

Aaker (2010) “brand as person” conceptualisation points to a brand identity considered richer and more interesting than one based on product attributes, and has its basis in the work of Jennifer Aaker, published later in 1997. Aaker (1997: p.347) defines brand personality as “the set of human characteristics associated with a brand”. Aaker (1997) identifies five dimensions of brand personality: “sincerity”, “excitement”, “competence”, “sophistication”, and “ruggedness” that describe the personalities of strong brands. Each of the dimensions comprises a very specific set of brand personality traits as outlined in Table 5.1.

By taking on board Aaker’s (1997) view of brand personality, universities should be able to reflect the personality traits that students aspire to be part of into their brand promises, increasing the potential of being viewed as relevant and meaningful. While the first three categories should have relevance in the higher education sector, one of the drawbacks of Aaker’s (1997) model is its focus on the traits of product brands.

BRAND PERSONALITY FRAMEWORK

SINCERITY	EXCITEMENT	COMPETENCE	SOPHISTICATION	RUGGEDNESS
<ul style="list-style-type: none"> • Down-to-Earth Family Oriented Small-town • Honest Sincere Real • Wholesome Original • Cheerful Sentimental Friendly 	<ul style="list-style-type: none"> • Daring Trendy Exciting • Spirited Cool Young • Imaginative Unique • Up-to-Date Independent Contemporary 	<ul style="list-style-type: none"> • Reliable Hardworking Secure • Intelligent Technical Corporate • Successful Leader Confident 	<ul style="list-style-type: none"> • Upper Class Glamorous Good looking • Charming Feminine Smooth 	<ul style="list-style-type: none"> • Outdoorsy Masculine Western • Tough Rugged

Table 5.1: Source: Aaker (1997: p.352)

Davies et al. (2004) offer a similar scale to that of Aaker (1997), however rather than focusing on product brands, it focuses on the corporate character of service organisations, with a view to understanding organisational reputation. Davies et al. (2004) maintain that how customers and employees perceive an organisation's reputation will influence how they behave towards it. Corporate character is defined in relation to how "a stakeholder distinguishes an organisation, expressed in terms of human characteristics". As Table 5.2 indicates there are clear similarities with the personality traits identified by Aaker (1997), similarities acknowledged by Davies et al. (2004) whose work was influenced by earlier studies.

THE CORPORATE CHARACTER SCALE

DIMENSION	FACET	ITEM
Agreeableness	<ul style="list-style-type: none"> • Warmth • Empathy • Integrity 	<ul style="list-style-type: none"> • Friendly, pleasant, open, straightforward • Concerned, reassuring, supportive, agreeable • Honest, sincere, trustworthy, socially responsible
Enterprise	<ul style="list-style-type: none"> • Modernity • Adventure • Boldness 	<ul style="list-style-type: none"> • Cool, trendy, young • Imaginative, up-to-date, exciting, innovative • Extrovert, daring
Competence	<ul style="list-style-type: none"> • Conscientiousness • Drive • Technocracy 	<ul style="list-style-type: none"> • Reliable, secure, hardworking • Ambitious, achievement oriented, leading • Technical, corporate
Chic	<ul style="list-style-type: none"> • Elegance • Prestige • Snobbery 	<ul style="list-style-type: none"> • Charming, stylish, elegant • Prestigious, exclusive, refined • Snobby, elitist
Ruthlessness	<ul style="list-style-type: none"> • Egotism • Dominance 	<ul style="list-style-type: none"> • Arrogant, aggressive, selfish • Inward-looking, authoritarian, controlling
Informality	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Casual, simple, easy-going
Machismo	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Masculine, tough, rugged

Table 5.2: Source: Davies et al. (2004: p.136)

Again the dimensions and traits identify areas of potential focus for the university brand promise. Davies et al. (2004) point to the importance of the “agreeableness” dimension, given its correlation with staff and customer satisfaction. The “social responsibility” trait in particular is considered to enhance organisational reputation, although the factors influencing student choice suggest its relevance to students is questionable. The higher education literature does point to the incorporation of the “friendly” trait (Sevier 2001; Oplatka 2002; Melewar and Akeel 2005; Palacio et al. 2006; Ali-Choudhury et al. 2009) of the “agreeableness” dimension, a trait also proposed by Aaker (1997).

Davies et al.(2004) also attribute customer and staff satisfaction with the “competency” dimension, of potential relevance to the university brand promise from this category would appear to be the “achievement oriented”, “leading”, and “technical” traits, with some evidence to support that view evident in the literature: “technologically progressive” (Belanger 2001), “advanced” (Palacio et al. 2002), “forward-looking” (Melewar and Akeel 2005) and “forwarding-thinking” (Lee et al. 2008).

The higher education literature also points to the potential relevance of the “enterprising” dimension, in particular the “innovative” trait (Sevier 2001; Oplatka 2002; Melewar and Akeel 2005; Palacio et al. 2006; Ali-Choudhury et al. 2009). However the “modernity facet” which Davies et al. (2004) also consider part of the “enterprising” dimension, may indicate the “innovative” trait has more compatibility with post-1992 universities. However the way universities want to be seen may not follow what might seem a logical fit with their context. Robertson’s (2006) findings indicate the University of York wants to be seen as a centre of “academic excellence”, “friendly”, “dynamic”, and “modern” despite the University’s historical setting.

In the context of the organisation Davies et al. (2004) suggest the “chic” dimension contains more emphasis on prestige, and although they found employees and customers valued their associations with prestigious organisations, they also point to a downside of the “chic” dimension, related with snobbery (Davies et al. 2004). Unlike Aaker’s scale, Davies et al.’s (2004) scale incorporates negative traits. Davies et al. (2004) suggest care needs to be taken if organisations want to emphasise “chicness”, not to alienate potential customers or employees that would not wish to be associated with snobbery. The inclusion of the “elite” trait in this category identifies this as a consideration for the university brand promise.

The studies cannot be seen as providing a definitive list of the traits potentially relevant to the university brand promise. Both studies started with hundreds of traits that were reduced by processes that sought to compile a generic list of traits. As outlined in Appendix F the “caring”, “old fashioned”, “warm”, “innovative”, and “strong” traits excluded from Aaker’s final scale, have been attributed with higher education institutions. The application of human characteristics to the brand can also be seen as limiting, as Appendix F indicates many of the characteristics being applied to higher education institutions are not humanlike, and as the quality descriptor indicates, descriptors can have many variants: “top quality”, “high quality”, “good”, “world-class”, and “excellent”.

While Appendix F provides insight into some of the characteristics attributed with higher education institutions, it would seem care needs to be taken. Waeraas and Solbakk (2009) attribute the tendency universities have to present themselves as “world-class”, “the best”, and “leading” with Antorini and Schultz (2005) conformity trap, which as seen in Chapter 4 results in an undifferentiated position. Ali-Choudhury et al. (2009) also point to the use of common words and expressions, relating “down-to-earth” with post-1992 institutions, and “world-class”, “stimulating”, “challenging” and “top class” with pre-1992 institutions. A tendency the wider literature indicates may also apply to the “innovative”, “friendly”, and “caring” traits as Appendix F indicates.

The use of traits and other descriptors indicate the brand is contained in the characteristic of the product, service, or organisation. Yet the way terminology is used, makes it difficult to determine the extent to which that is acknowledged and in many instances precisely what is being referred to. In identifying the value platform of a Norwegian university as: “strong”, “open”, and “important” Waeraas and Solbakk (2009) also refer to these elements as the characteristics and values of the brand. In pointing to variations in the way terminology is used Knapp (2008) suggests it is important for organisations to have a “brandictionary” and to use the same vocabulary. The University of Idaho’s (2013) “Test Your Brand IQ” section of the website, which provides a short multiple choice test that scores an individual’s Brand IQ, provides an innovative and engaging way to educate staff not only about key aspects of the University’s brand, but what terms like “brand promise” and “unique selling proposition” refer to.

Aaker (2010: p. 160) suggests the brand's personality influences the type of relationships the brand has with customers, and points to Fournier's (1994) seven dimensions of "brand relationship qualities", as outlined in Figure 5.2.

DIMENSIONS OF BRAND RELATIONSHIP QUALITY

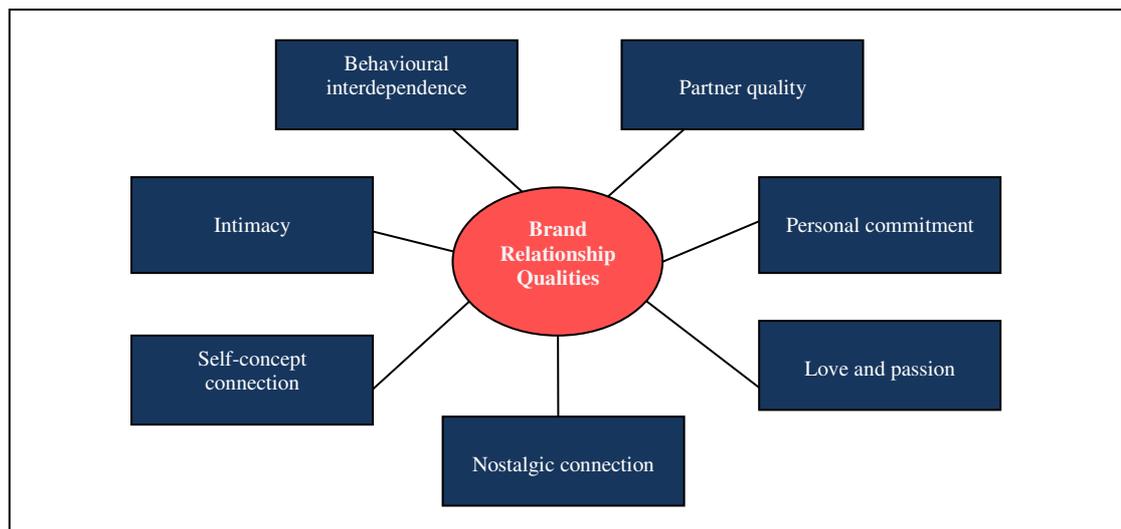


Figure 5.2: Source: Fournier (1994) cited in Aaker (2010: p.167)

Of potential relevance to the university brand promise would appear to be the "personal commitment" and "partner quality" aspects. Brand promises that can convey the institution's commitment to the achievements of its students and communicate that they are valued as individuals, should have the potential to provide meaningful differentiation and customer value.

Sung and Yang (2008) maintain that students search for educational services based on emotional needs such as "love, power, safety, and belonging", in the same way that customers do. They maintain institutions can build strong emotional attachments with prospective students by developing connections with them and making them feel valued. The University of Wales Trinity Saint David's undergraduate prospectus leads with such a brand promise: "Be a Name not a Number": students joining the University will be part of a close-knit community where lecturers know them by name and where an individual's contribution is valued (University of Wales – Undergraduate Prospectus 2012).

The “nostalgic connection” dimension points to the potential the brand promise could have for maintaining relationships that go beyond the student’s time with the institution. A report by the 1994 Group points to the importance of strong relationships between universities and alumni, with both parties benefiting from continued mutual associations. The report maintains alumni continue to experience their university later in life, through the knowledge and skills acquired at university (Kay et al. 2007). It certainly seems that American universities have been very successful in maintaining their relationships with alumni from whom they receive substantial funding contributions (Gail and Laura 1994).

The “brand-as-organisation” aspect points to the potential an organisation’s attributes have to create positive associations with the brand, attributes such as “innovation”, “a drive for quality”, “concern for the environment”, and “customer focus” in particular are pointed to, all of which would appear to have potential relevance to a university brand promise. Aaker (2010) considers organisational attributes to be more enduring and resistant to competition than product attributes which are easier to copy. The “brand as organisation” dimension also points to the internal influences on the brand promise, Aaker (2010) maintains the brand identity should reflect the business strategy and the vision, with people, values, culture, and a company’s programmes considered to have a role in creating the brand.

The brand-as-symbol element relates to the potential visual imagery and symbols have to capture and convey the brand identity. In particular Aaker (2010) considers symbols that involve a metaphor that represents a functional, emotional, or self-expressive benefit, such as the Prudential rock which is seen as a metaphor for strength, to be more meaningful. Aaker (2010) also includes brand heritage within the brand-as-symbol element for the potential it has to represent the essence of the brand. The potential of the heritage element to the university brand is directly pointed to by Bulotaite (2003) who suggests it may provide an advantage in attracting students and employees in an increasingly competitive market. In particular Bulotaite (2003) points to the rich cultural context universities that cherish their heritage can provide, including opportunities to visit museums, view numerous collections, and enjoy pleasant surroundings.

Aaker (2010) maintains that it may not be appropriate for every brand to employ each of the four key identity elements, he does however recognise the potential that using multiple elements provides for creating bases of differentiation. He also highlights the potential limitations of relying on product attributes and functional benefits alone, given that they are easy to copy and can fail to differentiate. It is the way in which the elements of the brand, referred to as attributes and associations come together to provide a combination of benefits that is important. While Aaker (2010) recognises that self-expressive benefits can provide the means of communicating a person's self-image, he maintains the strongest identities are those that comprise both functional and emotional benefits.

5.3 Brand Identity Prism

Kapferer (2008: p.174) also puts forward a concept of brand identity which he suggests is the way in which the "brand's meaning, aims, and self-image" are communicated. Kapferer's (2008) brand identity perspective comprises of six key components: a physical aspect, (the product, its attributes, and features), a personality, a culture from which the product is derived, a reflection of the intended user, a relationship with people, and an influence on self-image. Together these components combine to form what Kapferer (2008: p.182) refers to as the "Brand Identity Prism" as outlined in Figure 5.3.

As with Aaker's perspective, Kapferer's identity perspective relates to the potential the brand elements have to add value and differentiate the brand. Although Aaker (2010) provides little real insight into the cultural aspect of the brand's identity, he does suggest that the brand-as-organisation aspect, which incorporates the brand's culture, is significant in building relationships which includes a concern for customers. Kapferer (2008) maintains the brand's culture relates to the values and principles influencing the brand, in effect its ethos, which would suggest that university brand promises that can convey a customer focused ethos, through a concern for students, should have the potential to differentiate the brand and provide relevant customer value.

BRAND IDENTITY PRISM

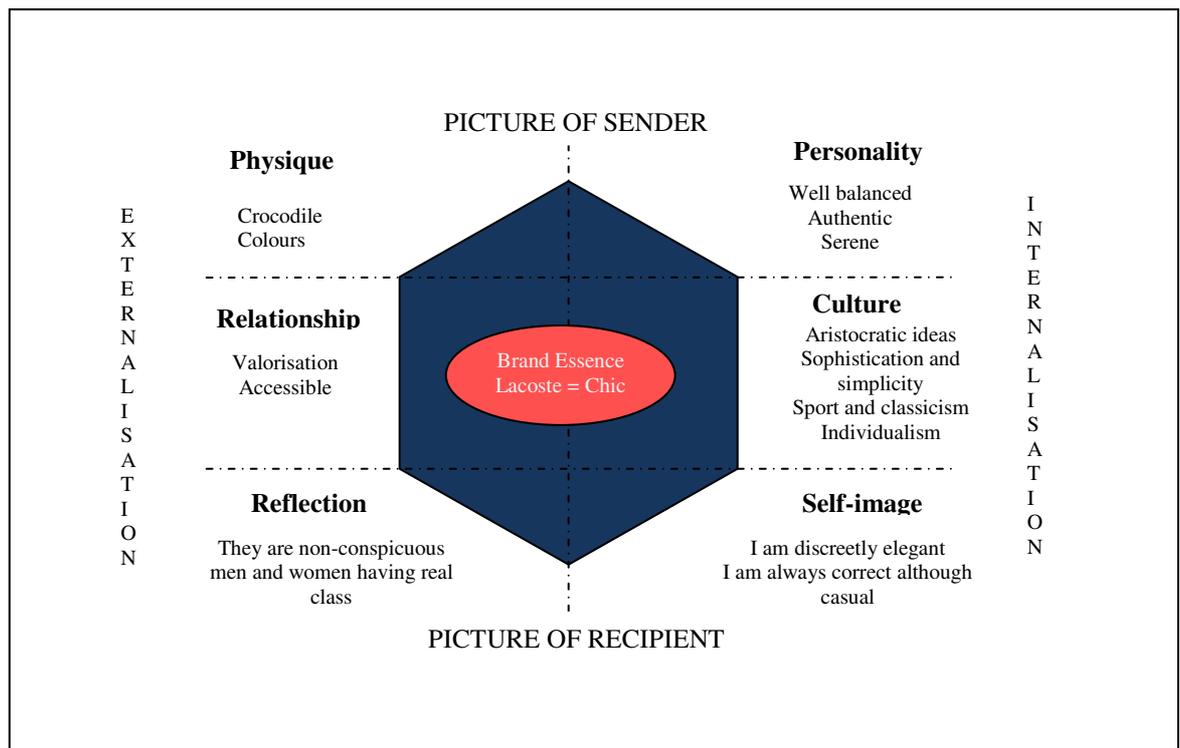


Figure 5.3: Source: Kapferer (2008: p.182 and p.188)

The similarities between the perspectives are outlined in Appendix G, and while each of the elements has the potential to convey value, where the perspectives differ is in their representation of that value. In Aaker’s model that value is represented by a value proposition, a combination of functional, emotional, and self-expressive benefits, while the central aspect of Kapferer’s (2008) model is a brand essence which he refers to as the key value the brand proposes, although both perspectives do appear to be pointing to the core importance of the brand essence.

While Kapferer (2008: p.188) provides support for the notion of brand essence through the representation of product brands such as Ralph Lauren which he suggests has a brand essence of “success” and Lacoste which has a brand essence of “chic” as demonstrated in Figure 5.3, whether the value represented by all brands can be represented by a single characteristic has to be questioned.

Aaker (2010: p.89) does maintain that complex brands such as those of service companies like banks, will have broader identities than spirits brands for example that have a simpler set of product attributes and may not have organisational attributes.

However despite that assertion, he uses products to illustrate his perspective. Saturn's core identity has a quality element - "a world-class car" and a relationship element - "treats customers with respect and as a friend" (Aaker 2010: p.85-89). The absence of any direct focus on service brands does however limit the extent to which determinations can be made about the potential scope of the university brand promise.

Waeraas and Solbakk (2009) question whether institutions as complex and fragmented as universities can "define a consistent and differentiated essence", maintaining their complexity is difficult to encapsulate in an overarching identity definition, a viewpoint rooted in the difficulties encountered in rebranding a Norwegian university. Waeraas and Solbakk (2009) found that in trying to define the University's identity, placing the emphasis on one aspect of what the University was about, amounted to saying, that focus and its related disciplines were more valid than others, a situation considered particularly problematic given that university members often identify more with their academic disciplines than the university as a whole. On the other hand choosing a general profile presented challenges to differentiating the University, a dilemma that remained unresolved for the University.

5.4 One Word Encapsulations

Kapferer's encapsulation of the essence in a single characteristic has clear similarities with the view put forward by Temple (2006) that branding efforts should be focused on owning a word in the prospect's mind that nobody else owns, and the practitioner concept of brand equity put forward by Saatchi (2006) referred to as "one word equity". Saatchi (2006) maintains that companies need to pick a word that defines the one characteristic they most want instantly associated with their brand, and then they need to own that word. The word needs to be capable of describing the particular values, characteristics, and the emotion the brand wants to make its own.

Saatchi (2006) justifies his approach based on the psychology, sociology, and technology changes taking place, arguing that only brutally simple ideas will get through, suggesting they travel lighter and faster. It is a view also put forward by Ries and Trout (1986) who maintain that in an over communicated society messages need to

be simplified and then simplified again to ensure cut through into the mind. Saatchi (2006) offers support for his concept by identifying examples of situations where single words have been used to create equity: “favourite” owned by British Airways, “innovation” owned by Sony, and the Labour party who won three elections with the word “new”. Despite the complexity Waeraas and Solbakk (2009) point to, there are examples of American universities who appear to be adopting a one word perspective. The encapsulation of the brand in a single characteristic pointed to by Kapferer (2008) and Saatchi (2006) is evident through the use of the word “extraordinary” by The University of South Dakota, refer to Figure 5.4.

EXTRAORDINARY – THE UNIVERSITY OF SOUTH DAKOTA



Figure 5.4: Source: The University of South Dakota (2007)

Contrary to Waeraas and Solbakk’s (2009) suggestion that defining an essence results in the emphasis being placed on one area of the institution over another, “extraordinary” at The University of South Dakota is related with building an “extraordinary university”, “extraordinary academics”, “extraordinary education”, and “extraordinary opportunities” (University of South Dakota 2012a,b,c). It is also related with the

experience: “the U promises an experience that goes beyond expectations, one word says it all “extraordinary”” (University of South Dakota 2007).

Similarly “beyond” which features on the University of Pittsburgh Bradford’s website refer to Figure 5.5, is intended to convey that the University’s educational experience allows students to go beyond the classroom, the degree, the nine-to-five life, and their expectations (University of Pittsburgh Bradford 2007).

BEYOND – UNIVERSITY OF PITTSBURGH BRADFORD

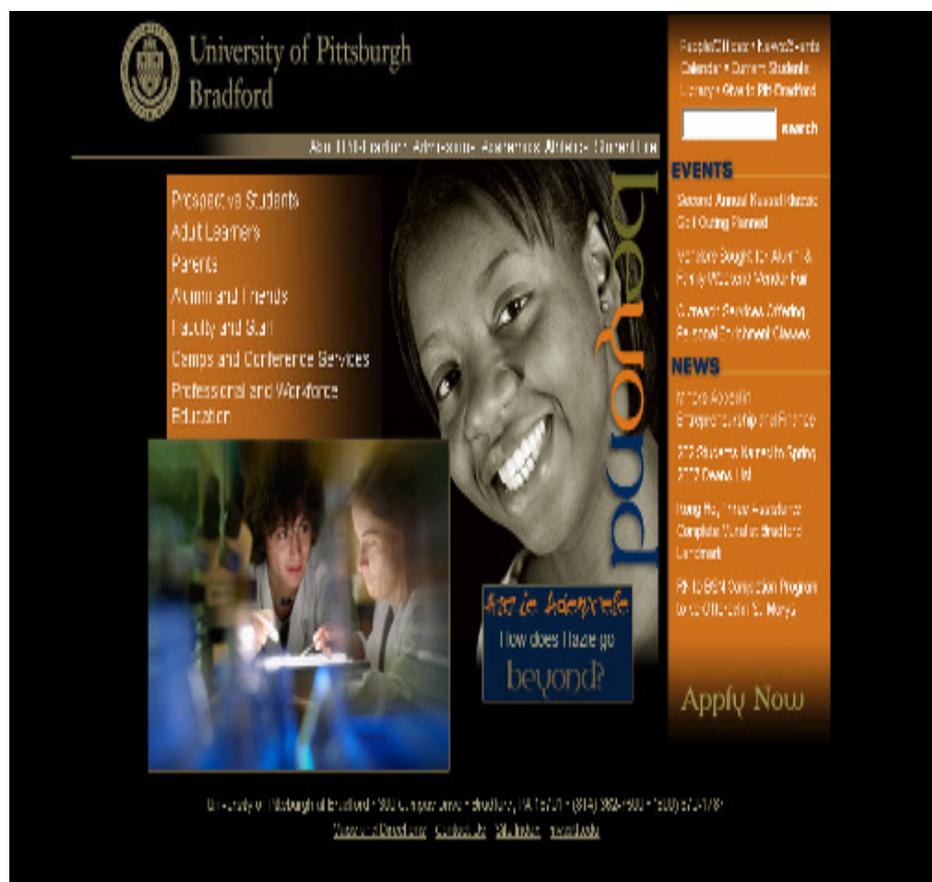


Figure 5.5: Source: University of Pittsburgh Bradford (2007)

However rather than defining what the University is about in a single characteristic, it points to the potential to define the brand around a one word idea consistent with Dru (2002: p. 64) and Wheeler’s (2003: p.2) definitions of the brand as an idea. Figure 5.6 illustrates how the idea of “Beyond” is used to articulate the University’s offering to students: by going “beyond expectations”, by going “above and beyond”, and through what is “beyond graduation”.

BEYOND – WEBSITE EXTRACT

The screenshot shows the 'Prospective Students' page of the University of Pittsburgh Bradford's 'Beyond' website. The page features a navigation menu on the left with links such as 'Why Pitt-Bradford?', 'Academic Programs', 'Financing Your Education', 'Invest in Yourself', 'Steps to Apply', 'Beyond Pitt-Bradford', 'Accepted Students', 'Transfer Students', 'Degree Programs at Pitt-Titusville', 'International Students', 'Parents', 'Visit Campus', 'Prospective Students', 'Close But Not Too Close', 'ARMY ROTC', and 'Steps to Apply'. The main content area is titled 'Prospective Students' and includes the 'beyond' logo. It lists several key benefits and programs:

- Earn a **world-renowned degree** in a personalized environment.
- Choose from **41 majors and more than 50 minors and pre-professional programs**.
- [Invest in Yourself](#)
- Check out our [Class Schedules](#) and enroll now

Beyond expectations:

Discover mentors and friends among our **dedicated faculty members**. Stephanie Testa, a biology and chemistry major from Pittsburgh, says her professors genuinely care about her education. [Read more](#) about what she has to say.

Feel right at home amid a safe, friendly community boasting campus-wide [apartment-style living](#).

And, because we care about your success, we've created a [blog](#) with tips for you on how to adapt to college.

Above and Beyond:

- Gain **real-world experience** through undergraduate research, internships, and study abroad opportunities.
- Make the most of your college experience via more than **35 student clubs and organizations** and competitive varsity and intramural athletic programs.

Beyond graduation:

- You can join the more than 200,000 alumni and take advantage of networking opportunities throughout the Pitt Career Network.

But, you don't have to take our word for it.

Figure 5.6: Source: University of Pittsburgh Bradford (2012)

The real significance of the identity-related perspectives is in the identification of the breadth of elements that combine to create complex brands, elements that will provide the brand with a diversity of appeal. Furthermore the notion of a core dimension indicates that complex brands can be clearly defined, of significance given the scepticism surrounding the potential to encapsulate university brands.

5.5 Brand Image

The conceptualisations of the brand that point to the brand existing in the mind: *brand as meaning*, *brand as perception*, *brand as psychological phenomenon*, do not invalidate the significance of the brand identity perspective, but rather reinforce its

importance. With image considered the outward reflection of the identity (Argenti 2001) brand identity provides an organisation with the potential to influence the brand meaning and associations customers make with the brand.

There are clear parallels between Aaker’s (2010) identity perspective and Keller’s (1993) and (2001) brand equity perspectives. Central to Keller’s (1993) perspective is the concept of brand knowledge, which is the knowledge that had been created about the brand in the consumer’s mind, which Keller (1993) sees as the firm’s most valuable asset for improving marketing productivity. Keller identifies two main components of “brand knowledge”: “brand awareness” and “brand image”. Brand awareness relates to the brand recall and the recognition performance of consumers, while brand image refers to the set of associations linked to the brand that consumers hold in memory (Keller 1993). As Figure 5.7 indicates there are clear similarities between the brand image associations proposed by Keller and the brand identity elements seen in the previous section, in particular those of Aaker (2010).

DIMENSIONS OF BRAND KNOWLEDGE

BRAND KNOWLEDGE					
Brand Awareness		Brand Image			
Brand Recognition	Brand Recall	Brand Associations			
		Low Abstraction	←	→ High Abstraction	
		Attributes		Benefits	Attitudes
		Product Related <ul style="list-style-type: none"> • Physical Composition • Service Requirements 	Non-Product Related <ul style="list-style-type: none"> • Price Information • Package or Product Information • User Imagery • Usage Imagery 	<ul style="list-style-type: none"> • Functional Benefits • Experiential Benefits • Symbolic Benefits 	<ul style="list-style-type: none"> • Salient Beliefs about the Product or Service • Evaluative Judgement of those Benefits

Figure 5.7: Source: Developed from Keller (1993)

Keller (1993) maintains it is the favourability, strength, and uniqueness of the associations that influence customers’ potential to react positively towards the brand, creating positive based brand equity as outlined in Figure 5.8. While strength relates to how strongly the associations are held in memory, favourability relates to the customer’s belief that the brand has attributes and benefits that will satisfy their needs

and wants. Uniqueness which Keller (1993) maintains can be derived from product or non-product related attributes, functional, experiential, or image benefits, enable competitive advantage, pointing to similarities with de Chernatony and McDonald's (2003) requirements for successful brands.

BENEFITS OF POSITIVE CUSTOMER-BASED BRAND EQUITY

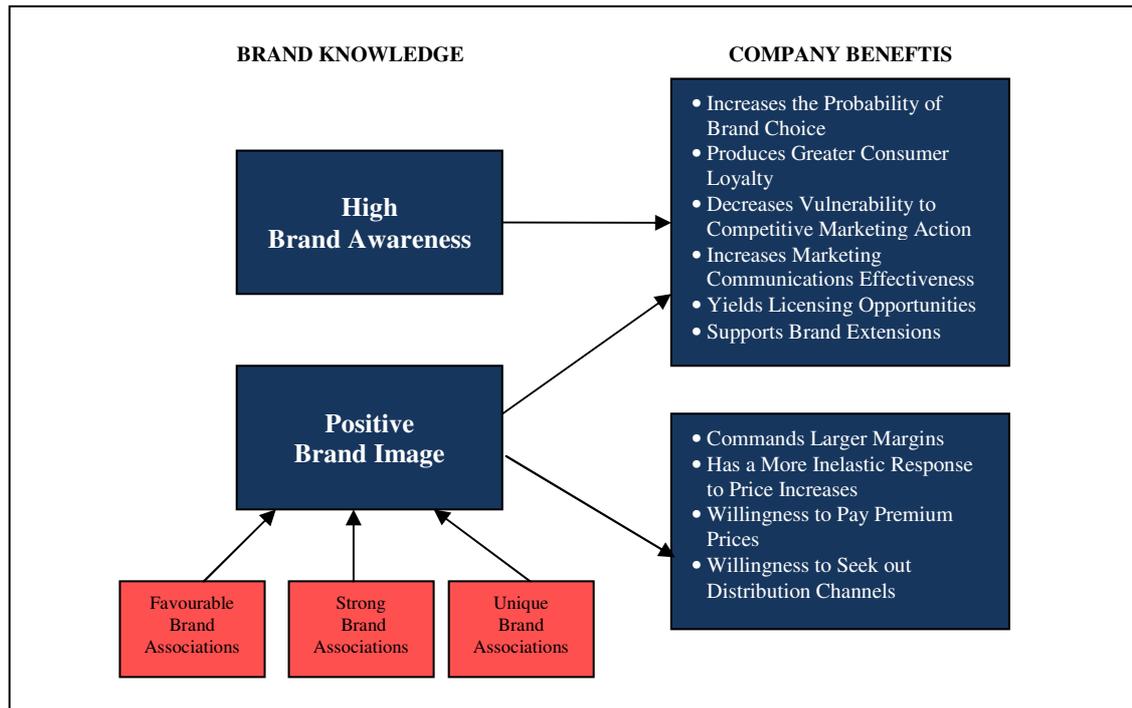


Figure 5.8: Source: Developed from Keller (1993)

Keller's (2001) customer-based brand equity (CBBE) model considers brand identity as the foundation on which strong brands are built as Figure 5.9 indicates. The premise of the model is that the power of the brand lies in what customers have learned, felt, seen, and heard about the brand over time (Keller 2001). While there is an acknowledgement that the brand associations which create brand meaning can be derived from external sources through the experiences customers have with the brand and through advertising, there is considerable potential for the organisation to influence the brand's meaning, highlighting the importance of managing the brand. As with Keller's brand knowledge model there are clear similarities with the associations and elements of Aaker's (2010) and Kapferer's (2008) brand identity perspectives, and Aaker's (1997) personality perspective, adding weight to their relevance as elements in the composition of the brand promise.

CUSTOMER-BASED BRAND EQUITY PYRAMID

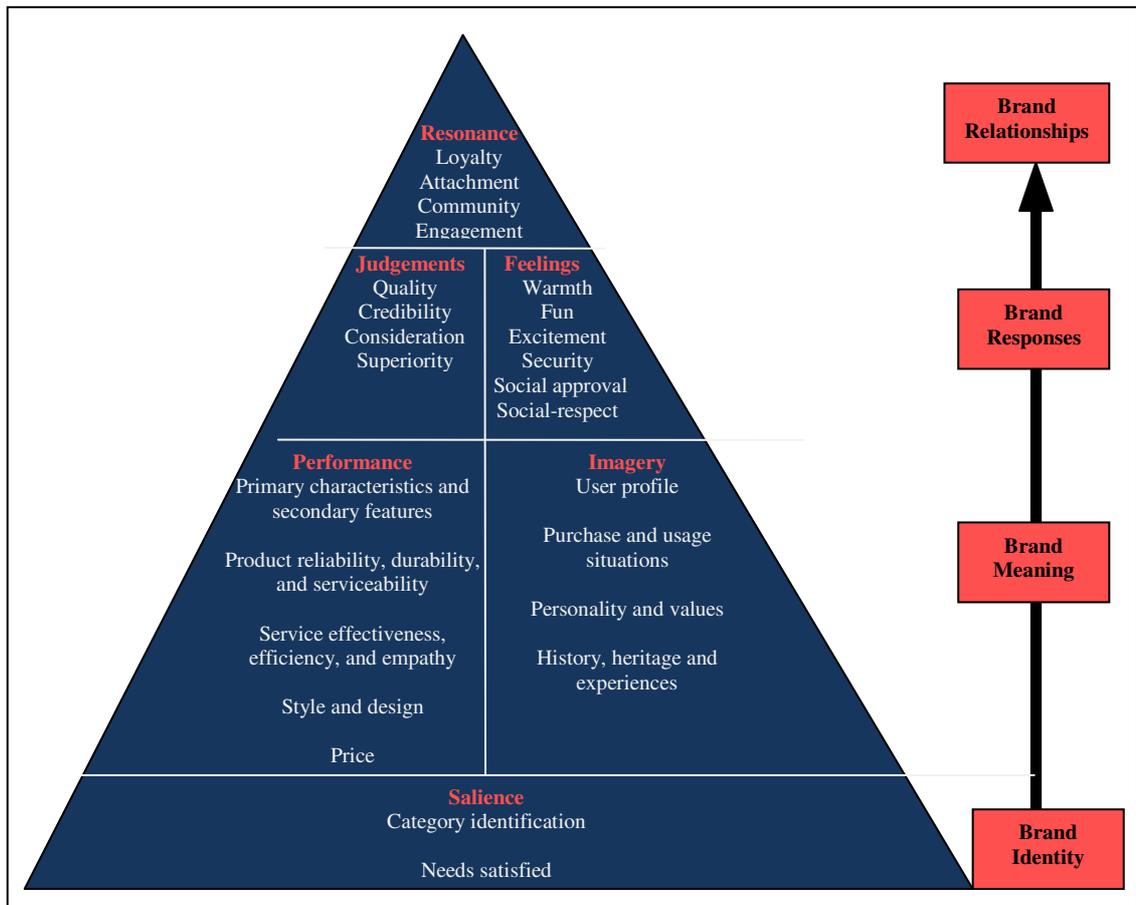


Figure 5.9: Source: Adapted from Keller (2001)

5.6 Brand Promise Categorisation

As with the previous chapter the elements the perspectives point to are brought together and categorised refer to Appendix H, identifying the identity-related categories around which brand promises can be defined. The categorisation is built on and refined into an Institutional and Product Dimensions Model later in the thesis to reflect the findings of the primary research.

5.7 Chapter Summary

This chapter has widened the elements and influences on the brand promise beyond the product elements identified in the previous chapter, identifying that brands can be complex entities comprised of multiple dimensions, breadth suited to the university context. The organisational and cultural elements identify that the brand promise can be defined around an organisation's ethos, values, principles, and culture adding to the defining elements and influences on the brand promise. The contribution of an organisation's heritage to its identity identifies it as an area of relevance for the brand promise. Relationships is another area around which the brand promise can be defined, with relationship types that can convey an institution's commitment to the achievements of its students or convey that they are valued as individuals identified as potentially relevant within the university context.

This chapter has pointed to the richness of personality to the brand and the potential relevance of *sincerity based*, *excitement based*, *competency based*, and *agreeableness-based brand promises* to the university context. However it has also pointed to the limitations of restricting the characteristics of the brand purely in human traits. The chapter has also highlighted a tendency among higher education institutions to use common words and expressions, with the use of "world-class", "the best", and "leading" attributed with a failure to differentiate and the notion of a conformity trap. Again this chapter points to variations and inconsistencies relating to the way brand terminology is used, making it difficult particularly when it comes to values and characteristics to determine precisely what is being referred to.

The chapter has also pointed to variations in the value offers, from a combination of functional, emotional, and self-expressive benefits, to the representation of the brand essence in a single word, pointing to considerably flexibility in the development of brand promises. While potentially challenging, the significance of a core dimension in defining the brand promise was evident, a potential illustrated through the encapsulation of The University of South Dakota and the University of Pittsburgh Bradford's brands in a single word. The similarities with the dimensions of brand equity, dimensions attributed with influencing the customer's potential to react positively towards the brand, provide further support for the relevance of the identity-related elements to the composition of the brand promise.

Together the perspectives identify a range of areas around which brand promises can be defined and as with the previous chapter the elements are brought together and categorised, adding to the categories around which brand promises can be defined. The categorisation is built on and refined into an Institutional and Product Dimensions Model later in the thesis to reflect the findings from the primary research.

Chapter Six

EXPERIENCE-RELATED PERSPECTIVES

6.1 Introduction

This chapter continues to evaluate the insight different perspectives of the brand can provide into the brand promise, focusing on the experience-related perspectives. In addition to addressing the second and third research objectives this chapter also provides insight into the fourth research objective which aims to determine what factors are influential in the delivery of the brand promise.

The chapter begins with a consideration of the services literature, the analysis of which leads to the assignment of a “high contact” categorisation to the university service, highlighting the importance of the experience. The chapter identifies the types of experiences around which brands can be defined not only providing insight in the potential elements of the university brand promise, but adding *sensory based, emotional based, cognitive based, behavioural based, and relational-based brand promises* to the categories of brand promise potentially relevant in the university context.

The chapter also points to the importance of the “service encounter”, “moment of truth”, or “touchpoints” to the delivery of *experience-based brand promises*, and pre-purchase touchpoints to the university brand promise. The identification of the importance of perceived risk to services high in experience and credence attributes points to the potential relevance of *assurance-based brand promises* to the university sector. The chapter points to the role of staff in the delivery of the brand promise and to factors that can influence what the brand promise is. The chapter concludes by bringing together and categorising the elements the perspectives considered in the chapter point to, adding to the areas around which brand promises can be defined. As pointed to in the previous chapters the categorisation is built on and refined into an Institutional and Product Dimensions Model later in the thesis to reflect the findings from the primary research.

6.2 Service Environment

Bateson (1992) points to the significance of the experience to service organisations. The foundation of his view centres around the Servuction System Model, as outlined in Figure 6.1. Bateson (1992) maintains that all products, whether they are goods or services, deliver a bundle of benefits to consumers.

THE SERVUCTION SYSTEM MODEL

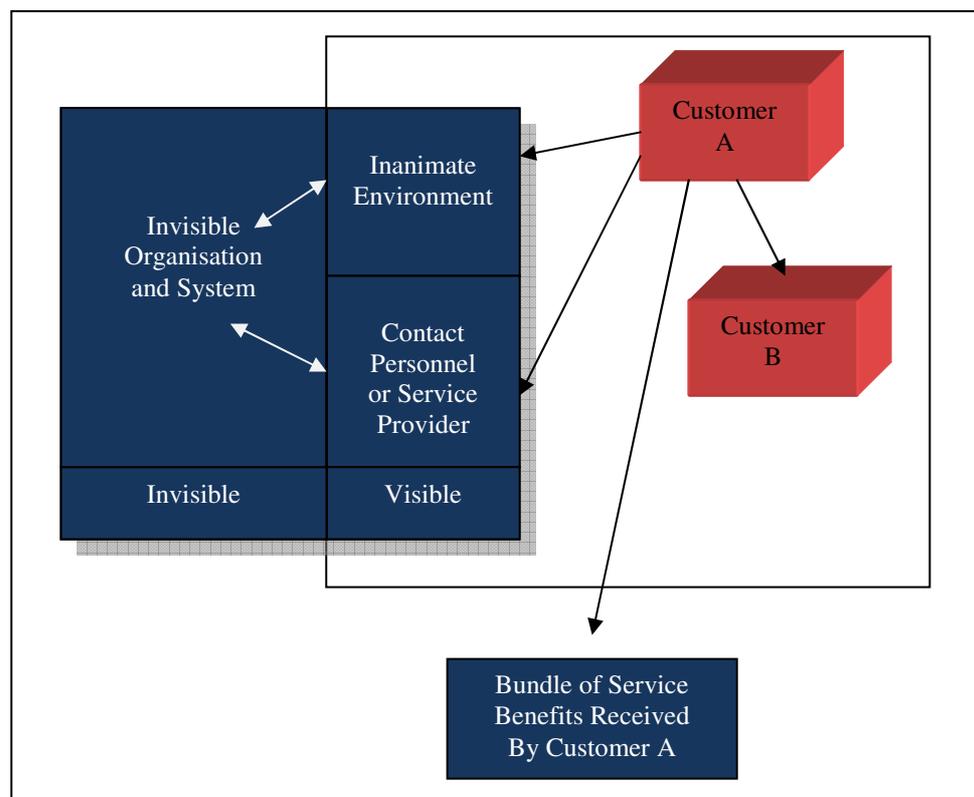


Figure 6.1: Source: Langeard, Bateson, Lovelock and Eiglier (1992)

Where Bateson's (1992) perspective differs from those considered so far, is in the proposition that it is in the way the consumer receives the benefits, that differentiates the service. The benefits are derived from the experience outlined in the Servuction System Model, through the interaction the customer has with the visible environment, the service provider, and other customers. Bateson (1992) further maintains that what the customer purchases when they purchase a service, is an experience, the servuction system creates the experience and the experience in turn creates the benefits. Like Bateson (1992), de Chernatony et al. (2011) point to the benefits services deliver,

suggesting that to maintain customer loyalty and price premiums, marketers augment their brands through the addition of benefits.

The importance of the experience is demonstrated in de Chernatony et al.'s (2011: p.388) Service Offering Model through the “interaction” and “customer participation” elements as Figure 6.2 indicates. Essentially the model is an adaptation of Levitt's (1980) Total Product Concept Model to the service sector. de Chernatony et al. (2011) like Bateson (1992) maintain that the experience is dependent on the interactive communication between employees and customers, and the interaction with physical resources, systems, or other customers.

THE SERVICE OFFERING

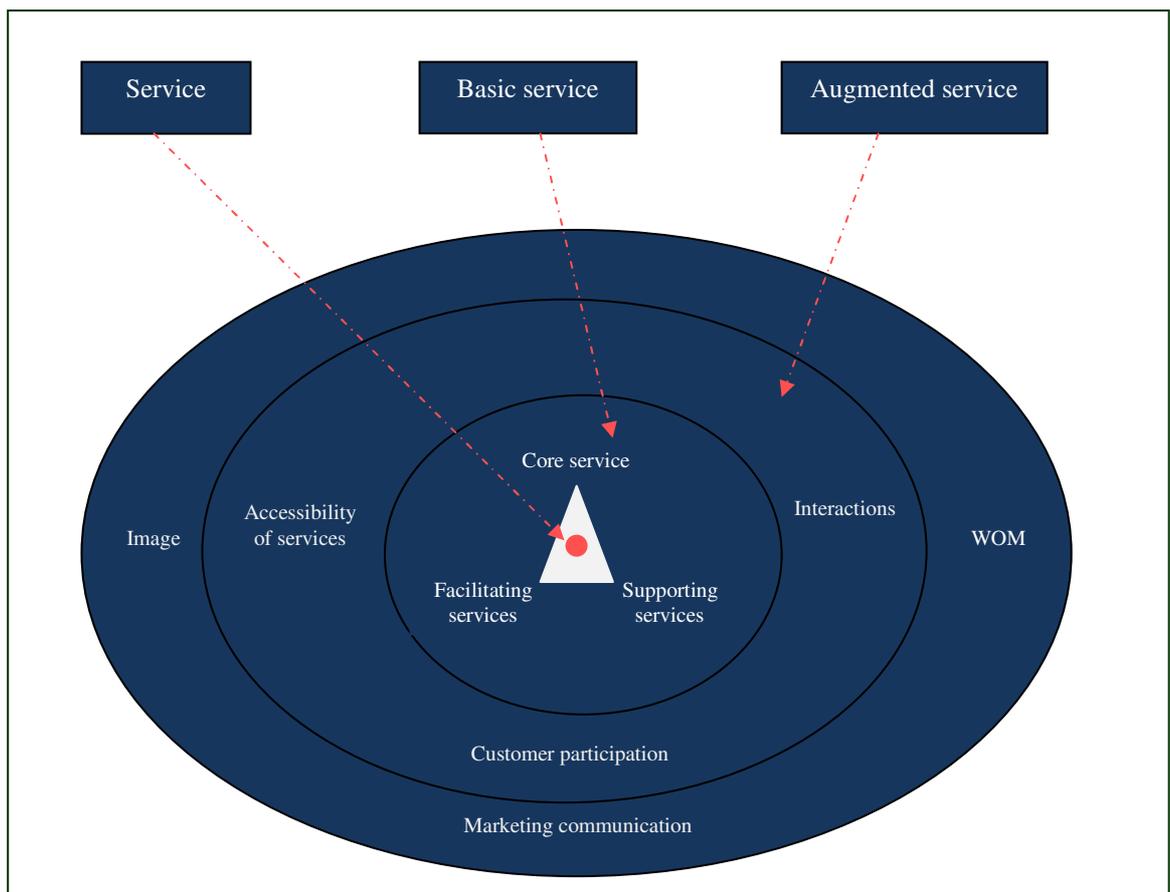


Figure 6.2: Source: de Chernatony et al. (2011) adapted from Gronroos (2000)

6.3 The University Service Categorisation

Drawing from Bateson (1992) and Lovelock et al.'s (1999) categorisation of services it is possible to identify the elements relevant to the university service. Figure 6.3 provides an analysis of the university service, identifying that it can be categorised as what Bateson (1992) and Lovelock et al. (1999) refer to as a “high contact service”. Not only does the service score high in terms of the required physical presence of customers and the involvement of other people in the service, it also requires a high level of participation from customers sustained over a long period of time. While it is clear that in the service sector the customer experience is considered key, the importance of the customer experience becomes even more critical within the university sector with so many categories scoring high. It places the emphasis firmly on the customer experience and in doing so identifies an area of focus for the brand promise with the potential to resonate with customers. The analysis also identifies constraining factors that can influence the creation and potential to deliver on the brand promise, given the variability that can result from the level of employee involvement and the required participation of customers.

Chapleo (2010) identifies the experience as an emergent area that new universities in particular seem to be talking about as a differentiator, however he questions whether the concept of “experiential branding” offers a genuine basis for “brand differentiation” in the university sector, a question now considered.

6.4 Experiential Branding

Experiential marketing also referred to as experiential branding or experience engineering (Dube et al. 2003), as proposed by Schmitt (1999) is derived from his criticism of the traditional features-and-benefits approach of marketing and branding that views customers as rational decision-makers. Instead Schmitt suggests they have an emotional side that contributes to their experiential need to be “stimulated, entertained, educated, and challenged” (Schmitt 1999: p.13 and 32). Needs that have parallels with the factors a report commissioned by Unite identifies as important to the university experience. The report not only finds that students want to be challenged, it

THE UNIVERSITY SERVICE CATEGORISATION MODEL

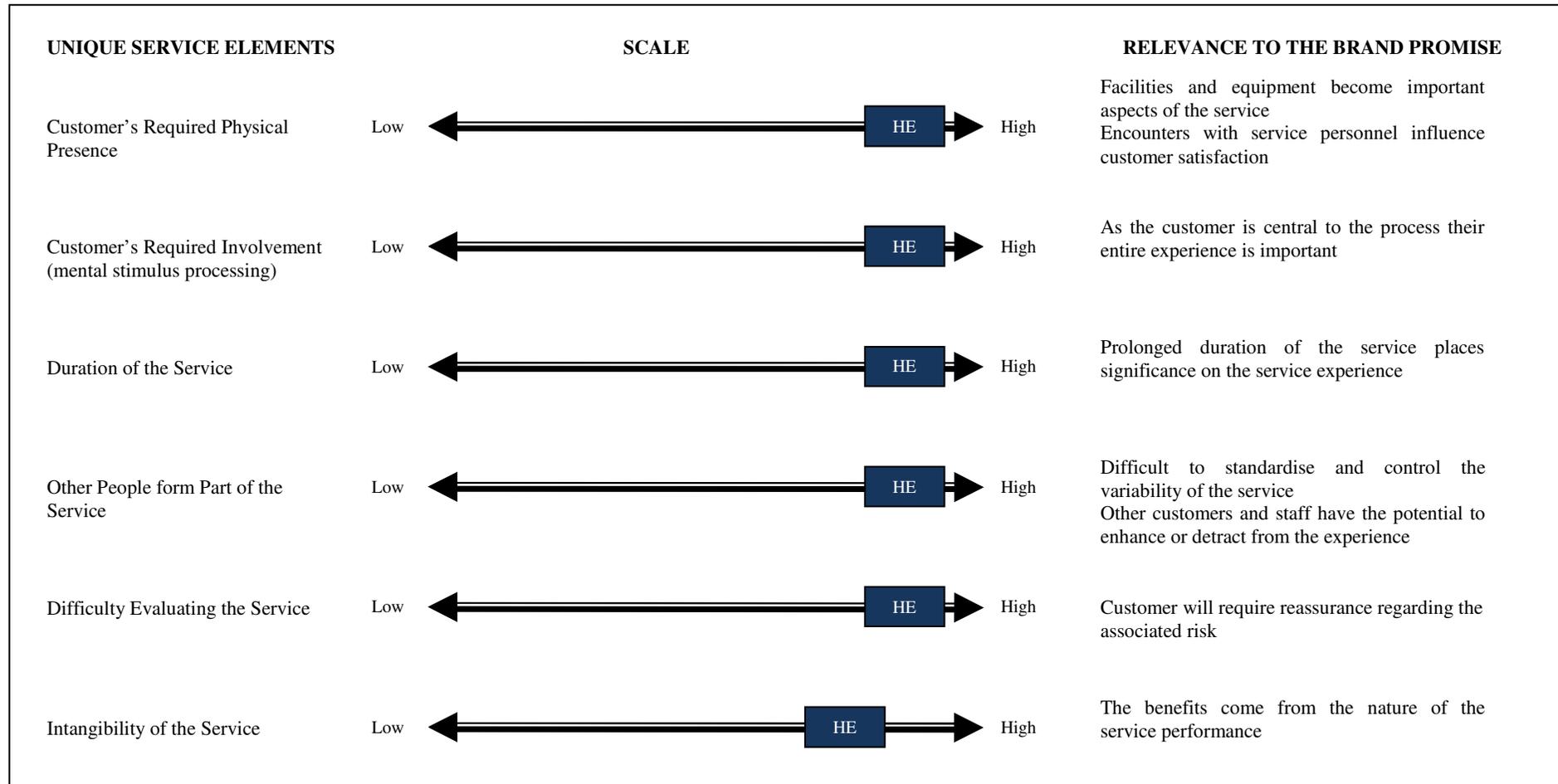


Figure 6.3: Source: Developed from Bateson (1992) and Lovelock et al. (1999)

points to the importance of social life to the university experience as Figure 6.4 indicates (Unite 2012).

THE MOST IMPORTANT ASPECTS OF THE UNIVERSITY EXPERIENCE

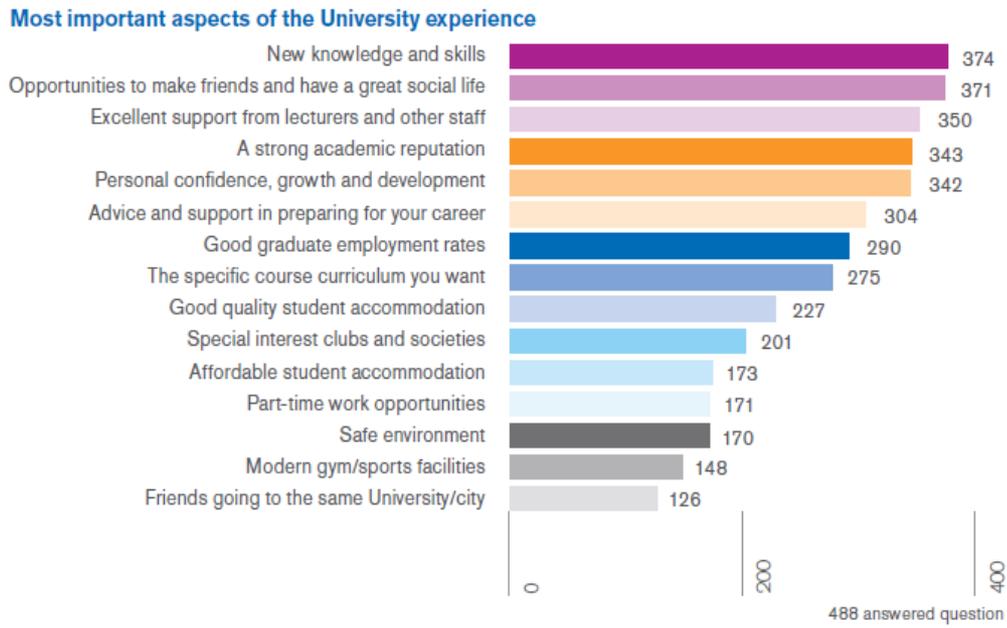


Figure 6.4: Source: Unite (2012: p.4)

Schmitt (1999: p. 30) maintains that “brands are first and foremost, providers of experiences”, providing “sensory, emotional, cognitive, behavioural, and relational values that replace functional values” (Schmitt 1999: p.26). Schmitt does however appear to contradict his own proposition, while he justifies the significance of the experiential perspective based on the need to replace the features and benefits approach of branding, he also suggests that customers are rationally and emotionally driven (Schmitt 1999: p.29).

As Figure 6.4 indicates many of the factors identified as important to the university experience can be considered functional benefits. Nonetheless his experiential perspective offers an approach to branding potentially relevant to the university brand promise given the high contact nature of the university service. What Schmitt (1999) is referring to when he uses the term experience, are the private events that result from observations or the participation in events. His experiential concept centres around the “experiential grid” as outlined in Table 6.1.

THE EXPERIENTIAL GRID

EX PROS

	Communications	Identities	Products	Co - branding	Environment	Web sites	People
S	SENSE						
E	FEEL						
M	THINK						
	RELATE						
	ACT						

Table 6.1: Source: Schmitt (1999: p.74)

He identifies five types of customer experiences which he refers to as SEMs (Strategic Experiential Modules) and seven different types of ExPros (Experience Providers) which are the means of inducing the various types of experiences.

The significance of the experiential perspective to the brand promise is most clearly illustrated by reference to the experiential grid and the values SEM's encompass. The SEM's can be considered to relate to types of brand promises, pointing to *sensory based, emotional based, cognitive based, relational based, and behavioural (lifestyle) based brand promises*, while the ExPros are the sources of, and/or means of conveying the brand promise. Each experience type has its own requirements, indirectly providing insight into the composition of the brand promise:

- Sense Experiences – need to incorporate sensory components that appeal to customers' five senses;
- Feel Experiences - affect moods and emotions at the point of consumption or through communication;
- Think Experiences – need to mix surprise and intrigue to appeal to the customer's creative thinking;
- Relate Experiences – need to connect the customer to the social and cultural meaning reflected in the brand; and
- Act Experiences – need to identify alternative patterns of behaviour and lifestyles (Schmitt 1999: p.94).

While the order in which the different types of experiences appear within the grid is purely incidental, Schmitt (1999) suggests that the appropriateness of the experience types depends on such issues as the customer, the operating environment, and competitors. The high contact nature of the university service would suggest that “feel” and “relate” experiences could have a high level of customer relevance. Schmitt (1999) points to the importance of face-to-face interactions in creating strong feelings. The “feel” component of Schmitt’s perspective also points to the importance of being able to convey the brand promise visually, in order to capture emotions at the point of consumption. It may however be easier to capture the euphoria of graduation and the enjoyment of a social situation, than the types of emotions that relate to the self-satisfaction of the learning experience. The nature of the education service and the Unite Report would suggest *cognitive-based brand promises* will have relevance in the sector.

While Schmitt offers no real justification for his proposition that customers are seeking brands to fill experiential needs, he does provide examples of organisations that have successfully implemented experiential approaches to marketing and branding. He puts forward Singapore Airlines as an example of a company that has implemented a holistic approach incorporating all five experience types as outlined below:

- SENSE – visually appealing and elegant airline;
- FEEL – a hospitable airline;
- THINK – innovative and creative;
- RELATE – international and Singaporean at the same time;
- ACT – service and action orientated (Schmitt 1999: p.70).

A separate consideration of Singapore Airlines undertaken by the author does however question the reliance on emotional values alone, many aspects of Singapore Airlines’ high quality service experience can be attributed with product features such as their modern fleet of aircraft and high quality in-flight entertainment (Roll 2004). The extent to which universities may be able to incorporate a similar holistic approach is outlined below. Even if a holistic approach cannot be achieved in its entirety, the experience types identify specific areas of focus for the university brand promise:

- SENSE – focusing on the visual aspects of the institution, its environment and facilities;
- FEEL – focusing on the hospitality aspects of the service encounter, and relationships;
- THINK – focusing on the innovative and creative aspects of the university experience;
- RELATE – focusing on the institution’s cultural aspects and social opportunities;
- ACT – focusing on the lifestyle the institution and/or the outcome has to offer.

It does however indicate that a holistic brand promise will have many dimensions. The extent of the overlap that exists between different perspectives of the brand is also evident through the similarities between Schmitt’s (1999) perspective and Aaker’s (1997) personality traits:

- SENSE – Up-to-date;
- FEEL – Wholesome, cheerful, spirited;
- THINK – Imaginative, intelligent, daring;
- RELATE – Upper class, charming, honest, reliable, down-to-earth;
- ACT – Successful, outdoorsy.

6.5 Pleasurable Experiences

Dube et al. (2003) maintain that experiential branding refers to the positioning strategies that promise a certain type of pleasurable experience that encompass the consumer’s interaction with the brand. Dube et al. (2003) like Schmitt (1999) categorise experiences, maintaining that customers classify pleasurable experiences as being one of four types:

- Sensory pleasure - derived from the pleasant sensations generated during the experience;
- Social pleasure - derived from the interactions, and in some cases the lack of interaction with others;

- Emotional pleasure - derived from feelings, ideas, or images; and
- Intellectual pleasure - derived from an appreciation of the subtle and complex things that people are surrounded by (Dube et al. 2003: p.126).

The commonalities with Schmitt's (1999) experience types are clear:

- Sensory Pleasure - Sense Experiences
- Social Pleasure - Relate Experiences
- Emotional Pleasure - Feel and Act Experiences
- Intellectual Pleasure - Think Experiences

Unlike Schmitt (1999) who advocates taking a holistic approach to experiential branding, Dube et al. (2003: p.127) maintain that firms can own a strategic position that differentiates them from competitors by focusing on specific experience types. They do however recognise that given the personal nature of experiences, it is important for marketers to realise that the brand promise will probably be experienced differently by different consumers. Where Dube et al.'s (2003) perspective differs significantly from Schmitt (1999) is in the proposition that best practice requires the alignment of functional attribute, people attributes, and process attributes with the brand's promise and the customer's expectations of experiential values. As Dube et al.'s (2003) perspective is based on empirical research carried out in the US hotel sector to determine what created value for customers. It suggests it is far too simple to disregard the features and benefits concept of branding entirely, and rely solely on the emotional aspect of experiential branding. It is a view in line with the Unite report on the university experience which identifies that there is a clear link between the quality of support, facilities, and resources and the levels of satisfaction students have with their university experience (Unite 2007).

The uniqueness of the sector does however present challenges to the enhancement of the experience. Kay et al. (2007) point to the constraints universities committed to improving the student experience face, given the costs not only of improving services and facilities but providing excellent teaching, given the strain on limited resources. The report also points to the raised expectations increases in tuition fees have created among prospective students, equated with better services, accommodation, facilities, exchange programmes, and for some better staff. The resistance to branding pointed to

in Chapter 1 may also present challenges for universities trying to differentiate themselves by owning a particular experiential type, especially if it requires the involvement of an institution's staff.

6.6 The Service Encounter

Of significance to the experience and the delivery of the brand promise is the service encounter. Bateson (1992) refers to the "service encounter" as the face-to-face interactions between a buyer and a seller in a service setting. Bateson (1992) focuses on the interactive nature of the service encounter and the critical role of the organisation's employees in the delivery of the experience, maintaining that all service personnel involved in customer contact, are in fact marketers. Lovelock et al. (1999) also refer to the "service encounter" which they define as the period of time during which customers interact directly with the service, differing from Bateson (1992) in the recognition that service encounters need to consider all the points at which the customer comes into contact with the organisation, not just with its staff but also with technology.

What Bateson (1992) and Lovelock et al. (1999) refer to as service encounters Gronroos (1988) refers to as the "moment of truth". Gronroos (1988) maintains that situations where customers encounter the resources and ways of operating of the service provider are critical to the quality of the experience. Gronroos (1988) suggests moments of truth are the time and place when and where the service provider has the opportunity to demonstrate to the customer the quality of their service, in the next moment the situation is over and the customer is gone. Gronroos (1988) maintains that in reality customers experience a whole series of moments of truth.

6.7 Customer Touchpoints

Similarly Hogan et al. (2005: p.12) define the brand as "the sum of the customer's experiences with the product or company". Rather than focusing on the type of experiences, Hogan et al. focus on identifying the touchpoints where customers

experience the brand as outlined in Figure 6.5. Hogan et al. (2005) maintain that leading brand-builders set the conditions for the customer experience practices that matter to them, and then spend aggressively on the interactions they know will have the most impact on revenue growth and profitability.

THE CUSTOMER EXPERIENCE TOUCHPOINT CHAIN

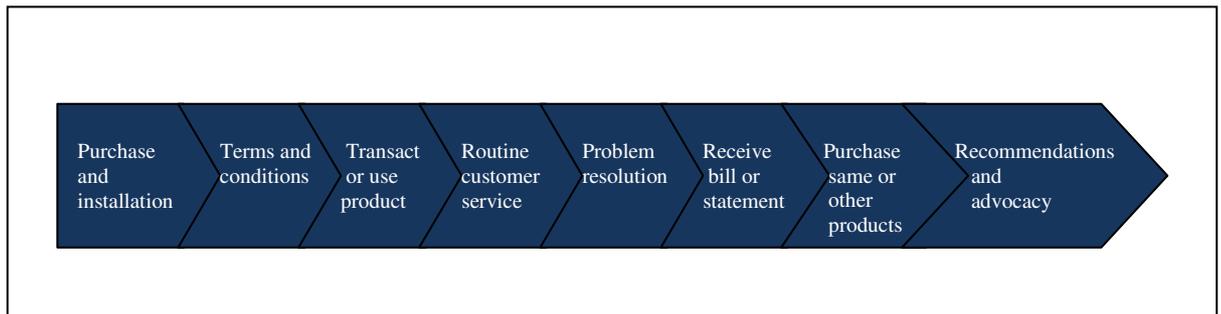


Figure 6.5: Source: Hogan et al. (2005)

Hogan et al. (2005) maintain that the interactions with the greatest potential for delight are those that involve people, who can resolve problems, empathise, smile, and provide unexpected levels of service, a viewpoint that indicates the service encounter should be a consideration when defining brand promises. Hogan et al.'s (2005) perspective is based on identifying the strongest and weakest links in the touchpoint chain based on what customers value. The relative importance of the experiences is based on the ability to impact profitability. Given that the perspective is underpinned by a principle that some touchpoints and customers are less important than others, it is a perspective that could be detrimental to a brand promise if that notion is not recognised when articulating the brand promise. In contrast Reed (2005) stresses the importance of living the brand promise at every touchpoint with the customer. Hogan et al.'s (2005) perspective has clear implications for the way brands are managed, they maintain that although historically branding has been the province of the marketing department, with touchpoints in departments throughout the organisation responsibility is spread company-wide.

6.8 Pre-Purchase Experience

Hogan et al.'s (2005) touchpoint chain model suggests the experience begins at the purchase stage. However in the case of universities, prospective customers can participate in a number of service encounters before ever becoming customers; through the use of the website to gather information, sourcing of prospectuses, open days, campus visits, and the application/enrolment process. Lovelock et al. (1999) do recognise the significance of the pre-purchase stage and point to its importance for less routine and high-risk services, maintaining that perceived risk is especially relevant for services that are high in experience or credence attributes and difficult to evaluate prior to consumption as Figure 6.6 outlines.

PRODUCT ATTRIBUTE CONTINUUM

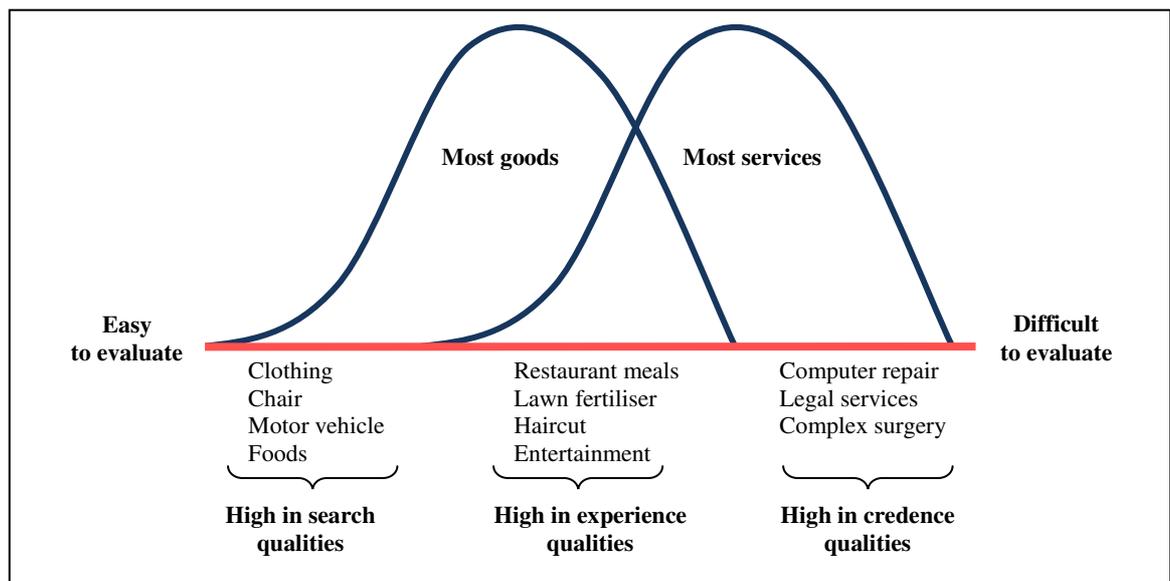


Figure 6.6: Source: Lovelock et al. (1999)

Products high in search qualities enable customers to evaluate them prior to purchase, experience properties on the other hand cannot be evaluated prior to purchase with customers needing to experience the features to know what they are getting. Credence properties refer to the characteristics customers may find impossible to evaluate even after purchase and consumption (Lovelock et al. 1999). The Product Attribute Continuum points to the potential for what can be seen as *assurance-based brand promises*, which should have a high degree of relevance in the university sector, where

the service is not only infrequently purchased, high in credence qualities, but is also difficult to evaluate prior to consumption.

Lovelock et al. (1999) identify seven categories of risk which point to potential areas of focus for *assurance-based brand promises*:

- Functional risk – unsatisfactory performance outcomes;
- Financial risk – monetary loss, unexpected costs;
- Psychological risk – personal fears and emotions;
- Social risk – how others think and react;
- Sensory risk – unwanted impacts on any of the five senses;
- Physical risk – personal injury or damage to possessions;
- Temporal risk – wasting time, consequences of delay (Lovelock et al. 1999).

The first four categories are clearly relevant to the university context (Beneke 2011), the functional risk of whether the course will provide the necessary skills and qualifications, the financial risk associated with university fees and the associated costs of attending university, the personal fears associated with the educational experience and the individual's ability to achieve and fit in, and the social risk associated with the selection of an institution and how it is perceived by others. Although he only relates to the first four categories, Kapferer (2004) sees risk as fundamental to the brand, maintaining that brands exist as soon as there is perceived risk. He also maintains risk varies by sector, the higher the unit price or perceived repercussions of a bad choice, the greater the perceived risk.

Beneke (2011) found “quality of academic staff”, “quality of majors”, and “overall academic reputation” were the most important factors in assessing functional risk, while the factors influencing student choice identified in Chapter 4 suggest physical risk is of most concern to international students, although Ali-Choudhury et al. (2009) found prospective students and their parents were becoming more concerned with physical safety and security issues. It could be argued that league tables play a role in reducing functional and social risk, they are however unlikely to be as effective as a brand promise at reducing psychological risk, nor will they have the potential of the brand promise to convey the expectation of the experience.

6.9 Internal Branding Process

Both Schmitt (1999) and Hogan et al. (2005) pointed to the importance of people in the delivery of brand experiences, internal branding is an approach to branding that continues the experiential theme, but focuses to a large extent on the role of the organisation's employees in delivering the experience. Tosti and Stotz (2001) maintain it is imperative for service sector organisations to align employees with the brand promise due to their direct role in creating and delivering brand experiences.

Tosti and Stotz's (2001) internal branding process has two distinct aspects, the first points to the process of identifying the values that determine the behaviour practices that characterise how the company and its personnel interact with customers. Tosti and Stotz (2001) suggest the internal branding process requires the translation of the brand, and the brand promise into the brand character. They define the brand character as the way the company wants customers to perceive it and its people. While no real insight is provided into the achievement of that stage, they suggest the brand character is described in terms of the business values supporting the brand promise. The second aspect of Tosti and Stotz (2001) internal branding process indicates that the delivery of the brand promise is dependent on organisation-wide involvement at all levels. To be successful not only do senior managers need to demonstrate ownership of the brand character, values, and practices; middle managers need to be educated on their role in supporting the delivery of the brand promise, while employee commitment to the brand should be sought not merely through education and involvement but by providing them with the opportunity to experience the brand and personify the brand values.

de Chernatony and Segal-Horn's (2003) model points to the influence of corporate culture, values, and behaviour on the brand promise refer to Figure 6.7. de Chernatony and Segal-Horn (2003) maintain that in the service sector the marketing department is not the critical determinant of the brand's personality and positioning, it is staff that have the greatest impact on brand perception. They further suggest that brand building should be based on a bottom-up perspective that integrates staff in the branding process.

de Chernatony and Segal-Horn's (2003) model relates directly to their definition of the brand as "a cluster of functional and emotional values which promise a particular experience", where the alignment of employee behaviour to the brand values is key.

SUCCESSFUL SERVICE BRAND MODEL

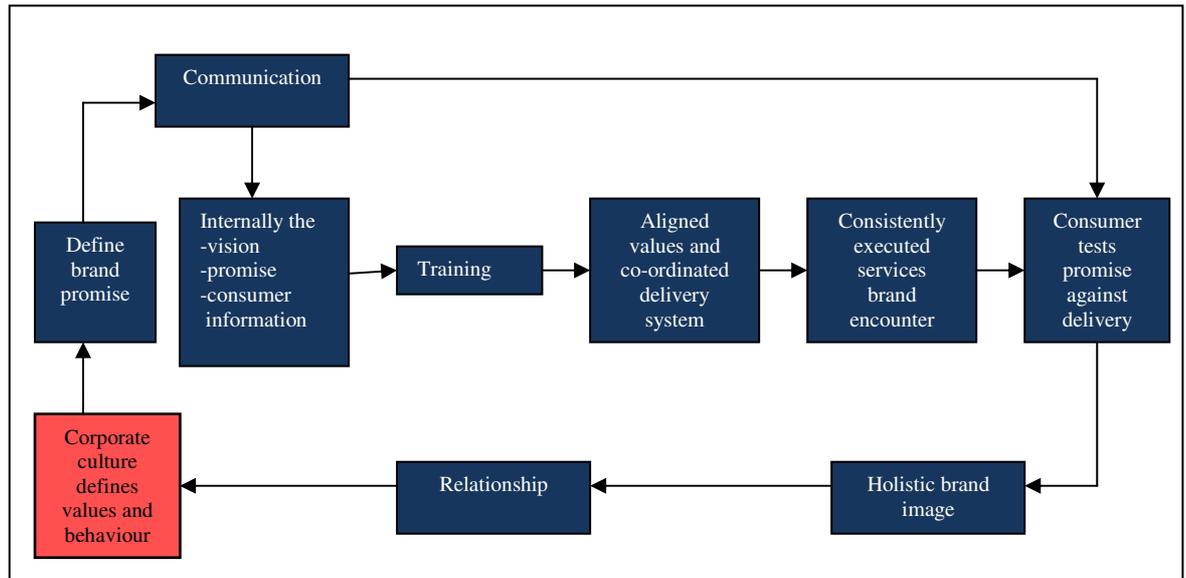


Figure 6.7: Source: de Chernatony and Segal-Horn (2003)

They maintain that achieving consistency in the experience customers have with the brand is the single most important and difficult factor to perfect in the service sector, given its dependency on staff behaviour and customer/staff interaction. The internal focus of de Chernatony and Segal-Horn's (2003) model does not however appear to allow for the influence customer needs or competitor positioning will have on the brand promise as evident in previous chapters.

The recognition that the university service is a high contact service is instrumental in identifying the relevance of experience-based brand promises to the university context. And while the experiential perspectives identify clear areas of focus for the brand promise, the significance the touchpoint and internal branding perspectives place on interactions and people means they are factors that should be given real consideration when developing experience-based brand promises.

6.10 HR Role in Internal Branding

The central position that values occupy with the internal branding perspectives is again evident in Aurand et al.'s (2005) concept. While Aurand et al. (2005) recognise the key role that employees play in delivering the brand promise, they propose going beyond

communication and training as the means to aligning employees with the brand values and advocate incorporating HR practices into internal branding. They suggest that internal branding requires a change in the cultural of the organisation, and point to the need for brand values to form part of the HR process. Recruitment and selection processes need to take into account the diversity of the personnel required to deliver the brand promise, while compensation systems that motivate and reward behaviour that supports the brand must be designed and implemented. Aurand et al.'s (2005) perspective has clear implications for the way brands are managed, it implies that brand management can no longer be seen as the sole preserve of the marketing department.

6.11 Brand Ambassadors

Harris and de Chernatony (2001) also recognise the importance of employees and suggest their role is changing. They maintain employees need to be recognised as a brand's ambassadors as they constitute the interface between a brand's internal and external environment and as such have a powerful impact on consumers' perceptions of both the brand and the organisation. Harris and de Chernatony (2001) defend their view by suggesting that as technology decreases the potential for sustained competitive advantage, managers are focusing more on differentiating their brands on the basis of unique emotional rather than functional characteristics. They maintain that the brand's emotional values are communicated not just by advertising but also through employees' interactions with different stakeholders. Employees are thus becoming central to the process of brand building and their behaviour can either reinforce a brand's advertised values, or if inconsistent with the values, undermine the credibility of the message (Harris and de Chernatony 2001).

6.12 Brand Promise Categorisation

As with the previous chapters the elements the perspectives point to are brought together and categorised as outlined in Appendix I, adding to the areas around which brand promises can be defined. The categorisation is built on and refined into an

Institutional and Product Dimensions Model later in the thesis to reflect the findings of the primary research.

6.13 Chapter Summary

This chapter has pointed to the importance of the experience to service organisations, with the “high contact” service categorisation pointing to the significance of the experience and identifying it as an area of focus for the university brand promise.

The chapter has pointed to the potential to define the brand promise around five core experience types, of particular relevance to the university brand promise would appear to be *emotional based*, *cognitive based*, and *relational-based brand promises*. Nonetheless their relevance does not negate the importance of functional benefits to the composition of the brand promise. The chapter pointed to the potential relevance of *assurance-based brand promises* within the university sector, given the perceived risk arising from the infrequency of the purchase, high credence attributes, and the difficulty of evaluating the service prior to purchase. As with the previous chapters the elements the perspectives point to are brought together and categorised adding to areas around which brand promises can be defined, a categorisation built on and refined by the findings of the primary research to develop a model that captures the defining dimensions of the brand promise.

The identification that the experience starts at a pre-purchase stage has implications not only for the composition of the brand promise but also its delivery. The interactive nature of the “service encounter”, “moment of truth”, or “touchpoints” pointed to the significance of employees in delivering the brand promise, in particular the chapter has pointed to the importance of aligning employee behaviour with the brand promise or values (Tosti and Stotz 2001; de Chernatony and Segal-Horn 2003) and the required involvement from all levels in the delivery of the brand promise (Tosti and Stotz 2001).

Again the potential customers, competitors, culture, and values have to influence the brand promise is evident, with the chapter adding behaviour to the influencing factors accounting for the influence of staff on brand perception.

Chapter Seven

CORPORATE-RELATED PERSPECTIVES

7.1 Introduction

This final literature chapter considers the insight the corporate-related perspectives of the brand can provide into the brand promise, addressing the second, third, and fourth research objectives. The corporate perspectives place considerable significance on the core values, they also add a strategic dimension to the brand pointing to the significance of an organisation's mission, vision, strategy, goals, and objectives, adding to the potential elements of the brand promise and areas around which it can be defined.

The chapter points to the significance of alignment, authenticity, and relevance to the creation and delivery of the brand promise, while also pointing to an extensive range of factors that can influence what the brand promise is: from an organisation's origins, values, objectives, aspirations, positioning, stakeholders, to its competitive environment. The notion of core values does however suggest the brand promise will have a dominant focus and therefore a more specific set of influencing factors.

The chapter concludes by bringing together and categorising the elements the corporate-related perspectives point to, and as indicated in the previous chapters the categorisation is built on and refined into an Institutional and Product Dimensions Model later in the thesis to reflect the findings from the primary research.

7.2 Company Brands

King (1991) is one of the first authors identified as addressing the concept of corporate branding, advocating for positioning organisational brands in the minds of actual and potential customers. King (1991) justifies the movement towards company brands based on the decreasing potential advances in technology were providing for achieving a competitive advantage. King (1991) maintains consumer choice is less dependent on

the evaluation of the functional product or service benefits and more on the assessment of a company's people, their skills, attitudes, behaviour, and language.

King's (1991) perspective is based to a certain extent on the distinct differences between product and company brands, with the range of contacts involved in company branding seen as necessitating a greater diversity of communications media. King (1991) points to the difficulties associated with presenting company brands in a consistent and coherent way, given that individuals and departments throughout the organisation have a responsibility for communication, again highlighting the complexity employees bring to the brand. He further maintains that company brands have a complex set of norms, conventions, methods, organisational patterns, rules, and personalities, indirectly pointing to factors that can influence what the brand promise is.

7.3 Brand Enactment

de Chernatony's (2002: p.116) perspective of corporate branding is based on the definition of a brand "as a cluster of functional and emotional values, which promise a particular experience". In contrast to King (1991), de Chernatony (2002) maintains there are no significant differences between the concept of corporate and product brands, rather it is the enactment of the brands that is considered different, with the former requiring a stakeholder focus while the latter focuses purely on customers. de Chernatony's (2002) focus is on the internal and external significance of brand values to two key stakeholder groups, the organisation's employees who need to enact the values and customers who interpret and need to appreciate the values. It is the harmony that exists between these factors in conjunction with the choice of actual values, that de Chernatony (2002) suggests determines the success of the brand. de Chernatony (2002) maintains the brand promise should be developed based on the functional and emotional values stakeholders seek from the brand, as it enables them to appreciate the experience the brand has to offer.

de Chernatony (2002) suggests that only a few unique functional and emotional brand values should be used in conjunction with a short brand promise, which has the added benefit of reducing the likelihood that the brand promise will be forgotten or

misinterpreted. Again the potential to encapsulate the brand in a single word is evident, de Chernatony (2002: p.127) refers to Southwest Airlines who not only consider the role of staff in enacting the brand promise, but extend the brand promise to include staff, identifying how the external brand promise of “freedom” that gave customers flexibility over their flight arrangements, was translated into an internal brand promise of “freedom” that gave staff flexibility and freedom in the workplace. The approach does however suggest that even with just two stakeholder groups there may be variations in the relative importance of the brand promise. Greater “freedom” may be beneficial to customers as it gives them increased flexibility over their flight arrangements, but greater “freedom” may not be relevant to employees who do not need flexible working arrangements or the added responsibility that can come from having increased input into how work is performed. Nonetheless the underpinning notion that the brand promise should be relevant to employees is clearly enlightened and potentially significant for achieving the engagement necessary to contribute to its delivery. While de Chernatony does not directly address the issue of the relevant importance of stakeholder groups, his Corporate Brand Model outlined in Figure 7.1, points to a range of factors that can influence the corporate brand, factors that it seems will influence the relative importance of different stakeholder groups and in turn the focus of the brand promise.

DEFINING AND ENACTING THE CORPORATE BRAND

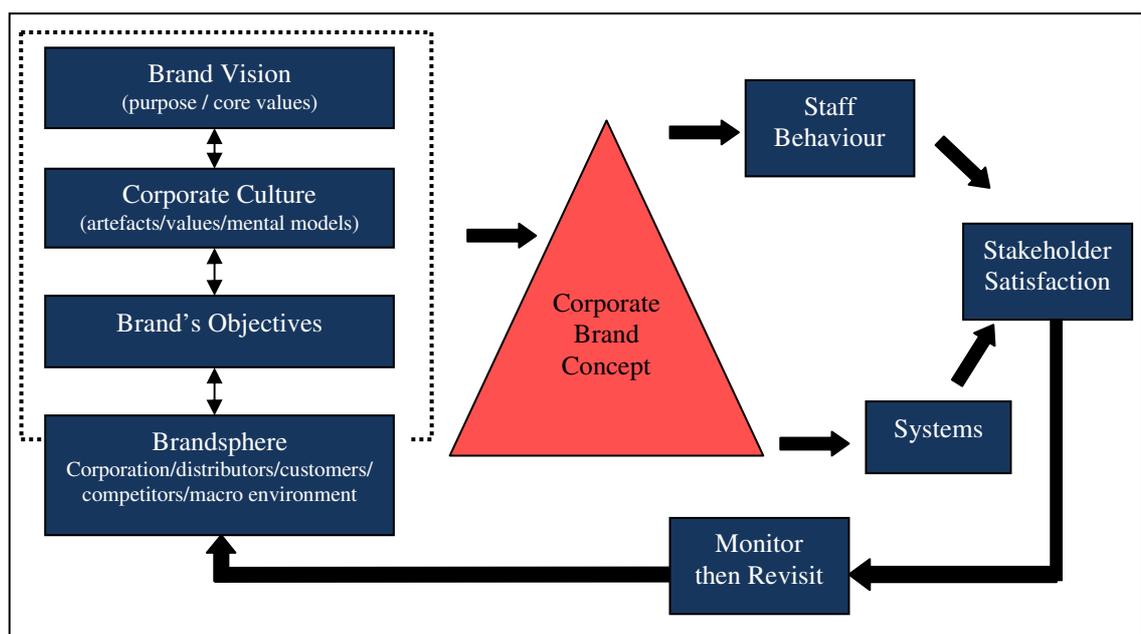


Figure 7.1: Source: Adapted from de Chernatony (2002: p.120)

The brand's vision and objectives can be expected to play an important role in influencing a corporate brand promise, it is reasonable to assume a research-intensive university that secures large amounts of funding through research may not place as much importance on directing a brand promise at students as a teaching-focused institution that relies on student income to maintain its financial viability. As well as pointing to factors that can influence what the brand is, the model points to the importance not only of monitoring stakeholder satisfaction for any gaps between the claimed brand promise and delivered brand promise, but for providing a means of feeding in required revisions (de Chernatony 2002). In taking a broader stakeholder perspective it seems the model places less emphasis on customers and their ability to influence the brand than previous perspectives, in doing so it requires the brand promise to have greater breadth than one purely aimed at customers.

7.4 Core Values

Urde's (2003) perspective of corporate branding is significant as it not only points to the importance of "core values", which are defined as "overarching concepts that summarise the identity of the corporate brand", the development of which is considered synonymous with the development of the brand, it attempts to address the confusion surrounding the types of values associated with the brand and its related terminology. Urde (2003) differentiates between three types of values: organisation related values, values that summarise the brand, and values experienced by customers as outlined in Figure 7.2.

Urde (2003) equates the core values with the brand essence, again reiterating the notion of a more fundamental or central brand dimension. The application of Urde's (2003) perspective to the Volvo brand reiterates the potential for confusion, Volvo's "core values" of "quality", "safety", and "concern for the environment" are essentially the brand's characteristics, pointing to how interrelated the terminology and perspectives of the brand are.

Unlike de Chernatony (2002), Urde makes no reference to an internally constructed brand promise aimed at employees as key stakeholders. The perspective does however

ASPECTS OF THE VALUES RELATIONSHIP

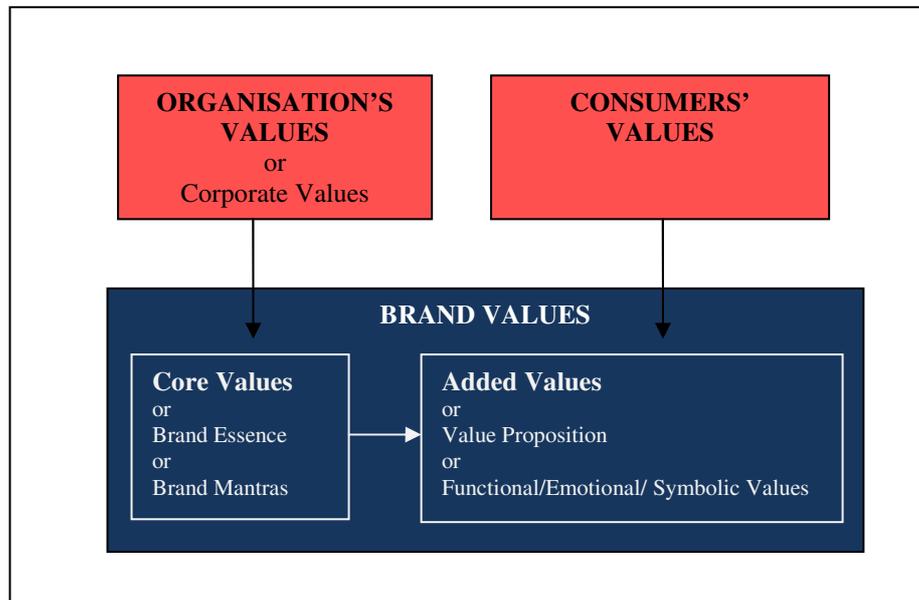


Figure 7.2: Source: Developed from Urde (2003)

provide other insights into the elements of the brand promise. The third of Volvo's core values "concern for the environment" a value not widely associated with the brand, indicates that the determination of the core values is not constrained by an organisation's immediate circumstances, but can relate to an intent or desired future. Furthermore Urde (2003) maintains that it is not necessary for the core values to be unique, rather it is their interpretation and usage that should be unique, of relevance given the identified similarities between universities.

Urde's (2003) perspective also points to the relationship between the various influences on the elements of the brand. Urde's (2003) "Corporate Brand Building" Model which has a predominantly internal focus is adapted to illustrate how it relates to the Volvo brand, the study that forms the basis of Urde's (2003) perspective. As Figure 7.3 indicates not only can the organisation's mission, vision, and values be considered a key influence on the brand promise pointing to the strategic nature of the corporate brand, Volvo's brand promise of "safety" (Urde 2009) is evident in each, reiterating the notion put forward in Chapter 3 that the *brand is the encapsulation of what an entity is about*. Although the model indicates that the dominant influences on the brand are internal, there is a recognition that customers need to be interested in the product and regard the brand as important.

CORPORATE BRAND BUILDING

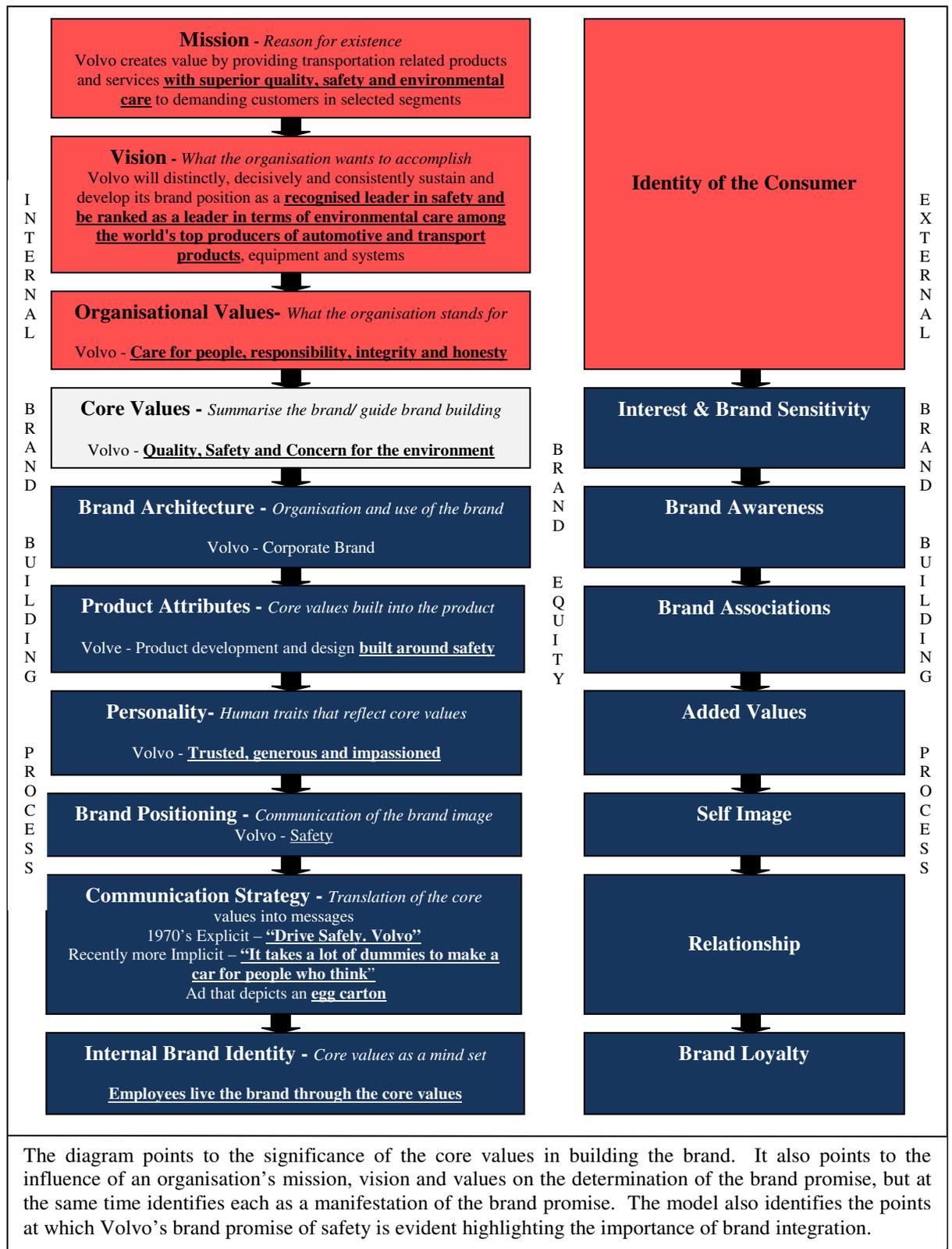


Figure 7.3: Source: Adapted from Urde (1997)

As the “guiding light” of the brand building process, Urde (2003) maintains the core values should be built into the product, expressed in behaviour, and reflected in communications. Figure 7.3 indicates that Volvo’s brand promise is evident in the

product attributes, the brand's personality, internally as the core values are lived by employees, and through communications messages. Not only is it clear that the brand promise can exist in different forms and at different points throughout the organisation, Urde's (2003) perspective identifies how significant a concise set of core values is to the determination and integration of the brand promise.

Urde (2009) provides further insight into the brand's core values. He maintains that established corporate brands have core values that make up the backbone of the brand's track record, irrespective of whether the values are defined or not, pointing to the emergent nature of brands. Urde (2009) maintains that uncovering the core values of an established company often becomes a journey into the organisation's heritage and origin, pointing to Volvo whose core value of "safety" could be traced back to the thoughts of the founders, pointing to what can be seen as a *philosophy-based brand promise*.

The concept of track record is important as it not only indicates that brands are not static, it points to the need to have evidence that the core values are true. In re-evaluating their core values Urde maintains that IBM found their core value of "customer satisfaction" had evolved into "dedication" to their client's success. They were also able to demonstrate a strong track record of pioneering inventions and groundbreaking solutions in support of another newly defined core value of "innovation" (Urde 2009).

Although each of the companies Urde (2009) relates to has three core values, he does not specify any requirements relating to the number of required values, but rather suggests the number can vary. Although dominated by example of product brands, in identifying how the core values can be uncovered by looking back, reflecting on the current situation or planning for the future, the relevance of the core values perspective to the university context is apparent. Furthermore Urde maintains core values differ from other values by the degree to which they are rooted in the organisation, and perceived and appreciated by customers and stakeholders, identifying them as fundamental to the development of the brand promise while also pointing to four types of core values as Figure 7.4 indicates.

THE CORE VALUES GRID

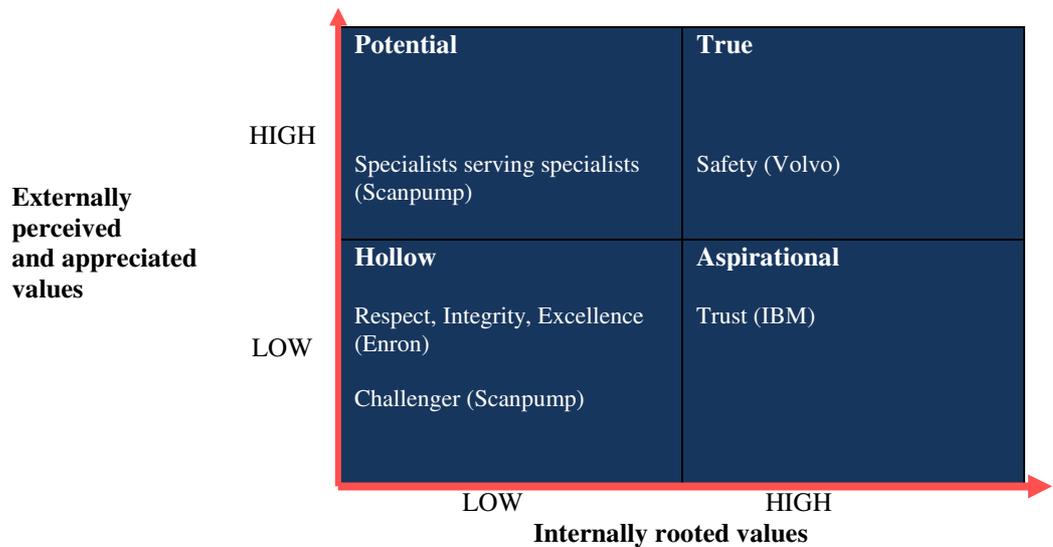


Figure 7.4: Source: Urde (2009)

“Potential core values” are known and appreciated by customers but not part of the defined corporate brand, pointing to the importance of bringing customers into the branding process. Of least value and potentially damaging are “hollow core values” that lack any real substance, and have no internal foundation, furthermore they are not appreciated or perceived as credible by customers. Given the scandal that befell the company, Urde (2009) sees Enron’s values: “respect”, “integrity”, and “excellence” as falling into that category.

Of real significance to the development of brand promises are the aspirational and true core values. “Aspirational core values” relate to an organisation’s future aspirations, what the organisation wants the brand to stand for, identifying it as a key area around which the brand promise can be defined. “True core values” are relevant to both the construction and delivery of the brand promise. “True core values” are rooted in the organisation and perceived and appreciated by customers, they are lived by the organisation and ingrained in its culture with the “strength of a brand considered to reside in promises made and the promises kept” (Urde 2009). Concepts with a clear transference to the university context.

7.5 Vision, Image, and Culture

Hatch and Schultz (2003) put forward a perspective of corporate branding that points to the alignment necessary for the successful development of corporate brands and delivery of the brand promise. A perspective that also indirectly points to the constraints an organisation's vision and culture can place on the development of brand promises. Their perspective can be seen as emanating from the differences between product and company brands, and centres around three key elements: "vision", "culture", and "image".

The shift in focus that corporate branding requires, moves responsibility for brand management from the marketing department to the executive level, requiring a strategic focus, influenced by the organisation's "vision". Corporate branding also places increased emphasis on the organisation and its "culture", as the organisation and its employees become more visible and open to scrutiny (Hatch and Schultz 2003). The third key difference between product and corporate branding that influences their perspective, is the requirement corporate branding places on creating relationships with a wide range of stakeholders, which contributes to the "image" stakeholders have of the organisation (Hatch and Schultz 2003).

Hatch and Schultz (2003) like Urde relate to the brand in terms of core values, they suggest that companies create their vision from the redefinition and reinvention of the core values rather than shifting from one value set to another. They suggest that stakeholders are attracted to organisations by recognisable values and symbols expressed through the brand, which enable them to feel a sense of belonging and experience and express their own values, maintaining stakeholders' perceptions need to become part of the envisioning process. They further maintain that the subjectivity that surrounds symbols and their meaning can result in the experience the brand promises, being redefined by individuals as they take "the brand into their own world," (Hatch and Schultz 2003).

Hatch and Schultz (2003) point to the disparity that can exist between the desired values of the vision statement, the practised values that exist in the form of the organisation's culture, and the image stakeholders have of the brand. They point to the British Airways vision of being the "world's favourite airline" which resulted in the failure of

its global branding process because of misalignment between its desired vision, its practised culture, and stakeholders perceived image of the company. The rebranding process involved the removal of the union jack a symbol of Britishness that contained meaning to key stakeholders, and while the instigation of a new look with contemporary designs from around the world on its tailfins reflected the company's global vision, it was in contrast with the service inside the aircraft which continued to reflect the company's British culture through service styles, manners, accents, and dress.

Figure 7.5 provides an overview of the alignment Hatch and Schultz (2003) maintain is necessary for the successful development of corporate brands. Hatch and Schultz (2003) maintain that while the desired values of the vision can stretch the organisation, there needs to be a fit with the organisation's heritage, and the values in use determined by the culture.

VALUES SYSTEM ALIGNMENT

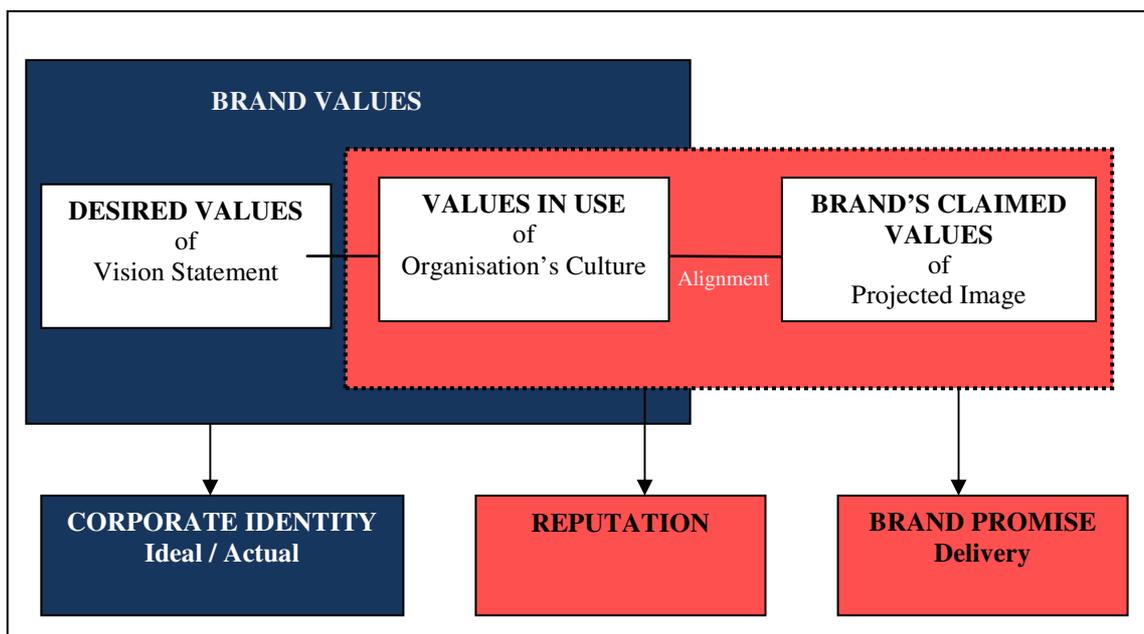


Figure 7.5: Source: Developed from Hatch and Schultz (2003)

They further maintain that brand values that are based on a credible cultural expression will serve to create genuine coherence between the promise the brand makes and the performance the corporation delivers (Hatch and Schultz 2003).

Although an assessment of alignment is not possible the University of Hertfordshire's "position statement" can be considered a *vision-based brand promise*:

Building Futures: we are an ambitious and entrepreneurial university with an international vision, putting students at the heart of what we do (University of Hertfordshire 2007)

Having a "clear vision" was the factor Chapleo (2010) found was considered most important and a prerequisite for successful university brands.

While Hatch and Schultz (2003) and Urde's (2009) perspectives are significant for identifying the culture and vision as key areas around which the brand promise can be defined, the need for alignment and the values to be true will potentially place greater constraints on the brand promise of service organisations where people are more integral to the brand, than they are to product brands. Nonetheless the potential a university's culture has to influence the brand promise is evident. Oklahoma City University's brand promise "Thank God It's Monday" is essentially a *culture-based brand promise* that draws from a culture where staff and students look forward to Mondays (Stamats 2006). While it also points to the potential influence students can have on a university's culture, it may be a brand promise difficult to sustain given the requirement it creates to continually recruit highly enthusiastic individuals.

7.6 Conventions of Corporate Branding

Knox and Bickerton's (2003) corporate brand perspective provides insight into the management and development of corporate brands. Their six conventions of corporate brand management outlined in Figure 7.6 are relevant to understanding the influences, delivery, and elements of the brand promise. The "brand context" elements draws from Hatch and Schultz's (1997) model which includes "vision", "image", and "culture" as seen in Hatch and Schultz (2003), however Knox and Bickerton (2003) extend these to include the "competitive landscape", accounting for the influence it can have on the corporate brand.

“Brand construction” relates to brand positioning, with the elements of the brand contributing to the brand’s positioning. There are similarities with the benefits aspect of the product-related perspectives, it is in the categorisation and types of benefits that the perspectives differ. Knox and Bickerton’s (2003) corporate perspective also attributes the benefits with the organisation’s purpose, commitments, and values, and it highlights the potential networking benefits provide to differentiate the corporate brand. The key factors in constructing corporate brand positioning: “customer value”, “brand strengths”, and “desired future position” also indirectly provide insight into the factors that can influence what the brand promise is.

THE SIX CONVENTIONS OF CORPORATE BRAND MANAGEMENT

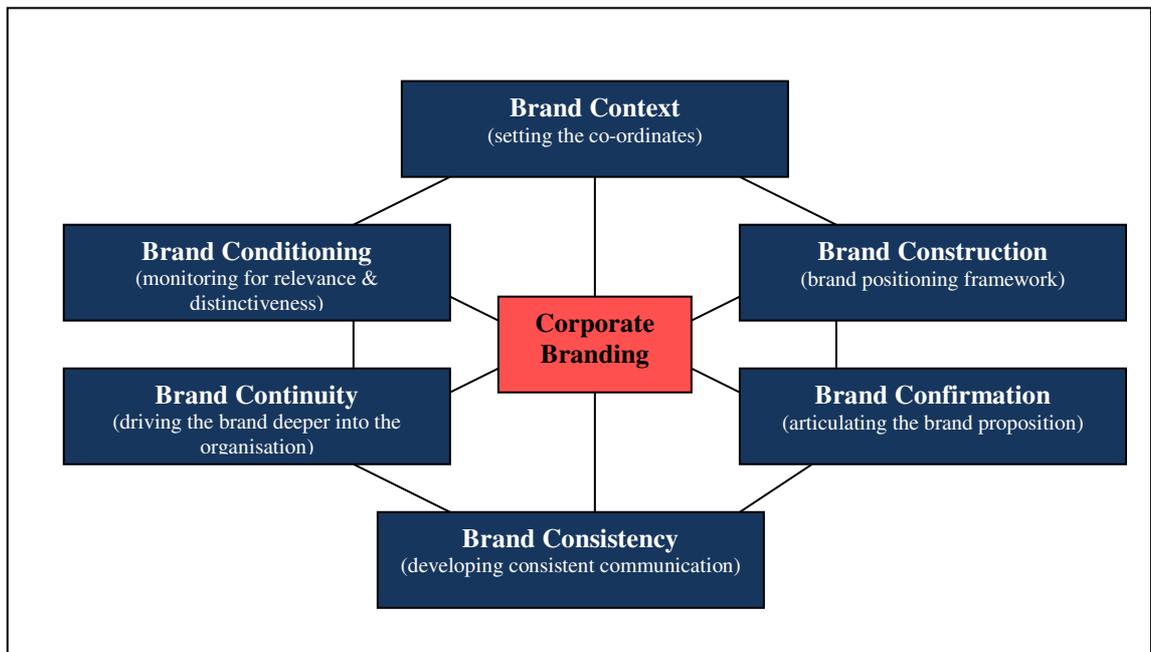


Figure 7.6: Source Adapted from: Knox and Bickerton (2003)

“Brand confirmation”, “brand consistency”, and “brand continuity” can be seen as having an indirect role to play in the delivery of the brand value. “Brand confirmation” through the focus placed on the internal and external articulation of the brand positioning, which is achieved through the development of statements that describe the “corporate brand proposition” (Knox and Bickerton 2003). “Brand consistency” through the importance placed on monitoring corporate communication against the brand statements, and “brand continuity” through its role in driving the brand deeper into the organisation, essentially aligning business processes with the brand to ensure delivery (Knox and Bickerton 2003). Knox and Bickerton (2003) point to the

importance of the involvement and commitment of senior management to the branding process, without whose support they maintain brand consistency and continuity would be jeopardised.

The final element of Knox and Bickerton’s (2003) model, “brand conditioning” again points to the importance of alignment to the brand, this time between customer needs and the brand benefits as Figure 7.7 indicates. Again the notion that brands are not static is evident, Knox and Bickerton (2003) suggest corporate brands go through a cycle of development and renewal in which the brand condition needs to be checked for its relevance and distinctiveness to stakeholders.

BRAND CONDITIONING

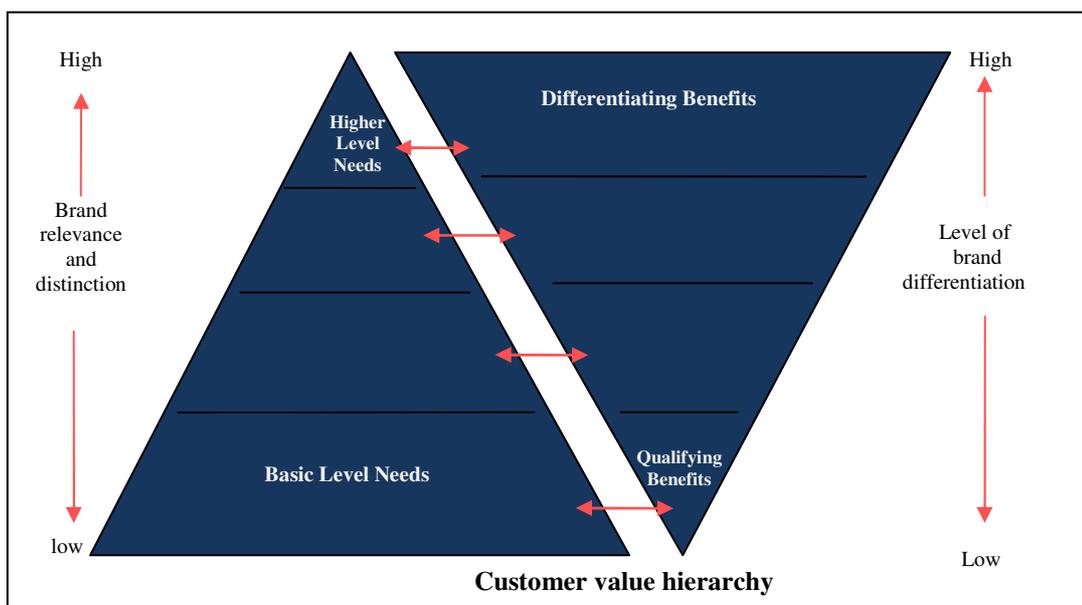


Figure 7.7: Source: Knox and Bickerton (2003)

Although Knox and Bickerton (2003) provide little commentary on the “brand conditioning” model, they point to a “hierarchy of customer value” with the greatest potential to differentiate residing in the alignment between the brand benefits and higher order needs. The idea of a hierarchy of needs can be seen as having its basis in the work of Maslow refer to Figure 7.8, indicating the greatest potential to differentiate the brand around *self-actualisation* and *esteem based brand promises*.

NEEDS ALIGNED BRAND PROMISES

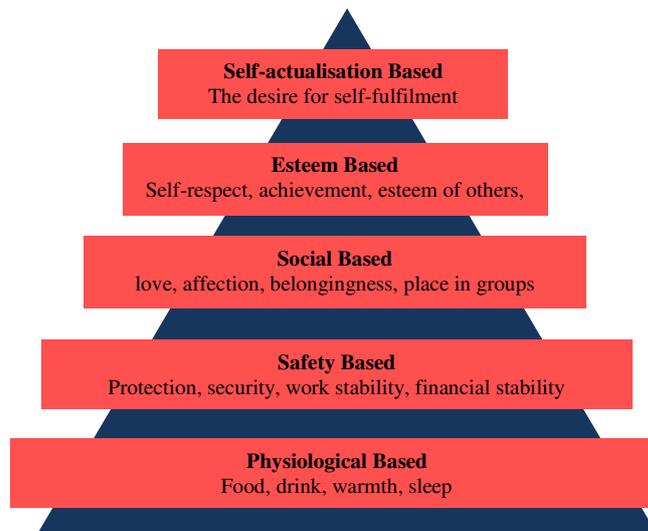


Figure 7.8: Source: Adapted from Maslow (1943)

Although not related with the achievement of higher order needs, Balmer and Liao (2007) point to the potential corporate brand identification provides for students to define themselves in relation to the corporate brand even beyond graduation, with the award of a degree according students life-long membership of an institution. They point to graduates of Oxbridge and Ivy League universities who have life-long affiliations with their alma mater, and who form a cultural elite, occupying positions of prominence within business and government.

7.7 Corporate Identity

While a consideration of the range of perspectives on corporate identity is outside the scope of this literature review, its potential relevance to the brand promise warrants consideration. Bulotaite (2003) maintains the purpose of a university brand is:

to communicate corporate identity in order to promote attraction and loyalty and to create a single platform for the strategic communication of a given university that will differentiate it from its competitors

Like brand, what is meant by corporate identity varies. Olins (1995) maintains the terms “corporate identity”, “corporate reputation”, “corporate image”, and “corporate

personality” are used interchangeably, although incorrectly so. Balmer and Gray (2003) attribute the interchangeable use of corporate brand and corporate identity with the adoption of the term corporate branding by graphic designers. While recognising that it can be considered synonymous with corporate identity, Melewar and Jenkins (2002) maintain “corporate visual identity” is just one element of corporate identity. They point to the University of Warwick’s 2002 corporate visual identity programme that sought to project the University as:

- high quality and responsible;
- forward looking and innovative;
- confident and creative;
- accessible and inclusive;
- professional and business-like.

However the University’s focus on corporate visual identity through changes to the University’s logo, typography, and colour, resulted in what Melewar and Akel (2005) view as a one dimensional corporate identity programme. Rather Melewar and Jenkins (2002) maintain corporate identity is concerned with: what an organisation is, its strategy, philosophy, history, business scope, product and service range and type, and its communications. Although not considered in any real depth, Melewar and Jenkin (2002) also identify location as an element of corporate identity, adding to the potential relevance seen in Chapter 4, through the influence it was found to have on student choice. While they point to the potential “location” and “architecture” have to project an organisation’s image, they also point to the potential difficulty of achieving a look that corresponds with a university’s desired identity, given that many campus buildings can reflect a style of an era, such as 1960’s buildings (Melewar and Akel 2005).

Again the importance of people to the corporate brand is evident not just through the behaviour of employees but through corporate and management level behaviour. The strategic nature of the corporate brand is evident through the “goals, philosophies, and principles construct”. The “nationality”, “imagery”, and “history” constructs have clear similarities with Aaker’s (2010) brand identity associations; how they can contribute to the university brand is evident in the branding of the University of Oxford, which is described as “quintessentially English” (University of Oxford (2012b)). As Figure 7.9 indicates there is a dominant focus on the University’s heritage in its imagery. The

University's 800 year history provides a "matchless heritage of outstanding accolades and achievement" attributed with differentiating the University (University of Oxford 2012b), creating what can be seen as a *heritage-based brand promise*.

UNIVERSITY OF OXFORD – BRINGING THE BRAND TO LIFE



Figure 7.9: Source: University of Oxford (2012a)

The strategic nature of the corporate brand is captured in the "corporate/marketing strategies" aspect of Melewar and Jenkin's (2002) perspective. It is in relation to the strategic aspect that the real challenge for the corporate brand can be seen to reside, in trying to align corporate mission, vision, and strategy which are inherently inwardly focused, not only with customer needs, but with a broad range of stakeholder needs. How an institutions's goals and strategy can translate into the university brand is evident from the University of Kentucky's (UK) brand. In 2005 the University unveiled its Top 20 Business Plan, to transform the University into a top-tier public research institution by 2020 (Blanton 2007). The need to convey the external relevance of the

brand is evident from the University of Kentucky's (UK) brand position statement "UK: Catalyst for a new Commonwealth", a statement that captures the idea that the University's success will impact on the success of the state (Blanton 2007).

7.8 Brand Promise Categorisation

As with the previous chapters the elements the perspectives point to are brought together and categorised as outlined in Appendix J, adding to the areas around which brand promises can be defined. The categorisation is built on and refined into an Institutional and Product Dimensions Model later in the thesis to reflect the findings of the primary research.

7.9 Chapter Summary

This chapter has pointed to the importance of core values to the composition of the brand promise, reiterating the notion of a more central brand dimension. Urde's perspective in particular provides insight into how an organisation's core values can be uncovered, not only by reflecting on the organisation's current situation, but by looking to the past as well as the future, identifying an organisation's heritage and aspirations as key areas around which the brand promise can be defined. The distinction Urde (2009) makes between types of core values identifies the importance of true core values, an importance further evident from the emphasis Hatch and Schultz (2003) place on the need for alignment between the desired values of the vision, the true values of the culture, and the brand's claimed values. The chapter like the previous one has pointed to the importance of alignment to the delivery of the brand promise with Knox and Bickerton (2003) pointing to the need to align business processes with the brand.

The chapter has also pointed to the strategic aspect of the corporate brand, identifying the organisation's mission, vision, strategy, goals, and objectives as potential elements and influences on the brand promise. The chapter has extended the influences on the brand promise to include a consideration of what stakeholders want as opposed to

focusing purely on customers adding to the required breadth of the brand promise. Nonetheless customer needs are still relevant with the needs hierarchy adding to the categories around which brand promises can be defined and pointing to the potential *self-actualisation* and *esteem based brand promises* have for creating meaningful differentiation. That said the internal focus inherent in the strategic nature of corporate brands also pointed to the challenge of creating externally relevant brand promises.

Again this chapter has pointed to the potential for confusion surrounding values and characteristics and to the interchangeable way in which brand terminology is used. As with the previous chapters the elements the perspectives pointed to are brought together and categorised identifying areas around which brand promises can be defined, a categorisation built on and refined by the findings of the primary research to develop a model that captures the defining dimensions of the brand promise.

Chapter Eight

METHODOLOGY

8.1 Introduction

This chapter outlines the methodologies used to address the research question: “to what extent can the manifestations of the brand promise be identified and categorised to determine its potential for application within a university context?” It begins with a consideration of the philosophical assumptions that underpin the research and influenced the research design. A rationale is given for the qualitative and predominantly inductive approaches used in the research, as well as the choice of case studies as the strategy of inquiry.

The research design begins with an explanation and justification of the multiple aspects that formed part of the case selection process, leading to the selection of four case study universities: Durham University, The University of Manchester, the University of Bedfordshire and Oxford Brookes University. It also outlines the approaches used to select participants and collect and analyse the data. The chapter concludes with a consideration of the concerns and criticisms that can be associated with qualitative and case study research and outlines the ethical approach that guided the research.

8.2 Philosophical Stance

8.2.1 Research Paradigms

The purpose of this section is to make explicit the philosophical assumptions that underpin the research and influenced the research design. Denzin and Lincoln (2011) maintain that all research is interpretive and as such is guided by the researcher’s beliefs and feelings about the world and how it should be studied and understood. The principles or beliefs a researcher is bound by are brought together in what Denzin and Lincoln (2005) refer to as an interpretive framework or paradigm that consists of three major sets of assumptions. The first ontological assumptions relate to the nature of

reality, and whether it is assumed that there is a real reality out there independent of human existence, or whether humans are considered to have a role in its construction. Epistemological assumptions relate to the relationship between the inquirer and the known, and the level of objectivity or subjectivity the research carries with it, while methodological assumptions relate to how knowledge is gained (Denzin and Lincoln 2005).

Denzin and Lincoln (2011: p.13) identify four main interpretive paradigms: positivist/postpositivist, constructivist-interpretive, critical, and feminist-poststructural. Each interpretive paradigm makes demands on the research, including the questions that are asked and the interpretation that is brought to them. An interpretive research design was developed that recognised that the philosophical assumptions of the postpositivist aspect of the positivist/postpositivist paradigm, reflected the researcher's stance.

8.2.2 Postpositivist Paradigm

Postpositivism evolved from a need to address key criticisms directed at the assumptions underlying the philosophy of positivism (Guba and Lincoln 1994). While both perspectives hold that there is a real world out there driven by unchangeable natural laws, postpositivists reject the positivist ontology that it can be captured in its entirety, instead they suggest that humans are limited by their sensory and intellectual capabilities which affects the extent to which reality can be captured (Guba 1990).

To overcome the limitations of the individual's sensory and intellectual capabilities as they apply to respondents, and capture the reality of the brand promise as it applies to the case universities, a research design was developed that drew on the perspectives of multiple personnel from roles with a direct brand management function. By including two academics from each of the universities in the study the opportunity was also taken to consider if the reality of the brand promise as purported by those occupying brand management roles was consistent with the reality of the brand promise as described by those in front line roles.

The postpositive assumptions that reality can never be fully apprehended only approximated required a research design that would accommodate the use of multiple methods, an approach used by postpositivist as a means of capturing as much reality as possible (Denzin and Lincoln 2011).

The epistemological assumptions of postpositivism also influenced the research design. Unlike positivism which maintains that objectivity is achieved through the distant and non-interactive approach taken by researchers, the postpositivist epistemology proposes that research findings are the output of the interaction between the inquirer and the inquired, and that objectivity cannot be achieved with absolute certainty (Guba 1990). To overcome the limitations that places on the achievement of objectivity the research design provided for the inclusion of multiple data sources, which postpositivists maintain reduces the potential of incorporating distorted interpretations (Guba 1990). The influence of the inquirer cannot however be completely neutralised, Stake (2000) maintains that even when empathic and respectful to the realities of each person, the researcher decides what the case story is or at the least what is included in the report.

8.3 Research Approach

8.3.1 Qualitative Approach

The research is qualitative in its approach focusing on the interpretation of data as opposed to statistical manipulation. Creswell (1994) suggests that one of the main reasons for conducting qualitative research is the opportunity it provides to build a picture based on the ideas of informants when little has been written about the topic or population under study. As outlined in Chapter 1 not only has university branding received limited academic scrutiny, there is no study known to the researcher that has considered the concept of the university brand promise.

Partington (2002) maintains that qualitative research is associated with research questions and phenomena of interest that require exploration of detailed in-depth data,

aimed at description, comparison or prescription. Similarly Bazeley (2007) maintains that qualitative methods are chosen in situations where a detailed understanding of a process or experience is sought or where more information is needed to determine the exact nature of the issue under investigation. The diversity of brand perspectives pointed to in Chapter 3, in conjunction with the anomalies surrounding brand terminology, called for an in-depth inquiry that would allow the concept as it applied within the university context to be explored, understood, and captured. Sykes (1991) maintains that the main reason for the superiority of a qualitative approach is the flexible and responsive interaction which is possible between the interviewer and respondents, which allows meaning to be probed, topics to be covered from various angles, and questions made clear.

8.3.2 Inductive Approach

There are two general approaches to reasoning which result in the acquisition of new knowledge, namely inductive reasoning and deductive reasoning. Inductive reasoning is a theory building process, which starts with observations of specific instances and seeks to establish generalisations about the phenomenon under investigation. Deductive reasoning on the other hand is a theory testing process which commences with an established theory or generalisation, that seeks to determine if the theory applies to specific instances (Hyde 2000).

The research approach followed a predominantly inductive approach. Data was collected and the theory developed from the results of the data analysis, an approach that fits well with an interpretive research philosophy. The strength of the inductive approach lies in developing an understanding of the way in which humans interpret their social world, it contrasts with the rigid methodology of the deductive approach, which Saunders et al. (2003) suggest prevents alternative explanations of what is going on. However as the literature review guided the development of the research question the research cannot be viewed as entirely inductive. Saunders et al. (2003) suggest that rather than being one or the other, research exists along a continuum from being deductive at one end, to being inductive at the other.

Further support for the appropriateness of the inductive approach is provided by Creswell (1994) who suggests that when research into a topic is new or inciting debate, it may be more appropriate to generate data and analyse and reflect on what theoretical themes the data is suggesting. While the contextual changes taking place in the higher education sector have elevated the importance of the topic under study and its use by practitioners, not only has the topic received limited academic scrutiny, real debate surrounds its appropriateness and the potential to apply private sector models and concepts to the university context as discussed in Chapter 1.

8.4 Research Strategy

8.4.1 Strategies of Inquiry

While there are a number of research strategies available to the qualitative researcher:

- Experiment, survey, histories, archival analysis, and case study (Yin 2009);
- Experiment, surveys, case study, grounded theory, ethnography, action research (Saunders et al. 2003);
- Clinical models, histories, case study, grounded theory, ethnography, and action research (Denzin and Lincoln 2005).

Yin (2009) maintains that the actual choice of strategies should be determined by their appropriateness for the research situation. He maintains that the goal when selecting between research strategies should be the avoidance of gross misfit (Yin 1994), which he maintains is achieved by following a framework for the selection of research strategies based on three clear conditions:

- The type of research question;
- The control the investigator has over actual behavioural events; and
- The focus on contemporary as opposed to historical events.

8.4.2 Case Studies

The primary research was conducted using a case study approach, Robson (2002) defines a case study as a:

strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence

Using multiple sources of evidence (interviews and documentation) enabled convergent lines of inquiry to be followed allowing the findings to be corroborated which enhanced construct validity (Yin 2009; Denscombe 2003).

The appropriateness of using the case study strategy was considered against Yin's (2009) framework. Yin (2009: p.9) maintains that "in general case studies are the preferred strategy when "how" or "why" questions are being posed". Although the terminology used to frame the research question does not use a direct "how" or "why" question, 'to what extent' is a way of framing a question substitutable with 'how can'. The "what" questions that make up the research objectives, provided a justifiable rationale for conducting an exploratory case study (Yin 2009). The lack of control required over behavioural events, and the contemporary nature of the brand promise also placed the study within the bounds of Yin's (2009) case study strategy. However it was the depth of inquiry required, and the potential insight key personnel could provide into the brand promise, that determined the superiority of the case study over surveys and archival analysis, strategies that also fit within the same framework boundaries as case studies.

8.5 Research Design

8.5.1 Introduction

The research design is the logic that links the data collection and conclusions to be drawn, with the research question (Yin 2009). This section outlines the reasoning

behind the selection of the universities included in the case study strategy and the methods used to collect and analyse the data.

8.5.2 Units of Analysis

The research question identified universities as the primary unit of analysis, units further defined to reflect the focus of the research on English universities. Specialist universities which were considered to have an advantage over general universities in differentiating themselves given their narrower focus, were excluded.

8.5.3 English Universities

In addition to the exclusion of specialist universities (Cranfield University, Royal College of Art, and the University of the Art London), the Federal University of London which is unique within the sector, consisting of 19 self-governing colleges and a number of central academic institutes (University of London 2008) was also excluded. It was also deemed appropriate to exclude the individual institutions of the University of London with university title (Privy Council Office 2008a; Singer 2008), while in the Federation they were not considered universities in their own right (Johnson 2008). The remaining 85 universities (Roberts 2008; Guardian 2008) formed part of the case study selection process refer to Tables 8.1 and 8.2.

8.5.4 Categorising Universities

To ensure the selection of universities that could inform the research question and objectives, the universities were categorised around three dimensions. The first drew from the prevalence in the sector of referring to universities as old or new, the premise being that well established universities would have a stronger value base than newer

THE CATEGORISATION OF ENGLISH UNIVERSITIES

Russell Group - Research Intensive Universities	Typology	Chartered	CUG	TIO
University of Birmingham	Civic	1900	24	25
University of Bristol	Civic	1909	16	10
University of Cambridge	Ancient	1231	2	2
Imperial College London	Civic	1907	4	3
University of Leeds	Civic	1904	32	31
University of Liverpool	Civic	1903	42	34
University of Manchester	Civic	1880	27	27
Newcastle University	Civic		27	20
University of Nottingham	20th Century	1948	16	16
University of Oxford	Ancient	1248	1	1
University of Sheffield	Civic	1905	26	22
University of Southampton	20th Century	1952	20	16
University of Warwick **	1960's	1965	5	6
The 1994 Group - Excellence in Research and Teaching	Typology	Chartered	CUG	TIO
University of Bath	1960's	1966	14	15
Durham University	Civic	1837	6	8
University of East Anglia	1960's	1963	33	23
University of Essex	1960's	1964	25	42
University of Exeter	20th Century	1955	19	13
Lancaster University	1960's	1964	10	19
University of Leicester	20th Century	1957	12	14
Loughborough University	1960's	1966	13	12
University of Reading	20th Century	1926	38	31
University of Surrey	1960's	1966	30	39
University of Sussex	1960's	1961	29	38
University of Warwick **	1960's			
University of York	1960's	1963	11	9
Non-Affiliated Universities	Typology	Chartered	CUG	TIO
Aston University	1960's	1966	23	28
University of Brighton	1992+		67	60
Brunel University	1960's	1966	41	52
University of Buckingham		1983		
Canterbury Christ Church University	1992+		90	80
University of Chester	1992+		90	86
University of Chichester	1992+		71	59
City University London	1960's	1966	46	50
University of Cumbria	1992+		104	99
Edge Hill University	1992+		107	98
University of Hull	20th Century	1954	48	45
Keele University	20th Century	1961	40	41
Liverpool Hope University	1992+			
University of Westminster	1992+		92	101
University of Winchester	1992+		74	66
University of Worcester	1992+		93	81
York St. John University	1992+		97	91

Table 8.1: Sources – Davies (1994); Guardian (2008); HERO (2008); Million+ (2008); Newcastle University (2008); Privy Council Office (2008a); Roberts (2008); Russell Group (2008a); University Alliance (2008); Universities UK (2008); The 1994 Group (2008); The Complete University Guide (CUG) (2008a); and Times Online Good University Guide 2009 (TIO) (2008a).

** University of Warwick belongs to the Russell Group and The 1994 Group

THE CATEGORISATION OF ENGLISH UNIVERSITIES cont.

University Alliance - Research, Teaching, Enterprise and Innovation	Typology	Chartered	CUG	TIO
Bournemouth University	1992+		57	57
University of Bradford	1960's	1966	49	49
De Montfort University	1992+		64	77
University of Gloucestershire	1992+		58	58
University of Hertfordshire	1992+		54	79
University of Huddersfield	1992+		105	90
University of Kent	1960's	1964	35	36
University of Lincoln	1992+		99	103
Liverpool John Moores University	1992+		100	94
Manchester Metropolitan University	1992+		88	92
Northumbria University	1992+		73	73
Nottingham Trent University	1992+		52	56
Open University	20th Century	1969		
Oxford Brookes University	1992+		59	35
University of Plymouth	1992+		70	62
University Portsmouth	1992+		60	61
University of Salford	1960's	1967	71	83
Sheffield Hallam University	1992+		80	76
University of the West of England	1992+		66	65
Million+ - Aspiration, excellence and innovation	Typology	Chartered	CUG	TIO
Anglia Ruskin University	1992+		109	106
Bath Spa University	1992+		76	72
University of Bedfordshire	1992+		86	89
Birmingham City University	1992+		69	71
University of Bolton	1992+		112	111
Buckinghamshire New University	1992+		87	108
University of Central Lancashire	1992+		63	63
Coventry University	1992+		85	74
University of Derby	1992+		103	95
University of East London	1992+		105	109
University of Greenwich	1992+		111	110
Kingston University	1992+		89	93
Leeds Metropolitan University	1992+		98	101
London Metropolitan University	1992+			
London South Bank University	1992+		113	113
Middlesex University	1992+		82	105
University of Northampton	1992+		93	84
Roehampton University	1992+		77	86
Southampton Solent University	1992+		95	97
Staffordshire University	1992+		80	67
University of Sunderland	1992+		79	82
University of Teesside	1992+		102	88
Thames Valley University	1992+	2003	110	112
University of Wolverhampton	1992+		107	107

Table 8.1: Sources – Davies (1994); Guardian (2008); HERO (2008); Million+ (2008); Newcastle University (2008); Privy Council Office (2008a); Roberts (2008); Russell Group (2008a); University Alliance (2008); Universities UK (2008); The 1994 Group (2008); The Complete University Guide (CUG) (2008a); and Times Online Good University Guide 2009 (TIO) (2008a).

** University of Warwick belongs to the Russell Group and The 1994 Group

universities, potentially influencing the types of brand promises in use. The aim therefore was to incorporate both types of universities in the research. Variations however in the way the terms old and new were used, indicated care needed to be taken when opting to categorise universities along those lines. Davies (1994) identifies three categories of old universities: Ancient universities consisting of Cambridge and Oxford, Federal and Civic universities, those formed as part of the Victorian expansion, and 20th Century old universities, the seven universities that had degree awarding powers through the University of London prior to achieving independent status. His subdivision of new universities includes two main groups: those formed in the 1960's which he further distinguishes between: referring to Green Field Universities and Colleges of Advanced Technology, and universities formed after 1992, following the introduction of the Further and Higher Education Act 1992.

A number of universities were missing from Davies's (1994) categorisation, Imperial College London which received its Royal Charter in 1907, the Open University which was awarded its Royal Charter in 1969, and the University of Buckingham awarded its Royal Charter in 1983 (Privy Council Office 2008a). As the focus of Davies's (1994) paper was on providing an overview of the developments in higher education, its aim was not to provide a robust categorisation of universities, however with the exception of the University of Buckingham the remaining universities can be incorporated into Davies's categorisation based on when they were awarded their Royal Charters.

Royal Charters confer university title on institutions and set out how they will operate (Privy Council Office 2008b), pointing to another way in which the terms old and new are used in the sector. Tables 8.1 and 8.2 differentiate between Chartered and Non-chartered universities by including the date in the column next to the chartered universities. The Office of the Privy Council (2008b) was found to use the term old to refer to universities that operate under Royal Charter and pre-1992 universities which conflicts with Davies use of the term old, and while most Chartered universities are pre-1992, the most recent university to be awarded a Royal Charter was Thames Valley University, which was awarded its Charter in 2003 (Privy Council Office 2008a). Their use of the terms pre-1992 and post-1992 universities, when detached from their relationship with chartered and non-chartered, old and new, provided a less contentious means of categorising universities that also reflected common usage in the sector and is the approach used in the selection process.

The second dimension around which the universities were categorised was ranking, given its potential to positively or negatively influence the extent to which the brand promise could emphasise a quality element. The fourth column of the tables contains the rankings taken from the Complete University Guide's 2009 league tables, while the fifth column contains the Times Online Good University Guide's 2009 rankings. While there are a number of league table publications available, these were the league tables recommended by the Universities Central Admissions Service (UCAS) on their "where to study" web page, that provides impartial advice for prospective students (UCAS 2008). Universities not included in the rankings for various reasons were not excluded from the selection process.

The final category used, relates to universities with common interests that formed "mission groups": "The Russell Group", "The 1994 Group", "University Alliance", and "Million+" (Universities UK 2008). The Russell Group is an association of research-intensive universities, "committed to maintaining the highest standards of research, education, and knowledge transfer" (Russell Group 2008a). The 1994 Group was "established to promote excellence in research and teaching", to enhance student and staff experience within their universities, and to set the agenda for higher education (The 1994 Group 2008). Although the group has since been dissolved (08 November 2013) the categorisation still holds true as a generic descriptor of university type.

The University Alliance comprises of a mixture of pre and post-1992 universities. Their members have "a balanced portfolio of research, teaching, enterprise and innovation integral to their missions" (University Alliance 2008). The Million+ group describes itself as a "university think-tank" with member institutions that "pride themselves on diversity, flexibility, and opportunity" that "promote aspiration, excellence, and innovation" (Million+ 2008). Given the relevance the corporate branding literature placed on mission it seemed reasonable to assume universities from these groups could have differing brand promises. Tables 8.1 and 8.2 add a fifth group, *Non-Affiliated Universities* those not affiliated with a mission group.

8.5.5 Website Investigation

The second aspect of the selection process incorporated an examination of each of the universities' websites (between 23 July and 12 August 2008), to determine which universities were applying branding concepts, to select participants with relevant knowledge. There was an expectation that the brands of universities engaged in brand management would be evident on their websites. Gutman and Miaoulis (2003) maintain university websites are often the first place prospective students or parents look for information, indicating they were a relevant and accessible medium for the identification of potential cases.

The method used to examine each website drew from the conventions and concepts surrounding web design and web marketing, in particular McGovern's (2006) notion of hierarchy, captured in the Web Content Pyramid refer to Figure 8.1. The home page which occupies the prime position at the pinnacle of the pyramid, contains the "killer content", which McGovern (2006: c.1) sees as the small percentage of web content that contributes to making and delivering the sale, and building the brand, and as such pointed to where brand promises should be found. Further into the website the pages become more detailed.

THE WEB CONTENT PYRAMID

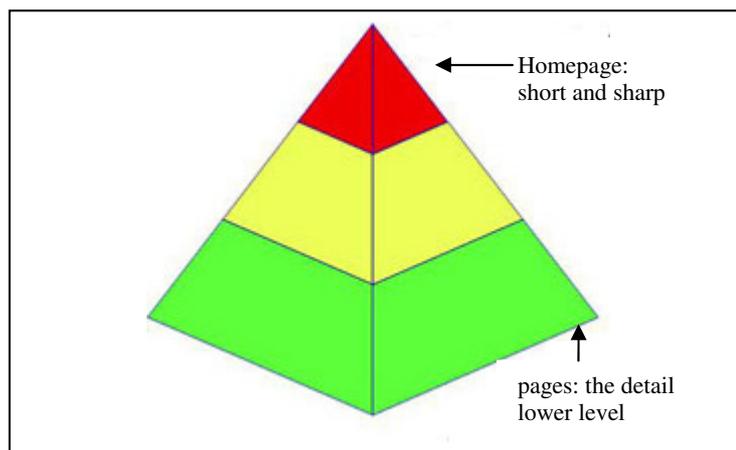


Figure 8.1: Source – McGovern (2006: c.2)

The home page provided the point of departure for each search followed by an examination of the sections that contained information about the universities, and

information for prospective undergraduate students. The searches took into account the notion that people scan rather than read web pages (Krug 2000; Sweeney 2005; McGovern 2006), and that text should to be kept short (Krug 2000; Sweeney 2005; McGovern 2006), by placing limits on the examination of text heavy paragraphs.

8.5.6 Coding System

A range of codes were incorporated into the analysis to take account of the importance of placement and design (Krug 2000; Kuegler 2000; McGovern 2006), although few universities stood out. Paragraphs of different length dominated as the source of the brand perspectives identified. Those that did stand out are identified in the information column of the Analysis Tables by the codes: CO – identifying the existence of a coordinated approach incorporating text design and placement, and AL and IM – identifying the use of effective placement of visual imagery (McGovern 2006). The tables containing the codes used in the Analysis Tables are outlined in Appendix K, while the Analysis Tables are contained in Appendix L.

The coding system incorporated a structured approach that drew from the literature, and a progressive approach that allowed codes to develop as the website analysis progressed. A range of codes were developed from the literature to correspond with the experience, relationship, personality, values, and identity perspectives of the brand as outlined in Appendix K – Table 7. Each expression of value was coded as outlined in the Attributes, Benefits, and Values Table Appendix K – Table 8, reflecting the progressive aspect of the analysis. The descriptive text accompanying the attributes, benefits, and values required an additional table of codes consisting predominantly of adjectives that captured the characteristics as outlined in Appendix K – Table 9.

8.5.7 Case Selection

What was immediately evident from the analysis was how little evidence there was of a core or explicit form of a brand promise, those identified were therefore all considered

in the final selection process as Table 8.3 indicates. Durham was the only university found to have an acknowledged brand promise statement, one targeted at different stakeholder groups:

- For students – Durham University provides a world-class learning experience that combines academic excellence with the personal development that comes from college life, so enabling individuals to create their own futures;
- For business – Durham University provides world class innovation, research capabilities and business solutions that help achieve the results you want;
- Regional engagement – Durham helps improve the quality of life and wealth creation in the North East (Durham University 2008e).

That was not to say that other universities did not have brand promise statements, Durham's was found in its brand information pages, indicating it guided communication, and was not expressed to external stakeholders in that form, fitting with Webster and Keller's (2004) definition of the brand promise seen in Chapter 3. Four universities were found to have promissory statements as outlined below:

- University of Gloucestershire (2008b) – “Promising a brighter future from a proud past, living and learning at the University of Gloucestershire is an education for life”;
- University of Hull (2008c) – “We guarantee first-class teaching and learning”;
- Bournemouth University (2008c) – “Your time at BU will be challenging, enjoyable, and meet your highest expectations”;
- Bath Spa University (2008c) – “We promise you teaching of the highest quality from committed staff, in a unique and supportive environment”.

Only four universities were identified that specifically referred to what differentiated them:

- Keele University (2008c) – “Keele's distinctive mission is to be recognised as the UK's leading example of an open, integrated, intellectual community” ;

CASE SELECTION TABLE

B R A N D S	P R O M I S E	N O F C A S E S	POTENTIAL CASES			EXPLICIT							IMPLICIT			CRED		D S T A G E L O P M E N T	B C O N S U L T A N T S
			G R O U P S	R A N K I N G	UNIVERSITIES	B P S	P S	P O D	S L S	S L O G A N S	M I S	T Y P E S	L O G O S	H E R	B L	I M A G E S	T Y P E S		
Internal Brand Promise	1	94	6-8	Durham	3				B	2	✓	✓			D	✓	U		
External Brand Promise	5	UA	57-57	Bournemouth		S				5	✓				DF		U	RY	
		M+	67-72	Bath Spa		S				4	✓	✓			DE				
		UA	58-58	Gloucestershire		B			B	6				✓	DF		2007	FG	
			48-45	Hull		I				5	✓		✓		F		I		
	94	10-19	Lancaster ***		S		S		4	✓				DE					
Differentiated	4		40-41	Keele			I		I	3	✓	✓	✓		F				
		UA	88-92	Manchester Metropolitan			I		I	2	✓	✓			DF	✓			
		UA	66-65	West of England			S		S	4	✓				A		2008		
		M+	112-111	Bolton			S			4	✓	✓	✓		F				
Supported Slogans	7	RU	24-25	Birmingham				I		3	✓	✓			FA E				
		RU	4-3	Imperial College				I		2	✓	✓	✓	✓	DF				
		UA	59-35	Oxford Brookes				I		3					DF		U	PR	
		UA	71-93	Salford				S		2	✓	✓		✓	DF		I		
		M+	69-71	Birmingham City				S		3	✓	✓			DF				
		M+	113-113	London South Bank				S		6	✓	✓			F	✓			
	M+	77-86	Roehampton				I		4	✓	✓			DF A	✓	I			
Slogans	1 6			(7 from this group)															
Mission Statement	6	RU	27-27	Manchester					I	3	✓	✓	✓		F		2004	LN	
		UA	49-49	Bradford				B	S	4	✓	✓			FE		I		
			90-80	Canterbury					B	4	✓	✓	✓	✓	DA				
				Liverpool Hope					S	3		✓	✓		D	✓			
		74-66	Winchester				I	5	✓	✓	✓								
Imagery	1 2	M+	86-89	Bedfordshire						2	✓	✓		✓	DA		2006	LN	
		M+	87-108	Buckinghamshire New						6				✓	D		I		
		M+	89-93	Kingston						2				✓	DF				
		M+	98-101	Leeds Metropolitan						3	✓		✓	✓	D	✓	I		
		M+	102-88	Teesside						3	✓	✓		✓	DE	✓	I		
		M+	95-97	Southampton Solent				S		5	✓			✓	DF	✓	I		
		107-98	Edge Hill						3	✓	✓		✓	D					
Literature Types (Re-branded) Universities	8 5	RU	20-16	Southampton ***						3					D	✓	U	PR	
		M+	82-105	Middlesex ***						3	✓						U	PR	
		M+	93-84	Northampton ***				S		4	✓				FD		U	ST	
			94	30-39	Sussex ***						3	✓				D		2004	BL
				104-99	Cumbria ***						3	✓				F		2007	LN

*** Identified as potentially relevant through The Times Higher, The Independent and Brand Consultants Web Sites

Table 8.2: Source – University Websites; The Independent (2004); Times Higher Education (2007); Blast (2008); Face Group (2008); Lloyd Northover (2008); Precedent (2008); Radley Yeldar (2008); Times Higher Education (2008d).

- Manchester Metropolitan University (2008c) – “With a history dating back 150 years, we have a combination of the traditional and the contemporary that sets MMU apart and gives us our distinct character”;
- University of Bolton (2008b) – “It’s the high levels of support, in and out of academic study, that makes the University of Bolton stand out”;

- University of the West of England (2008b) – “What sets UWE apart from other universities is the emphasis we put on equipping students for the real world of work”.

While five universities were found to be conveying their mission to students:

- The University of Manchester (2008c) – “To make The University of Manchester one of the leading universities in the world by 2015”;
- University of Bradford (2008c) – “Making knowledge work”;
- Canterbury Christ Church University (2008c) – “To pursue excellence in academic and professional higher education thereby enriching both individuals and society”;
- Liverpool Hope University (2008c) – “To educate the whole person in mind, body, and spirit”;
- University of Winchester (2008c) – “To educate, to advance knowledge, and to serve the public good”.

Universities using slogans were also included in the selection table. By capturing and recording the expressions of value each university conveyed, it was possible to establish that all the universities had a brand promise(s). That did not however indicate that branding in the sector was well developed, pages and paragraphs of text had to be examined to identify those expressions of value, and in most cases they consisted of references to numerous benefits rather than suggesting the universities had defined their brands around a particular element or were focused on differentiating themselves from other institutions. As the selection of universities had to focus on identifying cases that had the potential to provide relevant insight, only five universities from that category were included, the last five in the Case Selection Table. To ensure their relevance, those selected were also identified as having engaged in a formal branding process (The Independent 2004; Times Higher Education 2007; Blast 2008; Lloyd Northover 2008; Precedent 2008; Times Higher Education 2008d).

8.5.8 Purposive Sampling

Given that the manifestations of the brand promise were not common across universities, a multiple or collective case study approach was deemed most appropriate. A non-probability sampling technique, purposive sampling was used to select the universities for inclusion. Purposive sampling allows the researcher to use their judgement in selecting cases that enable the research question to be answered (Saunders et al. 2003). Stake (2000) provides further support for the selection of cases based on their instrumental interest, advocating the use of instrumental case studies when insight is required into a particular issue, and where the focus of case selection is on advancing understanding. He refers to the extension of the instrumental approach to multiple cases as collective case study, which allows for the selection of similar or dissimilar cases, maintaining that both redundancy and variety are important.

8.5.9 Final Selection Criteria

Given that the manifestations of the brand promise were not common across universities, that criterion was identified as key in selecting from the pool of potential cases. The analysis of the data contained in the Attributes, Benefits, and Values Table outlined in Appendix M indicated there were 10 areas around which the universities' brand promises focused:

- Positioning
- Research
- Associations
- Experience
- Career
- Infrastructure
- Ethos
- Support
- Environment
- Teaching

There were clear similarities with the categories used to categorise the universities. The positioning elements captured the importance being placed on the age status of the universities, while the research, teaching, and ethos elements had clear similarities with the stated aims of the mission groups. Ranking while evident appeared to relate more with conferring credibility on the brand promise. It was therefore decided that the age

and mission group categorisations would also form part of the final selection criteria as Figure 8.2 indicates.

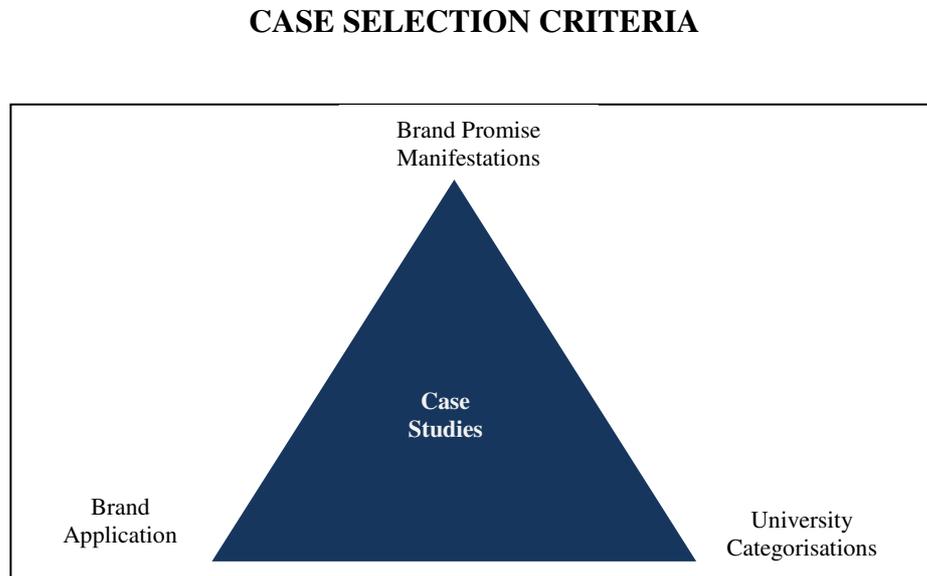


Figure 8.2

The third criterion for selection incorporated the known application of branding, established from internal brand information pages and/or the use of brand consultants, providing an additional assurance that the cases selected would be relevant to the study.

The Case Selection Table provided 34 possibilities, four cases were selected, two pre-1992, and two post-1992 universities. One from The 1994 Group, one from the Russell Group and two from the University Alliance. While the selection of the University of Bedfordshire could have added a Million + university to the cases, it was not selected at that stage as the University had used the same brand consultants as The University of Manchester. The opportunity to determine the influence consultants methodologies had on the determination of the brand promise was preferred.

8.5.10 Multiple-Case (Holistic) Design

The initial four cases selected were:

- Durham University

- University of Manchester
- Oxford Brookes University
- University of Gloucestershire

With each of the universities constituting the unit of analysis for the study, the research design was further broken down, fitting with what Yin (2009: p.46) refers to as a “multiple-case (holistic) design”. A holistic design is considered advantageous when the theory underlying the case study is of a holistic nature (Yin 2009). The context which was central to the research question placed the focus throughout on the institutional brand. Yin (2009) maintains that the chances of doing good case study research are better when using a multiple-case design than when using a single-case design, not only are the analytic conclusions considered more powerful, the effects become stronger as the number of cases increases. Similarly Herriott and Firestone (1983) maintain that with the evidence from multiple cases often considered more compelling, the overall study is regarded as being more robust.

Eisenhardt (1989: p.545) maintains that there is “no ideal number of cases” she does suggest that a figure between 4 and 10 works well, overcoming the difficulty of generating well grounded theory associated with using a small number of cases, while avoiding the problems of volume and complexity that can arise from using more than 10 cases.

An introductory e-mail letter as outlined in Appendix N detailing the purpose of the research, indicating how the universities could help, outlining what would be involved, and the potential benefits the universities could expect, was sent to the Head of Marketing and Communications at each of the universities. Positive responses expressing real enthusiasm for the research were received from Durham, Manchester, and Oxford Brookes. The University of Gloucestershire which had a number of internal “markcomms projects” underway, declined the opportunity to participate, as did Bournemouth University its replacement, leading to the selection and participation of the University of Bedfordshire. The relevant individuals at both Oxford Brookes and Bedfordshire were known to the Marketing Manager at the researcher’s university, therefore her name was used in the introductory e-mail to facilitate access.

8.5.11 The Case Study Protocol

A database of files that incorporated key aspects of Yin's (2009) case study protocol ensured the data collection process was structured and consistent across cases. The protocol files detailed the roles relevant to the research and respondents to be interviewed. They ensured the participants were informed of the research purpose and their consent was obtained in line with Ethics Committee approval. The files contained the questions the research needed to address and planners that ensured adequate time and resources were set aside for conducting the interviews. They also ensured the effective handling and recording of sourced documentation.

8.5.12 Selection of Respondents

The selection of respondents was based on roles held and the insight those roles give respondents into the universities' brands. Durham University's website contained detailed information relating to the roles held within the Marketing and Communications Office, it was used to draw up a list of the types of individuals potentially relevant to the study, roles reflected in Table 8.4.

In addition, the Directors or Managers at each of the universities that consented to the research were asked to identify relevant individuals; and although there are some variations in the job titles and levels of seniority of the people occupying those roles, as Table 8.4 indicates, there were clear similarities across the institutions on the types of roles considered relevant. The only role identified for which individuals were unwilling or unable to participate was International Student Recruitment at both Durham and Manchester. Offices that operated separately to Marketing and Communications, and in Manchester's case, non-participation was attributed with how busy the office was.

During the interviews respondents were also asked if there was anyone else that should be included in the study, providing a further opportunity to validate the Participant List. Some suggested the Vice Chancellor although that was generally accompanied by a proviso that they were unlikely to be available and very difficult to get time with. As the intention was to focus on individuals from within Brand Management that option

PARTICIPANT LIST

DURHAM UNIVERSITY	OXFORD BROOKES UNIVERSITY	UNIVERSITY OF BEDFORDSHIRE	UNIVERSITY OF MANCHESTER
Director of Communications <i>(Interviewed 18th June 2009) - 2nd Visit</i> T/R	Director of Communications <i>(Interviewed 14th May 2009) - 1st Visit</i>	Director of Communications and Marketing <i>(Interviewed 19th May 2009) - 1st Visit</i> T/R	Director of Communications <i>(Interviewed 17th June 2009) - 1st Visit</i>
Deputy Director of Communications (Strategic Marketing) <i>(Interviewed 24th March 2009) - 1st Visit</i> T/R	Head of Public Relations (Assistant Communications Director) <i>(Interviewed 14th May 2009) - 1st Visit</i>	Head of Marketing (Deputy Director of Communications and Marketing) <i>(Interviewed 19th May 2009) - 1st Visit</i> T/R	Marketing Manager <i>(Interviewed 17th June 2009) - 1st Visit</i>
Marketing Officer (Student Recruitment) <i>(Interviewed 24th March 2009) - 1st Visit</i> T/R	Head of UK Student Recruitment and Liaison <i>(Interviewed 14th May 2009) - 1st Visit</i> T/R	Head of Student Recruitment <i>(Interviewed 19th August 2009) - 5th Visit</i> T/R	Head of Student Marketing and Admissions <i>(Interviewed 17th June 2009) - 1st Visit</i>
Web Marketing Officer <i>(Interviewed 24th March 2009) - 1st Visit</i> T/R	-----	On-line Marketing Manager <i>(Interviewed 19th May 2009) - 1st Visit</i> T/R	-----
Publications and Internal Communications Officer <i>(Interviewed 24th March 2009) - 1st Visit</i>	Head of Creative Services <i>(Interviewed 14th May 2009) - 1st Visit</i>	-----	Publications Editor <i>(Interviewed 17th June 2009) - 1st Visit</i> T/R
	International Strategic Development Manager <i>(Interviewed 12th August 2009) - 3rd Visit</i>	Regional Director International Office <i>(Interviewed 15th October 2009) - 6th Visit</i> T/R	
Cultural Marketing Officer <i>(Interviewed 24th March 2009) - 1st Visit</i> T/R	-----	-----	-----
	Brand Champion <i>(Interviewed 18th September 2009) - 5th Visit</i>		
	Deputy Vice Chancellor <i>(Interviewed 10th July 2009) - 2nd Visit</i> T/R		
		Dean of Partnerships <i>(Interviewed 20th July 2009) - 3rd Visit</i>	
Brand Consultant - 2005 Rebrand <i>(Interviewed 21st July 2009) - 3rd Visit</i> T/R	Brand Consultant - 2003 Rebrand <i>(Interviewed 27th October 2009) - 7th Visit</i> T/R	Brand Consultant - 2006 Merger Rebrand <i>(Interviewed 6th April 2010) - 8th Visit</i> T/R	Brand Consultant - 2004 Merger Rebrand <i>(Interviewed 30th September 2009) - 3rd Visit</i>
Lecturer - (Year of Joining - 2006) <i>(Interviewed 10th March 2010) - 5th Visit</i> T/R	Senior Lecturer - (Year of Joining - 2007) <i>(Interviewed 8th October 2009 13.30) - 6th Visit</i> T/R	Senior Lecturer - (Year of Joining - 2007) <i>(Interviewed 2nd November 2009) - 7th Visit</i>	Lecturer (Year of Joining - 2007) <i>(Interviewed 22nd March 2010) - 4th Visit</i>
Senior Lecturer - (Year of Joining - 1998) <i>(Interviewed 11th March 2010) - 5th Visit</i>	Lecturer - (Year of Joining - 1989) <i>(Interviewed 18th September 2009 - 5th Visit</i>	Professor - (Year of Joining - 1998) <i>(Interviewed 30th June 2009) - 2nd Visit</i>	Senior Lecturer - (Year of Joining - 1994) <i>(Interviewed 5th May 2010) - 5th Visit</i> T/R
Campus Tour - 9th September 2009 - 4 th Visit	Campus Tour - 24th August 2009 - 4 th Visit	Campus Tour - 5th August 2009 - 4 th Visit	Campus Tour - 2nd September 2009 - 2 nd Visit

Table 8.3 T/R – Transcripts Reviewed by Participants ----- - No Equivalent Role Shading – No Participants Available

was not pursued. At Oxford Brookes the approach resulted in two additional types of respondent, the first, brand champions: individuals from within the schools that had a role in championing the brand following the rebranding processes. It was also identified that one of the Pro-Vice Chancellors had been actively involved with the rebranding process, therefore the opportunity to include the two recommended individuals from these roles was taken.

The opportunity was also taken during the interviews to establish which brand consultants had been involved with the branding of the universities and to seek permission to approach them, a strategy that worked at each of the universities. While the primary focus of the research was on exploring the brand promise from the perspective of those with a direct responsibility for the management of the universities' brands, the opportunity was also taken to include two academics from each of the universities, adding a perspective from staff in front line roles and providing a secondary learning opportunity.

While it was anticipated that a snowballing sampling approach would be used to identify academic respondents for inclusion in the study, it became clear that there was not that kind of relationship between Marketing and Communications and Academia, in fact the research later pointed to an academic/administrative divide. Only one academic was identified through that approach at the University of Bedfordshire, the second academic recommended was also a member of the Senior Management Team reflecting the inclusion of that role in the University of Bedfordshire column of the Participant List.

Instead department lists and staff profile information taken from the universities' websites were used to identify potential academic respondents. That approach also had the advantage of eliminating concerns that including recommended individuals could result in a biased view of the brand. Individuals from business related departments were excluded on the basis of the prior knowledge they would have of branding, potentially skewing the opportunity to determine if the brand was understood and embraced by academics. A strong theme emerging from the interviews with Marketing and Communications suggested it was not.

Potential respondents were contacted via an introductory e-mail letter advising of the University's participation in the research, indicating how they could help, and detailing what would be involved. Most did not respond but enough did to meet the initial aim to include one long-term member of staff i.e. an individual with over 10 years service, and one newer member of staff. The first approach in identifying newer academics was to look for staff that had joined in 2007, which yielded respondents at all but Manchester where the newest of the respondents to reply joined in 2006.

8.5.13 Pilot Interview

A pilot interview was carried out at Buckinghamshire New University, one of the universities from the case selection table. Its selection above the others from the table was on the basis of the access it provided as the university where the researcher studied. Denscombe (2003) maintains that in the practical world of research and the limitations it imposes, faced with alternatives which are equally suitable it is reasonable for the researcher to select the ones that involve least difficulty when it comes to gaining access.

The aim of the pilot interview was to test the interview schedule, which was achieved by conducting an interview with a key individual from the Marketing Communications and Recruitment Department. The pilot interview highlighted a number of issues with the interview schedule that needed to be addressed. In the pilot interview the respondent gave long and detailed answers, and while that was wanted, it was clear that in similar situations the potential to get through the questions in what was anticipated to be one hour slots would be marginal. Questions from the interview scheduled that could be dropped in such situations were identified, for instance question four which sought to identify the external target audience elicited a long answer and identified commonly acknowledged stakeholder groups. What was important with regard to the brand promise and the target audience could be covered by question five which sought to determine how the brand promise recognised the diversity of the university's stakeholders.

Question one which sought to determine if the term brand promise was used, was found to be a good opening question, the response however indicated the interview schedule should be adapted for the non-use of the term brand promise and the use of alternative terms, adaptations reflected in the finalised interview schedule outlined in Appendix O. The pilot interview was transcribed and manually coded for analysis to confirm the potential the interview questions had to provide insight into the research question and objectives. The analysis did however indicate that the University was at an awareness stage where the focus was very much on getting the name known.

8.5.14 Data Collection Phases

Two methods of data collection were used: interviews and documentary evidence, with the opportunity to collect the latter coinciding with the pre-arranged interview visits. The first set of interviews with key Marketing and Communications respondents at each of the universities were conducted sequentially starting with Durham University. A day of interviews coordinated by Marketing and Communications was arranged at each of the universities. The Advice to Respondents Letter outlined in Appendix P was sent to the coordinators for distribution to each of the respondents. The number and timings of the visits to each of the universities then varied depending on the availability of the other respondents, with between five and eight visits to each site required to incorporate all the respondents. The interviews were conducted over a 15 month period between March 2009 and May 2010 the details of which are contained in the Participant List – Table 8.4.

8.5.15 Semi-structured / Unstructured Interviews

The use of interviews is justified when informants have insight to offer as a consequence of their position (Denscombe 2003: p.165). A total of 35 face-to-face interviews were conducted across the universities. Kvale (1996) maintains the number of interviews conducted depends on the study's purpose and should reflect the number required to find out what needs to be known. He does however suggest that the number

tends to be around 15 ± 10 . Patton (2002) suggests that when collecting qualitative data the validity and understanding gained has more to do with data collection and analysis skills, than with the size of the sample. As such it is the logical relationship between the sample selection technique and the purpose and focus of the research that is important (Saunders et al. 2003).

The interviews were dominated by semi-structured interviews which are associated with exploratory research and discussions aimed at understanding the “what” and the “how” (Saunders et al. 2003: p.248) establishing their relevance to the study in the same way the “what” questions contained in the objectives identified the appropriateness of a case study strategy. By using semi-structured interviews it was possible to focus on the areas of interest while at the same time omitting questions not relevant to particular respondents. They also provided the flexibility to change the sequence and form of the questions enabling the respondents’ answers to be followed up (Kvale 1996).

Where it was considered beneficial to the research, interviewees were not diverted from speaking freely, consistent with Denscombe’s (2003) view that allowing interviewees to speak their minds is an effective means of discovery. That approach was particularly relevant when interviewing the Brand Consultants, providing insight into the processes involved in the determination of the brands.

At the start of each of the interviews the respondents signed a form detailing the consent given and anonymity required, as outlined in Appendix Q. On average the interviews lasted 48 minutes, and all the interviews were recorded with the consent of the respondents. It was quickly learnt not to stop recording when the interviews were over, with post-interview discussions continuing to relate to the topic. At Oxford Brookes it was learnt that the requirement to continue recording needed to extend to leaving campus, when one of the respondents took the opportunity to escort the researcher around the hoardings at the centre of the campus that encapsulated the University’s brand.

All of the interviews were transcribed by the researcher, Bazeley (2007) maintains there is real value in the researcher doing their own transcribing through the knowledge it builds of the data. To begin with a verbatim approach was taken to transcribing the interviews, however an early request by one of the respondents reviewing their

transcript, to make changes reflecting the incoherence that style can convey, resulted in the removal of pauses and repetition. For consistency that approach was used throughout. Given that the study did not require a linguistic analysis or psychological interpretation, such an approach was considered reasonable. Kvale (1996) maintains that the question of what is a correct transcription cannot be answered, rather the question should be what is a useful transcription for the research purpose. He maintains transcripts are not copies or representations of some original reality rather they are interpretative constructions that are useful tools for giving purpose. Appendix R contains a copy of an interview transcript.

Just over half the respondents availed themselves of the opportunity to review their transcripts. While that added to the rigour of the process it did not lead to any additional insights. It did however result in the removal, in one instance of comments made by one of the respondents about the University, pointing to the downside of the approach, its potential to inhibit a respondent's true opinions being captured.

The environment at Bedfordshire presented challenges to transcribing some of the interviews. The shared and open plan offices resulted in a number of the interviews taking place in the café where the level of background noise rose significantly at times. The potential for error was overcome by having the respondents review the transcripts. At the end of the interviews the respondents were asked if they could be contacted with any follow up questions or queries.

Yin (1994) maintains that interviews should always be considered verbal reports and as such they are subject to bias, poor recall, and poor and inaccurate articulations. To overcome that criticism corroboration was used, in part by interview corroboration with the number of interviews providing the opportunity for triangulation. Corroboration was also achieved through triangulation with the documentary evidence.

8.5.16 Interview Questions

The research questions focused on four key areas, for full details refer to the Interview Schedule contained in Appendix O:

- Understanding, identifying, and categorising the manifestations of the brand promise;
- Elements essential to the composition of the brand promise;
- Factors influencing what the brand promise is;
- Brand promise delivery.

While these four areas remained consistent throughout the cases enabling comparisons to be drawn across cases, additional questions were tailored for the academic respondents and brand consultants, accounting for the insight they could provide. Additional questions were also added reflecting what was learnt after each field visit and reflecting on the data.

Where time permitted at the end of the interviews, respondents were asked if there was anything that had not been covered that was of relevance to the research, some engagement and contextual issues raised feed into the additional questions. Others were about clarification for instance the association of the brand with the logo required the interview questions to be adjusted to elicit the required information and determine if the respondents knew what the brand was when the terminology was stripped away. Kvale (1996) maintains that the interviewer may learn throughout an investigation with the conversations with subjects altering the researcher's understanding of the phenomena under investigation. Eisenhardt (1989) points to the legitimacy of adding interview questions that allow the interviewer to probe emergent themes maintaining the aim is to understand each case individually in as much depth as possible.

8.5.17 Observations

The universities' environments were a rich source for observations, from the initial impression on arrival, to how integrated or not the universities were with their location, to the architecture and condition of buildings, to the size and aesthetics of the campuses, to the facilities provided, to the more explicit articulation of the brand through banners and hoardings. Field notes were used to record the observations made while photographs captured key visual observations.

The opportunity was also taken at each of the universities to take one of the campus tours put on for prospective students. In all cases the key respondents from Marketing and Communications were consulted about a tour forming part of the research. Only at Bedfordshire was the student ambassador leading the tour advised of the observer's presence and reason for taking the tour prior to the tour starting. At Oxford Brookes the student ambassador leading the tour turned up and started the tour straightaway preventing that disclosure being made until after the tour when the opportunity to talk with them was taken. The numbers (in excess of a hundred) taking the tours at Durham and Manchester again prevented that disclosure being made. The tours provided the opportunity to observe what was being conveyed about the universities to prospective students and their parents. It also had the added benefit of indirectly providing insight into variations in the universities' student ethos, which is considered in the relevant chapters.

8.5.18 Documentary Evidence

At each visit the opportunity to collect documentary evidence was taken, providing a substantial and key source of evidence for each case. The most important use of documentation in case study research is its corroborative function in augmenting evidence from other sources (Yin 2009). Its use enabled what Yin (2009) refers to as data triangulation with the interviews. Extensive data relating to the universities' brands was available through the brand/identity guidelines and strategy documents. At each of the universities these were identified as the key brand documents. Numerous prospectuses were sourced: undergraduate, postgraduate, schools, and international, however given the quantity of accumulated data, the in-depth prospectus analysis focused on the 2010 undergraduate prospectuses from each of the universities. Other valuable records relating to the rebranding of the universities were also sourced: minutes from meeting relating to the rebranding and its resistance at Durham and the presentations used for the introduction of the new brands at Manchester and Oxford Brookes. Table 8.5 provides an overview of the documentation sourced for the research.

DOCUMENTARY EVIDENCE

INTERNAL DOCUMENTATION	DURHAM	MANCHESTER	BEDFORDSHIRE	BROOKES
Brand Guidelines	✓	✓	✓	✓
Writing Style Guide	✓	✓		✓
Rebranding Presentation		✓		✓
Branding and Communication Guide				✓
Minutes of Meetings – (Merger / Rebranding / Student Experience)	✓		✓	
Merger Document		✓		
Strategic Plan	✓	✓	✓	✓
Strategy Documents	✓	✓	✓	✓
Undergraduate Prospectuses	✓	✓	✓	✓
Postgraduate Prospectuses	✓	✓	✓	✓
Schools Prospectuses	✓	✓		✓
International Guide / Prospectus			✓	✓
Welcome Presentation	✓	✓		
University Newspaper	The News			
Stakeholder / Staff Magazine	Dialogue	UniLife	Life	
Student Magazine	Dialogue		Experience	
Alumni Magazine	Durham First			
Corporate Brochure	✓			
Guide for Student Ambassadors			✓	
Information Sheets for Intl. Students				✓
Guide given to Overseas Agents				✓
Handout from the Campus Tour	✓		✓	
Press release (boiler plate)	✓			
Why choose				✓
Brief Guides	Living and Learning at Durham	Facts and Figures		Oxford Brookes leading the way
Facts and Figures		✓		
Access Agreement			✓	
Annual Monitoring Process			✓	
Quality Assurance and Enhancement			✓	
Annual Staff Review	✓	✓	✓	
Financial Statement	✓		✓	
EXTERNAL DOCUMENTATION	GENERAL			
League Tables			✓	
National Student Survey			✓	
Consultant's University Branding Booklet			✓	

Table 8.4

8.5.19 Data Analysis

The analysis was largely done on a case-by-case basis which provided a means of dealing with the volume of data the study generated and the opportunity to become familiar with each of the cases as stand-alone entities (Eisenhardt 1989). There were three key aspects to the analysis process in line with that proposed by Miles and Huberman (1994) which has three concurrent flows of activities: “data reduction, data display, and conclusion drawing/verification” as outlined in Figure 8.3.

COMPONENTS OF DATA ANALYSIS: INTERACTIVE MODEL

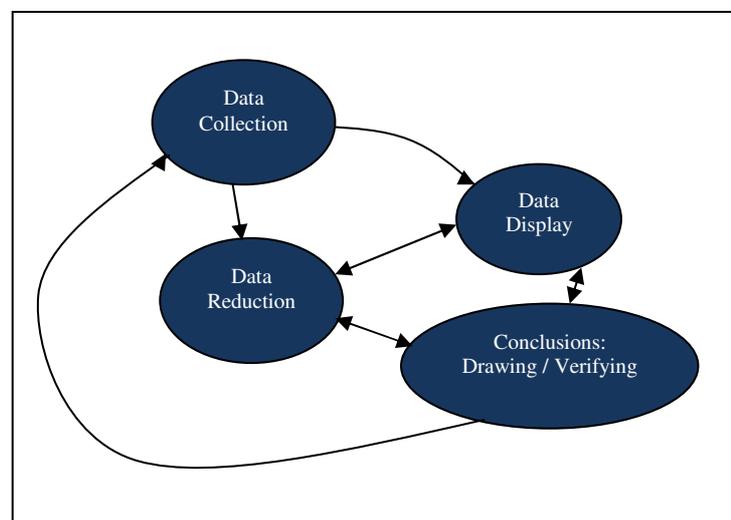


Figure 8.3: Source – Miles and Huberman (1994)

Data reduction is the aspect of the analysis that “sorts, focuses, discards, and organises data” to enable conclusions to be drawn and verified. While Miles and Huberman (1994) see that aspect of the process beginning prior to data collection with the determination of the research question, case selection, data collection choices etc., resulting in “anticipatory data reduction”, the reduction of the sourced data was achieved through a process of coding and categorisation. Data display the second aspect of the process is seen by Miles and Huberman (1994) as a major avenue for valid qualitative analysis, they advocate systematic and powerful displays through the use of matrices, graphs, charts, and networks; tools used in the analysis and presented in the case and cross-case chapters.

Miles and Huberman (1994) maintain the conclusions, which need to be verified start to be drawn from the outset of data collection, vague at first, becoming increasingly explicit and grounded. In line with their recommendations a summary was compiled following each field contact outlining the issues, themes, and questions that arose, while pattern matching, the identification of theme, and contrasts/comparisons were the dominant tactics used to draw out the meaning required to make and verify conclusions. While these tactics were used both within and across the cases, the conclusions drew from the cross-case analysis.

While it was initially thought that the cross-case analysis might take the form of a comparison between the two old universities, a comparison between the two new universities, and then a comparison across the old and new universities, the in-case analysis indicated a four-way comparison was more appropriate. Eisenhardt (1989) sees the tactic of grouping cases into groups of three or four for comparison as an extension to paired comparison, with the key to good cross-case comparison residing in the potential to look at data in many divergent ways. That approach not only allowed similarities and differences to be drawn in relation to the categories of universities where appropriate, it recognised that not all the themes emerging from the cases necessitated consideration in relation to the age, heritage, modernity, or ranking of the universities.

8.5.20 Data Analysis Software

The data was categorised, coded, and analysed with the aid of NVivo, a popular qualitative data analysis software package and a leader in the field (Gibbs 2002). Training in its use was attained through a one-day specialist NVivo training course and via QSR International's online tutorials.

The main data analysed within NVivo were the interview transcripts, and while some documentation was imported into NVivo, the booklet, brochure, and portfolio formats of the prospectuses, strategy documents, and brand guidelines meant they were considered outside of NVivo. Attempts were made to import the visual imagery gathered from visiting the universities into NVivo, however that was found to

significantly affect the speed of the software and again those photographs were considered outside NVivo.

Contrary to what the name suggests, the software does not analyse the data for the researcher, rather its function is more in keeping with that of a database, supporting “the storage and manipulation of text and documents” and the creation and manipulation of codes (Gibbs 2002). The benefits it provides however go beyond that of a database, enabling researchers to keep good records of their ideas, searches, and analysis. It also makes “qualitative analysis easier, more accurate, more reliable, and more transparent” (Gibbs 2002). Bazeley (2007) maintains one of the key benefits of CAQDAS (Computer-Assisted Qualitative Data Analysis Software) is the retrieval function, which allows for the retrieval of data while retaining it in its original context. By taking away the tedium of qualitative analysis Gibbs (2002) suggests CAQDAS makes it easier to be exhaustive in analysing the data and to check for negative cases, thereby reducing the potential for partial and biased analysis. In addition to the benefits associated with NVivo, there are some associated drawbacks. It is suggested that the ease with which tree nodes can be manipulated can result in a failure to ensure the analysis is grounded in the data (Gibbs 2002). It is also suggested that compared with paper-based analysis CAQDAS can distance the researcher from the data (Gibbs 2002; Bazeley 2007). That was not found to be the case, not only were the interviews conducted and transcribed by the researcher, the transcripts were coded line by line, an approach that ensured the researcher was very close to the data.

8.5.21 Coding

In NVivo coding is achieved by connecting text or other data items to nodes (Gibbs 2002). To begin with nodes that assumed no relationship with the other data were used. It is the potential free nodes have to capture ideas without imposing a structure on the ideas which makes them particularly useful at the beginning of a project (Bazeley 2007). Saldana (2009) maintains that while the act of research theory is more complex and messy, the basic process of codifying follows a streamlined scheme as outlined in Figure 8.4.

STREAMLINED CODES-TO-THEORY MODEL OF QUALITATIVE INQUIRY

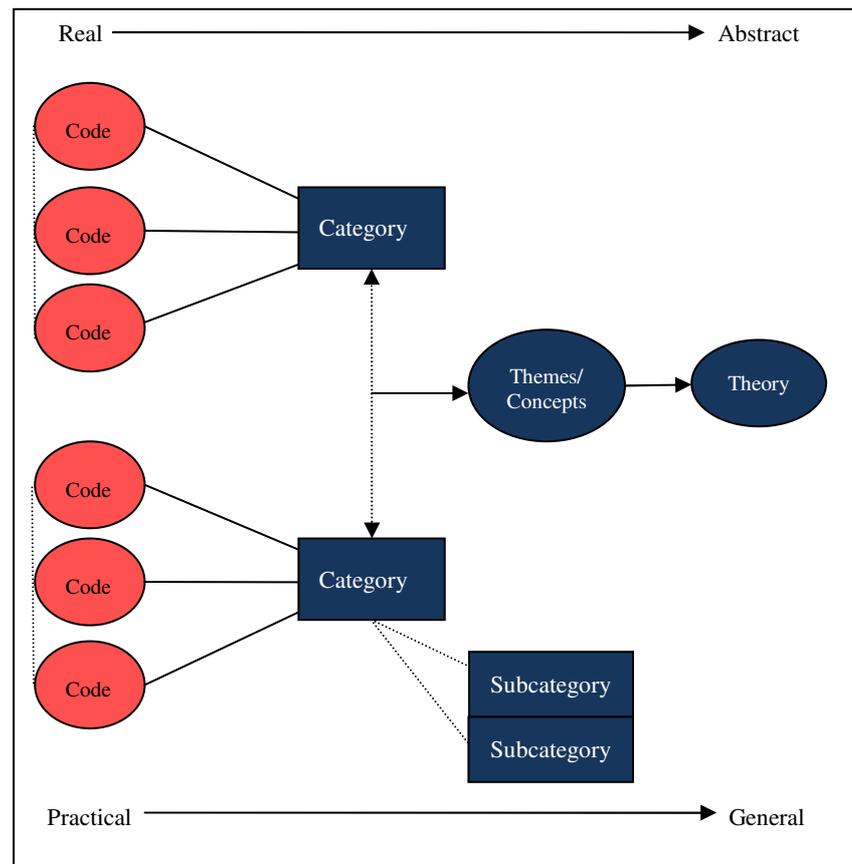


Figure 8.4: Source: Saldana (2009)

Codes were assigned to individual words, phrases, sentences, and paragraphs of text as needed. One of the benefits associated with CAQDAS the researcher found particularly useful, was the ability to assign more than one code to the same piece of text (Saldana 2009). At the outset the research question and objectives were used to aid in the identification of the content relevant to the study that required coding. The coding however drew from the data not the literature following the grounded theory approach which allows the data to speak for itself (Welsh 2002). The codes created at the start of the analysis process were quite descriptive, Saldana (2009) suggests that descriptive codes generate a categorised inventory, summary, or index of the data which provides the groundwork for further analysis.

As the cycle of coding progressed the codes became more conceptual, capturing the themes emerging from the data. It was the hierarchical function of NVivo as opposed to the modelling function that the researcher found most useful for understanding the data. The process of categorising by grouping and linking of codes is made easy with NVivo through the use of tree nodes which create coding hierarchies, facilitating the emergence

of themes and concepts consistent with Saldana's (2009) model. Gibbs (2002) maintains that nodes are more than just names or labels but a way of connecting theoretical concepts with the text that exemplify the idea.

Unlike statistical analysis, qualitative analysis has no defined end (Lichtman 2006). The drawing to a close of the data collection process was predetermined by the selection of four cases. Eisenhardt (1989) maintains that for reasons of time and money it is not uncommon for researchers to plan the number of cases in advance. Lichtman (2006: p.164-5) maintains that in a similar way to the way "theoretical saturation" is achieved, analysis draws to a close when a "logical saturation point is reached". While a saturation point was reached when the coding, recoding, combining, and categorising of the data was no longer adding anything new, the writing up of the cases also formed part of the analysis, a process that initiated further data reviews. Miles and Huberman (1994: p.243) maintain that the "process of writing inevitably leads to reformulation, added clarity, and ideas for further analysis".

8.5.22 Reliability, Validity, and Rigour

To ensure the quality of the research design and address the concerns that can be associated with the conduct of qualitative and case study research, a number of important issues are addressed. Reliability is an issue that can affect the quality of the research and relates to whether another person would get the same results and draw the same conclusions if they undertook the same research (Denscombe 2003). The use of a protocol increased the reliability of the research (Yin 2009).

External validity which Saunders et al. (2003) refer to as generalisability, is a concern associated with the conduct of case studies given the small number of cases involved. It concerns the extent to which the research results are generalisable to other research settings. Saunders et al. (2003) argue that the purpose of case study is not to produce theory generalisable to all populations, but rather to explain what is going on in the research setting. Similarly Yin (2009) maintains that conducting multiple case studies is analogous with conducting multiple experiments, with replication logic, not sampling logic providing the rationale for the study. The aim of case studies is therefore

analytical generalisation, where the generalisation is made to theory, with a view to theory expansions as opposed to generalising to a wider population or universe where the aim is statistical generalisation.

A further criticism aimed at case study research relates to construct validity, and the failure of the measures used in investigations to actually measure the concepts under investigation. It also incorporates the view that subjective judgements can make their way into the data collection process (Yin 2009), which is considered in the final paragraph. To increase construct validity multiple sources of evidence were used, capitalising on a key strength of case studies, enabling convergent lines of enquiry to be examined through the triangulation of data sources (Yin 2009). Another criticism directed at case studies is a lack of rigour, where investigators have been sloppy and allowed equivocal evidence and biased views to influence the direction of the findings and conclusions (Yin 1994). The risk of such bias was minimised by maintaining objectivity throughout the research collection and analysis stages. That involved ensuring that the data was collected accurately and fully, and avoided subjective selectivity by recording the interviews. A structured objective approach was also used to add rigour to the analysis process, aided by the use of NVivo. Bazeley (2007) attributes the potential CAQDAS software provides to work more methodically, thoroughly, and attentively with more rigorous analysis.

8.5.23 Ethical Issues

As the nature of the research was not personal it avoided some of the ethical issues associated with research. However to ensure that the research was conducted in an ethical manner it embraced the three ethical principles Denscombe (2003) maintains should guide the researcher's activities. The interests of the participants were protected to avoid any adverse repercussions from their participation in the study. The research was conducted in an open and honest manner and the findings were reported without bias. The full scope of the consent given by the participants was clarified with them and promises of anonymity were upheld.

8.5.24 Reflection on the Methodology

The reflection on the methodology indicated that if the research was undertaken again a similar approach with some changes would be followed. The multiple case study approach proved invaluable for the insight the similarities and differences between the universities' brands provided. The selection of four cases was found to be informative, manageable, and suitable for the time and cost constraints of conducting a self-funded Ph.D. The failure to secure the University of Gloucestershire and then the next choice Bournemouth University did not prove detrimental to the study, quite the opposite with the University of Bedfordshire standing out for the conceptualisation and coordination that underpinned the brand. In fact as will be seen in the following chapters all four cases provided rich data justifying their selection.

A prior bad experience of losing cases that initially agreed to participate in the research undertaken for a Master dissertation influenced the researcher's decision to conduct the interviews at the earliest opportunity. As this was an exploratory case study and one in which the researcher's knowledge grew as the research and analysis progressed, the benefit of taking the individual cases through from initial interviews, through analysis, to the writing-up before moving to the next case is an improvement the researcher considers would have been a more beneficial strategy.

A more comprehensive piloting of the interview questions would most likely have limited the need to adapt that questions as the interviews progressed. The interviewer would also have benefited from the experience conducting additional interviews would have provided. While the interviewer had some prior experience at Masters level and much was read about how to conduct interviews, it took time for the interviewer's competency to grow. It would also have been beneficial to pilot the academic questions which would also have enabled the researcher to prepare better for dealing with less enthusiastic respondents.

Although some changes would be made if the methodology was conducted again, the methodology did enable the research question to be answered and the objectives met, it also led to many interesting findings that add to current theoretical knowledge.

8.6 Chapter Summary

This chapter has presented the research methodology for the study. It outlined the ontological and epistemological assumptions underpinning the research and their influence on the research design. A rationale was provided for the qualitative research approach and choice of case studies as the strategy of inquiry. The criticism associated with their use was also addressed. The multiple aspects of the case selection process provided a justification for the choice of Durham University, The University of Manchester, the University of Bedfordshire and Oxford Brookes University as suitable cases. The chapter also provided the rationale for the use of interviews and documentation as the means of data collection. The chapter also detailed the approaches used to analyse the data and the benefits and added rigour the use of NVivo software provided.

Chapter 9 now looks at the first of the cases presenting the findings from the Durham University case.

Chapter Nine

DURHAM UNIVERSITY CASE STUDY

9.1 Introduction

9.1.1 Durham University

Described as “the 3rd oldest university in England after Oxford and Cambridge” (Durham University 2012b) who received their Royal Charters in 1248 and 1231 respectively (Privy Council Office 2012), Durham received its Royal Charter in 1837. Durham however is not alone in making that claim, the University of London which received its Royal Charter in 1836 (Privy Council Office 2012) also claims to be the 3rd oldest university in England (University of London 2012). It seems Durham’s claim is based on its date of establishment four years earlier in 1832 (Durham University 2012c).

With a staff of 3,854 including 1,449 academics (Durham University 2012b) the University is based across two quite different campuses, the “contemporary Queens Campus” located in Stockton-on-Tees and the other located in “historic Durham city” (Durham University 2012a). How entwined the city’s history is with the University is evident from its colleges which are spread throughout the small city, none more evident than University College Durham otherwise known as Durham Castle, refer to Figure 9.1.

Describing itself as a “collegiate university” (Durham University 2012a), the University’s structure consists of 16 colleges, three faculties, and 25 academic departments. For the academic year 2011/12 the University’s student population was made up of 11,553 undergraduates, 4,493 postgraduates, of which 21% were of non UK origin (Durham University 2012b).

UNIVERSITY COLLEGE DURHAM (DURHAM CASTLE)

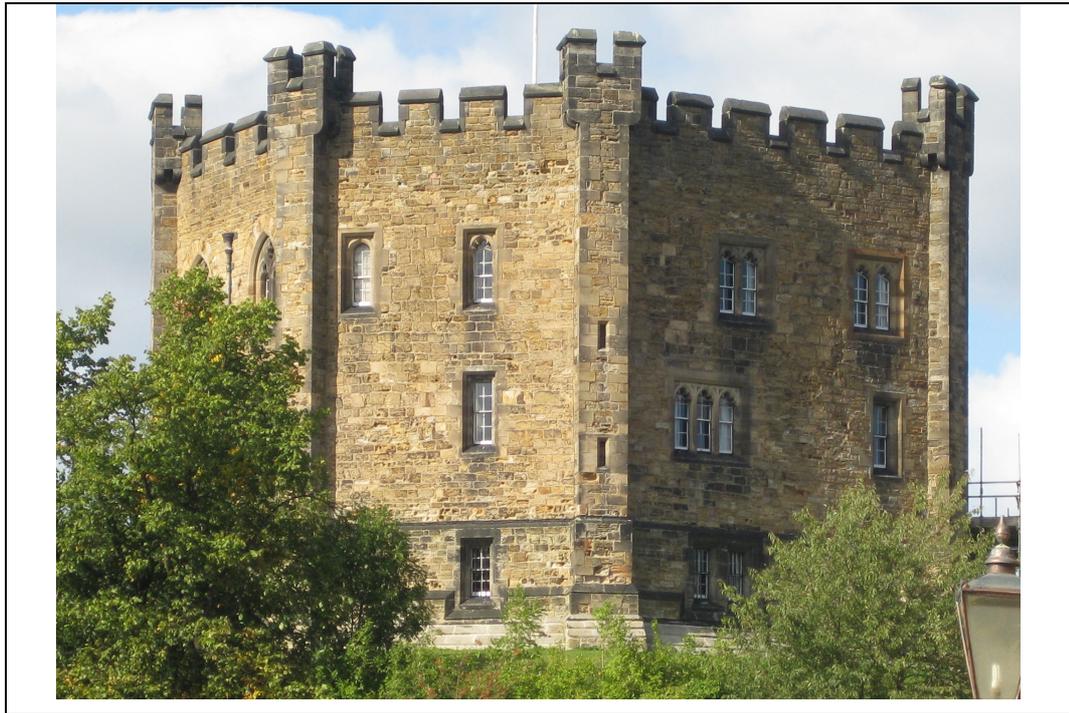


Figure 9.1

The University also has key cultural assets: Durham Castle, The Botanic Garden, The Oriental Museum, and The Old Fulling Mill, all of which are visitor attractions (DR4). With 56 research centres (Durham University 2012f) “research is at the core of Durham University”, it also leads the development and content of the University’s teaching (Durham University 2012g).

9.2 The Branding Process

9.2.1 The Change Drivers

In 2004/2005 Durham University conducted a formal branding process following a review of the University’s corporate identity, a review that formed part of the strategic planning process (Durham University 2005a). One of the key change drivers from the review was the “anarchy” (DR7) that surrounded the articulation of the University’s brand:

it was so disparate you had people using horrible childish fonts, people using all sorts of garish colours, creating their own logos, coming up with their own taglines it was just a mess. So fragmented, so disparate and it wasn't helping to position Durham effectively and Durham's brand had very little value, very little equity other than its heritage and its historic reputation (DR6)

The aims of the branding process which are outlined in Figure 9.2 reflected the need to improve consistency over the University's image and messaging. The increasing competitiveness of the market (News 2005) was also identified as a driving factor, the process aimed to identify "distinctive messages" that would set the University apart from its competitors (University of Durham 2005b). How structured the first part of the process was is not entirely clear, it was suggested that the Head of Marketing worked with an ex Procter and Gamble marketer based in the region and started a process to identify the "brand promise", what the respondent described as "the key benefits and features of association with the University" (DR7).

9.2.2 Methodological Influences

Market research and consultation that drew on the experiences of stakeholders fed into that process (University of Durham 2004b). Internally while 200 staff were consulted, it was consultation that appears to have involved those with an input into marketing strategies and communications (Calman 2005).

9.2.3 Brand Evolution

It was suggested that it didn't matter what consultation exercise was done or how strategically things were examined, Durham was an "academically strong university", it was a "collegiate university", it wasn't a "metropolitan university", and those things were about "tradition and quality and excellence and close-knitness" (DR7). While that was a view that indicated the brand was essentially a reflection of what the University was about, it was also a view that reflected the lack of aspiration the brand was considered to have. It also pointed to the evolutionary aspect of the brand with the

THE DURHAM BRANDING PROCESS

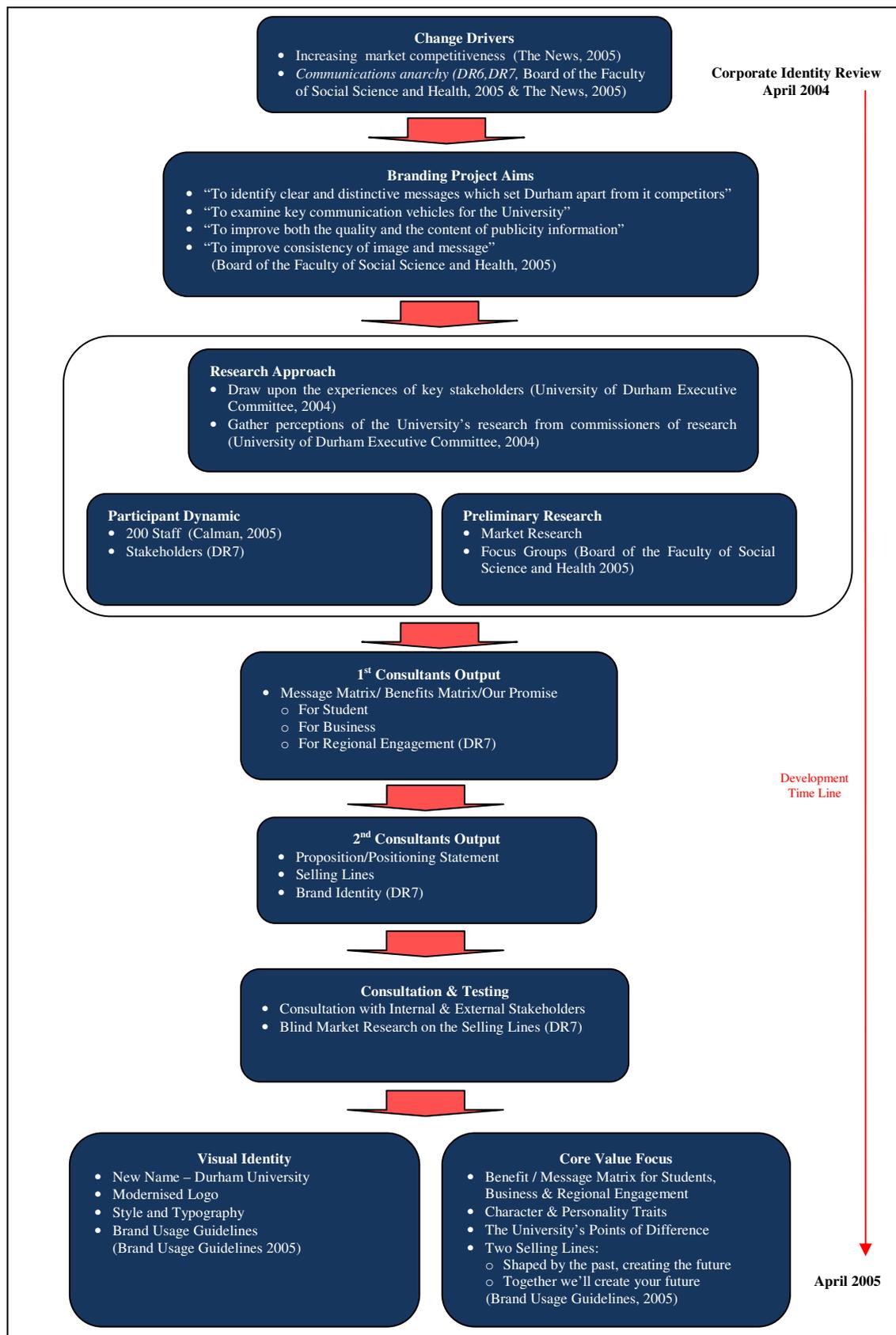


Figure 9.2: Source: Developed from Referenced Sources (2009)

respondent pointing more directly to the natural existence of the brand:

I haven't thought about this a lot, but one of the truisms is you have a brand identity and brand whether you know it or not. And I suspect maybe the vast majority of university cases, that's exactly it, they have one and they've only just realised they've had one despite, without knowing about it (DR7)

That evolution of the brand was also pointed to by Respondent 2 who maintained that a lot of the University's brand promise came from the University's history:

our brand, it hasn't just been people sitting round a table coming up with nice words that we think we should be talking about as Durham's brand, they are instilled across the institution, because historically that's what the Institution has been about (DR2)

9.2.4 Engineered Brand

What emerged from the first part of the process was described by Respondent 7 as a "message matrix" or "benefits matrix", also referred to as "our promise" in the University's branding pages, "Durham University benefits" in the Brand Usage Guidelines (2005) and as the University's key strengths in The News (2005). Statements that encapsulated the benefits the University had to offer each of its key audiences (Durham University 2005a) as Figure 9.3 indicates.

"DURHAM UNIVERSITY BENEFITS" or "OUR PROMISE"

For Students - a world-class learning experience, that combines academic excellence with the personal development that comes from college life, so enabling individuals to create their own futures;

For Business - Durham University provides world class innovation, research capabilities and business solutions that help achieve the results you want;

For Regional Engagement - Durham helps improve the quality of life and wealth creation in the North East

Figure 9.3: Source: Durham University (2005a; 2008e)

Design consultants were then engaged to articulate the research findings and create a new identity (DR7). It was suggested that there was little internal desire to change much, and what was achievable was considered constrained by the University's culture:

the inherent culture, traditional, old, un-radical, and un-innovative university, means that marketing, brand, I think they're only going to be taken so seriously (DR7)

Having said that the respondent also maintained the University occupied a position in the market where radical transformation would have been a mistake (DR7). The University's "heraldic involvement" meant the logo could not be changed much, factors that contributed to the process being described as a "sympathetic modernisation" (DR7). From the research, the consultants developed what was described as the "positioning statement or proposition" – "shaped by the past, creating the future" which went on to become the "strapline" (DR7). For Respondent 7 however it was not a good solution, a view that related to the constraints, and the absence of a platform to enable the University to stand out or engage. Respondent 1 was also critical of "shaped by the past, creating the future" which the respondent considered was the lowest common denominator, what you end up with when you try and sum up the institution.

There were mixed views evident in relation to the strapline, Respondent 1 had deliberately not made reference to the strapline and did not think it was a promise. The respondent maintained organisations tended to want positioning statements that summed up the business, but didn't believe it was possible to do that in six or eight words. While "shaped by the past, creating the future" was not being held up as an example of the ideal by the brand consultant, the example the consultant talked about from industry indicated that what was also described as "the shorthand", related to "what encapsulates what you are, but positions you in a place to your best advantage" (DR7).

It became clear that "the shorthand" was about trying to encapsulate the central aspect of what an organisation was about, whether that was the "central essence", "idea", "promise", "mission statement", or "sense of purpose" (DR7), it was not about trying to sum up the business as a whole, consistent with Respondent 3's view that the selling lines were trying to "encapsulate the essence of what the University was about".

The brand usage guidelines indicated that the "strapline" or "selling line" as it was also

called, along with the selling line – “together we’ll create your future” were considered to articulate the “Durham points of difference” which was described as the combination of: the “collegiate system”, “high levels of pastoral support”, “outstanding research” and “heritage” (Durham University 2005a).

The University’s heritage and history were an important aspect of the brand, so too was the modernity the University wanted to convey:

on the one hand, we are an old, respected institution with a heritage that stretches back to medieval times ... At the same time, we are very much a university of the 21st century which isn’t afraid of embracing change, encouraging innovation, and setting the agenda (DR3)

It was a view that contrasted with some of the descriptions of the University, described by Respondent 1 as old fashioned in some of its ways, and a place where things were done the way they were done because they had always been done that way (DR7). It wasn’t only the University’s own heritage it was drawing on, the medieval connection indicated the brand was drawing from the heritage of the location. The colour “palatine purple” came from the shade of purple the historic Prince Bishops that ruled the country wore (DR3). The harmonisation of the University’s history and modernity were captured in the University’s updated visual identity. The new logo married “tradition and heritage with confidence and modernity” (Durham University 2005) refer to Figure 9.4.

THE UNIVERSITY’S LOGOS

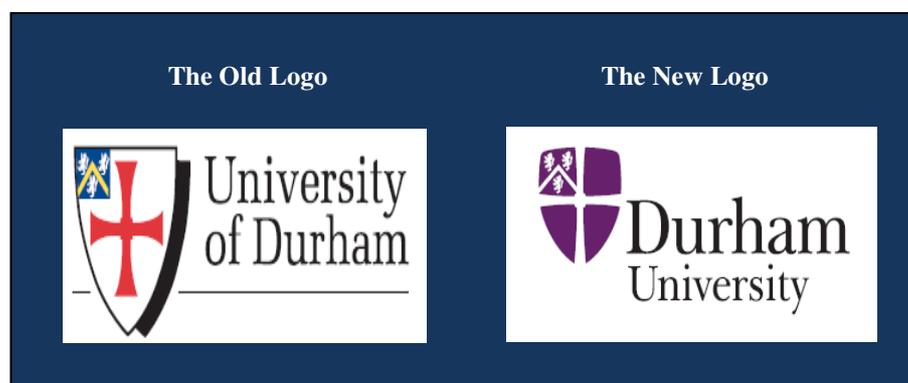


Figure 9.4: Source: Durham University (2005a)

Respondent 6 maintained the colour palette was contemporary and conveyed elegance and quality while also reflecting the University’s history (DR6). The typography was

described as “modern yet classic”, while the change of name from The University of Durham to Durham University was seen as being “more contemporary” (Durham University 2005a). Figure 9.5 provides an overview of the identity elements taken from the University’s Brand Usage Guidelines.

9.3 Brand Promise Terminology

9.3.1 Brand Promise

As seen in the previous section it was suggested that the branding process sought to identify the brand promise, described as “the key benefits and features of association with the University” (DR7). An explicit brand promise for external articulation was not however an intended outcome of the branding process. Rather the benefits or message matrix in its primary form was for internal use, intended to sum up the brand promise and aid internal “sense checking” (DR1).

The web pages indicated that from the perspective of Marketing and Communications the brand was considered to be a promise, with Kotler’s (2003) definition of the brand as “a marketer’s promise to deliver a specific set of features and benefits” being used (Durham University 2008b), not only reiterating the association of the brand with the features and benefits, but pointing to the implicitness of the concept. While the respondents did not express a view as to whether the brand was a promise, or the brand created a promise, it was clear that the respondents considered the University had a brand promise.

Respondent 5 saw the brand promise as the “quality and aims of the University” relating it with the University’s excellence in research and teaching. Respondent 7 maintained the essence was the same as the brand promise pointing to something more fundamental and intangible, consistent with the “shorthand” they were trying to identify. The connection with the features and benefits was also evident through the association with the offer, attributes, and characteristics:

in its simplest term it’s what Durham provides to students that potentially they might not get elsewhere (DR2)

DURHAM UNIVERSITY – IDENTITY ELEMENTS



Figure 9.5: Source: Developed from Durham University – Brand Usage Guidelines (2005a)

the brand promise is what people can expect from Durham University, what is our offer, what are the characteristics or attributes of our brand, what does our brand say about us, what does our brand commit us to doing (DR6)

the brand promise it's about who we are, how we differentiate ourselves, what we're offering to our potential students, I think it's a whole set of tangible and intangible attributes (DR3)

As the respondents' perspectives indicate the brand promise was also related with what differentiated the University. Respondent 1 and 5 both related the brand promise specifically with what they advised was known more widely as the "Durham Difference", which Respondent 1 related with how and why the University was different. Respondent 5 was more specific relating it with the uniqueness of the college system and the very different experience that enabled, consistent with how it was being conveyed in the undergraduate prospectus as Figure 9.6 indicates.

The use of *localised terminology* was further evident with Respondent 2 maintaining that the brand promise was "often referred to as the Durham Experience", rather than the brand promise". While there were terminological differences, the underlying association with what was considered different about the University underpinned the respondent's view of the "Durham Experience", which was considered to comprise the uniqueness of the way the "student experience" was "linked to collegiate life" and how much involvement there was in "extra-curricular activities" (DR2).

9.3.2 Terminological Confinement and Ambiguity

It was clear from the research that the respondents within Marketing and Communications had a practical understanding of what the University's brand promise was, it was not however a term that was considered to have much currency with the Senior Management Team (DR6) and where used the term was limited to Marketing and Communications (DR3, DR5, DR6). Respondent 5 did not think it was a term Senior Managers really got to grips with, while Respondent 6 maintained that although a couple of the Senior Team were quite savvy and recognised that brand was about "managing profile", for many when they talked about the University's brand they were talking about the "colour and fonts and logos". Despite that view the respondent

THE DURHAM DIFFERENCE



Figure 9.6: Source: Durham University 2010 Undergraduate Prospectus

suggested there was an appetite among the “Senior Team to understand a bit more about the concept of the brand” leading the Respondent to surmise that in the future brand promise could be a term that would be used more (DR6).

The wider association of the brand with the elements of the University’s visual identity was also pointed to. Respondent 3 maintained it existed at the level of colleges and departments, while Respondent 6 considered the vast majority of people across the staff community would “probably define a brand as being a logo”. It was an ambiguity also evident in relation to the brand promise:

you can try and say I understand brand promise, then when you start to unpick it, it can get very complicated very quickly (DR1)

An ambiguity also evident in relation to *formal brand terminology*, Respondent 6 pointed to the confusion surrounding brand characteristics which the respondent considered some people confused with brand values, pointing to a blurring of the lines between different professionals in the industry. The respondent also considered brand promise was a relatively new term that “many people might perceive to mean different things” (DR6). The respondent’s own perspective reiterated that ambiguity, despite suggesting “brand perception”, “brand attributes” and “brand values” could be very similar to the brand promise, the respondent went on to suggest it could be something very different.

9.4 Brand Promise Elements

9.4.1 The Defining and Characteristic Elements

It was clear from the research that there were many aspects to the University’s brand promise, the elements contributing to the brand promise were most evident from the “Durham University benefits” as outlined in Figure 9.2 indicating that for students there was an experiential, calibre, and outcome aspect to the brand:

a world-class learning experience, that combines academic excellence with the personal development that comes from college life, so enabling individuals to create their own futures (Durham University 2005a)

The calibre and experiential elements were intrinsically linked with the University’s heritage. Over the years the University’s history had contributed to creating a strong reputation for quality (DR2) and an experience where students lived and studied in a world heritage environment (DR6). The experience was also attributed with the “intimate education”, the “intensity of research”, and a “vibrant community” where undergraduates and postgraduates studied alongside “world-class research stars” (DR6). “Personal development” was an outcome of the experience attributed with the high participation rates in arts and sport creating what Respondent 6 considered was the “brand promise that Durham will develop very well rounded individuals” (DR6).

Respondents 5 and 6 attributed the brand promise with the excellence of the University's teaching and research and while that reiterated the significance of the calibre element to the brand promise, there was a question over how valued teaching actually was. Respondent 9 maintained that although there was a lot of talk about "excellence in teaching" it wasn't "highly valued" and there weren't "many brownie points for giving a really good lecture", rather all the credit came from doing good research (DR9). It was a view that contrasted to some extent with Respondent 8's view that the culture of the University was such that small group teaching was held as a value in itself.

With its 16 colleges and cultural attractions spread throughout a relatively small city, the University's decentralised structure was creating what can be seen as a merged environment. Although the University's portfolio of "cultural assets" meant it was not reliant on the location to augment the value offer, the "close-knit" (Bryson 2010), "small" (DR2, DR6, DR8, DR9), and "intimate" (DR6) characteristics that were a feature of the brand, were as much a feature of the location as they were the University.

As with the benefits the University had sets of personality traits for its three key audiences as outlined in Table 9.1, that captured the University's character (Durham University 2005a) or at least the character the University wanted to promote (University of Durham 2004a). Internal minutes relating to the branding process indicated that the "cosmopolitan" trait was not considered to reflect "the reality of the University" (University of Durham 2004a). A reality it seemed had not changed, Respondent 5 pointed to the pressure to be seen as diverse, the respondent did not however consider that was representative of what was seen as a white, middle-class university.

While there were many aspects to the University's brand promise, the research pointed to a core dimension. Respondent 1 maintained that the University was "fundamentally underpinned by its research" and spoke in terms of the "overarching university brand promise" which was about "pioneering work and cutting-edge research". Placing an increased emphasis on research was a consequence of the strategic review which was ongoing at the time the interviews were being conducted, and it was serving to "refine and hone" the University's brand promise (DR6). It was suggested that although the University had always strived to be "excellent in research and education" it hadn't always conveyed that commitment, affecting how the University was perceived (DR6).

DURHAM UNIVERSITY'S PERSONALITY TRAITS

FOR STUDENTS	FOR BUSINESS	FOR REGIONAL ENGAGEMENT
Learned Traditional Trustworthy Confident Aspirational Friendly Supportive Cosmopolitan	Learned Trustworthy Confident Aspirational Leading edge Professional Rigorous	 Trustworthy Confident Aspirational Friendly Supportive Innovative

Table 9.1: Source: Durham University (2005)

The “refined brand promise” (DR6) was about being a “boutique university”, a “middle-sized centre of excellence”, trying to “position Durham differently from the big excellent universities like Oxford, Cambridge, UCL” (DR9). It was about “becoming world leading” and a specialist in particular areas, elements Respondent 6 thought would enable the University to provide “differentiation in the sector” (DR6).

9.4.2 The Differentiation Element

While differentiation was clearly a key aspect of the University’s brand promise, Respondent 7 was sceptical about the potential to differentiate universities:

I suspect with a university to find something that is truly differentiating or truly beneficial or truly unique in there, I think is probably impossible (DR7)

It was a viewpoint that related to the number of universities and the respondent’s opinion that there were virtually no differences in their functions (DR7). It was also a viewpoint that indicated the respondent associated differentiation with the attainment of a single point of uniqueness that could differentiate the University as a whole.

There was depth to what the research found was differentiating the University, rather than owing its distinctiveness to the physical differentiation derived from the colleges, the experience the collegiate system provided was attributed with differentiating the University (DR2, DR5), indicating that differentiation also required a consideration of the way in which the University's physical attributes were utilised, and in the case of personal development, what came from experiencing the University's attributes.

Respondent 8 maintained the University's differentiation was derived from "some combination of academic excellence with college structure" which provided a "small scale atmosphere" and while very similar to how the "Durham Difference" was described in the undergraduate prospectus, it also incorporated academic excellence. The significance of the academic experience to what created the University's uniqueness was nonetheless conveyed in the prospectus, again indicating that it was a combination of elements that was contributing to differentiating the University: "the third oldest university in England", "one of the world's leading centres of scholarship and learning", "teaching by world experts, award-winning study facilities, and unique collections" (Durham University 2010 Undergraduate Prospectus).

Appendix S provides an overview of the sources of differentiation identified, indicating that it was *blended differentiation* derived from multiple sources that was in fact contributing to differentiating the University.

9.4.3 The Relevance and Alignment Elements

While it was clear from the research that the brand promise had its basis in what the University was about, there was a realisation that the brand promise should not be derived from an entirely insular process:

it's that alignment between internal culture, product or service whatever it is, and how that fits or otherwise with the target market (DR1)

it's that alignment and it's saying well, we're strong in A, B, C and the needs and wants of our stakeholders are X, Y, Z and how do they come together (DR3)

The benefits indicated that the University had very specific brand promises for its different target audiences, derived from a process that had involved stakeholder input. The refined brand promise with its core focus on being a specialist research university lacked the external focus and the *stakeholder centricity* evident in the benefit matrix, rather it conveyed an institutional focus. While its relevance particularly to undergraduates is questionable, “weighting” identified how its relevance to different audiences was conveyed:

the interpretation would be softened down slightly for undergraduate students, because the emphasis would be on teaching, but the core driver of that is this cutting-edge research that drives the teaching. When we are talking about postgrad level then it’s more weighted towards the research aspects and the importance of that...When we are talking about business collaboration again that’s weighted ever more towards the research strength (DR1)

That need for fit between what the University was about, and the target audience, pointed to the *brand promise territory*:

where the crossover is and that’s where you should be. And you shouldn’t be pushing messages or promises that people don’t want, simple as that, or ones that you can’t deliver (DR1)

that merging of your internal strengths and the needs and wants of your external stakeholders, should provide a space in which you can develop and articulate your brand promise (DR3)

That requirement for overlap does not however mean the brand promise has to meet stakeholders’ needs and wants unconditionally:

not every business can do everything for their customers, but there has to be some overlap (DR1)

Understanding the target market was an area that had been neglected, Marketing and Communications had been viewed as a “production outfit”. It was suggested that had changed and a lot of investment had gone into market research activities (DR1). Marketing and Communications were taking a more strategic approach, driven by “market intelligence and research” (DR6). Students were seen as “brand savvy buyers” who put a lot of consideration into what they were buying and a lot of effort was being put into trying to understanding what students were looking for, understanding that was being used to reassess and improve the experience (DR2). It was also clear from the

research that the University was monitoring its competitive environment, massive investment was going into facilities, because that's what other universities were doing (DR2).

9.4.4 The Realistic and Reflective Elements

The “need to set expectations at a point that is deliverable” (DR1) was also pointed to, as was the need for the brand to be reflective of what the University was about:

we need to be very confident that what we are telling people at the outset is reflective of the experience they are going to have when they come here. The last thing we want is for people to come here and feel as if what they were told wasn't reflective of the Durham Experience or what Durham is all about (DR2)

Getting prospective students to visit the University was considered the best way for them to find out what it was about, and a lot of emphasis was being put into getting “current students to talk to prospective students” (DR2). While that seemed to suggest there was confidence in how reflective the brand was of what the University was about, those students did go through a selection process and were briefed and paid for their roles (DR2). The credibility they could provide was a key reason they were used, they were seen as being third party, at least by the University, and as such could provide credibility the University or its staff could not (DR2). Nonetheless it was clear that coaching had been given as the guides tried to remember what they should be saying “we've said we're the best and come to Durham” (Campus Tour Guide). Although overall the tour was fact based, pointing to different colleges and facilities, a lot was said during the tour about the support the colleges provided with the guide saying “that's why we're the best”, consistent with the brand promise. It was an approach also evident in the prospectus with 48 student testimonials found throughout. Respondent 1 considered the prospectus was the key touchpoint with students, who went back to it time and time again, the respondent also considered it was the summary of the brand promise.

9.4.5 The Fusion Element

Although not desirable, with a rise in collaborative projects and external funding there was a recognition that in certain situations the University needed to create a specific brand promise for activities or operations within the University (DR6), identifying how an overarching brand promise could deal with the diversity of the University’s activities. The default was that the overarching Durham brand promise was the starting point (DR6), the approach to sub-branding the respondent then described pointed to what can be seen as a *Brand Promise Fusion Hierarchy* refer to Figure 9.7.

DURHAM BRAND PROMISE FUSION HIERARCHY

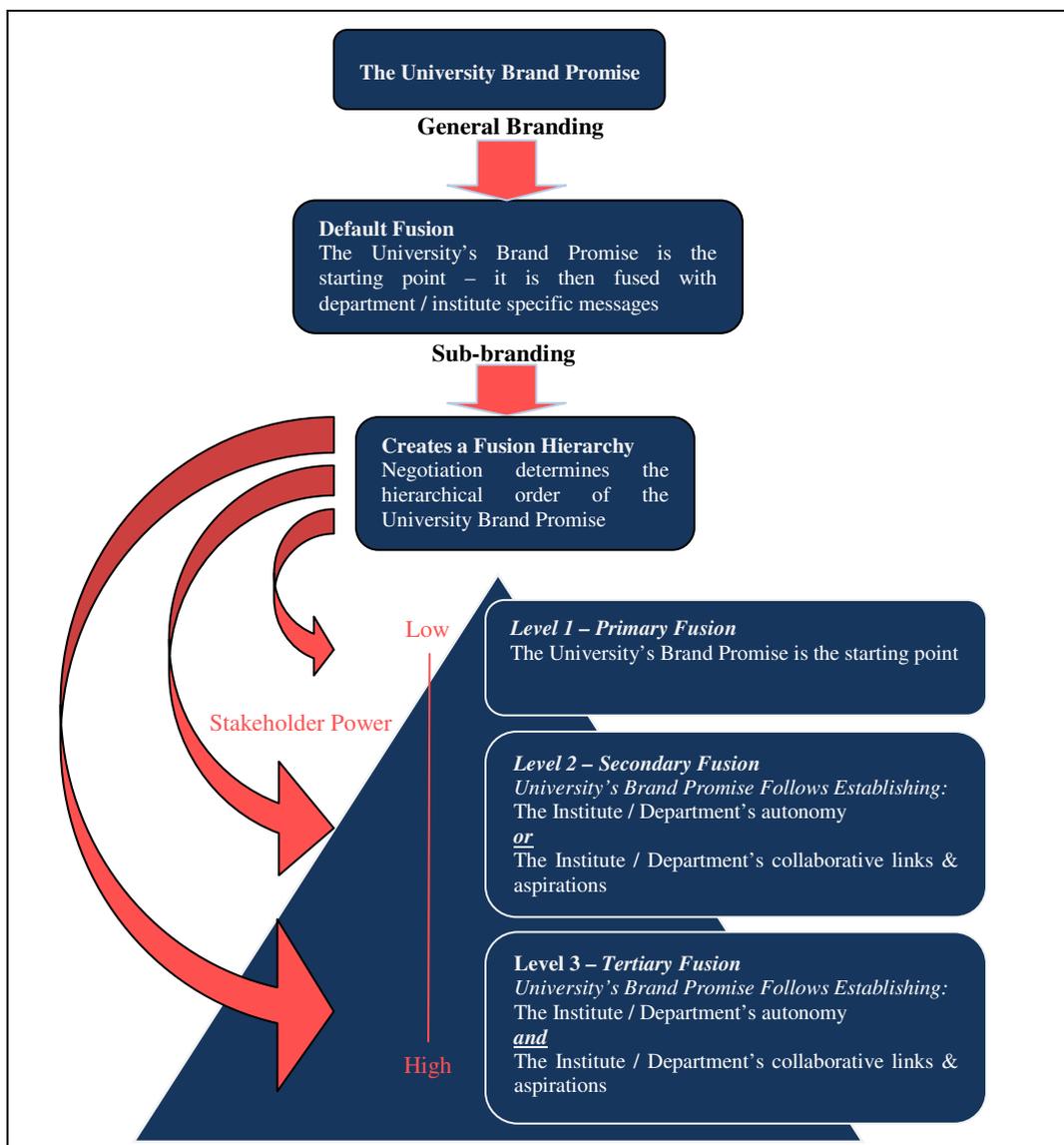


Figure 9.7

Negotiation determined the level at which the University's overarching brand promise was presented:

do you first of all establish that you're an independent, autonomous, free-thinking, externally funded research institute. Is your second level about explaining who you are collaborating with and what your brand aspirations are and then is it at level three that you would introduce that the research institute is hosted by or founded on the principles of Durham University's brand promise (DR6)

The degree of required autonomy and/or the extent of external collaboration, were factors identified as determining the prominence of the University's brand promise. Stakeholder power also influenced that prominence with key funders like the Government able to dictate the terms of the funding (DR6).

9.5 BRAND PROMISE DELIVERY

9.5.1 Resonance Factors

As seen in the previous section the most direct potential to deliver on the brand promise related to how reflective the brand was of what the University was about. With its brand promise rooted in the University's research culture and an experience derived from the uniqueness of the University's environment and how collegiate life worked, there was a certain amount of what can be seen as natural resonance contributing to the delivery of the brand promise.

It wasn't only natural resonance that was contributing to the potential to deliver on the research and experience aspects of the brand promise, and although not something the respondents pointed to, "research" and the "student experience" were key elements of the University's strategic plan (Durham University 2005b).

Respondent 2 saw the role of the Marketing Team as one of distilling what Durham was about into a fashion that people could understand, as a section they worked with departments across the University to make sure what was conveyed was reflective of what was actually happening in departments (DR2), pointing to an indirect role in the

delivery of the brand promise. Respondent 8 on the other hand pointed to a disconnection between Marketing and academia maintaining there was no relationship and they were unlikely to ever meet; the respondent considered Marketing were representing something they didn't have much direct experience of (DR8).

80% of the delivery was considered to be outside the Marketing Team, it was people at the different touchpoints across the University that were seen as providing the service (DR1). Respondent 1 didn't know whether the delivery was what it should be or whether people knew what they had to do to deliver on the promises made to students before they arrived. The University's decentralised structure and the lack of input marketing was considered to have into how academic life was delivered were factors attributed with the lack of control the Marketing Team had over the delivery (DR2).

It was in relation to the University's customer ethos that some of the weaknesses in the University's ability to deliver on the brand promise were evident. Despite a recognition of the importance of being consistent in the management of touchpoints with students, there was an acknowledgement that improvements were required across touchpoints from initial application through to students becoming alumni; improvements Respondent 2 related to how and what they talked to students about. Respondent 1 also pointed to issues surrounding the way in which students were dealt with and talked to, and considered:

it's sometimes very difficult to dissuade a 60 year old academic, 55 year old academic, that what they used to do for 30 years is not appropriate for today's modern, I say modern, for the way things need to be done if we are going to be essentially, a customer-led, customer-driven institution, that is less and less reliant on government funding (DR1)

The lack of readiness that pointed to was something the respondent considered universities around the country struggled with (DR1). Similarly Respondent 7 maintained the issue of students as customers and of the service delivery showed how backward universities were, on reflection the respondent considered it was probably more about the advent of marketing into a situation where it hadn't existed.

Respondent 1 maintained you couldn't tell academics what to do, they were trained independent thinkers, you could only encourage them to do certain things, something it seemed even Senior Management were reluctant to do. Respondent 8 considered the

University would be very wary of imposing a top-down view about how people should conceive of their roles. The unmanageability of staff and the freedom academics were considered to have, were issues Respondent 7 related with universities generally rather than Durham specifically.

Marketing and Communications did however have influence when it came to the Support Services who they worked with to ensure they were on board and were delivering the right services (DR1).

There was nothing to suggest that the delivery of the brand promise was a priority for Senior Managers. Where mystery shopper exercises were conducted they were checking on the interpretation of what was being communicated not on what was actually being delivered (DR1), nonetheless it did show a clear intent to ensure accurate communication which was followed up by seeking feedback that assessed understanding. While it was suggested that teaching was becoming a bit more valued, it was not in recognition of the need to deliver on the brand promise, rather it was a response to the National Student Survey and then it was about doing the minimum possible to get good results (DR9).

In 2009 Durham was ranked 25th in the NSS for students' overall satisfaction with the quality of their course (BBC 2009), Respondent 9 did however maintain there were variations across the University in the level of student satisfaction. While the Vice Chancellor had visited departments to determine what the barriers to excellence were, and was made aware of barriers such as the amount of time academics had to spend on what was seen as unnecessary administration and an excessive amount of emails, there was no follow-up on the issues identified (DR9).

9.5.2 Articulation Factors

It was around the articulation of the brand promise that much of the focus on the management of the brand by Marketing and Communications appeared to centre. Considerable emphasis was being placed on presenting the University consistently across different platforms and to different audiences and stakeholders (DR2, DR3, DR4,

DR6), consistent with Respondent 6's view that the brand was about "managing profile". With articulation devolved to individual departments and institutes, Marketing and Communications provided the templates, guidelines, and structures within which departments and institutes were required to work (DR3) contributing to Marketing and Communications being seen as the "brand police" (DR6). The Brand Usage Guidelines contained the rules associated with the use of the University's visual identity, the required writing style, traits to be conveyed, and imagery to be used (Durham University 2005a).

The research indicated the management of the brand was still being affected by mistakes made during and after the branding process in "not fully involving, consulting and informing the university community", mistakes that created "uncertainty and mistrust" among staff (DR6) and a resolve by some students to continue to use the old name and logo (Junior Common Room 2005).

It was also suggested that there hadn't been a sufficient push to ensure everyone came in under the guidelines, with exemptions given to those who shouted the loudest and pulled favours (DR5). The resistance to the modernised visual identity was evident on visiting the University, with stationery with the old visual identity still in use four years after the branding process, and over three years after the deadline given by the Vice Chancellor to "adopt the brand in full" (Calman 2005).

The research pointed to different control styles as Table 9.2 indicates, with what can be seen as imposed and policed styles creating the least potential to effectively articulate the brand promise, pointing to an early focus on identity management, consistent with the "anarchy" that was a key driver of the branding process. Marketing and Communications were trying to move away from being seen as the "brand police", to working with and educating departments about what a brand was and was not (DR6), and to empowering staff to convey their messages and reflect the brand promise (DR6). The research was not however pointing to a steady or easy progression through styles, Respondent 5 considered it was difficult enough to try and get people to be consistent in their publications and use the right logo and strapline, let alone:

trying to get people to buy into exactly what it means to be Durham University and what the University is about, and what it wants to convey (DR5)

BRAND MANAGEMENT CONTROL STYLES

CONTROL STYLE	TOOLS	CHARACTERISTICS		OUTCOME
Imposed	<ul style="list-style-type: none"> Brand Usage Guidelines Templates Design Partners 	<u>Implementers</u> <ul style="list-style-type: none"> Implementation Errors Not fully involving, consulting, and informing the University community (DR6) Poor internal communication (DR6) 	<u>Individual Level</u> <ul style="list-style-type: none"> Uncertainty Mistrust (DR6) Resistance Opposition 	<ul style="list-style-type: none"> Resolve to continue to use the old University name and logo (Junior Common Room, 2005)
Policed	<ul style="list-style-type: none"> Brand Usage Guidelines Templates Design Partners 	<u>Implementers</u> <ul style="list-style-type: none"> Marketing viewed as the Brand Police taking action when the Brand Usage Guidelines were not followed (DR6) 	<u>Individual Level</u> <ul style="list-style-type: none"> Indifference Resistance Lack of Understanding 	<ul style="list-style-type: none"> Inconsistencies in the conveyed brand promise
Educated	<ul style="list-style-type: none"> Brand Usage Guidelines Templates Design Partners 	<u>Implementers</u> <ul style="list-style-type: none"> Educating staff about what a brand is and is not (DR6) 	<u>Individual Level</u> <ul style="list-style-type: none"> Understanding Increased co-operation Increased buy-in (DR6) 	<ul style="list-style-type: none"> Consistent Output
Empowered	<ul style="list-style-type: none"> Brand Usage Guidelines Templates Design Partners 	<u>Implementers</u> <ul style="list-style-type: none"> Marketing work with departments and colleges equipping and empowering them to communicate the brand promise (DR6) 	<u>Individual Level</u> <ul style="list-style-type: none"> Trained Engage Involved 	<ul style="list-style-type: none"> Reflect, support, and enhance the brand promise

Table 9.2

Respondent 4 considered there was a perception in the University that it offered education and research and “we’re good at what we do and that should be enough”. Respondent 8 the long-serving academic respondent advised they didn’t have the time or the inclination to engage with how the University should be presented. It was the way the “big ideas” about how the University should be presented, were considered to “come and go and change”, that were attributed with the respondent’s indifference to the brand.

The second academic respondent pointed to the scepticism in their department over the word brand which the respondent considered was derived from its association with commercial companies and the ambivalent relationship universities had with the commercial world (DR8). The respondent’s own cynicism for the brand appeared to relate more with the perception that a lengthy and expensive branding process had merely been about changing the University’s name. The considered ridiculousness of changing the name from The University of Durham to Durham University was also contributing to Respondent 9’s cynicism of the brand. It was a perception that could be traced back to the communication emanating from the branding process, which Respondent 9 maintained consisted of a few emails that told staff it was “now Durham

University rather than The University of Durham”, consistent with the process flaws pointed to by Respondent 6.

9.5.3 Engagement Factors

Respondent 7 considered the absence of an “aspirational” element limited the extent to which the brand could engage and inspire, resulting in the absence of a “shared collective enthusiasm” for the brand. The need for the brand promise to be aspirational was also pointed to by Respondent 6, indicating there was an aspirational element to the refined brand promise:

it should be aspirational it should serve to inspire and drive and I think it should give perhaps a commitment, a validation to that aspiration. That we aspire to be the best in the world or we aspire to excellence and we will do this by focusing on our strengths or we will do this by retaining our independence (DR6)

The isolation of working in research silos (DR8), and the sense of belonging academics were considered to have to their own departments rather than the University as a whole (DR5) something Respondent 6 considered was indicative of the culture of universities were factors the University’s approach to staff engagement appeared to be trying to tackle. By placing the spotlight on a member of the Senior Team, a department, or college, the University was trying to enable staff to see how the different units fitted together and how they were all part of one institution (DR5). There was no further evidence of specific initiatives aimed at staff engagement, Respondent 8 maintained the University’s priority was external engagement and that the University probably viewed dealing with academics like “herding cats”.

It did however seem that a lot of effort had gone into trying to improve internal communications (DR1, DR6). Respondent 3 pointed to the importance internal communications had in making sure that everyone was an advocate of the University and what they did was aligned with the University’s strategic objectives (DR3). There was certainly a recognition that what staff had to say about the University was important even if only to friends, family, and colleagues, as that filtered out (DR2).

There was a subtlety to the way the brand promise was being portrayed through the University's internal magazine "Dialogue" which focused on showcasing the best of staff research and the student experience (DR5). It was a subtlety also pointed to by Respondent 8 who suggested the communication of the brand was not done in a very obvious way. Communication from the Vice Chancellor focused on things like: reporting on events happening in the University, prizes that had been won, and eminent visitors, which the respondent considered was about:

trying to create a sense of all knowing what's going on and pulling in the same direction as far as that is possible (DR8)

While improvements may have been made to the way the University was communicating with staff, that didn't necessarily mean that the communication was received as intended, Respondent 9 got so many emails, that general emails were ignored.

Senior management were seen as having a direct role in the delivery of the brand promise, seen as the drivers of the brand who needed to understand it to such an extent that it becomes part of their daily lives (DR1). While the respondent didn't think Senior Management were misaligned with the University's culture, they did think there were times when they were off message. How recruitment was used to create that alignment was evident through the appointment of Bill Bryson as Chancellor, his values and vision were seen as being in common with those of the University's students, staff, and graduates (The News 2005).

9.6 Chapter Summary

The chapter identified three stages in the branding process that began with the fundamental aspects of the brand that evolved over the lifetime of the University. The formal branding process in contrast was about deliberately engineering the brand, turning those elements into a set of distinctive messages and incorporating traits and characteristics that reflected how the university wanted to be seen. The chapter identified that the constraints on the process resulted in a brand that lacked what was considered an important aspirational element with much of the focus on modernising the

identity, with modernity and heritage set side by side. The third stage came later with the refinement of the brand around a research specialism, providing the brand with a core focus and creating a *specialist-based brand promise*.

The diversity of elements around which the University's brand was defined were consistent with key conceptual elements identified in the literature chapters: heritage, experience, product, identity, and personality. The experience the colleges provided, how entwined the University was with its location, and the University's research specialism all pointed to key elements and characteristics of the brand promise. Far from being unachievable as the literature suggests, the case pointed to multiple bases around which differentiation was achievable, a potential captured and understood as the "Durham Difference".

Ambiguity and complexity surrounded what was meant by both brand promise and brand; although most associated with the University's benefits, brand promise was also associated with other formal brand terminology: essence, characteristics, and attributes and more localised terminology: the "Durham Difference" and the "Durham Experience". It was clear nonetheless that brand promise was an implicit concept and one that outside Marketing and Communications had little presence or currency. A *stakeholder-centric brand promise*, weighting, and fusion elements identified how an overarching brand promise could deal with the diversity of a university's stakeholders and activities, while alignment and relevance elements were key to setting the brand promise territory.

In the absence of a customer orientation or focus on the service delivery, the delivery of the brand promise was largely reliant on the natural delivery that came from basing the brand promise on what the University was about. While that placed added significance of the articulation of the brand where much of the focus of Marketing and Communications resided, their efforts were hampered by resistance to the brand. In particular the resistance pointed to the importance of ensuring the participation and involvement of staff in the branding process.

Having considered the findings from the first case, Chapter 10 now discusses the data from the second case on The University of Manchester.

Chapter Ten

THE UNIVERSITY OF MANCHESTER CASE STUDY

10.1 Introduction

10.1.1 The University of Manchester

The University of Manchester was formed in 2004 following the merger of the University of Manchester Institute of Science and Technology (UMIST) and The Victoria University Manchester, making it Britain's largest single-site University (The University of Manchester 2010b). Figure 10.1 is of the University's central Oxford Road area.

OXFORD ROAD BUILDINGS MANCHESTER UNIVERSITY



Figure 10.1

In 2009 the University had an academic and research staff of over 5,800, and of the 37,021 students registered 27,194 were undergraduates. In 2008/9 the University received over 53,000 undergraduate applications, more than any other British university (The University of Manchester 2010a). The University also has a large international market with income of £80 million a year from the international student market (MR4).

The academic structure of the University is made up of four faculties each of which is divided into schools, 22 in total. In addition the University has hundreds of special research groups (The University of Manchester 2010a), and its cultural assets: The Manchester Museum, Egyptology Galleries, and Vivarium are places for research activity as well as key visitor attractions (MR1). The University also has a major Intellectual Property company that turns inventions into business with “a hundred spin out companies” (MR1).

10.2 The Branding Process

10.2.1 Brand Determination

As part of the merger between UMIST and The Victoria University Manchester the University undertook a large scale highly structured branding exercise with the help of external brand consultants (MR1, MR2), refer to Appendix T for an overview of the process as described by the respondents. It was evident from that process that there was an evolutionary aspect to the brand, based in part on the strengths formed over the lifetimes of the former institutions.

A key aspect of the process involved understanding how the existing universities were perceived (MR2, MR3) and what that might equal when the universities merged (MR3). The consultants conferred widely and undertook extensive market research with stakeholders (MR1, MR2, MR3, MR5). The importance of that consultation to the successful outcome of the process through the opportunity it gave staff to have a say, and the difference it made to their willingness to accept the outcome, was also pointed to (MR3).

The research conducted by the consultants included communications audits not only of the University's formal communications but of the physical environment, to get an impression of the kind of organisations the universities were (MR3). While it was clear that the consultant's methodologies were an important aspect of the determination process, decisions and the approval of the brand went through an internal Executive Group (MR3).

From the research, the strengths of the two existing universities were drawn out. "Combining the strengths of UMIST and The Victoria University of Manchester" was a central aspect of the new brand and that phrase was used as a "transitional descriptor" on all the material produced after the merger, letting people know that The University of Manchester was the coming together of two world-class universities (The University of Manchester 2004b).

10.2.2 Brand Engineering

The determination of the brand was not limited to the existing characteristics of the former universities. Identifying what people wanted from an ideal university and looking at the differentiators between universities were also aspects of the process; as was determining what the desirable and undesirable characteristics of universities were (MR2):

invariably no matter who you were speaking to, they spoke about Oxford and Cambridge as the best universities so they were acknowledged as the gold standard. And we said if you were trying to create another university of comparable quality to them what would it look like or what elements that they had were not desirable and would it not have... So there was lots of talk about creating a university that would be equal in terms of quality and reputation of Oxford and Cambridge but wouldn't be bound by the baggage and some of the elitist associations of Oxford and Cambridge. And it was around that general theme that we began to discuss the brand promise and the proposition for the new University of Manchester (MR2)

The research and consultation feed into the development of what were described as a selection of potential "routes" or "propositions" (MR3). While the respondents couldn't remember precisely how many routes or propositions were proposed, those they did

recall had a narrow focus: one was “the idea of people being stronger together” (MR8), one was about the city: the brand was built on the heritage and direction of the city. One was about being an open accessible university, while another was about the University’s links with industry (MR1).

The individual routes on their own did not fulfil the University’s requirement for a brand proposition, a lot of what the University was about was “research for research sake”, it wasn’t just about being led by industry, so they couldn’t take that as a route (MR1). The proposition also needed to be compelling and engage all of the University’s stakeholders (MR1). What emerged at the end of the process was a proposition that it was considered could mean something to everyone, and brought together elements of the individual routes (MR1) refer to Figure 10.2.

THE UNIVERSITY OF MANCHESTER - PROPOSITION



Our proposition:
The University of Manchester, already distinguished internationally as a vibrant centre for innovation and enquiry, is committed to being one of the finest universities in the world by 2015. In its pursuit of excellence it nurtures talent from all quarters and is a force for positive change.

Figure 10.2: Source: The University of Manchester (2004b)

Taking the opportunity to “create ambitions that were stretching but realistic for the new University” was also an identified aspect of the process (MR2). A process that it was suggested became easier once it was decided to define the objective and promise for the University on an international stage (MR2). An ambition clearly evident in the University’s proposition through its commitment to being “one of the finest universities in the world by 2015”.

“The proposition and personality inspired and informed the visual identity” (The University of Manchester 2004b). The key components of the University’s identity are outlined in Figure 10.3, taken from the University’s “Introducing our new identity” document produced by the brand consultants (MR3).

THE UNIVERSITY OF MANCHESTER - IDENTITY ELEMENTS

“The University of Manchester’s identity is not just a badge; it’s the tone of voice, logo, colours, typefaces and all the other elements that work together to become a visual representation of the University and everything we stand for”.

Our proposition:

The University of Manchester, already distinguished internationally as a vibrant centre for innovation and enquiry, is committed to being one of the finest universities in the world by 2015. In its pursuit of excellence it nurtures talent from all quarters and is a force for positive change.

Our personality

pioneering



influential



exciting



The Proposition and Personality Inspired & Informed the Visual Identity

Visual Identity Elements

Name & Logo



- The Logo consists of the 1824 tab device and The University of Manchester namestyle.

Colour

Manchester Purple

- Colour plays an important role in our identity – when used correctly, it can help make all of our communications consistent and cohesive.
- Only colours from the primary and secondary colour palettes can be used.

Typography

- Consistent typography plays an important role in creating a coherent identity.
- The corporate sans serif typeface has been carefully chosen to complement the logotype.
- Only the approved typefaces can be used.

Transitional Descriptor

Combining the strengths of UMIST and The Victoria University of Manchester

- The transitional descriptor lets people know that The University of Manchester is the coming together of two world class universities.

Tone of Voice

- Intelligent, but straightforward and accessible
- Self-assured but not arrogant
- Friendly and informal but not patronising

Figure 10.3. Source: Developed from The University of Manchester – Introducing our new identity (2004b)

The elements were considered to work together as a “visual representation of the University” and everything it stood for (The University of Manchester 2004b). The guidelines did not make specific references to the meaning contained in the individual elements, rather the emphasis throughout was on achieving consistency and cohesion. The brand consultant talked about the vibrant, bright, classically modern look of the colour pattern, and the modernity of the typography (MR3).

A lot of effort during the merger process went into keeping and capturing the traditions of the two former universities, an effort it was suggested was captured in the visual identity, in the “EST 1824” aspect of the logo (MR6) as Figure 10.4 indicates.

THE UNIVERSITY OF MANCHESTER – LOGO



Figure 10.4: Source: The University of Manchester (2004b)

Respondent 3 considered it was trying to play an apparent contradiction of a place that did have a heritage, was traditional and elite in that respect, but was also modern, and the design was intended to combine those elements in the logo and everything else. How effective the visual identity was at conveying the meaning contained in the brand was questioned, while Respondent 1 also indicated it was about the heritage and looking forward as a modern university, the respondent didn't think that was always straightforward and noticeable without being explained. The importance of being seen as modern was also pointed to by Respondent 4 who considered that the image of the new iconic building on the front of the Undergraduate Prospectus created a powerful image that summarised Manchester, refer to Figure 10.5, again it combines heritage and modernity.

THE COVER OF THE 2010 UNDERGRADUATE PROSPECTUS



Figure 10.5: Source: The University of Manchester – 2010 Undergraduate Prospectus

It was staff that were given the final say in the name determination for the University, where again the connotational potential of the identity elements was evident. The selection of “The University of Manchester” as the name went against what the brand consultants wanted. They wanted the less formal “Manchester University” which was more reflective of what they had come up with for the brand - “being non-stuffy, and friendly and open and accessible” (MR1), it was not however what the University went with.

At an institutional level the branding process was judged a success, despite initial concerns over the loss of the names of the former universities, it was identified that the name change had “no discernible adverse impact on the student recognition or public perception of the University”, in fact the opposite was true. Student demand during 2004/5 and the quality of staff recruited suggested a “significant accretion of brand strength” (The University of Manchester 2005).

10.3 The Terminological Context

10.3.1 Terminological Avoidance

Determining what was meant by the term brand promise was complicated at The University of Manchester by the limited use of the term. The absence of brand terminology was not an indicator of conceptual absence, as seen in the previous section determining the brand promise was identified as a clear aim of the branding process (MR2). In fact avoiding the use of brand terminology and substituting it with more acceptable terminology was identified as a deliberate approach to integrating the University's brand:

when we went through our major rebrand and that's five years ago now, we pitched that based on the concept of building the reputation and managing the reputation of the University. And that was a much easier concept for colleagues to buy into (MR1)

The inferences staff drew from the use of brand terminology: they saw it as "part of a commercialisation agenda for universities" (MR2), "a commercial tool not appropriate for an educational institution" (MR3), and the reaction it provoked: "they get very hostile or agitated" when you talked about brands (MR2), were cited as reasons for avoiding its use, pointing to a shared negative view of branding. There were mixed views on the extent to which the avoidance of brand terminology still existed, Respondent 2 maintained they still didn't talk about brand while Respondent 1 suggested its avoidance was more selective and related to the University's brand promise:

we tend not to talk about brand promises. In fact we tend not to talk about promises at all, particularly when we're communicating internally (MR1)

The avoidance of brand terminology was not only a consequence of the University's internal culture, the legal consequences associated with the use of the term "promise" created a delivery requirement that would open the University up to litigation if they failed to deliver, which meant the University didn't talk about promises as much as it would like (MR1). There did however seem to be a desire to achieve a level of openness that would provide for a more explicit use of the term brand promise, "we would love for this to say the Manchester promise" however the respondent indicated

they weren't comfortable that could be achieved at the time (MR1). Where the term brand promise was used it was confined to marketing related departments, used by people in the know (MR2). It was however considered other people would be able to refer to it and talk about it, but they would not "necessary know the terminology or call it a brand promise" (MR2).

Despite the reluctance to overtly make reference to a brand promise internally or through marketing material, the respondents clearly acknowledged that the University had a brand promise. The terminology used to refer to it and the way the respondents described it provided the means of determining what was meant by brand promise.

10.3.2 Terminological Linkage

The respondents used what can be seen as *formal* and *localised terminology* to relate to the brand promise. It was the association with the University's proposition and mission that was most prevalent:

we have what we call our brand if you like, our brand promise or our brand proposition, so we call it our brand proposition (MR1)

we have used the word brand promise but we sometimes use the word proposition rather than promise, but it's more or less the same (MR3)

While Respondent 2 also suggested people might call it the proposition, the respondent also considered you'd get lots of terminology used, suggesting some people might also call it the "University's objective". Respondent 5 indicated that "2015" was a term that had entered into the University talk, it related to the University's ambition and where it wanted to go and was considered by the respondent to have a lot to do with the brand. Respondent 4 seemed unsure about the relationship between the brand values and the brand promise. While the Respondent considered there was a "very strong understanding of brand values", the Respondent asked if the two were considered interchangeable. The respondent did nonetheless go on to qualify the brand promise in terms of its substance, identifying that it related to what the University was truly about:

your brand promise isn't so much about how we want people to perceive us ... it's more about getting, achieving the transparency of saying this is what we do (MR4)

The notion that the brand promise related to what the University was about was also evident from the presentation given to introduce the University's new brand, which described the brand as "what we say, what we do, who we hire, how we behave" and as "a promise" (The University of Manchester 2004a).

10.4 Brand Promise Elements

10.4.1 The Defining Elements

The proposition was one of the key outputs from the branding process, it defined what made the University distinctive and summed up how it wanted to be seen: "ranked among the world's finest universities, but not stuffy or pretentious" (The University of Manchester 2004b), pointing to an institutional focus. It was the institutional focus that Respondent 2 suggested set the brand promise of universities apart from the brand promise of other organisations. The respondent considered the brand promise was more closely tied to the institutional direction, objectives, and university characteristics, than the brand promise of a more customer focused retail organisation (MR2). How closely tied they were, was most evident from the similarities between the proposition and mission statements refer to Figure 10.6. The mission was derived in part from the work that went into the branding process (MR1).

In qualifying what being a leading university meant, the Vice Chancellor set the University's 2015 agenda: to be "among the 25 strongest research universities in the world" by 2015 (The University of Manchester 2007b). Top 25 was seen as a "realistic, if ambitious, target for a university of Manchester's size and stature" (MR2). Progress made towards the achievement of the University's agenda is measured on performance in the Academic Ranking of World Universities (The University of Manchester 2010b) as outlined in Figure 10.7. The indications from the graph that a top 25 position was unlikely to be achieved has since been confirmed, with the target now pushed back to 2020 (The University of Manchester 2013).

THE UNIVERSITY OF MANCHESTER – PROPOSITION AND MISSION



Figure 10.6: Source: The University of Manchester (2004b, 2007b)

THE UNIVERSITY OF MANCHESTER – WORLD RANKING



Figure 10.7: Source: Adapted from the Academic Ranking of World Universities (2012)

There were many aspects to the University's brand, the University wanted to be seen: as "intelligent", "straightforward", "accessible", "self-assured", "friendly" and "informal" but not arrogant or patronising (The University of Manchester 2004b), characteristics

that can be seen as consistent with the branding research that sought to identify the desirable and undesirable traits of universities.

It was the University's three personality characteristics that appeared to be the dominant characteristics: "influential", "pioneering", and "exciting". Not only were they conveyed very explicitly in the University's written material, Respondent 1 advised they had tried to put them through every element of the business, and certainly in relation to the "influential" and "pioneering" characteristics that was evident in the enabling strategies and measures contained in the strategic plan.

The potential the location had to add to the brand was evident from the "exciting" characteristic. Respondent 8 maintained the excitement aspect of the brand came from the city and was a big part of the rebrand, not just the University's location at the heart of the city, but the amazing architecture and the culture. The less orchestrated associations the location could create were evident from Respondent 4's view that the brand fitted with the overall "city brand of being a bit bold and a bit in your face" (MR4).

10.4.2 The Differentiation Element

The literature review raised questions over whether it was possible to differentiate universities given the similarities between universities of comparable age and quality (Chapleo 2007). There was certainly evidence of scepticism relating to whether it was possible to differentiate universities given the considered similarities between universities, and the competitiveness of the market:

the difficulty is that there's so many players, it's a crowded marketplace and historically we've been lumped in with other big civics and Russell Group and whoever you want (MR4)

It was a discussion that Respondent 1 advised went on during the development of the University's proposition and whether it was possible to be distinctive where there were "so many similar types of universities, offering similar products". The considered

difficulty surrounding university differentiation was also pointed to by the brand consultant:

the difficulty with a university like Manchester or any big red brick university is trying to figure out anything that's different (MR3)

The brand consultant considered that the places where it was a “doddle”, was in institutions like the University of the Arts where they were defined by a “narrowly focused subject matter”. Nonetheless trying to find “something, anything” that would help the University stand out was an aspect of the consultant's process and one that despite the difficulties was considered to have been achieved through the defining characteristics. Words that were distinctive and authentically what the University was about (MR3), the three words that formed the University's personality: “pioneering”, “influential”, and “exciting”.

“Exciting” was not a word that a university like Manchester would be expected to associate with, and that was part of the expression of something the respondent hoped was distinctive (MR3). It was the potential the University had to substantiate the characteristics and proposition that Respondent 1 considered provided the University's distinctiveness:

anybody can say that they have pioneering research or are excellent at teaching anybody can say it, now whether they can demonstrate that, whether it's true is a different matter. So ...may be on the face of it, it wasn't necessarily distinctive, but if we could prove it, if we can demonstrate it and if we can show that the experience is based in fact, then it is distinctive (MR1)

It was at that level that it became clear that it wasn't just having the ability to substantiate what defined the University that was viewed as contributing to the University's distinctiveness, it was the way in which the characteristics were substantiated that differentiated the University:

in the first prospectus of the merged institution they had several spreads devoted to saying well this is the kind of place we are and this is the way we substantiate it. So they said we were pioneering because Lord Rutherford, the guy who split the atom did that at Manchester (MR3)

From a branding perspective there didn't seem to be any doubt about the University's distinctiveness, it was clear from the "Introducing our new identity" (2004b) document that the proposition was considered to define what made the University distinctive.

As a "force for positive change" the potential the University's third mission had to differentiate the university was also pointed to. The third mission was about trying to embed the University's "social, global citizenship, and global responsibility" into everything the University did, something the respondent considered was fairly unique (MR1). While Respondent 2 also pointed to the ethical aspect of the brand "making a real difference in the real world" it was an area the respondent considered was receiving less emphasis, more emphasis was "on the reputation of the University and its international standing" (MR2).

While the points of differentiation identified were predominantly institutionally focused, internal changes were contributing to a shift in focus relating to what was considered to differentiate the University for students, placing an emphasis on the "Manchester Degree" and "Manchester Experience":

we talk about the Manchester Degree and this is where we think we are now being distinctive or having some form of USP ...we're trying to get the Manchester Degree as almost like some form of collateral it's a brand in itself (MR1)

get your degree from The University of Manchester and you can be confident that you will have a distinct advantage (2010 Undergraduate Prospectus)

It was the combination of elements contributing to the "Manchester Experience" that were considered unique and different to other universities (MR1). The elements of the "Manchester Experience" referred to in the prospectus included "outstanding support", the "exceptional learning environments", the "Manchester Leadership Programme", and the "exciting and inspiring campus" (The University of Manchester 2010f).

That multiple element aspect of differentiation was also pointed to by Respondent 4 who considered it was a combination of "physical size", unprecedented campus spend, the University's successes, and what amounted to the brashness of the University's character. For a full overview of the factors identified as differentiating the University refer to Appendix U.

10.4.3 The Relevance Element

Although attributed with being the brand promise, the proposition was not communicated in its primary form externally, rather it was intended to guide how the University communicated (MR1). As seen earlier it was designed “to mean something to everyone”, the University drew out and prioritised messages depending on who they were talking to (MR1).

if we were talking to international students we'd talk about distinguished internationally, finest universities in the world. If we're talking to prospective seventeen year olds from the UK we might talk more about nurturing talent or the exciting element of the brand (MR1)

The University profiled its students and knew what a typical Manchester student was, they wanted the 24/7, they wanted the party life, and they wanted the Manchester vibe (MR4). And although the “exciting” characteristic of the brand drew from the city, Respondent 4 suggested they tended not to “sell Manchester the city”, that aspect of the brand was not a selling point for the international audience, it was considered that parents or sponsors would not “invest 50 grand” so their child could party (MR4).

10.4.4 The Characteristic and Centric Elements

The proposition worked in conjunction with the personality characteristics to underpin what was said and done on behalf of the University (The University of Manchester 2004b). Unlike the proposition the personality characteristics were conveyed very explicitly (MR1), Figure 10.8 provides an overview of how they were used in the 2009 Undergraduate Prospectus. Each of the three characteristics was given a full page spread and led as a section heading, the substantiation Respondents 1 and 3 suggested differentiated the University, was also evident. The institutional focus evident in the “pioneering” and “influential” characteristics and the accompanying headlines were giving rise to what can be seen as an *institution-centric brand promise*, a centrality that was also evident from the University's proposition. There was a real emphasis being placed on conveying key messages about the University's reputation and what the University was committed to (MR5), clearly evident in the prospectus as Figure 10.9

PERSONALITY CHARACTERISTICS AND PROSPECTUS HEADLINES

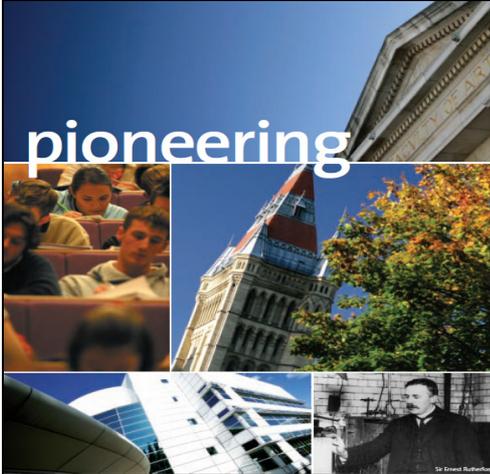
Personality Characteristics	Headlines
	<p>The University of Manchester is Britain's largest and most popular university, with a distinguished history of academic achievement and an ambitious agenda for the future.</p>
	<p>The University of Manchester has an exceptional record for generating and sharing new ideas and for educating graduates who are in the highest demand from the world's top employers.</p>
	<p>The University may be large, but our campus is compact and friendly and offers everything that you need to get the most from your studies and your free time – and the bright lights of Manchester, Britain's number one student city, are only a few minutes away.</p>

Figure 10.8: Source: The University of Manchester (2009b)

“INFLUENTIAL” – PROSPECTUS EXTRACT



The University of Manchester has an exceptional record for generating and sharing new ideas and for educating graduates who are in the highest demand from the world's top employers.

We want to attract the very best students, so we have made a multi-million pound investment in our support services and in a range of financial support packages to ensure that you have the opportunity to study here whatever your circumstances.

The quality of our staff, our reputation for pioneering research and our links with industry and the public services mean that we are at the forefront of the search for solutions to some of the world's most pressing problems. We are making a real difference through our international centres exploring cancer research, world poverty, environmental sustainability and social change.

As a Manchester graduate, you will be joining a distinguished hall of fame. Twenty-three of our current and former staff and students are Nobel Prize winners. Today, our worldwide community of 212,000 graduates can be found in top positions in business, sport, politics, the media and the arts. They include Terry Leahy and Andy Duncan, the chief executives of Tesco and Channel 4, the

Secretary General of Amnesty International Irene Khan, architect Norman Foster, writers and performers, Ben Elton and Meera Syal, musicians The Chemical Brothers, author Louis de Bernières and composer Peter Maxwell Davies.

Employers recognise the value of a degree from Manchester and as a graduate, your job prospects will be second to none. It helps to have the best advice when choosing the right job, so you will be encouraged to learn that employers and students have voted the University Careers Service the best in the UK for the last five years in a row.

The University prides itself on offering an unrivalled range of opportunities to its students. Outside the lecture theatre, you can participate in activities that will help you to improve your employability and realise your potential, such as the unique Manchester Leadership Programme, that will help you to develop your skills and talents while contributing to a range of community projects.

Figure 10.9: Source: The University of Manchester (2009b)

indicates. Respondent 5 did however maintain that in looking at the key messages relating to what the University was about, they were also trying to emphasise what that meant for students, what the benefits were for students (MR5). While that communication of meaning was evident in places in the 2009 Undergraduate Prospectus in the paragraphs and pages of text, it was much more evident in the 2010 Undergraduate Prospectus.

A shift in focus had taken place in relation to the undergraduate offering that coincided with the publication of the 2010 Undergraduate Prospectus and the strategic review. The focus was shifting away from the explicit use of the personality characteristics to a focus on the “Manchester Degree” and “Manchester Experience” (MR1). The communication of meaning Respondent 5 referred to, was immediately evident in the headlines accompanying the new “Manchester Degree” and “Manchester Experience” sections of the 2010 Undergraduate Prospectus as Figure 10.10 indicates. It also

“UNIVERSITY SECTION” – PROSPECTUS EXTRACTS

2009 Prospectus

The University of Manchester is Britain's largest and most popular university, with a distinguished history of academic achievement and an ambitious agenda for the future.



The University of Manchester has an exceptional record for generating and sharing new ideas and for educating graduates who are in the highest demand from the world's top employers.

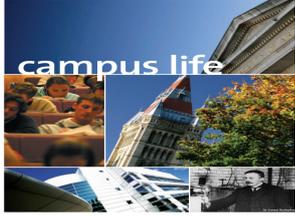


The University may be large, but our campus is compact and friendly and offers everything that you need to get the most from your studies and your free time – and the bright lights of Manchester, Britain's number one student city, are only a few minutes away.



2010 Prospectus

With a friendly, compact campus boasting extensive facilities, situated on the doorstep of Britain's number one student city, The University of Manchester has everything you need to get the most from both your studies and leisure time.



The University of Manchester is one of the top research universities in the UK and is recognised internationally for the quality and volume of its pioneering research.



The University of Manchester is Britain's largest and most popular university, with a distinguished history of academic achievement and an ambitious agenda for the future.



To help you achieve your ambitions, we are committed to making this University one of the best places in the world to be an undergraduate student, giving you the skills to stand out in today's competitive employment market. With some of the world's best learning and support facilities, you will find Manchester an exceptionally rewarding and exciting place to study.



Get your degree from The University of Manchester and you can be confident that you will have a distinct advantage. Being among the world's leading universities, we are able to offer you world-class teachers, researchers and outstanding facilities.



.....

New Sections

Figure 10.10: Source: The University of Manchester (2009b, 2010f)

received greater emphasis at the more detailed level as Figure 10.11 indicates. The increased emphasis being placed on conveying what the brand meant for students through a change in narrative emphasis and address was creating in places a more *student-centric brand promise*.

“THE MANCHESTER DEGREE” – PROSPECTUS EXTRACT



Get your degree from The University of Manchester and you can be confident that you will have a distinct advantage. Being among the world’s leading universities, we are able to offer you world-class teachers, researchers and outstanding facilities.

Whatever your chosen subject, you will benefit from the total Manchester experience, both academically and socially. Following a major review of all aspects of undergraduate education, we are committed to creating rich, highly interactive, personalised learning environments designed to help you to reach your potential and to prepare you for the future.

Underpinning the teaching you will receive, we carry out internationally excellent research across a wider range of subjects than any other UK university. Our pioneering research around pressing issues, such as climate change and sustainable energy, global poverty and economics, and biomedical research, is helping to make a real difference to society.

During your time here, you will be encouraged to take ownership of your learning experience and make the most of the opportunities that we offer. It is through this partnership that you will experience the full benefits that a Manchester education brings, so that by the time you graduate you will:

- be prepared for citizenship and leadership in the global community
- have learnt in, and benefited from, an environment committed to high standards of equality and diversity
- be highly employable and prepared for your future career
- be well-qualified in your chosen subject
- be able to think independently and critically, and to analyse problems
- have advanced written and verbal communication skills
- be able to make ethical judgements and have a sense of personal responsibility
- have broadened your personal, intellectual and cultural outlook

Figure 10.11: Source: The University of Manchester (2010f)

10.4.5 The Authenticity Element

Respondent 4 indicated there was a transparency aspect to the University's communications in which the University was always keen to put out messages about "transparency and about warts and all", without spin. However the problem the University was having with student dissatisfaction, which is considered in the next section, casts doubt on that transparency. The importance of authenticity as an element of the brand promise was not in doubt, the brand consultant pointed to the opportunity for the brand across all sectors to build a "relationship based on trust and authenticity rather than on hot air". It was considered that the notion of not just making a promise but actually delivering it was a big deal (MR3).

10.4.6 The Substantiation Element

While building evidence in support of the brand proposition and brand personality characteristics enabled the University to show they were true (MR1), using external authoritative sources was also an approach evident in the prospectus. The 2010 Undergraduate Prospectus used external sources such as "The Guardian University Guide" and "The Push Guide to Which University" to convey information and key messages about the University. While the prospectus only contained one student testimonial, student profiles featured very prominently in videos in a "warts and all" approach (MR4).

In considering how the University communicated with students, what American universities were doing was looked at, which Respondent 4 considered were leading the way (MR4). One of the things found interesting was the importance Stanford University placed on using simple imagery and video to convey the essence of what the University did (MR4), an approach that appeared evident in the "Manchester Experience" videos on the website. The University was trying to get across through the brand how people felt about the University, and what it felt like to be a student there (MR1). Trying to convey the feel of the University was also identified as an important

aspect of open days that could provide the “gut feeling” publications or communications could not (MR4). Ensuring applicants accessed all the information they needed was identified as important to the promise and what it implied in terms of the experience matching expectations (MR4).

10.5 Brand Promise Delivery

10.5.1 Articulation Factors

There was little to suggest that the Communications, Media, and Public Relations Division had a direct role in the delivery of the brand promise, rather as the name suggests the overwhelming focus of the division was on communications. With a team of “seven people working in media relations” the major focus was on “getting good news stories into the press” (MR1). In contrast two people oversaw market research, branding, marketing, and advertising, they worked in partnership with other divisions and schools across the University who had responsibility for doing their own marketing (MR1).

With articulation devolved, tools such as the identity guidelines which focused overwhelmingly on the visual identity rules and brand architecture policies were used (MR1) and while an image library of approved images was also kept, it did not seem there was a strict process for ensuring adherence to the types of images people used (MR5). With responsibility devolved to the schools, the influence Communications, Media, and Public Relations had over the articulation of the brand was limited:

we can't say I need to see every piece of advertising that goes out, because it's not my responsibility, it is my responsibility to try and make sure that it's right but we don't mandate things, so it's all about bringing people along with us (MR1)

There was a clear indication of a divide between the Communications, Media, and Public Relations Division and academia, where the former were viewed as the “central administration” (MR1). The lack of a central influence over the delivery was also pointed to:

at the end of the day there's very little that I can do unless they actually deliver the right experience to the students (MR4)

10.5.2 Integration Factors

The most direct potential to deliver on the brand promise was evident through the integration of the brand into the strategic plan. Respondent 2 maintained that as the brand promise, brand, and strategic plan were elucidated at the same time they became intertwined, and while it seemed that was not intentional but rather a consequence of the merger process, it meant the performance indicators underlying the University's strategic plan were informed by the brand proposition (MR2).

Every school then had its own strategic plan which was based on the Manchester 2015 strategy plan (MR1). Respondent 1 maintained that by getting the work done for the brand into the strategic plan, it helped overcome the barrier "academic freedom" presented, which the respondent described as academics "wanting to do whatever they want, and being able to do whatever they want", therefore the University did not have a large proportion of academic staff that were not behind 2015. The backing the 2015 agenda received from the Vice Chancellor was also pointed to:

our VC has been very open in saying if you're not behind it and it's too ambitious for you, then it's not the place for you and you should go and work somewhere else (MR1)

The most high profile example of the efforts being made to deliver on the 2015 agenda was evident in relation to the appointment of Nobel Prize winners, which was seen as contributing to and as a measure of the University's international standing (MR2), although Respondent 4 suggested it was a "cheap trick in a way". The fallibility of the measures contained in the strategic plan was most evident in relation to the failure of the performance measures to extend to the student experience. While there were student surveys, corporate student surveys, course level surveys, with hindsight Respondent 2 had come to realise not enough thought had been given to the student experience when the brand was being defined (MR2).

The emphasis being placed on the University's reputation and international standing pointed to in the previous section (MR2), was also pointed to by Respondent 4 "your academic reputation is really number one", that's what the merger was about the "research agenda". The respondent also pointed to the importance that gave research over teaching (MR4). While the order the University's goals appeared in the strategic plan would substantiate that importance, the strategy document did not explicitly prioritise any of the goals. Nonetheless that prioritisation was also pointed to by Respondent 7 who suggested it extended to the importance research interest and capabilities had over the ability and interest some of the "brightest stars in research" had in teaching. It was further suggested that despite that, the University would never get rid of them because they were these great stars, and that was what was really important to the University (MR7).

From an examination of the ranking criteria used by the Academic Ranking of World Universities, it was clear why teaching could be viewed as less important than research, any direct focus on teaching or other non-research related activities would not contribute to the achievement of the University's 2015 agenda. The University's core research focus was not the only factor identified as contributing to student dissatisfaction. There also appeared to be a degree of misrepresentation between marketing messages and the reality of the experience. Respondent 5 advised that there was an emphasis in key messages about being taught by people who were "international standing in their fields", although the reality was somewhat different:

when you come here you don't actually get taught that much by the big names and the fact that there's a lot less emphasis put on teaching, so students don't really feel that they've got to be that involved in these great departments that have been sold to them as being really high quality (MR7)

The potential to create an unrealistic brand promise pointed to by Respondent 7 was evident from the presentation given to prospective students. The potential to create expectations of being taught by Nobel Laureates was evident through the references made to the appointment of Joseph Stiglitz and John Sulton both Nobel Prize winners. However an examination of the presentation slides suggest their inclusion may merely have been intended to substantiate the University's excellence as Figure 10.12 indicates.

WELCOME PRESENTATION EXCELLENCE SLIDE

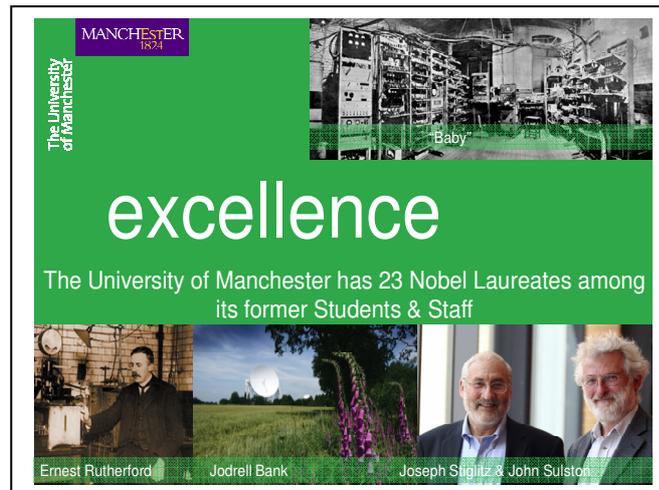


Figure 10.12: Source: The University of Manchester (2009c)

The potential a *connotational brand promise* had to create dissatisfaction was also evident in relation to the University's characteristics. While the University was conveying that it was "accessible" (MR1), a lack of access to academics created through a swipe card access system into buildings, had led to student protests. Respondent 7 maintained their building was a focus for student discontentment and a symbol of the new University and the way it was going.

While there was internal recognition that the undergraduate experience required work (MR4), it seemed it was not in response to any proactive initiatives, rather it appeared to be a forced re-examination fuelled by poor performances in the National Student Survey (MR1). The extent to which the University was prepared or able to change how teaching was delivered was however in question, Respondent 7 maintained the negative impact the recommended changes would have on protected research time, meant they were not going to be adopted, with protected research time seen as crucial to the 2015 agenda. There was also evidence of conflicting priorities with financial pressure leading to increased student numbers and academic workloads, at the expense of the student experience (MR6, MR7).

Changes evident from the strategic review had however resulted in a narrower set of goals, and while the updated strategic plan made reference to the notion of "parity of esteem" with research, it was only explicitly being accorded to the "development and exploitation of intellectual property" (The University of Manchester (2009c) there was

nothing to suggest teaching was being afforded parity of esteem with research.

10.5.3 Cultural and Contextual Factors

The recognised need to improve the experience stretched to the series of touchpoints students had with the University. It was suggested that “historically what universities have not done is have a very good linear relationship” (MR4):

you have this wonderful warm relationship as a potential customer, as soon as you actually are a customer it feels like you’re somewhere else. And so that’s essentially what we’re trying to achieve (MR4)

The difference between universities and other organisations was pointed to by Respondent 4, who maintained that despite having poor relationships and customer service with applicants and practices that did not fit with any of the University’s core values, unlike service organisations where someone would be fired if they took the “company values or brand values and bastardised them”, the University did not operate like that, it was not a business, and that was how academics functioned (MR4).

It seemed the notion of academic freedom was being used to excuse what should be seen as unacceptable behaviour. It did not however seem that the excuse of academic freedom was sustainable, especially for a University that placed so much importance on its reputation. The respondent referred to cringing when seeing what was being said in blogs and social networks about some programmes (MR4). An examination of the University’s values which are outlined in Figure 10.13 did not suggest they were intended to influence service related behaviour nor were they intended to be recalled easily.

10.5.4 Engagement Factors

What staff had to say about the University was clearly considered important to the brand. In the presentation given to introduce the new brand, reference was made to

THE UNIVERSITY OF MANCHESTER - VALUES

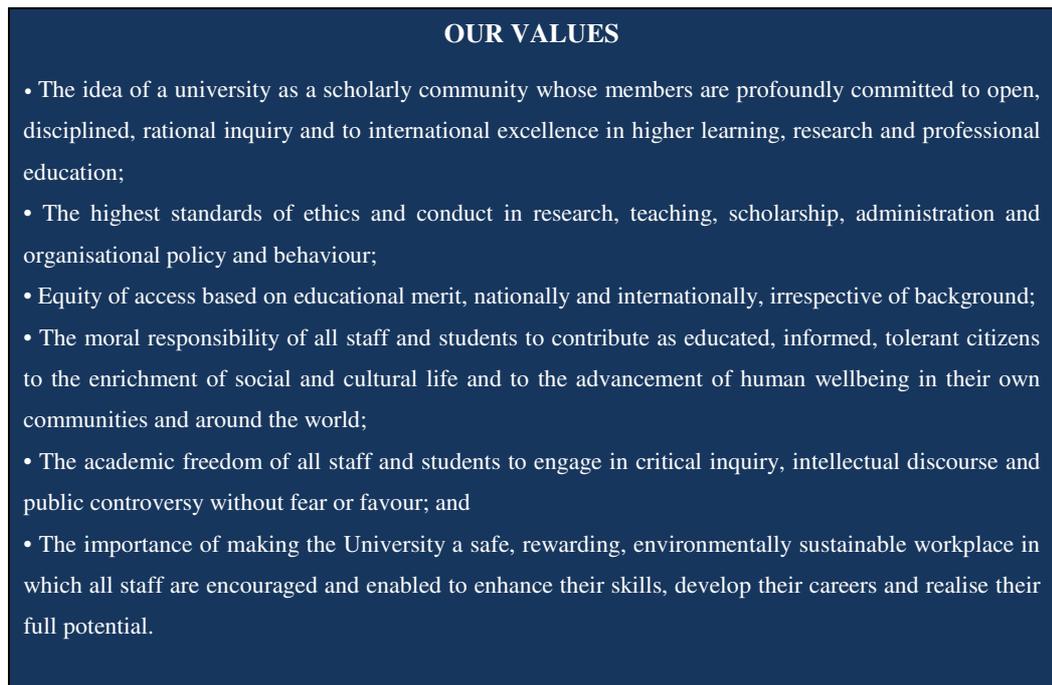


Figure 10.13: Source: The University of Manchester (2007b)

MORI research that found that 48% of employees were ‘brand ambassadors’ while 22% were ‘brand saboteurs’ (The University of Manchester 2004b). While there was some evidence of negative advocacy, it wasn’t necessarily as black and white as the MORI research indicated. Respondent 6 suggested the less flattering things said about the University were limited to family and friends, in a “don’t bite the hand that feeds you” way (MR6). The respondent also suggested that for some people who had worked for UMIST the merger had been seen more as a takeover and there was not the same loyalty or sense of belonging to the new University.

Connecting staff with the brand was part of the University’s internal communications, although it wasn’t “so explicit” and involved “celebrating the successes of the University”, talking about “teaching awards”, and “teaching success” (MR1). For new staff members the approach appeared more direct, the initial sessions of the induction programme were about the vision of the University and the kind of brand it was (MR7). The insight that provided was evident from the responses of the newer academic respondent who referred to many of the dimensions of the brand, and attributed their understanding of the brand with the induction (MR7). In contrast the academic respondent who had been with the University for over ten years immediately related the brand with the University’s logo (MR6). The disconnection with the terminology did

not however represent a lack of insight into what the University was about, and once the terminology was dispensed with it was clear that the respondent also understood what was behind the University's brand. Rather the disconnection identified related to what the brand meant for the academic role:

I don't feel there is much connection between maybe how the brand image is constructed at a higher level within the University and what we do day-to-day in discipline areas (MR7)

Respondent 3 suggested one of the biggest opportunities in higher education was the notion of staff engagement and getting staff involved in:

understanding what they might do to help deliver on the promise that is implied in the brand

The respondent maintained that at best the notion of the brand may go as far as identifying what made the "institution uniquely itself and authentically itself", a view that fitted with Respondent 7's level of understanding. The respondent did however suggest that engagement may not be easy to achieve, as unlike the private sector where an individual's identity related more with the institution, individuals within higher education identified more with their subject, which was not defined by the institution, but defined by a network of people interested in the same thing, making engagement more difficult (MR3). Respondent 2 also identified "understanding shared purpose" as a factor important to the delivery of the brand promise, getting academics to feel like they belonged to the "University as a community" was something the University was trying to do (MR1).

10.6 Chapter Summary

This case like the previous one pointed to the significance of the *evolutionary* and *engineered stages* to the determination of the brand, with the formal branding process not only drawing from the evolved strengths of the former universities but also incorporating the ideal characteristics of universities. While there were many characteristics attributed with the University's brand, the case identified that modernity

alongside heritage was preferable to a focus on heritage alone, while the incorporation of the “exciting” characteristic identified how the composition of the brand promise could draw from the location.

The core focus which centred on the University’s ambition was not derived from a recognition that the brand should have a core dimension, rather it drew its significance from the University’s strategic agenda, an agenda that created an *institution-centric brand promise*. Its downside however was a neglect of the student experience and failure to connect students with the relevance of the brand to them, areas the changing emphasis of the brand was trying to address.

The case also identified that avoiding brand terminology and substituting it with more acceptable terms was a deliberate approach that helped overcome the resistance to the brand and aid brand integration. The desire for a more open use of the term brand promise suggested there may be a future for greater *terminological openness*. The ambiguity relating to the brand values was again evident and while most associated with the University’s proposition, the linkage of the brand promise with the “mission”, the “University’s objective”, and “2015” adds a dimension not accounted for in the conceptualisation of the brand promise presented in Chapter 3.

While scepticism surrounded differentiation, the case also pointed to the many bases around which differentiation was achievable, both individually or in combination, from the University’s characteristics, to its character, to its ethical stance, to its reputation. It also pointed to the potential substantiation provided as a differentiator.

Relevance and authenticity were identified as important elements of the brand promise even though the issues surrounding student satisfaction and how valued teaching was cast doubts on the reality of the latter. What the University got wrong through prioritising the research agenda over other goals and got right through the integration of the proposition into the strategic plan both identified the significance of strategic integration to the delivery of the brand promise. Although potentially problematic staff engagement was also seen as an enabler in the delivery of the brand promise.

The chapter indicated the Communications, Media, and Public Relations Division had little direct input into the service delivery, delivery shortcomings were attributed with

the culture of universities where standards of acceptable behaviour were less controlled than in other service organisations. In contrast the academic respondents identified the challenge increasing student numbers and academic workloads placed on the potential to deliver.

Having considered the findings from the second case, Chapter 11 now discusses the data from the third case on the University of Bedfordshire.

Chapter Eleven

UNIVERSITY OF BEDFORDSHIRE CASE STUDY

11.1 Introduction

11.1.1 University of Bedfordshire

The University of Bedfordshire was established in 2006 following a merger between the University of Luton and the Bedford campus of De Montfort University. The University's activities are spread across five campuses, with the majority of teaching and research taking place at the Luton and Bedford campuses. Figure 11.1 is of the main Luton Campus Building.

BEDFORDSHIRE'S LUTON CAMPUS BUILDING



Figure 11.1: Source: Panoramio (2011a)

With a staff of 1,200 the University's academic structure is made up of four faculties and nine research institutes (University of Bedfordshire 2010c).

The description of the University as "the largest higher education institution in the county" (University of Bedfordshire 2010c) reflects the University's local rather than national marketing focus (BR8, BR9), with local recruitment considered a national trend (BR9). The number of students applying to the University was said to have nearly doubled in two years (Ebdon 2010) and although considered a generalisation the student demographic was described as largely "socio-economically poor" (BR9), consistent with the University's widening participation ethos. The University was said to have "an aggressive involvement in overseas recruiting" (BR9), of the University's 21,000 students over 3000 were international (University of Bedfordshire 2010c).

11.2 The Branding Process

11.2.1 Brand Evolution

The formal branding process the University conducted as part of the merger consisted of two exercises (BR1). The first was part of a positioning programme, in which the University of Luton which was acquiring the Bedford campus of De Montfort University carried out research among stakeholders to determine what the strengths of the universities were (University of Bedfordshire 2006b). That process identified three key strengths or characteristics:

quality of teaching; the ability to develop students, and real-world relevance relating to employment and employer links in particular (University of Bedfordshire 2006b)

That indicated that although not part of the formal branding process, the development of the brand had begun at a much earlier stage as the strengths of the two former universities evolved. The evolutionary aspect of the brand was also evident from the grounding of the brand in the pre-existing ideology that related to "widening participation" and the "transformation of peoples' life chances" (BR9), a key element that went on to underpin the new brand.

11.2.2 Brand Engineering

The strengths formed the basis of the new University's six values, known internally by the acronym ASPIRE (BR2, BR6) as outlined in Figure 11.2. In referring to the aspects of ASPIRE the respondents spoke either in terms of the University's strengths or their values, highlighting terminological variations that existed in relation to the brand.

UNIVERSITY OF BEDFORDSHIRE – VALUES

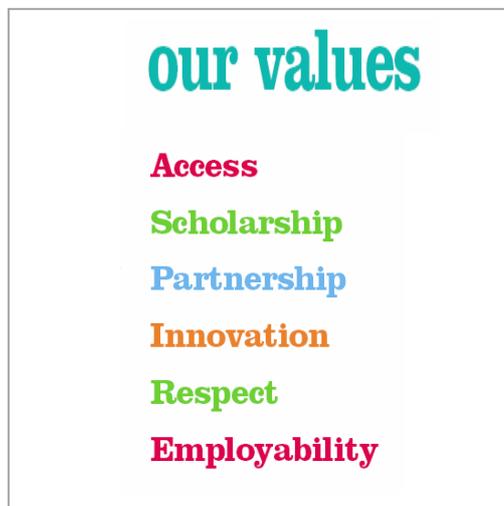


Figure 11.2: Source: University of Bedfordshire (2007)

The second aspect of the branding process involved bringing in brand consultants to look at the strengths and turn them into what Respondent 1 described as a “brand essence”. The considered intangibility of the brand essence was evident from how the respondent tried to describe it: it was a “bit of a concept”, “is this the right feel for the organisation, is this a summary of the strengths and the direction you’re taking” not something to be published as a quote or statement (BR1). It was nonetheless summed up internally as Figure 11.3 indicates.

The conceptual nature of “New Futures” was also pointed to by Respondents 3 and 6 who identified it as an “idea”. Respondent 3 identified that they were trying to draw out what was different about the University, indicating that their USP was captured in the idea of “New Futures”:

New Futures

We enable people, whatever their circumstances in life, to open up new possibilities and achieve goals they may never have thought possible.

By welcoming students into our supportive community and providing a stimulating learning experience, we enable them to explore, develop and succeed.

Together we achieve great things.

Figure 11.3. Source: University of Bedfordshire (2006a)

New Futures, giving people that wouldn't traditionally have had a chance to go to university, to go to university and get a career out of it" (BR3)

The consultants also attributed "New Futures" with providing the University with an identity:

we created a distinctive and powerful new identity that symbolises growth and the forging of two institutions. New Futures emerged as a compelling theme that captures what the new University has to offer (Lloyd Northover 2009)

The relationship between the brand and the identity was reiterated by Respondent 5 who suggested that "without a brand you haven't really got an identity and the brand gives you an identity". There was a level of agreement among the respondents that the University's identity was informed by the idea of "New Futures" (BR1, BR3, BR6), which was evident from the University's brand guidelines, identifying how central "New Futures", and the growth it encapsulated was to the brand. For an overview of the identity elements refer to Figure 11.4.

The coordination that existed between the elements of the University's brand was clearly evident, the idea of "New Futures" was captured graphically in the University's logo, refer to Figure 11.5.

it's like little shoots that can develop and grow, like the students can go to the University and develop and grow. And it's the idea of the two institutions merging 'cause they're symmetrical things...it's all very subliminal (BR3)

UNIVERSITY OF BEDFORDSHIRE – BRAND



Figure 11.4. Source: Developed from the University of Bedfordshire – Brand Guidelines (2006a)

UNIVERSITY OF BEDFORDSHIRE – LOGO



Figure 11.5: Source: University of Bedfordshire (2006a)

The subliminal aspect of the visual identity was also pointed to in relation to the choice of colour which it was suggested represented passion (BR7), although that was not indicated in the brand guidelines. While the visual identity was not tested to see if people saw growth in it before it was adopted (BR3), it was suggested that “visually their brand promise had to be fairly obvious” and “had to be gettable” (BR3) seemingly contradicting the assertion that it was subliminal. The capacity the logo had to convey the idea of “New Futures” was questioned and is questionable, and appeared to be contributing to some of the contention evident in relation to the brand:

no one will recognise that that’s a ‘ub’ never mind that these things, the growth that you can have (BR7)

11.2.3 Methodological Influences

The branding process provided further insight into the factors that were influential in determining what the brand promise was. While the consultant’s methodologies clearly had an influence on the University’s brand, the process was guided by an internal steering group that guided the consultants on where they thought the University wanted to go (BR3). The absence of “much inner history apart from a negative one” was identified as providing the consultants with scope to reinvent the University (BR3), as was the openness to change. “Luton knew it had a bad reputation and welcomed the challenge that it was being rebranded”, “everybody was up for a rename and new look and feel” (BR3).

The Vice Chancellor was the person identified with not only leading the process and providing the buy-in from the top, but wanting to involve people with the process. While it was clear that a wide range of stakeholder groups, from staff to students to a variety of external organisations (BR1, BR3, BR9) were brought into the consultation process refer to Appendix V, which contains an overview of the branding process, it was in relation to the selection of the name that it was clear that everyone had the opportunity to participate (BR4, BR7, University of Bedfordshire 2006b).

The determination of the name appears to have given everyone the opportunity to put forward names and then vote on a final shortlist. It also seems the associational potential the name had was a consideration. Names that “reflected educational philosophies” were proposed, it was however the link with the county that was preferred (University of Bedfordshire 2006b), with the eventual choice following the pattern seen with many universities of connecting the University with the location.

The consultation process was also identified with playing an important part in getting buy-in from people; by reflecting back to people what they had told them were their strengths, they did not get people telling them they did not understand where it had come from (BR1). It was also considered that you could not inflict a brand on to people as it would be dictating to people what their values were (BR1). In showcasing the rebranding of the University of Bedfordshire on their website, the brand consultants attributed it with an increase of 41.2% in UCAS applications (Lloyd Northover 2009). How realistic that is as an indicator of the benefits branding provides is questionable, the increased size of the University would account in part for an increase in applications, while the launch also coincided with a national advertising campaign. Despite that claim and the effort that went into the branding process there was a suggestion by one of the academic respondents that the process was seen as little more than a superficial identity change:

how did the University rebrand other than get another logo and a set of colours, not much. It didn't look at where it wanted to position itself and how it was going to communicate (BR7)

11.3 Brand Promise Terminology

11.3.1 Terminological Absence

There was an absence of the use of the term brand promise at the University of Bedfordshire, its absence was not however identified as a predetermined strategy, rather it seemed it just did not feature as part of their day-to-day terminology. “It’s not terminology that we use internally” (BR6), “we talk about what the brand is more than anything” (BR4).

That was not to say that the University did not have a brand promise, and in most cases the respondents considered the University had, although Respondent 1 was not familiar with the term, “I’m probably not as au fait with the jargon”. The respondent did however go on to suggest that what they called the brand essence was probably similar to the promise, which was described as “a bit of a concept” that summarised the strengths and the direction the University was taking and “represented a growth and a future”, essentially the respondent was referring to “New Futures” without calling it that.

Respondent 2 also used the term “marketing jargon” in referring to the brand promise, but did not consider the brand essence was the brand promise, a premise that seemed to be based on the view that the brand essence was a statement not put in print. A premise the secondary research found was flawed as it appeared very explicitly as a “positioning statement” (BR3) on the first page of the first undergraduate prospectus produced by the consultants following the merger. Respondent 2 did however maintain that the University had a brand promise:

we do have a brand promise at the University but we don’t necessarily call it a brand promise. We do have a very clear vision and mission which are intrinsically linked with what we call a brand promise in marketing (BR2)

That respondent also linked the brand promise with the brand values:

I wouldn’t say the word brand promise, I’d say what are very much established here are our brand values, which are linked to that (BR2)

The trend of linking the brand promise with a variety of strategic and brand terms, was evident throughout the interviews. Respondent 4 related it as an alternative term with the “brand worth”, the value in the brand and also like Respondent 2 with the mission:

in a sense in pure marketing terms the mission statement is really what the promise is (BR4)

Respondent 5 maintained that although they did not talk about the brand promise they knew it was there, “it’s part and parcel of the everyday work that we do”. In summarising it the respondent captured “New Futures”:

the Bedfordshire brand promise I think we’re accessible, we’re caring and we want to see our students progress (BR5)

Respondent 3 took a broader view in relation to defining a brand promise which reflected a more general attempt to describe the brand promise, identifying it more directly with an outcome of the brand as opposed to relating it with a specific aspect of a brand:

brand promise is what the brand lives up to, so when you develop something it’s the aspirations behind that brand and what people see in that brand and they can take out from that brand (BR3)

Respondent 4 was the only respondent to explicitly relate the brand promise with the “brand worth” focusing on how the University was known. Acknowledging that they were “known as an international university”, the town and the University were very receptive and welcoming to international staff and students. They were also known as a university that had widening participation as part of their mission and “known to be leading lights in a number of areas” (BR4).

It was the aspect(s) of the brand that the respondents chose to focus on that set their perspectives apart. When the University’s brand was examined in depth, the commonalities between the respondents’ perspectives were clear to see and evident in the intricacies of the relationship between the elements that contributed to the University’s brand.

11.4 Brand Promise Elements

11.4.1 The Defining and Characteristic Elements

At the heart of “New Futures” was a “life changing” characteristic that was about “taking people and really changing their lives” (BR3). There was however greater breadth to the University’s brand than what was encapsulated in “New Futures”. Respondent 9 maintained that the brand was made up of a “basket of indicators or a complex chemistry”.

The many aspects of the brand identified that it was not entirely outcome based, the “supportive community” and “stimulating learning” aspects, pointed to the importance of the environment and functional aspect of the brand, while the phrase “together we achieve great things” pointed to a relationship dimension in the form of a partnership. The “supportive” characteristic on the other hand pointed to a congenial element, while the “stimulating” characteristic pointed to an engaging element. The characteristic was also evident in the mission statement, it wasn’t just a “learning community” it was a “vibrant’, multicultural learning community”, it wasn’t just education, it was “excellent, innovative education” refer to Figure 11.6.

UNIVERSITY OF BEDFORDSHIRE – MISSION



Figure 11.6: Source: University of Bedfordshire (2007)

The association of a vibrancy characteristic with Luton as opposed to Bedfordshire, “a vibrant metropolis”, pointed to a social limitation of the county dimension. It also pointed to the use of creative licence as that description was in stark contrast with

Respondent 3 and 9's less flattering descriptions of Luton. The associational value of the location was nonetheless evident through the proximity and financial dimensions Bedfordshire added to the brand:

we are located near to London but not in London and obviously we take advantage of London in that context...Bedfordshire campuses are cheaper... So a key thing about us is a cost of living factor which builds up in the brand (BR4)

11.4.2 The Differentiation Element

While differentiation was an intended outcome of the branding process as seen earlier, there was a level of scepticism evident surrounding the notion of differentiation and whether it was possible to differentiate universities:

on paper I don't think you can compete easily and uniquely with a whole array of different universities it's difficult to stand out (BR1)

people don't necessarily differentiate between universities at all. ...where a student chooses a university they tend to choose the university because of the course and then they look at other things (BR1)

you could say that a lot of universities are middle ground and they all merge into one, they are fairly similar (BR3)

now the fee issue has come up I think we are going to start seeing more and more universities having very, very similar values, because they are going to have to focus on employability (BR6)

The potential for differentiation was nonetheless evident and something the consultants considered they could provide for the University:

you need to stand out in the marketplace, you need a USP and you need a different look and feel...we could give them that differentiation (BR3)

While it was clearly evident that the consultants had provided the University with a distinctive USP and look, the feel the brand created was more intangible and was contributing in part to the scepticism evident. The brand feel did however place that aspect of the University's differentiation within the realm of the experience. Respondent 1 related the brand feel with "living the brand", where the brand was

coming out in the University's people and what they did (BR1). The University was very keen to get prospective students to go into the institution, "does it feel right for them, does their experience feel good on the day" (BR1) suggesting it was possible to overcome the considered difficulty of conveying the brand on paper. It was nonetheless the differentiation contained in the idea of "New Futures" that underpinned the proposition and identity.

Other aspects of the University's differentiation related more directly with the University's values. Respondent 6 attributed it with the "quality of teaching" and with being an "Access University". While Respondent 2 also attributed it with 'access' their comments indicated that differentiation was more profound and related to how the "access" value was put through the University. By understanding each individual's circumstances and taking them into consideration, they were differentiating themselves from universities with harsher admissions policies (BR2).

The depth associated with differentiation was also evident from what was considered the University's "vocational distinctiveness", which was supported through a curriculum that placed "a strong emphasis on employability and personal development planning" (Atlay 2008). Appendix W provides an overview of the sources of differentiation identified.

11.4.3 The Relevance Element

While the characteristics had the potential to augment the product it was the aspects of ASPIRE that were explicitly identified with providing a diversity of appeal:

employers were obviously more interested in our vocational courses than perhaps our friendly environment, it mattered more to them. But because we had the six strengths, I think people felt they had something to relate to (BR1)

It wasn't only the range of values that provided a diversity of value for stakeholders, the relevance of the individual values to multiple stakeholders was also pointed to, for instances "access" had relevance to mature students through the options the University

offered them, while the business partnership arm made the University accessible to the community through free lecturers for businesses (BR2). It was about:

understanding your market and knowing your market but portray the same message in different ways (BR5)

While it was clear that market research had fed into the branding process, it was also clear that the University's market focus was progressing, the University had appointed a Market Analyst to look at trends and what students wanted (BR5).

11.4.4 The Fusion Element

Department attributes were also an aspect of the brand, the University's Putteridge Bury campus was "renowned for being one of the prettiest campuses in Britain" which added value to the brand for the business school (BR4) refer to Figure 11.7. The fusion between the environment attribute of the Business School and the primary brand promise, indicated that "scholarship" was being enabled through the environment, identifying how an overarching brand promise could accommodate key department attributes.

BEDFORDSHIRE BUSINESS SCHOOL – PUTTERIDGE BURY CAMPUS



Figure 11.7: Source: University of Bedfordshire (2010b)

The harmonisation that implied was not entirely reflective of the relationship between marketing, described as “the centre” (BR8) and academic departments. Respondent 8 maintained “the central messages carry more weight than our bit”. It was also suggested that while there was a dialogue with marketing, if what the department wanted did not fit, marketing were going to do it their way anyway (BR8).

The lack of understanding marketing had of what the department did was also contributing to the divide. The widening participation aspect of the brand meant places would be found for students “pretty much regardless of academic ability” (BR8). As a department offering professional qualifications and governed by external agencies, lowering entry requirement was not an option, “it’s not us being obstructive but they feel it is and that’s a clash” (BR8), highlighting the difficulty of finding an overarching brand promise that can fit a diversity of university activities perfectly.

11.4.5 The Centric Element

The student and relationship focus so much a part of the brand essence gave “New Futures” a *student centrality*, a centrality that was also evident from the campus tour. Prospective students wanted to view the accommodation so arrangements were made with existing students to allow the viewing of their flats, arrangements were also made for the students on the tour to meet and talk with academic staff. Where that centrality and the distinctiveness of “New Futures” was least evident, was in the 2010 prospectus. The effectiveness with which the brand was conveyed through the prospectuses did seem to vary. In the 2008 prospectus produced by the consultants, the growth characteristic that was so fundamental to “New Futures” was captured very explicitly on the cover by the caption “Grow with us” as Figure 11.8 indicates. The positioning statement that encapsulated “New Futures” also featured very prominently at the front of that 2008 prospectus as Figure 11.8 also indicates, and that student focus continued through the headlines and more detailed narrative of the prospectus.

2008 PROSPECTUS EXTRACTS

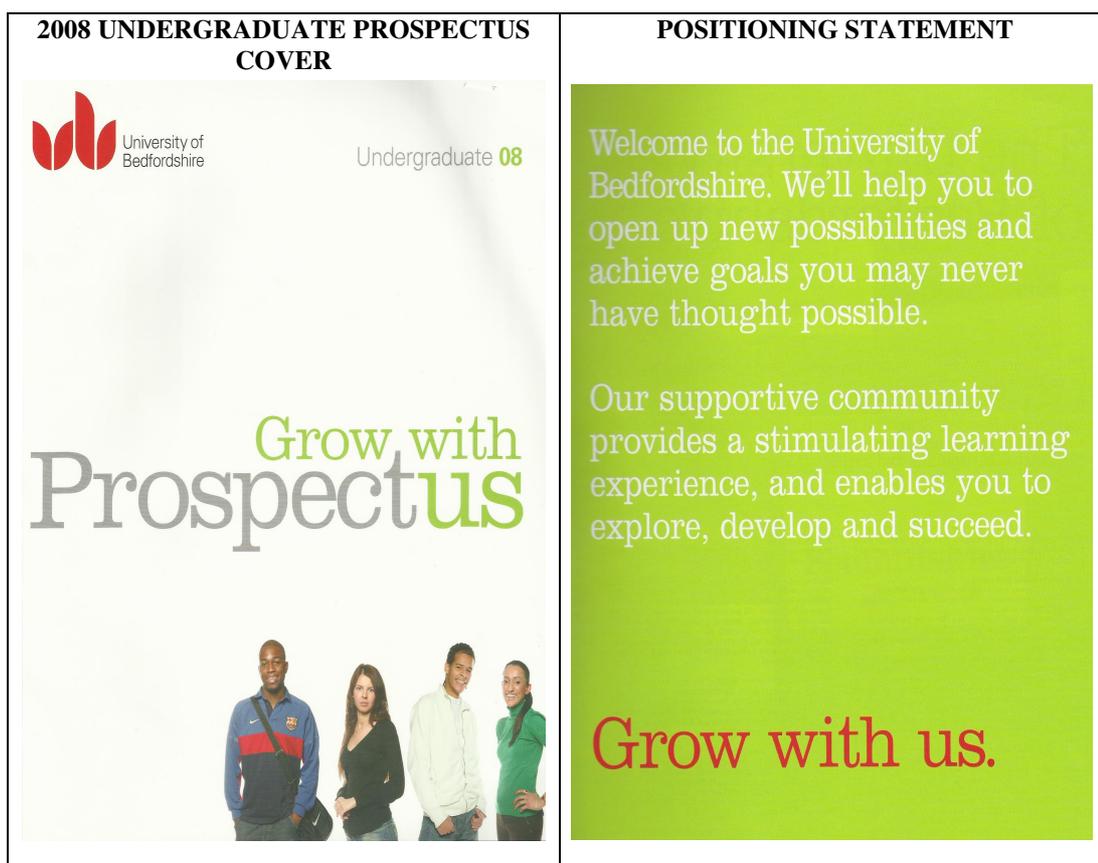


Figure 11.8: Source: University of Bedfordshire (2008c)

In the 2010 prospectus the focus had clearly changed and the emphasis appeared to be on the University's strengths, as Figures 11.9 and 11.10 indicate, consistent with the identified importance of staying focused on the University's six key strengths and avoiding getting sidetracked (BR1). The approach as seen in Figures 11.9 and 11.10 lacked the earlier distinctiveness "New Futures" provided, a factor that can be attributed in part to the subtlety with which the University's values were being put through the University's messages:

our advertising doesn't say ASPIRE, that would be completely inappropriate, what we do is take elements of that into key messages so for example, better teaching, best bursary last year, ... that's an external communication that we are through our bursaries offering, including more people (BR2)

we'd be talking about league table results in the prospectus but we wouldn't necessarily quote well that means we're good at teaching (BR1)

It did however seem that the approach was giving rise to an institutional focus rather than the student focused approach evident in the early 2008 prospectus.

SUCCESSES

Why Bedfordshire is best for YOU

It's official! The University of Bedfordshire is going from strength to strength

We were amongst the top five universities for an increase in applications of more than 23.3 per cent in 2009, 9.1 per cent in 2008 and 41.2 per cent in 2007

Best bursary

- We have the best university bursary in the south of England and the second best in the UK according to the *Guardian* 2008
- Every UK or EU student on a full-time undergraduate course gets at least £319 and up to £4,262 (2009 figures)

- We achieved 3rd for Nursing, 14th for Law, 14th for Sports Science and 15th for Business in the *Guardian* 2009 University Guide
- The *National Student Survey* 2008 rated us 2nd in the UK for Dance, 3rd for Complementary Medicine, 6th for Journalism and 11th for Marketing
- The *Guardian* 2007 rated us 3rd for Media and 12th for Sport Science
- We also successfully climbed the *Independent Good University Guide* league table in 2008
- We were runner-up for University of the Year in *The Times Higher Education Supplement* 2007 awards
- We hold National Teaching Awards for our outstanding contributions to teaching and learning
- We hold an Office for Standards in Education Grade 1 for Initial Teaching Training courses

High-quality teaching

Figure 11.9: Source: University of Bedfordshire (2010f)

2010 UNDERGRADUATE PROSPECTUS EXTRACT



Figure 11.10: Source: University of Bedfordshire (2010f)

11.4.6 The Substantiation Element

The other key feature of the changed approach was the use of substantiation, which Figures 11.9 and 11.10 indicate had a credibility intent, consistent with the identified importance of building evidence and having the “proof points” that supported that the University’s values were true (BR1). What was conveyed about the University was viewed as having more credibility if it did not come from the marketing department, “it’s you’re a marketing department of course you would say that wouldn’t you” (BR1). As Figures 11.9 and 11.10 indicate the University was using a variety of external authoritative sources such as “The Guardian University Guide”, the “Independent Good University Guide”, “The National Student Survey”, “The Times Higher Education Supplement”, a Government Green Paper, and “The Research Assessment Exercise” to substantiate the elements of the brand. Throughout the prospectus a combination of student and staff testimonials were used, 15 student and 9 staff testimonials in total. The alignment with the brand was evident throughout, most notably in relation to Jacqui Smith’s staff testimonial as Figure 11.11 indicates:

11.4.7 The Truth Element

The need for the brand to be based in truth identified it as a key element of the brand promise:

they have to be based on the facts you can’t just make them up and apply them (BR1)

as the term and the phrase we’re using would suggest, the main and the most important thing is that it’s something that’s true, that can be delivered (BR2)

first of all the experience should meet what we say that we are going to provide (BR4)

if you’re not complying with you ideological and value base, you’re not really being truthful (BR9)

TESTIMONIAL EXTRACTS

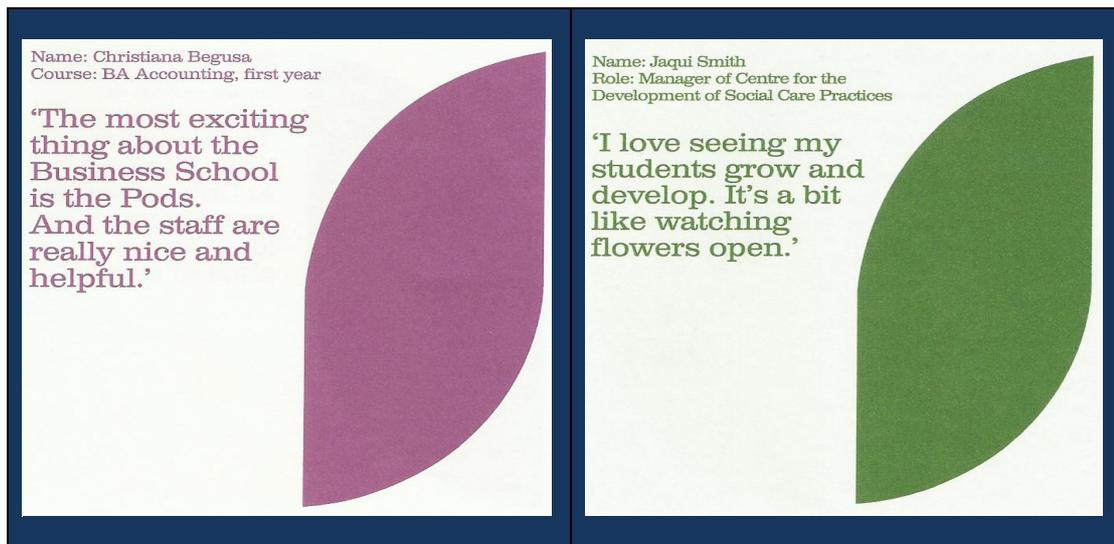


Figure 11.11: Source: University of Bedfordshire (2010f)

It was nonetheless a selective truth that avoided the University's weaknesses, most evident in relation to the physical environment. Respondent 3 maintained international students turning up at Luton would be fairly disappointed with the place and the building, a potential for disappointment evident from the absence of images of Bedfordshire's Luton campus in the prospectus. It was however a weakness the University was addressing by investing heavily in the redevelopment of the campus as Figure 11.12 indicates, with investment also playing into the quality of the brand and featuring prominently as Figure 11.10 indicated.

BEDFORDSHIRE'S CAMPUS DEVELOPMENT PLANS



Figure 11.12: Source: University of Bedfordshire (2011a)

11.5 Brand Promise Delivery

11.5.1 Articulation Factors

Maintaining control over the articulation of the brand was a key aspect of the management of the University's brand. Providing a consistent coordinated look was at the heart of the brand guidelines, which focused overwhelmingly on the visual identity rules and the importance of consistency was reiterated throughout (University of Bedfordshire 2006a). Control over the articulation of the brand was also being maintained through a "content management system" with "layers of access" restricting the potential staff had to change web pages. To publish directly onto the web staff required training in the "do and don'ts and "writing style" (BR6). That control did however seem to be contributing to a divide between marketing and academia:

they want you to take ownership, but to do it their way and use their templates. You have to submit it to them to be edited and they said "you can say this, you can't say that", but that's what we needed to say for our department (BR8)

11.5.2 Engagement Factors

There was a subtlety to the way the University was trying to connect staff with the brand through internal media. The focus was on celebrating the University's successes and communicating the successes of students (BR1), pointing to a deliberate avoidance of referring directly to the brand:

we're trying to get that, the brand out in all sorts of indirect ways. So that people without even quite knowing that they got it, what we stand for, they get it, they just don't know it (BR1)

It seemed connecting staff with the brand did not involve connecting them with the terminology, a viewpoint supported by the academic respondents' responses. While both respondents were aware of ASPIRE Respondent 8 associated brands with products like "Cadburys or Coca Cola". Respondent 7 suggested "people would not be aware that a University is branded never mind this university". While not attributed with a

deliberate avoidance, Respondent 2 maintained the phrases used in branding created suspicion, what was considered important was to have a vision that everyone could relate to and feel they were helping to deliver in their day-to-day job (BR2).

Ensuring staff knew what the University was about was also related with the role staff were considered to have in conveying the brand. Providing staff with the “evidence and facts” to convey the brand was a clear aspect of the University’s internal communications (BR1). When new surveys, reports, or results provided evidence that ASPRIE remained true the University’s facts and figures document was updated and circulated to staff, students, and external organisations allowing them to be ambassadors for the University (BR1) and defend it where necessary:

they have the information to equip them to say what we are good at and why and to be able to promote as well as defend the University where necessary (BR1)

Distribution did not however guarantee the information was received and acted upon as desired:

I know that we get central emails and publications, how much they are read or how much they are looked at, it’s another bit of paperwork at times (BR8)

Although real effort was being put into maintaining control over the articulation of the brand there were clear limits to the control Marketing and Communications had. Their influence over academics seemed limited:

you can’t really say you’re not allowed do this, it’s just be aware that you represent the University and what you put down on a website or in paper is, will reflect the University as well. So just please, please be aware of what you’re putting down (BR6)

There was an acknowledgment that the University was not as good at internal communication as it should be (BR9), and the appointment of an Internal Communications Advisor (BR6) reflected the journey the University was on toward more effective brand management.

Students were being used widely as ambassadors at open days and campus visits to show prospective students around and pass on positive experiences they had to

prospective students (BR2), it was however recognised that what students said could not be controlled:

you can't give a student a crib sheet, you can't ask them to say this that or the other, they'll say what they feel (BR5)

The difficulty of maintaining control over what was articulated was also evident from the outlet social media gave students, necessitating a different approach to the articulation of the brand by Marketing and Communications:

it's trying to put across a corporate message without it coming across as corporate, so people don't respond very well in social media to having messages pushed at them, whereas if it's part of the conversation it tends to go down much better (BR6)

11.5.3 Integration Factors

It was through the integration of the brand into policies and processes that some of the clearest potential to delivery on the brand promise was evident. The University's strategic plan was developed from the research carried out for the merger and branding process (BR1), and it contained the mission, vision, and values statements (BR1). How embedded the brand was in the strategic plan was clear, "New Futures" appeared prominently on the inside cover of the document and carried through the mission and vision, evident in the transforming lives and transformational experiences element, as Figure 11.13 indicates. Respondent 6 referred to the strategic plan as "New Futures".

The strategic plan set out how the mission would be delivered (Board of Governors 2007), further evident through the plan's objectives and "indicators of success" (University of Bedfordshire 2007) and the way the strategic plan fed into the University's sub strategies. Living the brand was also associated with process integration, living the "access" value was related with ensuring the admissions policy was flexible and putting on English courses for international students (BR1).

UNIVERSITY OF BEDFORDSHIRE – MISSION AND VISION



Figure 11.13: Source: University of Bedfordshire (2007)

The potential staff behaviour had to affect the delivery of the brand promise was recognised, it was considered there was no point portraying the brand promise through marketing communications, saying the University was supportive, if people turned up and were ignored by a member of academic staff (BR2). The University was trying to make sure that every member of staff understood and stuck to the core values (BR6). “It is the way you live the values it’s not about the logo that you’re wearing” (BR1). “ASPIRE is what everybody is working towards and everybody has a copy” (BR6).

New staff were introduced to the University’s values by the Vice Chancellor at induction (BR2, BR6), and it was the Vice Chancellor that was attributed with setting the tone and inspiring new staff so they knew what the University was about (BR2). The values were reinforced on New Manager courses so managers could then put them across to their staff (BR6), while the University’s Commitment Awards showed a real intent to recognise staff that helped the “University in its commitment to the values of ASPIRE” (University of Bedfordshire 2010e) through a nomination process that exemplified the actions of ASPIRE.

The brand did nonetheless face challenges, and the culture presented its own unique challenges not least in getting academics, considered more interested in their own subjects than the University (BR1), and who worked in silos, on board (BR2). The disparateness of academics and the strength of views were considered to create a less controlled corporate communications culture than that of a traditional company (BR1).

11.5.4 Resonance Factors

While it seemed significant effort was being put into embedding the University's values, Respondent 8 maintained that while the philosophy behind ASPIRE underpinned what they did as a department, the realities were difficult to balance. The respondent considered that the importance of the student got lost in the expectations to meet certain criteria and on paperwork, "rather than concentrating on the quality of the experience". The issue of balance was also related with student numbers:

it might be better to have fewer and less money but a much better quality experience than more money and a poorer quality experience (BR8)

Although not pointed to by the Marketing and Communications respondents the University was experiencing difficulties when it came to the student experience. Figure 11.10 indicated that the University was using 2007 Student Satisfaction results in the 2010 Undergraduate prospectus. The University's performance in the National Student Survey was in decline, down 10 places in 2010 on its 2009 performance, resulting in an overall position of "104th out of 128" (University of Bedfordshire 2010d).

Where evaluations were conducted they were end of year or end of unit, meaning changes could not always be made in time for those students, "it's the next cohort that almost get the benefit" (BR8). It did nonetheless point to a drawback of a predominantly *outcome-based brand promise*, the dominant focus of "New Futures" related to the end of the student journey while the emphasis given to widening participation related to the start of the student journey enabling student to access education.

While it did not seem that the significance of the student experience was a key consideration during the branding process, there was some evidence that the University was trying to define the nature of the student experience. In particular the "defining characteristics of the higher education experience" (University of Bedfordshire 2007b) a process that Respondent 9's comments suggested was still ongoing, were trying to "create what the brand means for our student experience".

The importance being placed on the student experience was nonetheless evident, it was not however being driven by any acknowledged need to deliver on the brand promise, rather its importance was being fuelled by the emphasis being placed on the University's performance in the NSS (University of Bedfordshire 2010d). The University subsequently appointed a Director of Experience in April 2011 and opened a Student Experience Office dedicated to listening to and acting on what students were saying about their experience (University of Bedfordshire 2012).

11.6 Chapter Summary

This chapter has pointed to the significance of the evolutionary stage and consultants' methodologies to the development of the brand, with the evolved strengths first turned into a concise set of values under the acronym ASPIRE and then into the brand essence of New Futures. The chapter identified that New Futures was about encapsulating the brand in an idea, an encapsulation that gave the brand its core focus and through its student and relationship elements created a *student-centric brand promise*. While the Bedfordshire case stood out for the coordination that ran through the brand, the chapter also indicates that care needs to be taken when opting for a brand promise that did not give sufficient consideration to the student experience.

The chapter identified that the intricacies of the relationship between the key manifestations of the brand contributed to a range of perspectives that linked the brand promise with the brand essence, values, mission, vision, and brand worth. Manifestations that pointed to the diversity of elements around which the University's brand was defined. And while environment, education, function, and location were identified as key defining elements, the case indicated that the brand resided more precisely in the characteristic of those elements.

Relevance and truth were also identified as key elements of the brand promise, although in relation to the environment it was a selective truth. So too was differentiation despite the scepticism which the case indicated had its basis in the similarities between universities, the difficulty of competing with so many universities, and course-based choice. As with the previous cases there were multiple bases contributing to

differentiating the University, the failure was in not capturing the distinctiveness of the brand in the prospectus.

The chapter identified that maintaining control over the articulation of the brand was a key aspect of the management of the brand, so too was connecting staff with what the University was about, done subtly without direct reference to brand terminology. Significant effort was being put into embedding the University's values and like the Manchester case strategic integration provided some of the clearest potential to deliver on the brand promise. Nonetheless the delivery faced challenges from both a culture where academics were considered detached from the University and where conflicting priorities had an adverse affect on the student experience.

Having considered the findings from the third case, Chapter 12 now discusses the data from the fourth and final case on Oxford Brookes University.

Chapter Twelve

OXFORD BROOKES UNIVERSITY CASE STUDY

12.1 Introduction

12.1.1 Oxford Brookes University

Oxford Brookes University began life in one room as the Oxford School of Art in 1865, it continued to grow throughout the life of the institution until it became a university of 13 schools in 1992 as part of the The Further and Higher Education Act (Oxford Brookes University 1997 2011b).

The University comprises eight academic schools and is “based on three campuses in and around Oxford” (Oxford Brookes University 2011a). Figure 12.1 is of the main Gipsy Lane Campus Building. In 2009 the total student body was 18,167 of which 77% were undergraduates, 22% were postgraduates, and 1% were doing research (Oxford Brookes University 2011d).

The University’s main market can be considered the UK national market, accounting for 83% of its students. The University also has an international presence with 6% of its students coming from EU countries and a further 11% from Non-EU countries (Oxford Brookes University 2011d). Changes that involved raising the University’s entry requirements indicated the University was targeting students with good grades, something Respondent 4 linked with a change in the University’s positioning.

GIPSY LANE CAMPUS BUILDING OXFORD BROOKES

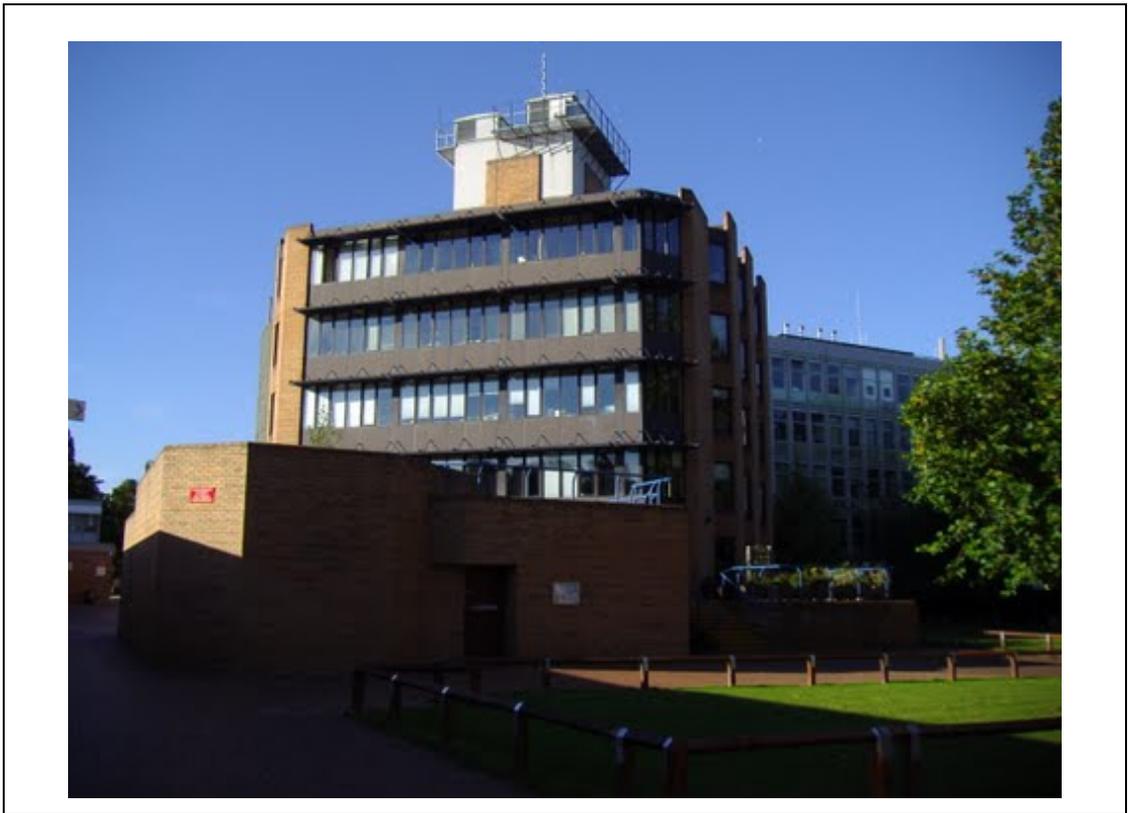


Figure 12.1: Source: Panoramio (2011b)

12.2 The Branding Process

12.2.1 Brand Engineering

The formal branding process the University undertook consisted of three separate processes (OR4, OR5) the first of which took place in 1992. That process predominantly focused on determining the name for the new university on achieving university status. Having had the names put forward by staff as part of a competition to name the University vetoed by the nearby University of Oxford, and under pressure from the Privy Council to agree a name (OR4, OR5), the University engaged Marketing and Design Consultants to assist with the process.

The consultants, who had not been involved with higher education branding, looked at UK and American universities. They determined that most of the old universities had

taken their “brands and a lot of the imagery, heraldic coats of armour” from the towns or cities where they were located. To create distinction the consultants recommended using a “proper name” (OR5). The consultants looked at De Montfort University which was named after a medieval knight, and The John Moores Foundation which was giving money to Liverpool Polytechnic. Individuals such as Branson, Maxwell, and William Morris who had associations with Oxford were also considered (OR5). The name that emerged from that process was John Henry Brookes, he had been a “seminal” yet “forgotten” figure in the University’s past, who was Head of the School of Art in 1926 and the person attributed with being “the creator of the institution” (OR5). The other element that played into the determination of the name was the significance of Oxford. The institution had always used Oxford first in its name, and Oxford was considered “a world brand”, “the most recognised university word in the world”, indicating its inclusion was considered more significant than purely signifying the University’s location. The name that emerged from that process was Oxford Brookes University (OR5).

The consultants also created a visual identity for the University, Respondent 5 described the pre-existing situation as a “visual anarchy”, of the 13 schools that made up the University “none of them looked the same”, “they looked like they were from different institutions”. The focus of the visual identity was on making “the word Brookes quite strong within the word marque” to “give distinction to the word Brookes, and not Oxford”, as the “other university” was called Oxford (OR5). A feature still evident in the modernised logo as Figure 12.2 indicates:

OXFORD BROOKES UNIVERSITY – LOGO



Figure 12.2. Source: Oxford Brookes University (2008c)

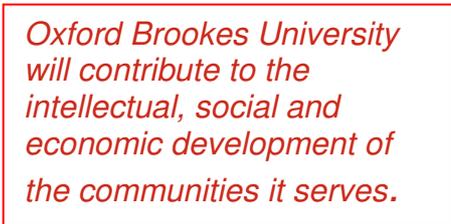
While the name gave the University ownership of what can be considered the Brookes characteristic, its capacity to convey the meaning it contained externally has to be questioned given the selection of a relatively unknown individual.

The second branding exercise took place in 2002/2003 with the same consultants, unlike the previous branding exercise where the focus was on the name, this was much more about how to “make the brand work much harder” and on “the brand as a strategic carrier of the institutional strategy” (OR5). The rebranding coincided with the strategic planning process and the consultants got very involved with the University’s green and white papers on University strategy (OR5). It was however the University that was identified as driving the branding process (OR9).

12.2.2 Brand Evolution

The connection with John Henry Brookes was an important aspect of that second branding process. The strategy document conveyed how the mission looked forward but also built on the past vision of John Henry Brookes, who saw that “through higher education people could transform their lives and contribute to the community” (Oxford Brookes University 2004), a vision that is evident in the University’s mission statement, refer to Figure 12.3.

OXFORD BROOKES UNIVERSITY – MISSION 2004



*Oxford Brookes University
will contribute to the
intellectual, social and
economic development of
the communities it serves.*

Figure 12.3: Source: Oxford Brookes University (2004)

The consultants drew from John Henry Brookes’ “world of work” educational philosophy (OR5), “he espoused education for livelihood rather than education for life” (John Henry Brookes Leaflet n.d.). What emerged from that process was the idea of

“Oxford Brookes University education preparing students for the rest of their life”. The phrase coined for the idea was “seeing beyond” (OR5). The connection with John Henry Brookes provided the consultants with the opportunity to show a heritage at Oxford Brookes something Respondent 5 felt new institutions did not have, it also pointed to the evolutionary aspect of the brand.

The University’s visual identity which was considered to reflect and communicate the University’s “mission, vision, and values through a defined personality aligned to the strategic plan” (Oxford Brookes University 2008c) was updated as part of that process. The elements of the visual identity are outlined in Figure 12.4 taken from the 2008 brand identity guidelines.

12.2.3 Brand Refinement

The final branding exercise took place in 2008 initiated by the Marketing and Communications Department who saw themselves as the “guardians of the brand”, not by any “strategic imperative” (OR1). Prior to 2008 Respondent 1 suggested “the Brookes brand promise or USP” was “we’re the flexible university”, with 1,500 course combinations at undergraduate level. Changes brought about through the academic planning process reduced the number of combinations to nearer 400, creating a “vacuum”, “if we’re not the flexible university what are we?”(OR1). What emerged from that process was a set of messages that focused on: location, teaching quality and the employment outcome, and support, as Figure 12.5 outlines. Messages Respondents 1 and 3 attributed with being the brand promise although Respondent 3 did not seem that sure.

It seemed that process was less formal than the previous processes, it was not a “well planned out scientific process” it was based on a “bit of research, a “bit of gut instinct” and building on what the Communications Group analysed as being the core strengths of the institution (OR1). The respondent was clear however that the brand promise had to “reflect the strengths of the institution”, and had “to be based on something real” and had “to be aspirational” (OR1), although it was unclear from that research how aspirational the messages were.

OXFORD BROOKES UNIVERSITY – BRAND IDENTITY

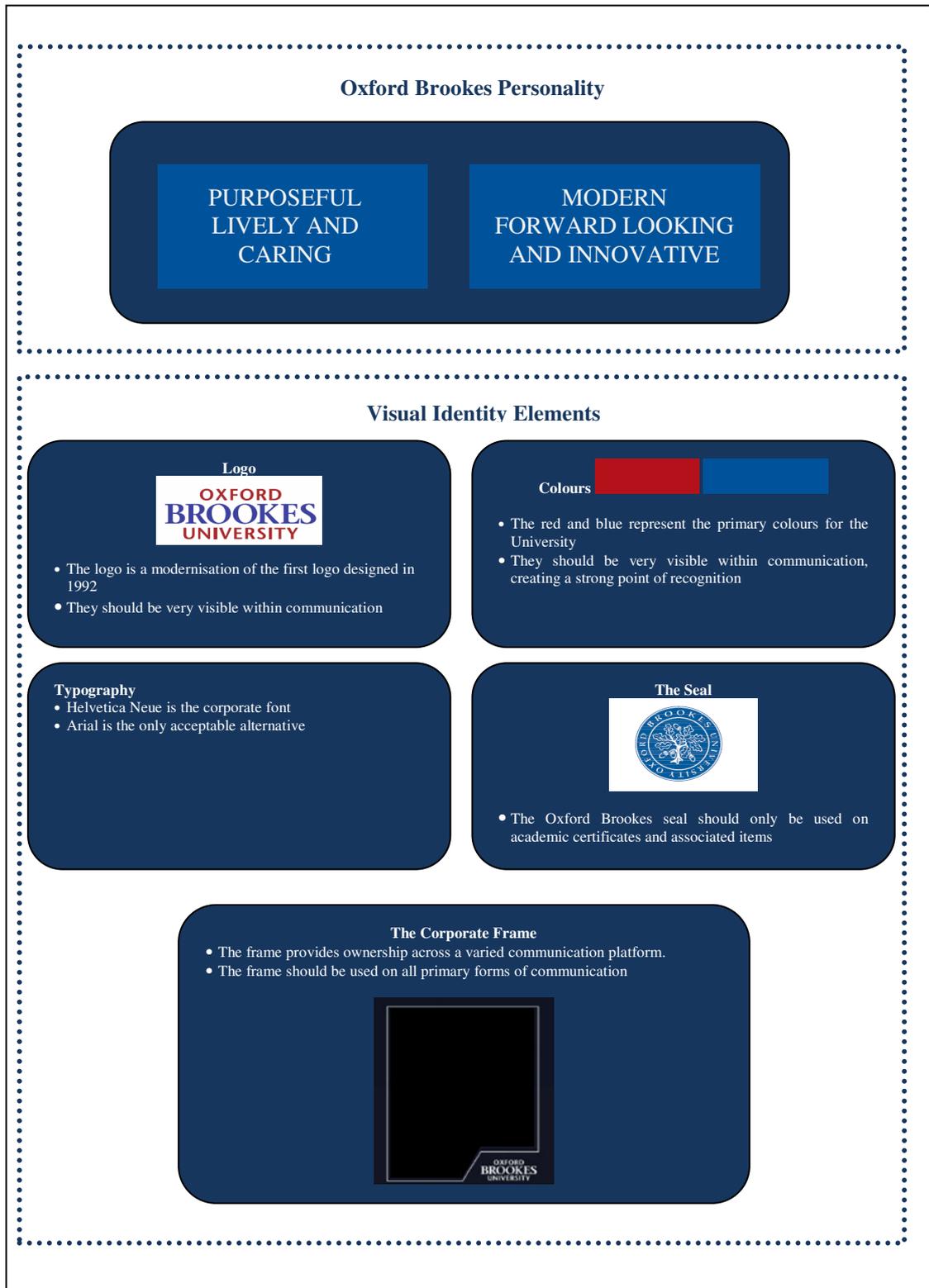


Figure 12.4: Source: Developed from Oxford Brookes University – Brand Identity Guidelines (2008)

BROOKES MESSAGES

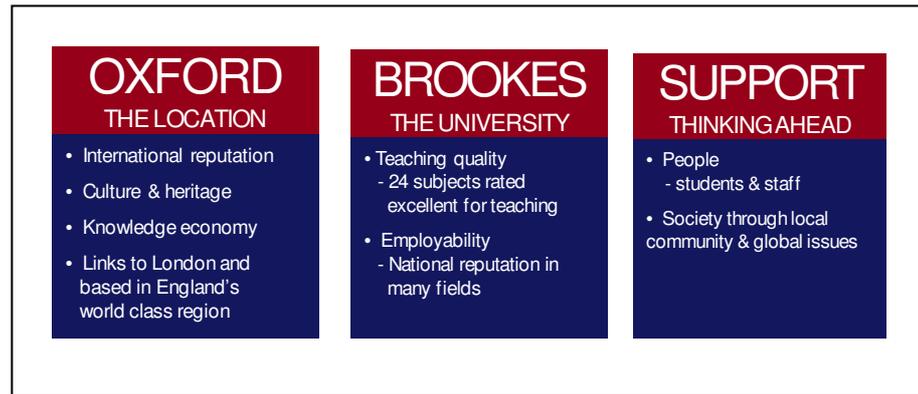


Figure 12.5: Source: Oxford Brookes University (2008e)

While it was evident that the messages were underpinned by the University's vocational ethos, the University's teaching-led ethos was considered to drive the third brand promise of "amazing support" (OR1). The considered importance of the support was also evident throughout the interviews and conveyed very explicitly on campus as the photograph of the banner in Figure 12.6 indicates.

12.3 The Terminological Context

12.3.1 Terminological Absence

There were mixed views relating to the use of the term brand promise at Oxford Brookes University. While Respondents 1, 2, and 3 maintained the term was used, where it was used it was confined to the Marketing and Communications Department, a confinement attributed with a perceived lack of management understanding:

I don't think that a deeper understanding of what a brand promise is and what a proposition is, either it's not appreciated or it's not seen as applicable to higher education (OR1)

I would be uncomfortable to use it as a phrase, but I would be nervous because I don't think it would be well understood (OR2)

Respondent 1 also attributed its absence with a wider contextual resistance:

universities given their very nature are very resistant to corporate song sheets etc., so it has to be done with subtlety and sophistication (OR1)

“SUPPORT” BANNER – OXFORD BROOKES UNIVERSITY



Figure 12.6

How widely the term was used within Marketing and Communications was also in question, Respondents 6 and 10 were not familiar with the term. Respondent 6 asked the interviewer what was meant by brand promise, while Respondent 4 maintained brand promise was not a term they had heard used at that university. For Respondent 4 the University’s brand was more an identity, “I don’t think everybody is promising anything” suggesting the term was associated with an explicit promise. Respondent 9 suggested the term brand was not used much, maintaining that in common with higher education, people felt uncomfortable with the transference of language from business, marketing, and enterprise. The respondent did however maintain that people were not uncomfortable with the concept if it was expressed in different language.

The contextual influence on the use of brand terminology could be traced back to the initial branding of the University and the use of the more acceptable term “reputation” which was considered a word people found “easier to cope with than perhaps the word brand” (OR3). The respondent also suggested there was “confusion over terminology”, people could get their heads round reputation and understand that better than brand. Respondent 4 on the other hand attributed the early confusion that surrounded the brand

with the difficulty academics had getting it in their heads, the difference between “brand” and “logo”. While it was suggested that brand was used more openly in the last five years (OR3), the presentation given to introduce the University’s new messages in 2008 indicated reputation was still the more acceptable term (Oxford Brookes University 2008e).

12.3.2 Brand Resistance

The long-serving academic’s views indicated the association between brand and logo still existed. In referring to the brand the respondent spoke either in terms of the name or the logo. It was however the usability of the graphics, “I thought our brand was sloppy, technically it was really sloppy”, and the “mediocrity” branding was considered to promote that were contributing to the respondent’s resistance to the brand:

I’ve got a lot against branding but I always think it promotes mediocrity and not individualism and a university is full of individuals that’s what makes it a university not a company (OR7)

The contention around the brand could also be attributed with the attachment the respondent had to the old symbols associated with the University not incorporated into the new brand, refer to Figure 12.7. The respondent considered that the “acorn and the oak tree actually gave a message” what the University was aspiring to, and the respondent continued to use the academic seal which contained those symbols in presentations (OR7).

The second academic respondent’s views suggested that the more open use of the term brand Respondent 3 referred to, may not have extended widely within academic departments:

I hadn’t really thought until I got your e-mail, about the brand of Oxford Brookes. Most of what it is, is what you see advertised and on television for products like you know Heinz or Kellogg’s or whatever, that’s what I understand, it’s referring to a product (OR8)

THE OLD BRAND SYMBOLS

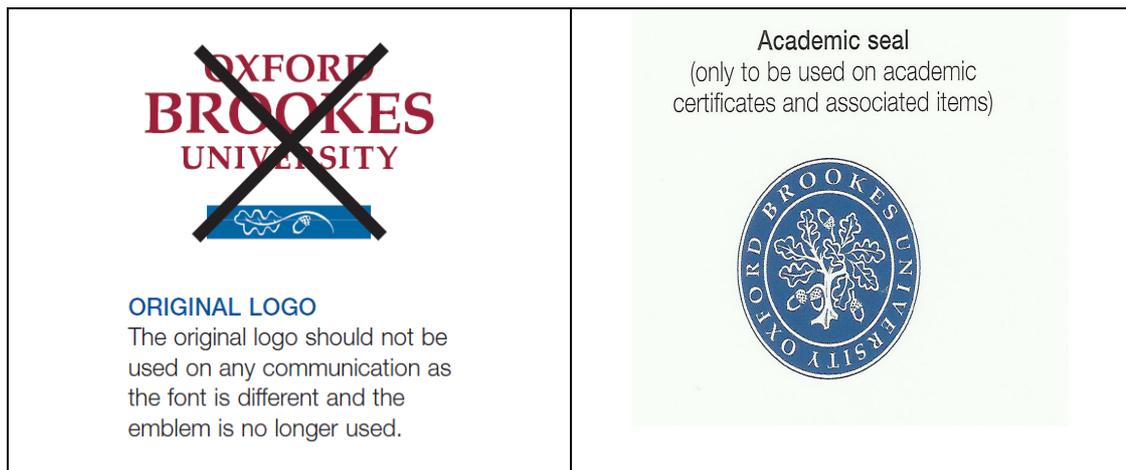


Figure 12.7: Source: Oxford Brookes University (2008c)

A perspective that had clear similarities with Respondent 4’s view that branding was always considered by those who did not understand marketing in a university as “something that you relate to Tesco”. Respondent 4 also suggested some academics could not see the need for a brand:

““we are Oxford Brookes that’s good enough, why do we have to have a brand”” (OR4)

The sector specific nature of that challenge was alluded to by Respondent 1:

I was at a conference early this week, when even the discussion about treating students as customers is resisted and there was some commentary that you weren’t marketing yourself you were inviting students to join an academic community (OR1)

While students may not have been openly referred to as customers, “SMT would go mad at me for calling them customers” (OR4), the choice students had was recognised, as was the potential the brand promise had to influence that choice, “it’s to ensure you answer the question why Brookes” (OR1). There was also evidence of a reluctance to use terms that conveyed an explicit promise, Respondent 6 maintained they had stopped using the word guarantee and that “no marketer will use the word promise”. It also seemed a more open use of the term was a way off:

that concept of experience marketing is something that I think is reasonably well accepted. But then to extend that a step further and use the expression brand promise I think is still a little bit off (OR2)

12.3.3 Brand Promise

There were also mixed views relating to what the term brand promise related to and in some cases a noticeable air of uncertainty:

you see you start falling into different terminologies, you have visions, and you have brands and the missions and they all intertwine. But I mean we've got some messaging that we're using which you could say are (OR3)

As indicated in the previous section Respondent 1 also maintained the University's messages were the brand promise, the respondent's perspective also pointed to how interchangeable the term was:

I think it can almost be used interchangeably with brand promise, I guess unique selling point is how you identify it yourself and then the promise is the one that you take out to the market (OR1)

The respondent also thought the brand promise was most easily understood in terms of what the experience was going to be and how that was different. The messages were conveyed in the prospectus under the heading "The Brookes Experience". The respondent also considered brand promise was "another way of saying a strong set of values that guide your decision-making" (OR1). While Respondent 2 also associated the brand promise with the values, the respondent also indicated it had a behavioural aspect:

I think it means setting out a set of values and behaviours for the organisation that differentiate it for the potential student and/or what you're going to deliver when you get here (OR2)

While the University had a clear set of values there was no evidence of a set of brand behaviours, rather the values outlined in Table 12.1 were attributed with influencing behaviours (OR2).

OXFORD BROOKES UNIVERSITY – 2010 AND 2020 VALUES

VALUES – 2010 STRATEGY	VALUES - 2020 STRATEGY
<p>Excellence - delivering the highest standards and rewarding excellence</p> <p>Innovation - developing and incorporating new ideas and ways of operating</p> <p>Enterprise - being resourceful and nurturing talent</p> <p>Equality - promoting inclusivity and valuing diversity</p> <p>Social responsibility - ensuring the understanding and care of people and stewardship of environmental and public resources.</p>	<p>In the development and nurturing of intellectual creativity we make our highest contribution to society. Social responsibility demands that all aspects of our activity should be sustainable. Equality, inclusivity and the celebration of diversity must be the foundation for all we do. We will never be content with anything other than a wholehearted commitment to the quality of the student experience. We will continue to enhance the value – and the perception of value – of our social as well as educational mission.</p>

Table 12.1: Source: Oxford Brookes University (2009c, 2010e)

Respondent 5 associated the brand promise with the “core elements of the strategy about how you run your business and what makes it distinctive”, and again the idea that these concepts were interlinked was pointed to:

One can be very diagnostic about this and say that these are our values, this is our proposition, this is our brand promise, these things are often interlinked in a way I think (OR5)

12.4 Brand Promise Elements

12.4.1 The Defining and Characteristic Elements

While at the outset the University had played down the incorporation of Oxford into the brand, the 2008 branding process saw the University capitalise on the potential the location provided to add to the brand by finding ways to talk about the strengths of the location that it was considered the nearby University of Oxford would not (OR1). The focus was placed on the value Oxford’s “knowledge economy” provided by being situated in what was described as the “Silicon Valley” of the UK (OR1, OR6).

The way the messages combined sat at the heart of the University's offer as Figure 12.8 indicates. Clear messages and a strong identity were seen as helping the University to stand out from its competitors (Oxford Brookes University 2008c).

MESSAGE COMBINATION



Figure 12.8: Source: Oxford Brookes University (2008e)

An examination of the messages indicated there was more to the brand than the individual elements they comprised, the brand was encapsulated in the characteristic of those elements, it wasn't just "support" it was "amazing support", it was not just "learning and teaching" it was "great learning and teaching" (Oxford Brookes University 2010d).

The characteristic was further evident in two sets of personality traits: the first: "purposeful", "lively", and "caring" and the second: "modern", "forward looking", and "innovative" (Oxford Brookes University 2008c). Although not specifically pointed to, it did seem that the first were more student orientated, specifically the "lively" and "caring" characteristics. There was a clear association of a lively characteristic with Oxford, which was described as a "student city" (OR4,OR6). It was not just the specific traits that were used, it was also words of a similar type, that were used in the University's communications to add personality (OR3,Oxford Brookes University 2008b).

No direct reference was made to two separate sets of traits by the respondents, they may have been a consequence of the multiple branding processes. The University was positioning itself as a “leading modern university” a strapline that featured prominently on the University’s home page (Oxford Brookes University 2009a) and on marketing material (OR4). Modern as opposed to new was considered important because new meant you hadn’t been around long (OR4). The phrase “thinking ahead” like the earlier idea “seeing beyond” seemed to be trying to encapsulate the progressive attitude the University wanted to be known for (OR2), it did not however seem to be well established. The University was very keen on ethical, sustainability, and environmental issues (OR3), indicating there was an ethical dimension to the brand. The environmental and fair trade aspects of the Brookes personality were not played into the key messages, although important to the ethos of the University it was considered they probably did not drive student choice (OR1).

12.4.2 The Differentiation Element

The messages were criticised for their genericness, Respondent 6 considered the messages were “so generic that they almost could get lost in their genericness”. The respondent further maintained you could go to “50 other universities and they’d actually have location, learning and teaching, and support”. While Respondent 1 also suggested that most universities would say they offered excellent teaching and good support, the respondent maintained it was the weaving of the messages together that made the University different. Although not directly associated with differentiating the University, that potential for differentiation was evident from the weaving of the location into the messages:

when you’re talking about great learning and teaching you can actually weave Oxford into that because you could say that if you were in planning we actually use a lot of the planning work that goes on in Oxford (OR4)

There did seem to be a connection between the scepticism surrounding differentiation, and relating differentiation with the overarching functions universities provided. The scepticism identified also related to whether it was possible to differentiate universities, a debate Respondent 1 suggested went on in most universities. A debate especially

relevant for universities like Oxford Brookes “in the so called squeezed middle” (OR1). That debate was also pointed to by Respondent 2 who suggested that some people did not think there was any point trying to be distinctive, because there were all these universities. It was suggested that the University was not necessarily trying to differentiate itself from other universities as the competition was never the same set of institutions. It was considered that while students chose Brookes they also chose a course and the reputation of that course (OR1).

Despite the scepticism and debate that surrounded differentiation, it was clear that the aim of the branding process was to position the University as “distinctively different to other universities” (Oxford Brookes University 2008c). For an overview of the differentiation identified refer to Appendix X.

The scepticism expressed by some of the respondents was also accompanied by a reflection on what actually differentiated the University. Although Respondent 4 initially maintained the University did not have a “unique selling point”, the respondent went on to suggest that if you drilled down to the actual courses, the University had USP’s. While Respondent 3 also pointed to the uniqueness of the University’s flagship courses, the limited potential course differentiation was considered to provide, was pointed to, “that’s only relevant if you’re interested in that area” (OR3). Respondent 2 also pointed to the University’s flagship courses in engineering and primate conservation, the respondent did not however believe that “individual courses are going to differentiate a university”. Rather the respondent considered that the University was “inherently distinctive”, there were only two universities attached to the city, and Oxford Brookes had a “completely different attitude and set of values” to the other university.

The location was also considered a differentiator for the University:

we have a very complex relationship with location, based on, it is clearly a key differentiator as we know as a reason why people choose us (OR1)

our unique selling point, in a strange short of way our location, because we’re a student city which should make us attractive (OR4)

the thing that differentiates us from every other institution in the country other than one is that we're in Oxford (OR9)

Respondent 9 went on to suggest that it was perhaps the mix of being in Oxford, research engaged, interested in the local community, an international institution, having espoused values of social justice and sustainability, a practical application to knowledge and changing people, that provided Oxford Brookes with something distinctive. And while Respondent 3 also did not think it would be one differentiator of the multiple elements that made up the experience, the respondent pointed to the role of the individual in determining what differentiated the University, suggesting it depended on what students were looking for.

12.4.3 The Centric Element

The multiple aspects of the experience was something Respondent 2 also pointed to, advising that the messages formed the basis of a brand experience (OR2), evident also from the Undergraduate Prospectus where the messages were displayed at the front of the prospectus under the heading “The Brookes Experience” as Figure 12.9 indicates. Summing the brand promise up at the front of the prospectus was a deliberate approach, “you can’t be too subtle with a brand promise in a booklet like a prospectus” which has “pressures on it to inform, and inspire, and promote” (OR1). They then tried to “portray the brand promise through the rest of the publication” (OR1).

Although referred to as the Brookes Experience, the messages were giving rise to what seemed a *product-centric brand promise*. As Figure 12.9 indicates it was about the University’s teaching record, the facilities in Oxford, the number of libraries, and the friendly librarians. It certainly did not seem that the Brookes Experience was part of a predetermined strategy to define a particular experience type, rather it was the outcome of a combination of product elements.

The significance of the narrative to the centricity of the brand promise was evident in the paragraphs and pages of text within the prospectus. The text appeared to be

THE BROOKES EXPERIENCE – PROSPECTUS EXTRACT



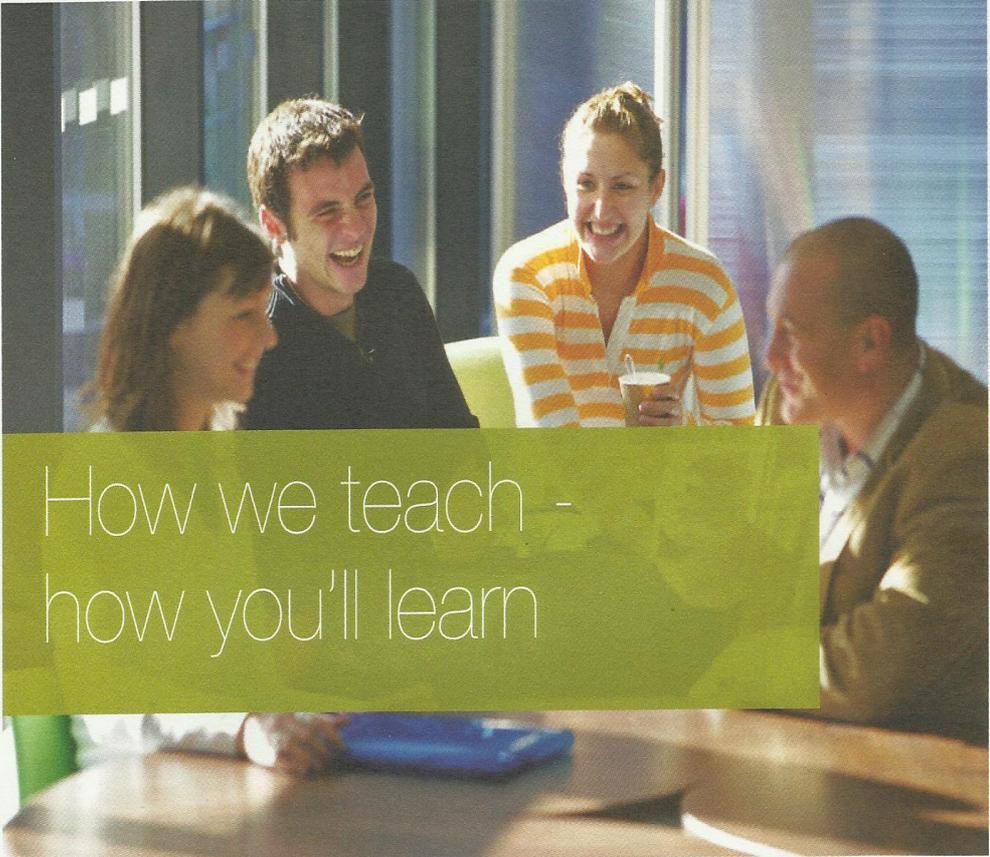
Figure 12.9: Source: Oxford Brookes University (2010d)

underpinned by a facts based narrative, consistent with the need for the prospectus to inform (OR1). The use of first person address seemed very limited, which would have created a more *student* or *experience-centric brand promise*, rather the emphasis was on the University, giving rise to what can be seen as an *institution-centric brand promise*, refer to Figure 12.10 which is the “great learning and teaching” aspect of the messages. An examination of the University’s “Writing Style Guide” identified that it was writing with clarity that underpinned the University’s narrative (Oxford Brookes University n.d.).

12.4.4 The Relevance and Flexibility Elements

What drove student choice was identified as a key factor in the determination of the brand promise (OR1). In particular it was the relevance to the undergraduate market

Great learning and teaching



How we teach -
how you'll learn

The most important reason for choosing Oxford Brookes is our commitment to learning and teaching. We're known throughout higher education for the quality of our teaching, with 24 subjects rated excellent by the Quality Assurance Agency, the official reviewer of teaching standards in Britain's universities.

You will be taught by people who are at the forefront of their subjects, and who are committed to getting the best from their students. We aim to provide learning experiences of the highest possible quality which meet the needs of all our students.

We know that our students will help shape the world outside Brookes, so we make sure that our courses include real-life skills, often with built-in work placements, projects, teamwork and work to develop leadership skills (see pages 8, 19-21). Many of our teaching staff have strong backgrounds in industry and business and they will offer you useful insights into the world of work as well as a thorough academic grounding.

The quality of teaching and learning at Brookes is so high that we have been awarded millions of pounds of additional funding, to help us get even better at what we do best. We have used some of this funding to create exciting new 'social learning spaces', developed with input and advice from our own students and aiming to provide what today's students need.

These spaces give you room to work together on group projects or meet informally with tutors, have a coffee and recharge your laptop. The Simon Williams Undergraduate Centre, at our Wheatley Campus, is designed particularly to welcome first-year students and help them settle in.

Our strong teaching is rooted in first-rate research: more than three-quarters of Brookes research is internationally recognised. A broad range of subjects in the arts, sciences, health, law and education reached the very highest standard, world-leading, in the 2008 Research Assessment Exercise – the official rankings of university research in the UK.

For the eighth year running, Brookes has also been named the UK's leading modern university by the *Sunday Times University Guide*.

Figure 12.10: Source: Oxford Brookes University (2010d)

that Respondent 1 maintained drove their thinking, a viewpoint reiterated by Respondent 2 who advised that while they were looking at the audiences' needs it was "hugely undergraduate focused". They knew location was a "key driver for a lot of undergraduate students" and they also knew students wanted to get a sense of what the learning environment was like and if they would fit in (OR1). However what influenced student choice was not entirely clear cut, Respondent 1 also maintained you could not understand exactly what factors influenced people, suggesting it varied from person-to-person. Respondent 4 also pointed to the individuality of people's needs, maintaining that you could not sell the University overall unless you were doing it at a very high level because you "need to be catering to every single person's needs".

Despite stressing the individuality of people's needs, Respondent 4 did maintain that the two most important factors for students in the decision-making process were "finance and accommodation". Respondent 5 on the other hand pointed to the broad range of factors important to students, not only was it about the course and the institution's reputation, the respondent considered where the university was, and what the social life was like, were important factors, in a sense viewpoints that reflected the breadth of the University's offer.

It was flexibility that Respondent 1 attributed with enabling the brand promise to deal with different audiences, it was however flexibility qualified only in relation to student audiences:

if great teaching and learning is the brand promise at an undergraduate level, we might tweak that to talk about research at a postgraduate level. Oxford is common to all our marketing material but we may emphasise the postgraduate opportunities within Oxford at a postgraduate level as well (OR1)

Respondent 1 advised that the wider relevance of the brand promise to other external stakeholders had not really been thought through, at the time the messages were being developed the University was in transition between strategies. It was not something that concerned the respondent who considered the undergraduate effort underpinned the University's reputation and had to be the foundation on which everything else was built, a viewpoint shared by Respondent 2. The need for a core set of messages was pointed to by Respondent 9 who maintained the University's brand management capacity was

not up to identifying 15 different sub-brands for different markets and managing them effectively.

12.4.5 The Factual Element

There was also a recognition that what was being conveyed had to be “factual and correct, and with as little spin on it as possible” given the implications of having dissatisfied students telling everybody about their experience. “Once you get a bad reputation for one thing it quickly spreads” (OR6). The presentation given to introduce the messages indicated they were based on a “genuine interpretation of what’s happening or planned”, otherwise it risked the “brand promise” (Oxford Brookes University 2008e).

Respondent 4 questioned the accuracy of what was being conveyed, particularly in relation to how the University wanted to be seen:

ultimately we are portrayed as an institution that’s trying very hard to be red brick and we’ll never be red brick but we’re trying very hard to be (OR4)

The negative associations with Oxford were also being avoided, “we don’t highlight the fact that it is expensive” (OR4) pointing to the selectivity of the brand promise. Throughout the prospectus testimonials from four distinct groups were used: business, staff, alumni, and students. The prospectus contained 4 business testimonials, 12 staff testimonials, 15 alumni testimonials, and 27 student testimonials. Using what other people said about the University was pursued “quite aggressively” and attributed with providing the brand promise with credibility (OR1):

that’s such a simple rule of marketing isn’t it, the most powerful things are not what you say about yourself, but what other people say about you (OR1)

The alignment between the testimonials and the University’s messages was clearly evident as Figure 12.11 illustrates. Respondent 4 advised that hundreds of interviews were conducted and while there may have been millions of things that “weren’t on message”, what was pulled out, was what “was on message” (OR4).

TESTIMONIAL EXTRACTS



Figure 12.11: Source: Oxford Brookes University (2010d)

Students were also used as ambassadors for the University at open days and campus tours to show prospective students around. How effective that was at providing credibility has to be questioned, they cannot be viewed as entirely impartial, as they were trained and paid for their roles (OR4). In speaking of the ambassadors Respondent 4 advised that many had gone on to amazing jobs because they had the “right frame of mind to sell” again casting doubt on their impartiality. The cover of the prospectus also indicted external authoritative sources: “The Independent”, “Student Book” and “The Sunday Times University Guide” were being used to substantiate the brand promise as Figure 12.12 indicates.

BACK COVER – 2010 UNDERGRADUATE PROSPECTUS

2010
UNDERGRADUATE
PROSPECTUS

'The university's location has always been an advantage... but the quality of provision is the real draw. Its departments feature near the top of *The Times* rankings for several subjects.

Oxford Brookes... has a consistently excellent record for graduate employment.'

The Times Good University Guide 2009

'popular with students and has a good research reputation'

The Independent 2009

WHAT THE EXPERTS SAY...

'Brookes graduates are some of the most employable in the country. Its lively multicultural atmosphere ensures that students not only receive high-quality degrees but have fun at the same time.'

Student Book 2008

'Lower graduate unemployment, a higher proportion of firsts and 2:1s awarded and improved scores in the national survey... That it continues to rank higher than many longer established institutions is no accident.'

The Sunday Times University Guide 2008

To obtain a large-print copy of (or sections of) this prospectus, or to enquire about other formats, please call +44 (0) 1865 484848.

OXFORD
BROOKES
UNIVERSITY

www.brookes.ac.uk

recycle
When you have finished with this publication please recycle it.

Figure 12.12: Source: Oxford Brookes University (2010d)

12.5 Brand Promise Delivery

12.5.1 Articulation Factors

Managing the articulation of the brand was a key aspect of the management of the brand by the Marketing and Communications Department. There was nonetheless a realisation that in communications it was all about “sender and receiver” and you could not actually guarantee the message would be received as required. Nonetheless trying to be as explicit as possible “without any jargon and without any hidden messages” was what the University was trying to do in its communications (OR6).

Trying to maintain control over the articulation of the brand in a devolved structure was also a feature of the management of the brand. The need to maintain control over the visual identity had its roots in the “visual anarchy” that predated the first branding process, leading the consultants to recommend that the identity should be “strongly implemented with no deviation” (OR5). The rules pertaining to the visual articulation of the brand were contained in the “brand identity guidelines”. It did seem that some of the resistance academics were considered to have to the brand related to that control (OR4):

you still have pockets of resistance against brand, because they think brand is the templates, and so, oh the brand keeps me from doing this and keeps me from being creative (OR4)

The association of the brand with the templates and visual identity was evident, a factor that could be attributed to a certain extent with the management of the brand. As part of the 2002 branding process “brand champions” were assigned to each of the schools, their role was found to relate to the visual articulation of the brand and use of the templates (OR10). On interviewing one of the brand champions, all their responses related the brand with the visual identity elements (OR10). Even with brand champions the brand’s introduction “was met with difficulty”, associated not only with the control and the constraints it was considered to place on academic creativity, but everyone was considered to have their own idea about branding (OR10). It was suggested that there were still people in the school that did not want to take any notice of the brand (OR10), which was evident from the interview with the long-serving academic respondent, who was openly critical about the guidelines and templates which the respondent did not use

(OR7). Respondent 4 maintained that while the resistance to the brand was getting better, a view shared by Respondent 10, they still had to “police the brand” (OR4).

The control being maintained over the brand went beyond the visual identity elements, approved designers, copy writers, and photographers “inculcated in the Brookes way” were used (OR3). While there was an “image library” that all staff could access, only certain staff could download images, the rest had to go to Marketing and Communications where they would be asked what they wanted the images for (OR3).

Monitoring the articulation of the messages and monitoring to make sure academic schools were not making statements that were not true was also a feature of the management of the brand (OR3). How much influence Marketing and Communications actually had was in question, Respondent 1 maintained that when it came to academic schools they used a carrot and stick approach. While each academic school had a member of staff responsible for the marketing of the school, some were considered to have more clout than others (OR3). It was also clear that academics would not necessarily be challenged for non-compliance with the brand identity guidelines. Respondent 7 the long-serving academic respondent advised “they wouldn’t dare”, pointing to the challenges the context presented.

12.5.2 Context and Cultural Factors

The context and culture presented unique challenges for the brand, Respondent 1 pointed to the disdain academics had for marketing:

I definitely see that when you’re talking to academics that marketing is held in the same realms as politicians and journalists etc. ...they look at me thinking he could be 29 library books this year or something like that, his salary is stopping me doing my research (OR1)

Respondent 5 considered that in education, authority seemed to be more disseminated and less clear than it was in commercial organisations and “academics tend to have a view about everything and are involved in everything”. There was not the same functional respect in education that there would be in commercial organisations, where

it was recognised that “marketing has got a marketing job to do, HR has got a HR job to do” and “decision-making about strategy and brand and all brand encompasses” was more straightforward. Similarly Respondent 10 maintained brand was “a trifle in a university”, whereas a company sees it in a different light.

Respondent 1 thought the academic community probably could not see the value of a brand promise at a university like Brookes, that did not struggle to recruit, while Respondent 5 thought academics were more interested in their subject or school than the overall institution, and while the respondent recognised that in divisionalised structures you got that too, they considered that in business there is a “greater awareness of what the overall entity is, therefore what the overall brand is”. The academic aversion to the brand was openly pointed to by one of the academic respondents:

if anything it's a load of bull people won't listen anyway so especially academics. I'm in a very academic world I don't have time to worry about what brand we've got (OR7)

12.5.3 Engagement Factors

Trying to connect staff with the brand was nonetheless an aspect of the Marketing and Communications Department's management of the brand. Respondent 2 suggested the most success they had when trying to talk to academics about the brand was by saying that the essence of what was good about the academic programme was what they had tried to capture in the branding programme. There did however appear to be greater subtlety to the way staff were being connected with the brand, Respondent 1 maintained that by “defining the brand promise you influence peoples' behaviour because you reinforce something”, creating what the respondent referred to as a “virtuous circle”. The Onstream newsletter was used to emphasise the values through what news was reported, and how the news was reported (OR9), and signalling from the awarding of honorary degrees was considered to help people understand what was core to the University (OR9).

One of the most explicit articulations of what the University was about was contained in the hoardings constructed around the building work taking place on campus as Figure

12.13 indicates. The hoardings were intended to reflect what was important to the University, and although not directed specifically at staff, the University wanted staff to be able to look at the trees in the hoarding and recognise the organisation (OR2).

SPACE TO THINK – GIPSY LANE CAMPUS HOARDINGS



Figure 12.13

Graphic representations of trees were used in conjunction with brief captions as Figure 12.14 indicates, and while it was suggested that the messages were not aspirational (OR6), it certainly seemed that design could be used to make the brand more engaging.

Prior to the consultation feeding into the development of the University's 2020 strategy, underway at the time the interviews were being conducted, the University had not been very successful at engaging staff (OR9). However through that process, and the "implementation, monitoring, and reporting" on the strategy due to take place, it was considered the University could build a broader sense of understanding across the institution (OR9).

SPACE TO THINK – TREES AND CAPTIONS

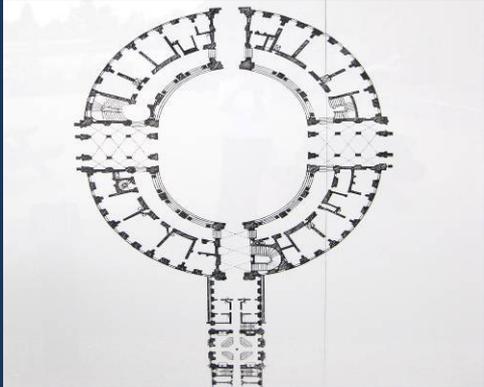
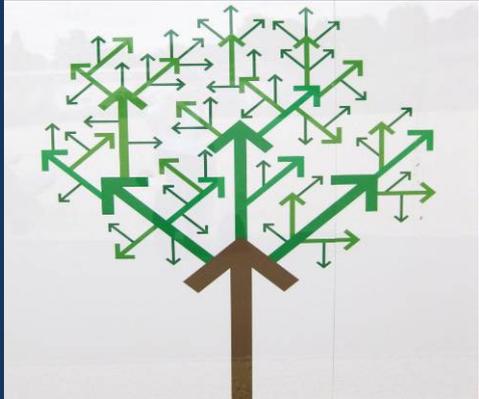
<p>Caption – Supporting our world We're not only the world's first Fairtrade university but now we've been ranked by People and Planet as one of the UK's top 5 green universities.</p> 	<p>Caption – Building the future Oxford has some of the world's most beautiful historic buildings and some modern gems as well. The city is a classroom for our students and that's one reason why our architecture department is rated as the best outside London. When it comes to preserving the history, and future, of our city's skyline, we're right on top.</p> 
<p>Caption – Beyond the classroom While study is important in its own right – it's also good to know it can help you secure the perfect job. Which is why we have partnerships and placement schemes with some of the UK's biggest companies – getting our students off to a flying start before they've ever graduated.</p> 	<p>Caption – Who wouldn't want an Upgrade? Sometimes a bit of extra support can make all the difference. That's why Brookes provides the free confidential Upgrade study advice service. So any student, on any course, at any stage, can get extra tuition</p> 

Figure 12.14: Source: Extracts from the Gypsy Lane Campus Hoardings (2009)

12.5.4 Integration Factors

The Branding and Communication Guide produced to support the introduction of the University's new messages, pointed to the significance of staff to the University's brand:

if you're part of Brookes then you're part of our brand. What you say and what you do matter (Oxford Brookes University 2008b)

A viewpoint reiterated by Respondent 3:

the way they interact with themselves, with students, with other members of staff that is actually living the brand (OR3)

How widely understood that was, was in question:

the experience the student gets from that interaction is what we are, that's our reputation that is us. It's not sticking that logo on the front cover, some people get it and some people don't (OR3)

Respondent 2 advised that they were not thinking in terms of who was responsible for the brand's delivery, the core part for the respondent was that colleagues were "living the values". Internal processes like staff recruitment and development conveyed the University's values to staff, something the respondent considered was an important aspect of influencing staff behaviour (OR2). Respondent 8 did not consider that the values influenced what they did in their role, and while the respondent had looked at what the University's values were, it was in preparation for an internal interview. Any behaviours emanating from the values would however have to be considered implied behaviours. There was nothing to suggest the values which were outlined in Table 12.1 were intended to influence service related behaviour, consistent with the viewpoint that students were not viewed as customers.

Respondent 1 thought leadership had a key responsibility in the delivery of the brand promise which started with them "leading by example". The exemplary role they had to play was also pointed to by Respondent 2 who considered that the speeches and presentations they gave, reinforced the brand promise, and the importance of their role was stressed:

if you don't have leaders who live those values or endorse behaviours which support those values I think you're in real trouble (OR2)

While the difficulty the respondent alluded to suggested there were possible mismatches, it was not something the respondent elaborated on. The potential leadership appointments had to reinforce the University's values was also pointed to

(OR1), the appointment of Shami Chakrabarti as Chancellor was referred to as the University's "human rights hat" (OR3).

As part of the 2020 strategic planning process the University updated its values as Table 12.1 indicated, pointing to the increasing emphasis being placed on the student experience. An emphasis that was also evident from the University's goals and the Personal Development Review Process which required staff to reflect on their contribution to enhancing the student experience (Oxford Brookes University 2011c).

The increasing emphasis being placed on the experience was also evident from the development of a "Strategy for Enhancing the Student Experience 2010 – 2015". An examination of the strategy did however indicate it was purely a learning strategy pointing to differing perspectives of the student experience. While the learning experience would be delivered through strategic planning goals and staff development, it was clear that the potential to deliver on the brand promise also had its basis in the reality of the brand.

Respondent 9 recognised that in a people organisation it was difficult to promote a brand that did not chime with the values of the members, because you could not control all the interactions with people about the service the University offered. There needed to be a convergence between the values of the people, and the values the institution said it espoused (OR9). How fundamental the grounding of the brand in the University's ethos was to the delivery was also pointed to by Respondent 1:

somewhere like Brookes where the support message is so engrained in the ethos of the Institution which has been built up based on its origins etc., then that becomes the culture of the institution doesn't it and norms are created around that (OR1)

The University was investing heavily in the redevelopment of the campus to improve its facilities and deliver a "high quality student experience". However monitoring the actual delivery was not something that seemed to be receiving much attention. Respondent 1 advised not much was done beyond the National Student Survey to check on the delivery of the brand promise, suggesting it would be a "terribly sophisticated model" if you had to do "mystery shopping exercises". The respondent considered that

the mandate and resources for overseeing the brand promise would be huge and almost unprecedented in the university environment.

Respondent 9 considered that when it came to harnessing technology to deliver a good quality service to students and other stakeholders, higher education was “still in the foothill” particularly in relation to CRM (Customer Relationship Management). Although the University was using a CRM system, it was using only a small proportion of its capability (OR9). The contextual constraints also related to the role of staff in the delivery, Respondent 9 considered higher education institutions were different to organisations like Disney or McDonalds, for the University training staff in the delivery would be considered “counter cultural”.

12.6 Chapter Summary

This chapter has provided insight into the contribution of the branding processes to the determination of the brand promise, processes that progressed from a focus on visual identity, to the founding ideology of the University, to a broader set of messages that defined the brand promise around the location, teaching, employment, and support. In particular the final process pointed to the potential the University’s location provided to add value to the brand, from a range of locational attributes to a focus on the economic relevance of Oxford. At each stage the case pointed to how central the characteristic was to the brand promise whether in the Brookes or Oxford characteristic of the name, the vocational characteristic of the University’s ideology, in the personality traits, or from how entwined they were with the messages.

The chapter identified that a lack of management understanding and resistance to the transference of language from the business sector were attributed with the limited use of the term brand promise. Even brand was not widely used or understood with reputation considered a more acceptable term. The case pointed to the complexity surrounding what was meant by brand promise with mixed views accompanied by a level of uncertainty and recognition that many of the manifestations of the brand were interlinked.

The chapter has pointed to debate and scepticism surrounding differentiation, pointing to a connection between the scepticism surrounding differentiation and relating differentiation with the overarching functions of universities. While much of the potential to differentiate the University was attributed with its location, there was also a recognition that differentiation was a factor of the University's attitude and achievable through the way a combination of attributes came together.

The chapter identified that relevance was an important element and influence on the brand promise, the complexity of understanding student choice was also pointed to, consistent with the literature findings. The need for the brand promise to be factual was directly pointed to and evident from the considerable effort being put into substantiating the brand promise, a factual brand promise was not however without its negative omissions.

The chapter identified that Marketing and Communications had an indirect role in the delivery of the brand promise with much of their focus centred on maintaining control over the articulation of the brand or trying to subtly connect staff with the brand. The context however presented many challenges, not least the lack of respect for the marketing function and the academic resistance to brand. The absence of focus on the service delivery and the idea that such a mandate would be unprecedented in the university environment and counter cultural added to the contextual challenges the brand promise concept faced.

Having considered the findings of the fourth and final case, Chapter 13 now discusses the findings from the cross-case analysis of all four cases.

Chapter Thirteen

CROSS-CASE ANALYSIS

13.1 Introduction

The research set out to determine the potential for the application of the brand promise concept in the university context, underpinned by the following research question and objectives:

- **Research Question:** To what extent can the manifestations of the brand promise be identified and categorised to determine its potential for application in a university context?
- **Research Objective 1:** Determine what is meant by the term brand promise;
- **Research Objective 2:** Identify the elements essential to the composition of the brand promise;
- **Research Objective 3 (secondary):** Establish what factors are influential in determining what the brand promise is;
- **Research Objective 4 (secondary):** Determine what factors are influential in the delivery of the brand promise.

Through a cross-case analysis of the four case study universities this chapter evaluates the research findings. The first section compares the branding processes the four case study universities went through and considers the changing influences on the brand promise over the three identified stages in the development of the universities' brands: *evolutionary stage, engineered stage, and refinement stage*. The second section considers the contextual challenges terms like brand and brand promise face in a university context, and explores and maps the complexity and ambiguity surrounding the brand promise. The fourth section draws comparisons between the universities' brands to identify the elements of the brand promise, while the final section evaluates the factors the study indicates influence the delivery of the brand promise.

13.2 The Branding Process

13.2.1 Introduction

This section identifies the similarities and differences in the branding processes the four case study universities went through, providing insight into the factors that influence what the brand promise is. In all four cases there were three identified stages in the development of the universities' brands:

- *An Evolutionary Stage*
- *An Engineered Stage*
- *A Refinement Stage*

While the stages pointed to similar overarching patterns of development, identifying that the universities' brands were not static, they also pointed to the changing influences on the brands. The first two stages pointed to the factors that were influential in determining what the universities' brands were, while at the final stage the changes were more reactive and reflected changes in emphasis rather than a dramatic shift in what the universities were about.

13.2.2 Evolved Strengths

It was during that *evolutionary stage*, over the lifetimes of the former institutions that the features and strengths that went on to become a fundamental aspect of each of the universities' brands evolved, identifying the evolved strengths as the foundation of the brand promise. There were similarities and differences across the cases not only in relation to the types of evolved strengths the universities had, but also in relation to the range and level at which the strengths resided.

Durham and Manchester had more high level *institutional based strengths* than Bedfordshire and Oxford Brookes, whose strengths with the exception of their vocational ethos were lower level *functional based strengths*. *Quality based teaching*

and student *developmental based* strengths in Bedfordshire's case, and *course based* in Oxford Brookes' case.

At an institutional level both Durham and Manchester had strengths derived from a research ethos and their heritage, but rather than focusing narrowly on heritage, Manchester had focused on the *reputation and status based strengths* derived from that heritage. Durham also had the *environment based strengths* the "collegiate system" provided and at a functional level derived from that, "pastoral", *support based strengths*. There were also differences at Durham and Manchester in relation to what aspects of their research were considered strengths, at Durham it was *quality based* while at Manchester it was *reputation based*, Manchester also had *subject based strengths* to draw on.

13.2.3 The Branding Processes

At the *engineered stage* although Manchester and Bedfordshire were the only universities to use the same brand and design consultants, there were clear similarities evident in relation to what the consultants were trying to achieve as outlined in Appendix Y. There were two distinct outputs from each of the processes, an identity which was made up of the name, a visual identity, and a set of traits; and a proposition type: a proposition statement at Manchester, a set of messages in the case of Durham and Oxford Brookes, and a positioning statement at Bedfordshire.

In all four cases the types of processes feeding into that aspect of the brands were influential in determining what the brands were. The process at Durham can be seen as a *differentiating modernisation* that specifically sought "to identify the University's unique selling points of differentiation" (University of Durham 2004b) and modernise what was considered an old fashioned identity. The University was not looking to change dramatically or for something aspirational, placing constraints on what was achievable by the brand consultants (DR7).

The Manchester branding process on the other hand can be conceptualised as an *idealistic positioning*, as well as drawing from the strengths of the two former

universities, there was an augmentation aspect to the process that led to the incorporation of the features of an ideal university, and the ambition to be among the finest universities into the brand, with the latter going on to become the central aspect of the University's brand and 2015 agenda, giving the brand a dominant institutional focus.

The branding process at Bedfordshire can be seen as a *conceptual positioning* that capitalised on the strengths that had developed over the lifetimes of the former institutions, and by then representing them as an outcome based idea of "New Futures" added a new and central dimension to the University's brand, giving it a student focus. In contrast to the constraints placed on the consultants at Durham, the University of Luton's negative reputation gave the consultants the scope to reinvent the University (BR3).

Unlike the other universities the branding process at Oxford Brookes was more fragmented, consisting of three separate branding processes. The first of which was a *name compromise* that resulted in the realisation that the University had this seminal figure John Henry Brookes in its past that not only provided a name for that aspect of the process, but underpinned the later 2002 *integrating consolidation*, that provided the brand and the University's strategy with its vocational focus. The importance of integrating the brand and the strategy was evident from that aspect of the process, effectively extending the role of the brand from basic identifier to "strategic carrier of the institutional strategy" (OR5). While *strategic integration* was not an identified aspect of the other processes, what can be seen as *reverse integration* had taken place at Manchester and Bedfordshire where the research conducted for the branding processes fed into the development of the University's mission in the case of Manchester and values in the case of Bedfordshire, while at Durham there was evidence of what can be considered *forward integration* with aspects of the vision, purpose, and values evident in the key messages, identifying *strategic integration* as a contributing factor in the delivery of the brand promise. The final aspect of the Oxford Brookes branding process was a *proposition reformulation*. Internal changes meant the University no longer had a proposition based on the flexibility and number of course combinations. Through a less formal and internal branding process a set of messages were developed based on the University's strengths and augmented through the incorporation of the locational significance of Oxford.

13.2.4 The Methodological Influences

While the consultants' methodologies were clearly a guiding factor in the determination of the universities' brands, the evolutionary aspect of the brand meant that to a certain extent the universities' brands were already partially predetermined. It was in relation to the augmentation of the brand that they had the greatest potential to influence the brand. The Manchester process had placed a real emphasis on augmenting the brand as Figure 13.1 indicates. Through the incorporation of the traits of an ideal university, new dimensions were added to the brand, while at Bedfordshire it was the consultant's ingenuity through the conceptualisation of the brand in the idea of "New Futures" that added a central dimension to the brand.

THE BRANDING PROCESS MATRIX

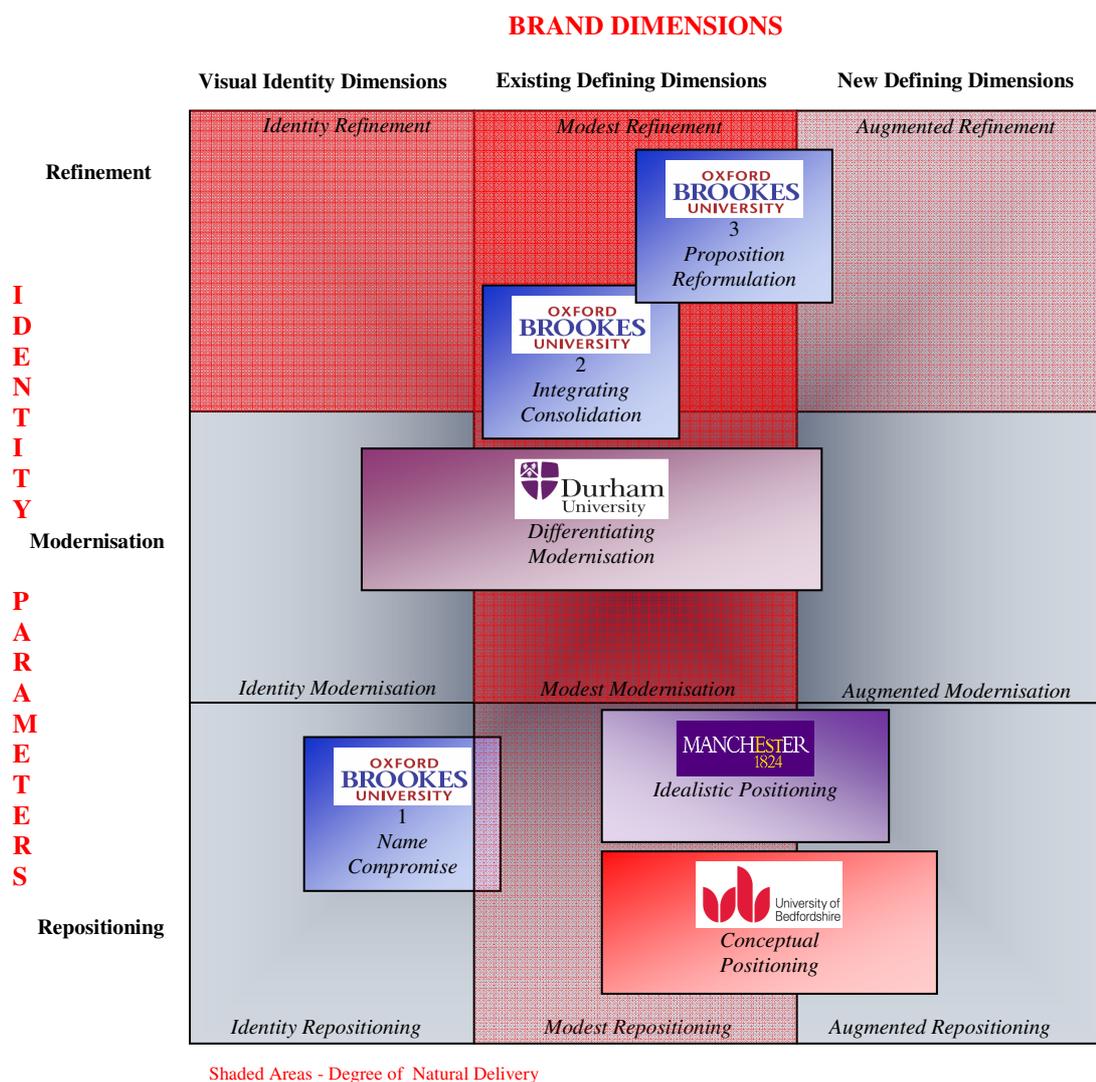


Figure 13.1

The scope the consultants had did however vary and was limited in relation to what the universities were trying to achieve and how they wanted to be seen, affecting the extent to which the universities moved outside the brand's existing dimensions and visual identities as Figure 13.1 indicates. Factors that together gave rise to the types of branding processes seen, identifying not only *consultant's methodologies* but *process drivers* and *permission parameters* as influencing factors.

13.2.5 Emphasis Refinements

While it was most evident from the Oxford Brookes branding process that brands were not static, across the cases the changes in the universities' brands reflected a change of emphasis rather than a dramatic shift in what the universities were about. As Figure 13.2 indicates the *emphasis refinements* were predominantly *reactive*, and with the exception of Bedfordshire *forced refinements*.

The implications of the growing influence of the National Student Survey and the University's poor performance resulted in the emphasis having to be placed on the student experience at Manchester. At the time the research was taking place Durham was refining and honing the brand promise in line with the University's changing strategic focus. A focus that was placing an increased emphasis on research, creativity, and scholarship, and while predominantly strategic, it was in reaction to how the University was being perceived (DR6).

There was no evidence of *forced refinements* at Bedfordshire the newest of the four universities, they had however capitalised on the potential the positive results of the Government's Research Assessment Exercise provided to change the emphasis on the quality of their research from "excellent" to "world leading". At the *refinement stage* it was clear that the factors that were influencing the brands were not as generic as in the previous stages, they were nonetheless pointing to the need to react to an increasingly competitive environment.

THE EMPHASIS REFINEMENT MODEL

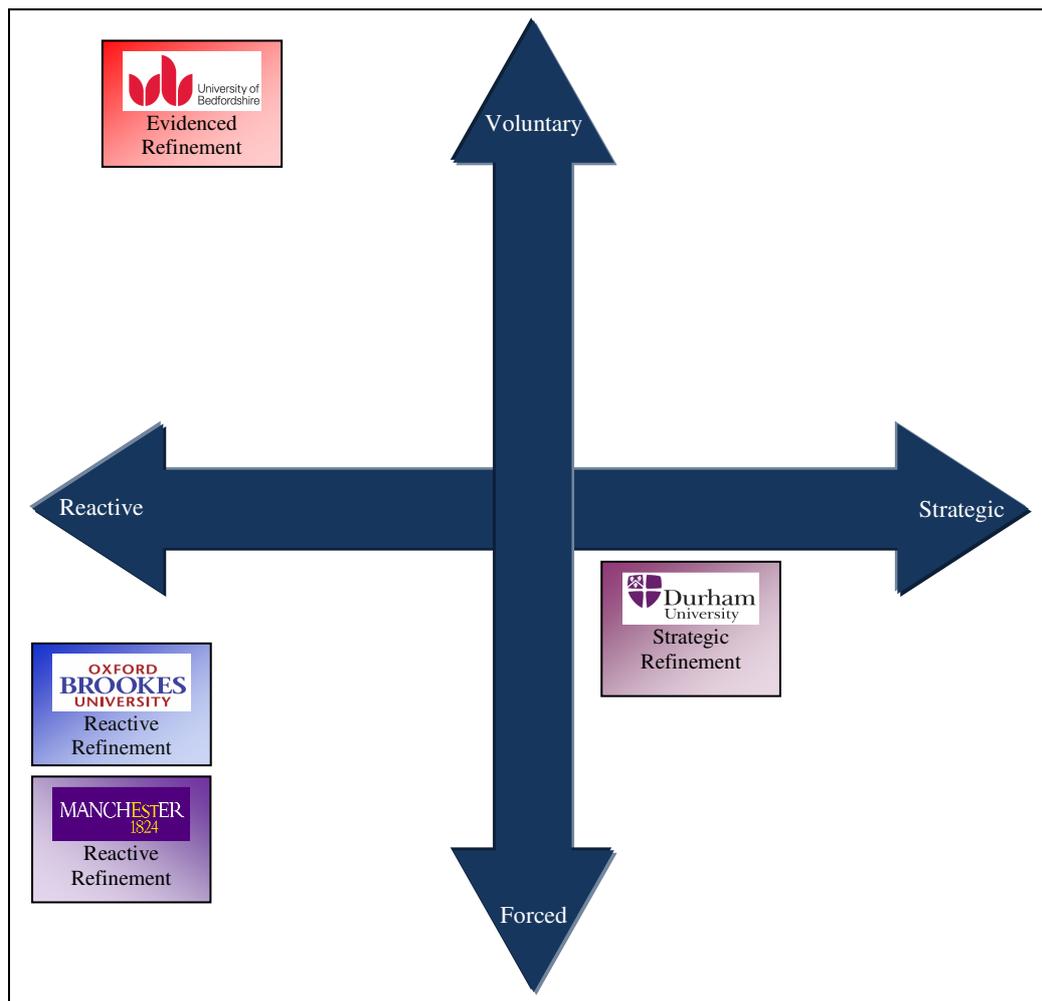


Figure 13.2

13.3 The Terminological Context

13.3.1 Introduction

This section compares and contrasts the respondents' perspectives of the brand, providing insight into what is meant by the term brand promise, the first research objective. The section identifies the contextual challenges terms like brand and brand promise face in a university context, and points to the variations in the state of readiness across marketing, academia, and senior management for concepts with a customer orientation.

The section also identifies and maps the complexity and ambiguity found to surround brand terminology, identifying that beneath a web of terminology lies a simple and all encompassing definition that recognises that from a terminological standpoint *the brand is the encapsulation of what the institution is about*, while *the brand promise is the implicit promise contained in that encapsulation*.

13.3.2 Terminological Avoidance

The lack of readiness for a consumerist perspective like the brand presented unique challenges for the case universities. One of the key contextual phenomena the research identified was *terminological avoidance*, which was most evident at Manchester, but also evident to a lesser degree at Oxford Brookes and alluded to at Durham.

The research identified eight factors contributing to *terminological avoidance* which are outlined in more detail in Appendix Z:

- *Terminological Inference*
- *Terminological Inappropriateness*
- *Terminological Aversion*
- *Terminological Scepticism*
- *Terminological Selectivity*
- *Terminological Substitution*
- *Terminological Insecurity*
- *Terminological Consequence*

Terminological inference, *terminological inappropriateness*, and *terminological aversion* were quite similar and pointed to the cultural resistance the brand faced, this was not a term considered appropriate for an educational institution (MR3), and associated with the commercial world (DR8, OR9) and the commercialisation of universities (MR2 and MR3). While the aversion staff had was attributed to the terminology and not the substance of the brand, the willingness to talk comfortably in relation to the substance of the brand was only related with institutional aspects of the brand: the University's reputation, strategic objectives, and targets (MR2), not to the

consumerist aspect of the brand. There were clear parallels with the *academic* and *consumerist perspectives* the notion of students as customers pointed to, refer to Figure 13.3, identifying mixed states of readiness across marketing, academia, and senior management for customer related concepts. Consistent with the *low brand readiness* considered to exist in the sector:

the whole issue of brand, ... the issue of students as consumers and of service delivery, I think to some extent it just shows how backwards universities are (DR7)

brand is a little bit of a dirty word in this sector. Everybody just thinks it's totally facile and pointless and all the rest of it (MR3)

higher education is still in the foothills of what could be done in terms of delivering good quality service to students and other stakeholders (OR9)

Terminological aversion was not an entirely cultural phenomenon, to a certain extent it was a consequence of the way those with a responsibility for branding used language. Taking liberties with language it seemed would come under scrutiny not surprisingly in a sector where the academic mindset was to dig deep and seek the truth (MR3). The scepticism that surrounded the terminology was also pointed to at Durham (DR8) and Bedfordshire (BR2). While *terminological avoidance* was only pointed to by a few respondents, predominantly at Manchester, these were issues considered by the brand consultants that branded Manchester and Bedfordshire, and worked widely in the higher education sector to be quite prominent, as the cover and captions taken from their branding booklet indicate, refer to Figures 13.4 and 13.5.

Terminological substitution it seemed provided a means of overcoming brand resistance. Reputation in contrast to brand was considered more acceptable (MR1, MR2, MR3, OR3), consistent with there being less aversion to the institutional aspect of the brand. While it seemed from the responses at Manchester that it was an issue related to the brand's introduction, it was evident at Oxford Brookes, "branding doesn't concern me at all, it's reputation that concerns me" (OR7).

ACADEMIC / CONSUMERIST PERSPECTIVES OF STUDENTS



Figure 13.3

RADLEY YELDAR – BOOKLET COVER

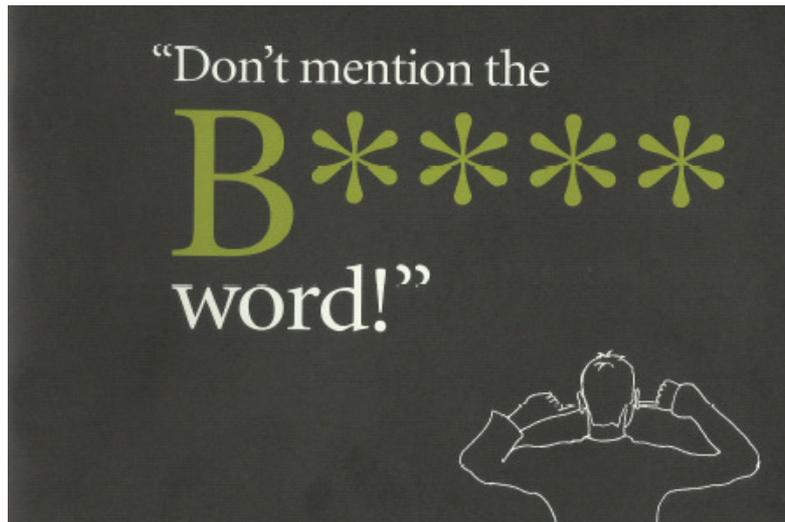


Figure 13.4: Source: Radley Yeldar (2010)

RADLEY YELDAR – BOOKLET CAPTIONS



Figure 13.5: Source: Radley Yeldar (2010)

There was some suggestion at both Manchester and Oxford Brookes that progress had been made in relation to a more widespread use of the term brand (MR1, OR3, OR4) although the *terminological ambiguity* that was evident across the cases which is looked at later in the section, identified that there were clear variations evident in relation to what the term brand was considered to refer to.

A more widespread use of the terminology did not extend to the brand promise, it did however point to a *terminological progression* as Figure 13.6 indicates. A progression that in the case of Manchester pointed to a desire for a more open use of the term brand promise (MR1), although at Oxford Brookes the readiness for greater *terminological openness* was considered a way off (OR2):

experience marketing is something that I think is reasonably well accepted. But then to extend that a step further and use the expression brand promise I think is still a little bit off

THE TERMINOLOGY INTEGRATION LADDER

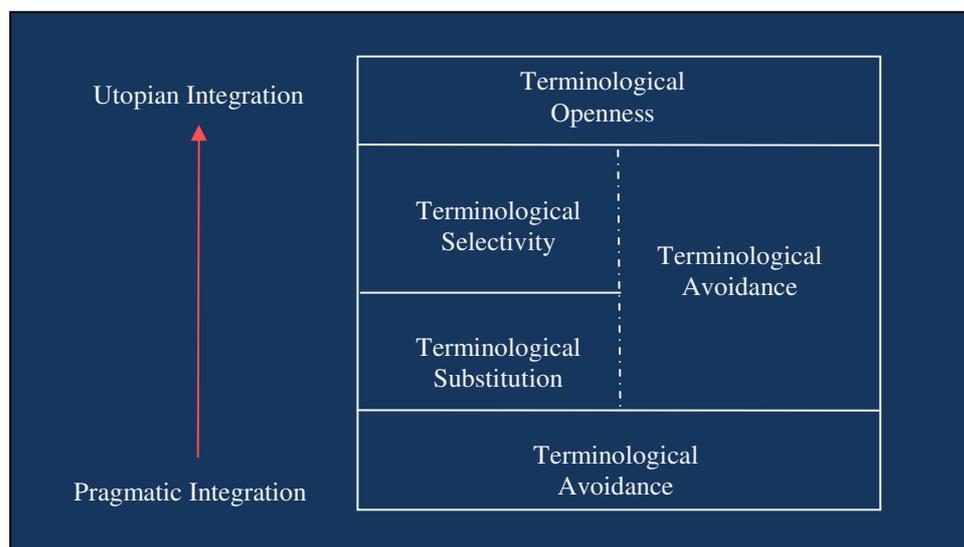


Figure 13.6

The research found senior management were a hindrance to the brand and the potential achievement of greater terminological openness. At Durham and Oxford Brookes brand promise was not something considered to have much currency with senior management (DR6, OR1), and where the term was used, it was limited to the Marketing and Communications Departments, attributed with the lack of understanding, and/or currency it had (DR3, DR5, DR6, MR2, OR1, OR2, OR3). There was nonetheless, also a suggestion at Durham that there could be a future for the term:

I think there's an appetite from the senior team to understand a bit more about the concept of the brand so I think in the future it could be a term that is used a bit more (DR6)

Also preventing the achievement of *terminological openness* at Manchester was the insecurity about the University's readiness to deliver, and the commitment an explicit term like promise created, something that was also implied at Oxford Brookes in relation to what can be described as promissory language, the use of terms like promise and guarantee (OR3). The avoidance and substitution of brand terminology did however suggest the initial integration of the brand may be easier to achieve in a university context when brand terminology is avoided and a pragmatic approach to integration is taken.

13.3.3 The Implicit Brand Promise

It was clear from the comparison of the branding processes that an *explicit brand promise* for external articulation was not an intended outcome of the processes. The absence of an *explicit brand promise* was not something unique to the case study universities or the higher education sector, as only one *explicit brand promise* was found, the Rosstein Brand Promise identified in Chapter 3. While only specifically pointed to at Manchester - "deliver on the promise that is implied in the brand" (MR3), it indicated the brand promise was implicit.

13.3.4 Terminological Ambiguity

Across the cases the research identified ambiguity not only relating to what the term brand promise meant but also relating to what the term brand meant. The *terminological ambiguity* evident can be seen as existing along a continuum from a level of uncertainty about what terms meant, through the recognised confusion that surrounded the terminology, to the considered imperfection of using terminology inappropriately, refer to Appendix AA for an overview of the continuum. Much of what can be seen as the *terminological imperfection* that surrounded the brand, related to the considered imperfection of associating the brand with the logo:

there's a lot of confusion a lot of people see it, when they talk about brand they're talking about the university logo (DR6)

sometimes people talk to you about the brand and they mean the logo (MR2)

there's a lot of confusion over a brand and a logo (BR7)

academics were faced with things like logo and brand...they couldn't get in their heads, the difference between the two (OR4)

Connecting the brand with the logo appeared to be a factor of the internal management of the universities' brands, which in all four cases involved maintaining control over the visual identity, for which the logo was a central element. The brand/identity guidelines, the primary brand tool, were associated with the control of the brand. At Durham and Oxford Brookes the association of the brand with the logo was also found to be a factor of the initial integration of the new brands, which in both cases focused on the visual identity changes. While connecting the brand with the logo may not have been considered accurate by those in Marketing and Communications, it does reflect a wider external use of the term in media and advertising.

Terminological confusion identified that terminology was not always used correctly:

you'd have some people that would say brand values and they're not actually values they are attributes or characteristics and they get it confused (DR6)

vision and mission I see the terms used interchangeably in practice and people are not clear and I'm not entirely clear (BR7)

you start falling into different terminologies, you have visions, and you have brands and the missions and they all sort of intertwine (OR3)

The ambiguity that surrounded the terminology did not prevent determinations being made about what was meant by the term brand promise. Rather the ambiguity pointed to the need to capture the diversity of the terminology and understand the sources of the ambiguity.

13.3.5 Terminological Linkage and Interchange

Across the cases the respondents linked, used, or considered a variety of term to be interchangeable with the brand and brand promise, identifying that the brand promise was entangled in a web of terminology. The complexity and interrelatedness of the terminology is captured in *The Brand Promise Terminology Web* outlined in Appendix BB. *Terminological linkage* and *terminological interchange* provided valuable insight into what was meant by the term brand promise:

it's often referred to as the Durham Experience, rather than the brand promise necessarily (DR2)

we have what we call our brand if you like, our brand promise or our brand proposition, so we call it our brand proposition (MR1)

brand promise is also the mission, the mission statement (BR4)

Brookes brand promise or USP probably is the best way of thinking about it (OR1)

The *terminological linkage* did not necessarily mean that even within Marketing and Communications the term was widely used or embraced, in some instances the linkage seemed more a response to the nature of the research, most evident at Bedfordshire, where although not used, the term was linked with the “essence” (BR1) and “values” (BR2) while also being related with marketing jargon (BR1, BR2).

The *terminological uncertainty* identified, pointed to an air of uncertainty in some of the respondents' responses, the uncertainty did not however relate to whether there was a brand promise but rather to which of the core encapsulations of what the universities were about it related to:

I think the essence is the same as the brand promise (DR7)

I think there's a very strong understanding of brand values, would you say the two things are interchangeable (MR4)

brand essence, which is probably similar to what you're talking about with the promise (BR1)

The respondents used a combination of *formal brand terminology*, *organisational terminology*, and *localised terminology* to relate to the brand promise, and while that gave rise to in-case and cross-case variations in the respondents' perspectives, it did not point to contradictory standpoints. Rather the variations indicated that from a terminological standpoint the respondents largely related the brand and brand promise with the core encapsulations of what the universities were about as indicated in *The Brand Promise Terminology Web*, with some referring to one, while others referred to more than one. Variations that were further explained by the multiple outputs of the branding processes, and the *forward* and *reverse* integration seen in the previous section that identified how entwined the aspects of the universities' brands were.

The respondents' perspectives identified that the brand promise was being associated with four overarching encapsulations of what the universities were about: *marketing encapsulations*, *identity encapsulations*, *strategic encapsulations*, and *attribute encapsulations*, with those relating directly with the value sources featuring most widely, through the attributes, propositions, and differentiating value. The research indicated there was less of a tendency to link the brand promise with the *identity encapsulations* than there was to link the brand with the *identity encapsulations*, which suggested the connotational potential the visual *identity encapsulations* had to convey a promise was not a real consideration, even though in all four cases the branding processes had very deliberately sought to capture aspects of what the universities were about in the visual identity elements.

The *terminological confusion* pointed to earlier did not invalidate the encapsulations viewpoint, and was not as potentially conflicting as initially thought. The values, brand values, attributes, and characteristics were all *attribute encapsulations*, while the mission and vision were *strategic encapsulations* of the brand promise. When the universities' missions and visions were examined, there were clear areas of overlap, and to a certain extent the visions were more a re-articulation of the missions, than entirely separate entities.

From a terminological standpoint the research identified that *the brand was the encapsulation of what the universities were about*, and *the brand promise was the implicit promise contained in the encapsulations of what the universities were about*. However when the encapsulations were examined in conjunction with the respondents'

more descriptive explanations, the research found it was contained more precisely in *the characteristic* of the encapsulations, an insight it seems those with a responsibility for the brand were not consciously making.

13.4 The Elements and Manifestations of the Brand Promise

13.4.1 Introduction

This section identifies the similarities and differences in the elements of the universities' brand promises, addressing the second research objective which seeks to identify the elements essential to the composition of the brand promise. The section identifies that the brand promise comprises *institutional and product defining elements, core and secondary elements*, and a characteristic that takes the form of a unique *characteristic string*. While the significance of *the characteristic* to the composition of the brand promise is identified, the section also points to convergence across a range of characteristics. The section identifies the fallibility of *differentiation scepticism* and points to the breadth and depth at which differentiation should be considered and is achievable. It identifies centrality as a key element of the brand promise and points to the territorial elements that set the boundaries for the composition of the brand promise, while the hierarchical elements enable the brand promise to deal with the diversity of a university's activities and stakeholders.

13.4.2 Core and Secondary Defining Elements

Across the cases the universities' brands were defined around a set of *institutional and product elements*, in effect the *defining elements or defining manifestations* of the brand promise. With the exception of the policy element which related to the Bedfordshire brand, character, ethos, status, purpose, vision, and origin were *institutional elements* common to all four universities. Similarly with the exception of a price element evident at Bedfordshire and Oxford Brookes and a relationship element that drew from

Bedfordshire's values; function, support, environment, people, social, outcome, and experience were *product elements* common across all four cases. Similarities not surprising given the nature of the university function and the academic aspect of the function the research focused on.

It was in how core the overarching elements were to what the universities were about and the specifics of the elements, that some of the clearest differences between the universities' brands were evident. The identification of *core* and *secondary defining dimensions* is consistent with Aaker's (1996) notion of core and extended identity. The potential to define the brand more centrally around a core dimension was most evident through the *conceptual simplicity* that encapsulated the Manchester and Bedfordshire brands. Manchester's "2015" was a predominantly *strategy-based brand promise*, while Bedfordshire's "New Futures" was a predominantly *outcome-based brand promise*, but more specifically an *opportunities-based brand promise*. Defining the brand around a core dimension was not dependent on *conceptual simplicity*, it was also evident in the early encapsulation of the Oxford Brookes' brand in a vocational characteristic which was giving rise to an *philosophy-based brand promise*, while Durham's refined focus was pointing to a *research-based brand promise*, but more specifically a *specialist-based brand promise* through terms like "specialist" (Vision), "centre of excellence" (DR9), and "boutique" (DR6 and DR9).

The analysis indicated the *core and secondary defining elements* were not constant, pointing to a *brand promise hierarchy* which is considered later in the chapter. The potential *conceptual simplicity* provided to define the brand promise around a core element at the stakeholder level was evident in relation to the "Durham Difference" a predominantly *experience-based brand promise*. Manchester's refined focus on the "Manchester Experience" was also creating an *experience-based brand promise* but more precisely within that category, a *reputation-based brand promise*, while the "Manchester Degree" was creating an *outcome-based brand promise* and again within that category a *reputation-based brand promise*.

The clarity that gave the brand was also evident from the absence of a central idea at Oxford Brookes. The significance of "Oxford" was creating a *location-based brand promise*, "Upgrade" a *support-based brand promise*, while great learning and teaching was a predominantly *function-based brand promise*. The idea of "thinking ahead", and

the earlier idea “seeing beyond” did seem to be pointing to an attempt to encapsulate the progressive attitude the University wanted to be known for (OR2) in an overarching idea, and while consistent with the University’s “purposeful” and “forward looking” traits and pointing to an *attitude-based brand promise* it did not seem well established. There was also an experience element associated with the messages evident through the “Brookes Experience” creating an *experience-based brand promise*.

While Oxford Brookes and Manchester were talking in terms of the experience, it was not the case that the universities had defined the brand around a particular experience type as evident in Schmitt (1999) and Dube (2003). While there was a vibrancy aspect to both, essentially the term related to the experience the universities’ attributes created. In contrast Durham was selling the experience from the perspective of the students experiencing the University’s attributes and the value that created, evident from the “personal development” that came from the uniqueness of the Durham Experience, pointing to the real potential the experiential perspective provided.

13.4.3 The Characteristic Elements

In its most encapsulating form the brand was found to reside in *the characteristic* of what the universities were about, entwined with the *institutional and product elements*. Rather than owning a single characteristic that pervaded the *institutional and product dimensions*, *the characteristic* took the form of what can be seen as a *characteristic string*, consisting of an amalgam of characteristics as outlined in Figure 13.7. While the *characteristic strings* pointed to some individual similarities, overall they were giving rise to largely distinctive brands. The articulation of the universities’ brands was however creating less distinction and longer *characteristic strings*, giving rise to what can be seen as *characteristic convergence*, with convergence evident across two, three, and all four cases. The convergence can be attributed with the diversity of the offer conveyed in the universities’ prospectuses and with how the universities wanted to be seen, and in the case of the *inclusion dimension* how the universities needed to be seen.

THE CHARACTERISTIC STRING

DURHAM	MANCHESTER	BEDFORDSHIRE	OXFORD BROOKES
Durham	Manchester	Bedfordshire	Oxford
Traditional	Established	Growth	Vocational
Modern	Modern	New	Modern
Intimate	Big	Local	Forward looking
Collegiate	Finest	Life changing	Innovative
World-class	Distinguished	Inspiring	Purposeful
Supportive	Pioneering	Supportive	Lively
Specialist	Influential	Transformational	Caring
Pastoral	Exciting	Access	Brookes
Cosmopolitan	Accessible		

Figure 13.7

Both Durham and Manchester wanted to be seen as elite, but not elitist (DR1, MR1, MR2). Manchester had incorporated traits that reflected the findings of the brand research, the University wanted to be seen as “accessible”, “friendly”, and “informal” not “stuffy or pretentious” the undesirable traits of universities. Similarly Durham had among its traits “friendly” and “cosmopolitan” characteristics even though the latter was not considered representative of what was described as a white middle-class university (DR5). “Cosmopolitan” was nonetheless a characteristic evident across all four cases, with further convergence evident around the “multicultural” and “accessible” characteristics, reflecting not only the emphasis in the sector on widening participation, but on an avoidance of negative associations.

The avoidance of negative associations was also creating convergence around a *modernity characteristic*. While Durham and Manchester had incorporated a *heritage dimension* into the brand: “heraldic” in the case of Durham and “established” in the case of Manchester, both universities were trying to balance that with being seen as modern,

indicating that not all the associations that can be made with heritage are necessarily positive. While in Durham's case it was not a characteristic that extended to the way things were done (DR7, DR8), it was a characteristic the research found could be captured very effectively in architectural design as Figure 13.8 indicates. At Oxford Brookes the *modernity characteristic* was attributed with a desire to be seen as modern as opposed to new (OR4), identifying that at the opposite end of the age spectrum not all the associations that can be made with being new are necessarily positive.

A *congenial dimension* which consisted of *receptive and supportive characteristics* provided further insight into how the universities wanted to be seen, and as a result, to pockets of very specific *characteristic convergence*: Durham – “friendly college” (Prospectus 2010), Manchester – “friendly campus” (Prospectus 2010), Bedfordshire – “friendly atmosphere” (Prospectus 2010) and Oxford Brookes – “friendly campus” (Prospectus 2010). While Durham had the potential to own a *pastoral characteristic* it was the more common *supportive characteristic* that was evident in the prospectus: Durham – “supportive community” (Prospectus 2010), Manchester – “supportive environment” (Prospectus 2010), Bedfordshire – “supportive environment” (Prospectus 2010), and Oxford Brookes – “supportive learning community” (Vision).

Across the cases what can be seen as the considered importance of being at the fore was also contributing to the convergence, evident through a *vanguard characteristic*. A “leading” characteristic was evident in all four cases, with “pioneering”, “world(s) leading” and “cutting-edge” characteristics common to three of the four cases. What the *vanguard dimension* meant for each of the universities did however vary, consistent with Urde's (2003) view that it is the interpretation and usage of the values that should be unique. At Manchester the “leading” characteristic related to being “one of the leading universities in the world” (Mission), for Durham it was about being “world leaders in selected subject areas” (Vision). At Bedfordshire the results of the RAE had enabled Bedfordshire to convey its research was “world leading”, while at Oxford Brookes it was about being a “leading modern university” (Oxford Brookes University 2009a).

A *vibrancy dimension* was most associated with the universities' locations. Manchester and Oxford Brookes had incorporated the social aspects of what were described as

THE MODERNITY CHARACTERISTIC VISUALLY

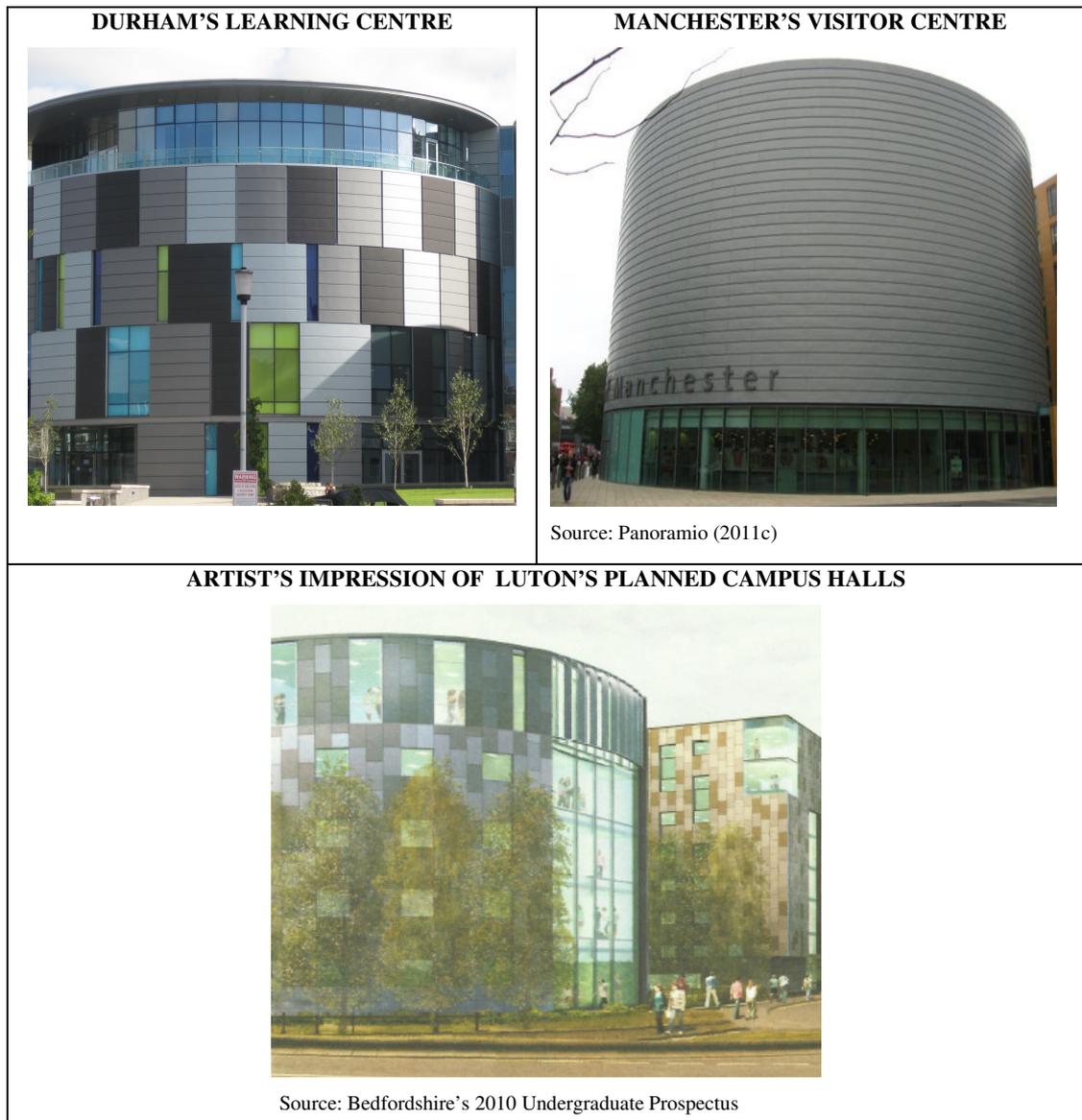


Figure 13.8

student cities into the brand (MR4, OR4, OR6) adding a *vibrancy dimension*: “exciting” in the case of Manchester and “lively” in the case of Oxford Brookes.

Although not incorporated into Durham and Bedfordshire’s traits, there was a clear trend evident of connecting a *vibrancy characteristic* with the location: Durham – “vibrant towns and cities”, Manchester – “vibrant and cosmopolitan”, Luton – “a vibrant metropolis” and Oxford Brookes – “a vibrant city” (Universities’ 2010 prospectuses). That was not to say that there was not a social aspect to the Durham and Bedfordshire brands, a *scope characteristic* pertaining to the universities’ social activities was prominent in both prospectuses: Durham – “wide choice of clubs and

societies” (2010 Undergraduate Prospectus), Bedfordshire “wide range” of extra-curricular activities (2010 Undergraduate Prospectus).

The influence of student choice factors on the convergence was also evident in relation to the utilisation of the universities’ locations to add value through a *proximity characteristic*, both Bedfordshire and Oxford Brookes were capitalising on their proximity to London: Bedfordshire – “30 minutes”, Oxford Brookes – “one hour”, a *proximity characteristic* that for Bedfordshire also added a *financial dimension*, “Bedfordshire campuses are cheaper” (BR4).

Across the cases the *quality dimension* was the brand dimension most evident, a factor that can be attributed with the high degree of *cross-dimensional product augmentation* quality had, evident in relation to the: *function, outcome, services, and environment dimensions*. As a standard the *quality characteristic* created indistinguishable brand promises: “teaching quality” (DR5, BR1), “quality of teaching” (MR1), “quality teaching” (OR3), “quality research” (DR1), “quality of research” (MR7), in a similar way that “excellent” and “excellence” did: Durham – “academic excellence” (Proposition), Manchester – “pursuit of excellence” (Proposition), Bedfordshire – “excellent innovative education” (Mission) and Oxford Brookes – “rated excellent for teaching” (Proposition).

A range of quality characteristics were attributed with each of the universities brands, with convergence at its highest in relation to the “good”, “great”, “best”, and “high quality” characteristics, suggesting high quality was a qualifying element of the university brand promise. The “world-class” characteristic indicated high quality could be surpassed, while most prevalent at Durham, it was also a characteristic evident at Manchester, enabling both universities to convey the global quality of the brands. The quality characteristic also captures very effectively the equivocal nature of the characteristic manifestations of the brand promise, with no evidence of definitions or other guiding parameters relating to what was meant by “excellence”, “world-class”, or other characteristics encapsulating the brand, pointing to the potential for ambiguity.

While across the cases *characteristic convergence* was pointing to shortcomings in the articulation of the universities’ brands, the convergence was also pointing to what can be seen as a high level of agreement on the characteristics considered relevant to the

university brand. The *international characteristic* pointed to what can be seen as the considered importance of providing the brand with a *global dimension*, evident at Durham and Manchester from virtually indistinguishable missions: Durham – “internationally recognised research, scholarship, and learning” (Mission), Manchester – “internationally distinguished centre of research, innovation, learning, and scholarly inquiry” (Mission). At Bedfordshire the *international characteristic* related to the receptiveness of the town and University to international staff and students (BR4, BR8), while at Oxford Brookes it related to the University’s international curriculum (OR3).

The focus in the sector on rankings was evident from a *positioning dimension* and while all the universities were focusing on the aspect of the rankings that positioned the institutions most favourably, it was not surprising to find it was a dimension most favourable to higher ranked universities: Durham – rated in the top 10 of UK universities, Manchester – ranked 3 in the UK for research (Universities 2010 UG Prospectuses), compared with Bedfordshire - “28th in the UK for student satisfaction” (2010 UG Prospectus), Oxford Brookes - “near the top of The Times rankings for several subjects” (2010 UG Prospectus).

A *prominency dimension* also set Durham and Manchester apart from Bedfordshire and Oxford Brookes through common *prestige characteristics*: “distinguished”, “elite”, and “recognised”. Durham and Manchester had also incorporated traits with a *knowledge or intellectual* and *assured characteristic*: Durham: “learned” and “confident”, Manchester: “intelligent” and “self-assured”, and while consistent with how high ranking universities would want to be seen, it did seem *intellectual* and *knowledge characteristics* were characteristics all universities could reasonably be expected to exhibit, and to some extent be there by default from the connotations ‘university’ contains.

While *high convergence* was pointing to the considered significance of the characteristic dimensions, low convergence did not necessarily mean the opposite. The integration of Oxford through being situated in what was described as the “Silicon Valley” of the UK (OR1, OR6) added an *industry and economic dimension* to the Oxford Brookes brand, consistent with the University’s vocational philosophy. An approach that pointed to the potential location had to add unique value to the brand. Although Durham and Manchester’s facilities were more extensive than those of

Bedfordshire and Oxford Brookes, both Bedfordshire and Oxford Brookes were investing heavily in the redevelopment of their campuses and at Bedfordshire where the development was at a more advanced stage an *investment dimension* was a prominent aspect of the brand.

Through the “life changing” and “transformational” characteristics related to “New Futures”, Bedfordshire also had ownership of a *transformational dimension*, however despite that potential, nowhere was the potential for *characteristic convergence* more evident than in relation to the articulation of the brand through the Bedfordshire prospectus as Figures 13.9 and 13.10 indicate. Factors that pointed to clear parallels with the factors influencing student choice outlined in Chapter 4 and consistent with Melewar and Akel’s (2005) view that universities feel the need to emphasise accepted criteria relating to “good education” rather than the characteristic of their unique identities.

In contrast Manchester stood out for its approach to the articulation of the brand with the potential substantiation provided to achieve *characteristic ownership* evident through the *characteristic-led substantiation* and *segmentation* of the 2009 prospectus as Figure 13.11 which relates to the “pioneering” characteristic indicates. The approach suggests that contrary to what the one word literature indicates, *characteristic ownership* is not dependent on owning a unique word, but can also be achieved through substantiation when the characteristic is accompanied by supporting evidence.

13.4.4 The Differentiation Element

The *differentiation scepticism* evident across the cases did not invalidate the significance of a differentiation element to the brand promise, rather it pointed to a narrow perspective of differentiation. Five types of *differentiation scepticism* were identified:

- *Homogeneous Scepticism*
- *Convergence Scepticism*
- *Profusion Scepticism*

SUCSESSES

Why Bedfordshire is best for YOU

It's official! The University of Bedfordshire is going from strength to strength

We were amongst the top five universities for an increase in applications of more than 23.3 per cent in 2009, 9.1 per cent in 2008 and 41.2 per cent in 2007



Best bursary

- We have the best university bursary in the south of England and the second best in the UK according to the *Guardian* 2008
- Every UK or EU student on a full-time undergraduate course gets at least £319 and up to £4,262 (2009 figures)



High-quality teaching

- We achieved 3rd for Nursing, 14th for Law, 14th for Sports Science and 15th for Business in the *Guardian* 2009 University Guide
- The *National Student Survey* 2008 rated us 2nd in the UK for Dance, 3rd for Complementary Medicine, 6th for Journalism and 11th for Marketing
- The *Guardian* 2007 rated us 3rd for Media and 12th for Sport Science
- We also successfully climbed the *Independent* Good University Guide league table in 2008
- We were runner-up for University of the Year in *The Times Higher Education Supplement* 2007 awards
- We hold National Teaching Awards for our outstanding contributions to teaching and learning
- We hold an Office for Standards in Education Grade 1 for Initial Teaching Training courses

Figure 13.9: Source: University of Bedfordshire (2010f)

UNIVERSITY OF BEDFORDSHIRE – PROSPECTUS EXTRACT



Figure 13.10: Source: University of Bedfordshire (2010f)



Figure 13.11: Source: The University of Manchester (2009b)

- *Decision Scepticism*
- *Unitary Scepticism*

The *homogeneous, convergence, profusion* and *decision scepticism* indicated that differentiation was being viewed by some respondents at a superficial level, relating as

Appendix LL indicates to the function universities provided or more specifically to the basic product provided:

there is in the function of a university there is no difference between virtually all of them (DR7)

they do the same subjects, all subjects like most other big universities (MR3)

every university has students and they have teachers, and they have research and they have libraries (OR4)

While there was evidence across the cases of *superficial differentiation*: through the *physical differentiation* the colleges provided at Durham, the *characteristic differentiation* of Manchester's pioneering research, the *ideological differentiation* of Bedfordshire's access value, and the *locational differentiation* Oxford provided, there was greater depth to those aspects of differentiation as Figure 13.12 indicates.

At the material level the *intrinsic differentiation* that was a fundamental aspect of the pastoral support provided through the college system was contributing to differentiating Durham. It was the *integration differentiation* resulting from the integration of the "access" value into policies and processes that differentiated Bedfordshire for its access ethos, while at Oxford Brookes through the integration of Oxford by focusing on the industry and economic significance the location provided, the University set itself apart from the other cases in the type of locational associations it created.

It was the *substantiation differentiation* contained in the pioneering research Manchester had undertaken and continued to undertake that contributed to differentiating the University, in particular *historic substantiation* set the University apart and was impossible to replicate, pointing to the real strength of the *heritage element*, its potential to create distinctive brands. The incorporation of the *founder characteristic* at Oxford Brookes captured the University's unique history of providing vocational education, while at Durham the University's heritage had created a unique setting where students lived and studied in a world heritage environment.

Despite sharing common *prestige characteristics*, *notoriety substantiation* differentiated Durham and Manchester. Durham had its catalogue of "eminent alumni" who had gone

THE DIFFERENTIATION PERSPECTIVES MODEL

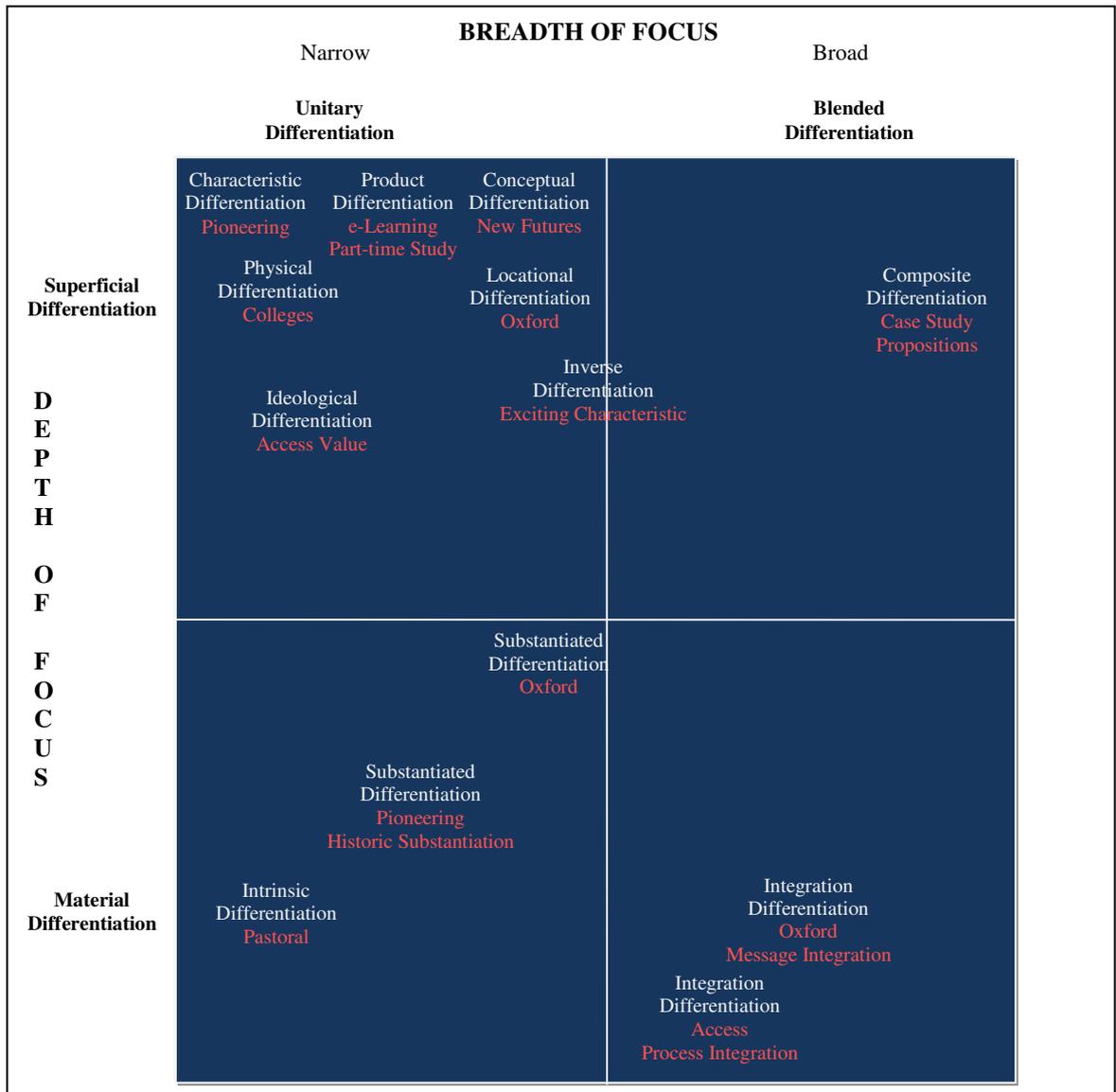


Figure 13.12

on to be leaders in industry and sport (DR6), while Manchester had its “nobel laureates” and “iconic academics” (MR4).

Unitary scepticism related differentiation with the illusive attainment of a single point of uniqueness, again pointing to a narrow perspective of differentiation:

I suspect with a university to find something that is truly differentiating or truly beneficial or truly unique in there, I think is probably impossible (DR7)

the difficulty with a university like Manchester or any big red brick university is trying to figure out anything that’s different (MR3)

whether it will make you completely unique in the marketplace I'm sceptical about (OR1)

Unitary scepticism had parallels with the *unitary differentiation* some of the respondents pointed to in suggesting that universities with a narrower focus such as the University of the Arts (MR3), the Open University which was “totally e-learning”, and Birkbeck which was “totally mature students, part-time evenings” (OR7), or those that had a “single big idea” (OR1), had a greater ability to differentiate themselves than other universities. The potential a single idea had to differentiate was evident at Bedfordshire through the idea of ‘New Future’, also evident was the potential *conceptual simplicity* provided to encapsulate a university’s core focus, without requiring it to have a narrow focus.

Composite differentiation had its basis in the multiple aspects of the universities’ propositions. In all four cases the branding processes had sought to capture what was considered distinctive, different, or unique about the universities in the brands. There was nonetheless a superficial aspect to the propositions, all of which were trying to encapsulate the value offer in an overarching form. It was however in the substantiation that the differences were evident. Similarly across the cases the respondents’ perspectives indicated it was a blend of dimensions derived from multiple bases that was contributing to differentiating the universities.

13.4.5 The Centricity Element

The core manifestations of the universities’ brands were giving rise to what can be seen as *centric brand promises*. With variations in the level of internal and external focus *centric brand promises* were not only pointing to the significance of a *centricity element* to the brand promise, but as Figure 13.13 indicates, to a *Brand Promise Centricity Continuum*.

Manchester’s *institution-centric brand promise* was drawing its centricity from the significance of the University’s research ambition to the 2015 agenda and the dominant institutional focus evident in the proposition. While the University’s aspirations were key to the 2015 agenda, the issue was not so much with their aspirations but rather with

the University’s failure to connect students, particularly undergraduates with how that was relevant to them, something the University’s revised focus was attempting to do. The other downside to that institutional centricity was the *skewed esteem* that favoured research at the expense of teaching and the ethical dimension of the brand.

THE BRAND PROMISE CENTRICITY CONTINUUM



Figure 13.13

The Bedfordshire brand indicated a university’s aspirations did not have to create an *institution-centric brand promise*. Bedfordshire’s life changing ambitions for its students, contained in the idea of “New Futures” was giving rise to a *customer-centric brand promise*, however as seen the effectiveness with which that was being conveyed in the prospectus was in question and detracting from what would otherwise be viewed as favourable centricity.

The significance of the universities’ aspirations to the brand promise evident in the Manchester and Bedfordshire brands, was directly pointed to at Durham and Oxford Brookes (DR6,OR1). It was also indirectly pointed to through the lack of aspiration the brands were considered to have (DR7, OR6), identifying the *aspirational element* as a key element of the brand promise.

Durham was unique among the cases for having separate sets of traits and messages for key stakeholder groups, creating a *stakeholder-centric brand promise*, the messages were further adapted through weighting for more specific audiences. Oxford Brookes' messages on the other hand were giving rise to a *product-centric brand promise* that consisted of a composite of product dimensions interwoven with the University's vocational orientation. While the potential narrative address and narrative emphasis had to change the centrality of the brand promise as it was conveyed through the prospectus was pointed to in the Manchester and Oxford Brookes cases, its limited use suggested that despite its significance, the centrality of the brand was not a consideration.

13.4.6 The Territorial Elements

While the defining and characteristic dimensions pointed to the elements that constituted the brand promise, it was the *territorial elements* that pointed to the boundaries within which the composition of the brand promise should be considered. Although the desire to be seen as “accessible”, “cosmopolitan”, “vibrant”, and “congenial” were raising questions over the authenticity of aspects of the universities' brands, the requirement for the brand to be based in truth, factual, or reflective of what the universities were about pointed to the significance of a *reflective element* to the brand promise territory:

we need to be very confident that what we are telling people at the outset is reflective of the experience they are going to have when they come here (DR2)

we aspire to the brand being that transparent, the values that the University has are true values and are reflected in the way that we put information out (MR4)

the most important thing is that it's something that's true, that can be delivered (BR2)

we try and ensure that it's factual and correct and with as little spin on it as possible (OR6)

While the *reflective element* should contribute to the potential to deliver the brand promise, the need for the brand promise to be realistic, captured in the Bedfordshire respondent's comments also indicated that the territorial elements should comprise of a *realistic element*. The *relevance element* pointed to across the cases, indicated that the

brand promise should not be derived from an entirely insular process, but required a consideration of stakeholders' needs, however the alignment inherent in that notion was only explicitly pointed to at Durham (DR1), with the crossover identifying the territory the brand promise should occupy as Figure 13.14 indicates.

THE BRAND PROMISE TERRITORY MODEL

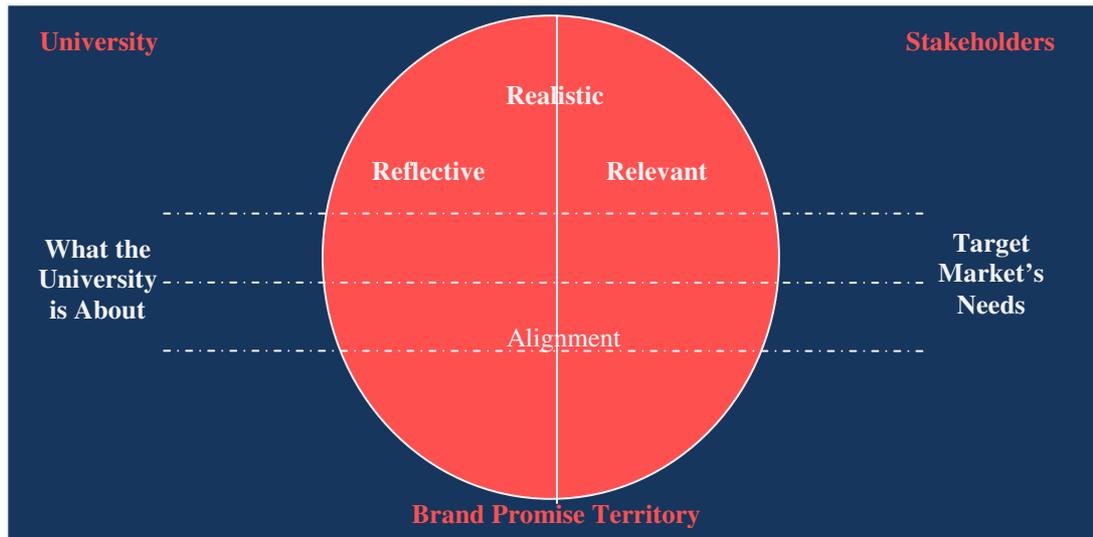


Figure 13.14

13.4.7 The Adaptive Elements

The analysis indicated that the *core and secondary dimensions* were not static as they were adapted for different audiences, pointing to a Brand Promise Hierarchy as outlined in Figure 13.15, identifying how an overarching institutional brand promise could deal with the diversity of the universities' stakeholders. At the *stakeholder level* the composition of the brand promise reflected the targeting of stakeholders, with the brand promise weighted, emphasised, or tailored for different stakeholder groups:

When we are talking about business collaboration again that's weighted ever more towards the research strength (DR1)

it's articulated tailored to different audiences in the undergraduate prospectus, the postgraduate prospectus, various research prospectuses (MR2)

the way we use it will very much differ depending on the audience we're talking to (BR2)

you can change the emphasis depending on which market you're talking to. .. if great teaching and learning is the brand promise at an undergraduate level, we might tweak that to talk about research at a postgraduate level (OR1)

THE BRAND PROMISE HIERARCHY MODEL

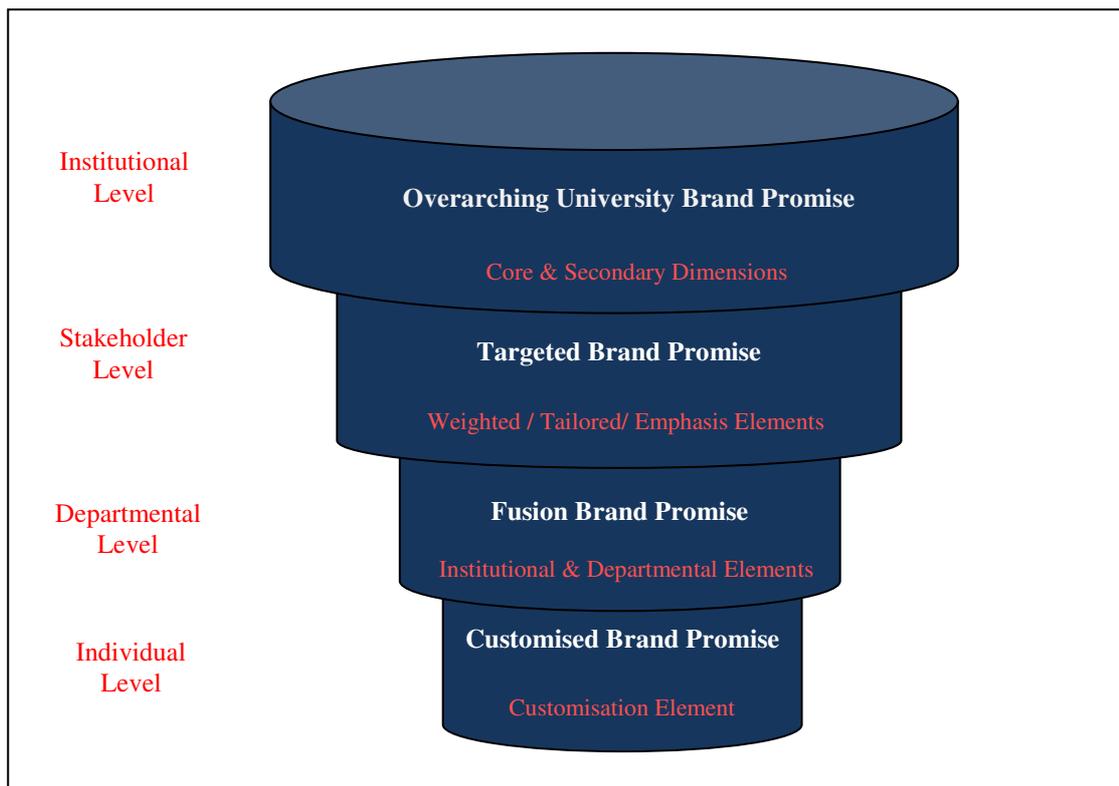


Figure 13.15

Similarly the fusion of the overarching brand promise with departmental elements captured in the *Brand Promise Fusion Model* refer to Figure 13.16 identified that an overarching brand promise was sufficiently flexible for departmental operations without the need for departments to have their own distinctive brands. It also identified that in situations where greater departmental autonomy was essential there was sufficient fusion potential to ensure the brand equity of the department or institute was not lost to the university brand. *The Brand Promise Fusion Model* has its basis in the findings from the Durham case study, where the default or starting point in most cases was the University's brand promise (DR6), an approach also evident in Manchester's Chemical Engineering Undergraduate Brochure (2010), which led with the overarching

Manchester brand. The model also incorporates the *non-sequential fusion* found in Oxford Brookes' Life Sciences Undergraduate Brochure (n.d.) that began with a focus on Life Sciences, fused with the University's vocational focus, indicating the starting point did not always have to be *default fusion* that led with the university brand promise.

THE BRAND PROMISE FUSION HIERARCHY MODEL

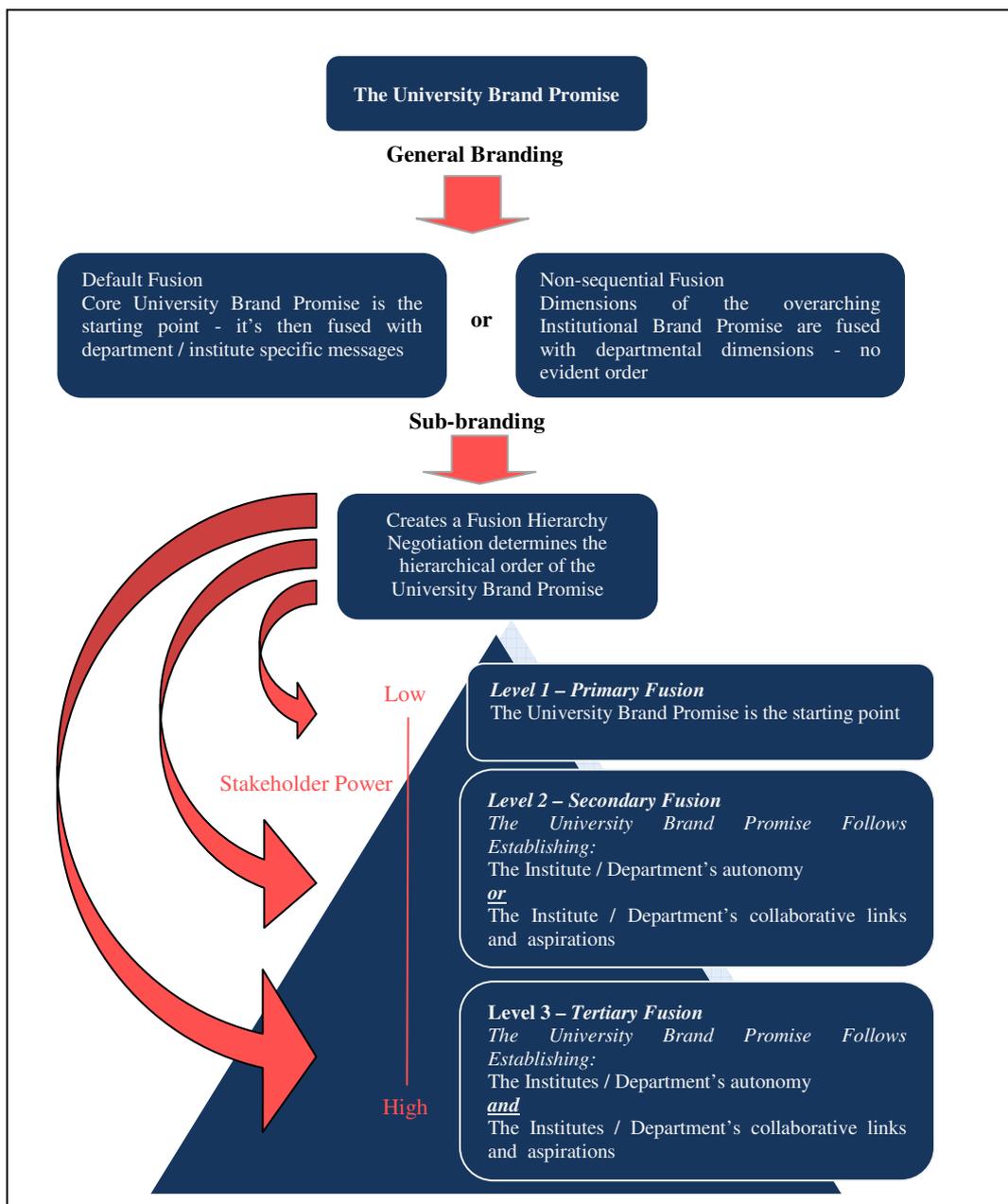


Figure 13.16

The final type of *hierarchical brand promise* the *customised brand promise* was briefly pointed to at Durham and Oxford Brookes. At Durham the potential to customise the brand to the needs of individuals through one-to-one contact (DR1) pointed to a *customisation element*. The greatest opportunity for customisation was evident at Oxford Brookes which had a recruitment office in the foyer:

We sell it on an individual basis, according to what they need, but try to fit in to what our selling points are (OR4)

13.5 Brand Promise Delivery

13.5.1 Introduction

This section identifies the similarities and differences in the management of the universities' brands, providing insight into the factors that are influential in the delivery of the brand promise, the fourth and final research objective. Across the cases four key factors were found to be influential in the delivery of the brand promise:

- *Brand Articulation*
- *Brand Engagement*
- *Brand Integration*
- *Brand Authenticity*

The research identified that each of the factors could be positively or negatively influenced, pointing to more specific *challenging* and *enabling factors* as outlined in Appendix CC. The specifics of the *challenging* and *enabling factors* are contained in Appendices DD – KK.

13.5.2 Brand Articulation

Across the cases the management of the universities' brands by the Marketing and Communications Departments, centred around managing the articulation of the brand. Their role in relation to the delivery of the brand promise was more one of trying to affect the correct articulation of the brand, rather than affecting the actual delivery. With varying degrees of *devolved articulation* spread across schools and departments, there were clear limitations to the control Marketing and Communications had over the brands. In all four cases *articulation frameworks* that consisted of brand/identity guidelines, writing style guides, image banks, and/or approved design/print partners, and/or web content management systems, were a key aspect of the *articulation control* evident.

The absence of real authority however limited the effectiveness of the *articulation controls*. At Durham and Oxford Brookes there was clear evidence of *visual identity flouting* of the brand guidelines (OR7, DR8, DR9). There was also evidence of *jurisdictional impotency* in relation to the authority Marketing and Communications had over the management of the brands (DR1, BR6, OR3), while the *functional irreverence* pointed to at Oxford Brookes suggested there was not the same functional respect in universities for the Marketing function that there would be in other organisations (OR1, OR2).

There was evidence of what was described at Manchester as an "academic/administrative divide" related to how Marketing and Communications were viewed. At Durham they were seen as the "brand police" (DR6), at Manchester the "central administration" (MR1), and at Bedfordshire as "the centre" (BR8). It was a divide also evident from the *delivery demarcation* identified, pointing to clear boundaries when it came to the academic delivery:

we have very little input into how academic life is delivered. We are marketers, we're not academics, we're not involved in the collegiate system (DR1)

at the end of the day there's very little that I can do unless they actually deliver the right experience to the students because my whole strategy is based on the fact that, I believe in the product and the product's good (MR4)

what happens in the classroom is, although it's a factor is absolutely key, and in a way that's out of the control of the marketing team (OR1)

To some extent the academic delivery even seemed outside the control of Senior Management through the considered inappropriateness of dictating to academics about the academic function (DR8, OR9). *Academic disparateness* pointed to a considered inability to control academics, which some respondents likened with “herding cats” (DR7, DR8, BR1) in effect presenting challenges to the engagement and integration necessary to deliver on the brand promise. The notion of “academic freedom” presented a direct challenge to the authenticity of the brand:

essentially academics are trained to be independent thinkers, and you can't tell them what to do (DR1)

this whole notion of academic freedom, them wanting to do whatever they want and being able to do whatever they want (MR1)

there is some tensions isn't there between academic freedom and a brand promise (OR1)

The culture presented many challenges, the *brand detachment* evident which was attributed to some extent with the *devolved structure* of universities (OR9), was found to be a product of a number of cultural factors: *subject fixation, parochialism, and academic silo*, factors that resulted in the absence of a sense of belonging or interest in the wider university. *Subject fixation* was referred to in all four cases:

you have academics so focused on their area of research, so, so focused on their area of research, nothing else matters (DR1)

a typical applicant might say well none of that really, I identify with my subject it's not defined by this institution (MR3)

so they'd be working in silo on their own subject, that the institution is secondary and therefore the university brand is less important than their actual work or research project (BR2)

they were more interested in their subject, their school than they were in the overall institution (OR5)

Parochialism related to the narrow interest academics were considered to have in their schools, departments, or research institutes (DR5, DR6, MR1, OR5) while *academic silo* related to how “isolated” or “cocooned” academics were from the wider institution (DR8, MR1, BR2). Although somewhat contradictory *academic opinionism* also had the potential to negatively impact on the integration of the brand:

the fact that every academic in the University is also a brand expert tends to be a bit of a problem (MR4)

academics tend to have a view about everything and are involved in everything (OR5)

the whole thing I think was quite difficult because everybody has their own idea about branding (OR10)

13.5.3 Brand Engagement

Brand engagement potentially offered a solution to the cultural challenges the brand faced, getting staff involved in what they might do to deliver on the promise implied in the brand was where the Manchester brand consultant considered the unrealised potential branding offered universities lay. Although not referred to for having been achieved, there was a more collective notion at the heart of brand engagement that identified it was about shared understanding:

trying to create a sense of all knowing what's going on and pulling in the same direction as far as that is possible (DR8)

provide a common sense of purpose for staff and be used as a vehicle for not only getting people facing in the same direction but also actively engaged in helping the University to achieve its strategy (MR3)

what is important to do is to have a vision that everyone can relate to and that they can feel they're helping to deliver in their day-to-day job (BR2)

A collective notion that the absence of a "shared collective enthusiasm" (DR7) pointed to at Durham, recognised was not only about understanding, but was also about enthusiasm for the brand, consistent with the requirement for the brand to have an aspirational element as seen in the previous section.

Across the cases *internal communication* was identified as a factor enabling *brand engagement* and an area where increased emphasis was being placed (MR1, BR6).

Brand engagement was not about overcoming the resistance to the brand concept or aversion to the terminology, rather the *communications subtlety* pointed to (DR8, MR7, BR1, OR1, OR9), indicated it was more about finding ways to subtly engage staff into what the universities were about: by celebrating successes (DR8, BR1), reporting on events (DR8), reporting on prizes won (DR8), showing off key strengths (BR1), talking about outreach projects and widening participation (MR1). The challenging factors however suggest real effort led by senior management rather than subtlety is needed to overcome the cultural and contextual challenges the brand promise faces.

It was not only the culture and context that challenged *brand engagement*, when the academic respondents' perspectives were considered, it was apparent that university management were contributing to the *functional* and *communications barriers* challenging their own attempts at engagement. *Time* (DR9, OR7), the *academic workload* (BR8), *email deluge* (DR9, MR6, BR8) which resulted in *email filtering* (DR9) were among the factors contributing to the *brand detachment* evident. *Process flaws* that resulted in a failure to involve, consult, and inform the University community (DR6) had contributed to the *name, cost, and visual brand contention* evident at Durham (DR8), and while at Oxford Brookes the *brand contention* was also derived from *process flaws*, the flaws resulted in *usability contention* (OR7).

Conceptual transience – the notion that the big ideas about how the University should be presented, “come and go and change”, was also an inhibiting factor of the institution's own making, contributing to an indifference to the brand (DR9). Although only pointed to at Durham consistent with the absence of a core focus, from an enabling perspective, the need to keep focused, and avoid getting side tracked and going off on a tangent, was very specifically pointed to at Bedfordshire (BR1).

13.5.4 Brand Integration

Although identified for its absence at Durham, brand engagement needed to start with *stakeholder input* into the branding process, creating buy-in (BR1) and a willingness to accept the outcome (MR3) effectively enabling the integration of the brand. *Mirroring* – reflecting back to people what they told them during the branding process (BR1), and

encapsulating and reflecting back to academics their special bit (OR2) had a similar affect.

The *process robustness* pointed to at Manchester also identified how the branding process could further aid *brand integration* in a sector where a robust process was not only considered respected by academics, but in a sector where faulty arguments would be found out (MR3). Across the cases *brand integration* was a key factor in the delivery of the brand promise. In all four cases the strategic plans were the core documents that outlined what the universities were about and contained the measures against which achievements were assessed, providing what was in effect a level of *strategic delivery*. Through a cascade affect the overarching strategic plans fed into the lower level institutional strategies, identifying *strategic integration* as a key enabler in the delivery of the brand promise. *Process integration* was evident in many forms from *brand underpinning*, *brand embedding*, *brand reflection*, to living the brand. It was about ensuring the brand underpinned everything and everyone's position (DR3), embedding the brand ethos (MR1), ensuring decisions and choices reflected the brand (MR1) and living the brand day-to-day through the values (BR2).

While the need for the integration of the brand to be a top-down process was identified, the need for Senior Management to live the brand (DR1) and endorse behaviours that supported the values (OR2) was referred to more as the ideal. Nonetheless the role the Vice Chancellors had as *brand drivers* was evident at Manchester, Bedfordshire and Oxford Brookes through the direction and endorsement they provided (MR1, BR1, BR2, OR2, OR4). While the respondents were connecting living the brand or living the values with a behavioural orientation (BR1, OR2, OR4), with the exception of Bedfordshire's "respect" value, any behaviours emanating from the values would have to be considered predominantly *process behaviours* and *implied behaviours*. There was no evidence to suggest any of the universities had sets of brand behaviours or distinguished between behaviour types. Nonetheless the interpersonal aspect of the *brand resonance* identified (BR1, OR4), and the *behavioural gaps* that pointed to the inappropriateness of some behaviour for a customer/service orientation (DR1, MR4, BR2) not only pointing to the need to distinguish between *process brand behaviours* and *interpersonal brand behaviours* but for the need to be more explicit about the brand's behaviours. While there were mixed perspectives evident in relation to how students were viewed as seen earlier, a greater customer or service orientation is the

inevitable outcome of the journey universities are on, identifying not only the importance of *behavioural integration* but *interpersonal behavioural integration*.

13.5.5 Brand Authenticity

Across the cases the most direct potential to deliver on the brand promise had its basis in the authenticity of the brand. The *brand resonance* identified as contributing to the authenticity of the brands, not only drew from the integration of the brands, but also from the *foundational authenticity* of basing the brands on what the universities were about, as seen in Section 2, providing what was in effect a level of *natural delivery*. Nonetheless the authenticity of the brand faced many challenges, not least from how the universities wanted and needed to be seen, and despite the identified importance of *reflective articulation*, there was evidence of *misrepresentation: trait misrepresentation* as seen in the cases of Durham and Manchester and *characteristic misrepresentation* at Bedfordshire in relation to Luton.

Delivery disjunction also presented a direct challenge to the authenticity of the brand. As seen at Manchester *strategic integration* did not guarantee the delivery of the brand promise, despite the inclusion of teaching excellence within the strategic plan the *skewed esteem* given to research at the expense of teaching presented challenges to the delivery of the brand promise. While it also seemed that teaching did not have parity of esteem with research at Durham, teaching, in particular small group teaching was held in high regard, suggesting it was *clarity of esteem* not necessarily parity of esteem that enabled the authenticity of the brand.

The potential for *delivery disjunction* was also evident from the competing pressures on the academic delivery. Securing external funding (DR8), the academic workload (DR9, MR6), the administrative workload (DR9, BR8), budget cuts (MR6, OR4), student numbers (DR8, MR6, MR7), and the staff student ratio (MR2, MR7), were all identified as presenting challenges to the academic delivery. The NSS was placing an increased focus on the student experience and the experience was something that was being talked about, and while the importance of touchpoint management was recognised (DR1, DR2, MR4) it was not an identified feature of the management of the universities' brands.

The monitoring that was identified, was predominantly *retrospective monitoring*, that took place at the end of modules, at the end of the year, or annually, effectively too late to identify or correct failures for those experiencing the brand or identify possible misconceptions about the brand promise. While the potential for *interpretation variance* was recognised (DR1, OR6) only Durham through their mystery shopper exercise was found to be monitoring for it, it was nonetheless an inevitable consequence of a concept with a communications dimension.

It is in relation to the authenticity of the brand that the potential the brand promise concept has over other brand perspectives can be seen to reside. While considered interchangeable with other brand perspectives as seen earlier, its real potential relates to the significance that the recognition that the brand conveys a promise places on the need for authenticity, *articulation and delivery authenticity*.

13.6 Chapter Summary

This chapter has identified the influences on the brand promise at the three identified stages in the development of the universities' brands, *the evolutionary stage, the engineered stage, and the refinement stage*. Of real significance was the identification of the universities' evolved strengths as the foundation for the brand promise. The conceptualisation of the branding processes also identified that while there were clear similarities between the outputs of the formal brand processes, the distinctiveness of the processes was a clear factor in the determination of the brand promises. In all four cases the outputs identified the brand promise was implicit.

The chapter pointed to the complexity of a terminological context where *terminological avoidance* and *terminological substitution* were used to overcome resistance to the brand and where *terminological ambiguity* pointed to uncertainty, confusion, and imperfection surrounding the use of brand terminology. Nonetheless mapping the terminology related the brand promise with the core encapsulations of what the universities were about, consistent with the definition of the brand put forward in Chapter 3, while the dominant association of the brand promise with the value encapsulations was consistent with the *value perspective* of the brand promise.

The chapter identified that the universities' brand promises comprised not only a range of *institutional and product defining elements* but also *core and secondary defining elements*, with the core elements playing a key role in differentiating the universities. The contribution of *the characteristic* to the composition of the brand promise was also identified and while convergence around a narrow set of characteristics pointed to the considered importance of quality, geographic, vanguard, competency, vibrancy, positioning, inclusion, enterprise, congenial and contemporary characteristics, it also pointed to the potential characteristic convergence has to inhibit what were otherwise distinctive brands. The chapter pointed to the fallibility of *differentiation scepticism* and to the breadth and depth at which differentiation was actually achievable. The need to consider the centricity of the brand promise was identified as were the shortcomings of an *institution-centric brand promise*. The role of relevance, reflective, and alignment elements in setting the boundaries for the brand promise was identified, while a hierarchy of elements established how the brand promise could deal with the diversity of the universities' activities and stakeholders.

The chapter pointed to the positive and negative influence of brand articulation, brand engagement, brand integration, and brand authenticity factors on the delivery of the brand promise. In particular the factors pointed to the unique contextual challenges the culture and resistance to branding presented and the challenge delivery disjunction resulting from an absence of a focus on the delivery and competing pressures presented. More positively strategic integration, brand resonance, and achieving a shared collective enthusiasm were identified as key enabling factors.

Chapter Fourteen

CONCLUSIONS AND RECOMMENDATIONS

14.1 Introduction

This thesis set out to determine the potential for the application of the brand promise concept in the university context, underpinned by the following research question and primary and secondary objectives:

- **Research Question:** To what extent can the manifestations of the brand promise be identified and categorised to determine its potential for application in a university context?
- **Research Objective 1:** Determine what is meant by the term brand promise;
- **Research Objective 2:** Identify the elements essential to the composition of the brand promise;
- **Research Objective 3 (secondary):** Establish what factors are influential in determining what the brand promise is;
- **Research Objective 4 (secondary):** Determine what factors are influential in the delivery of the brand promise.

This chapter presents the conclusions from the research based on the insight drawn from the literature and findings from the primary research. The conclusions are structured in line with the research objectives outlined above. The second section outlines the contribution to knowledge the research makes, followed by a consideration of the relevance of the research to practitioners. The chapter concludes by making directions for further research and outlining the research limitations.

14.2 The Term Brand Promise

Understanding what is meant by brand promise starts with recognising that the diversity of definitions and conceptualisations of the brand, as considered in Chapter 3, do not deal directly with the substance of the brand. Rather it is from the underlying commonalities between the perspectives that the determination that the brand is the encapsulation of what an entity is about, is made. That notion came across strongly from the case study universities where the web of terminology surrounding the brand and brand promise associated it with the core encapsulations of what the universities were about, identifying the proposition, mission, vision, values etc. as key manifestations of the brand promise. That finding requires the addition of an *encapsulations perspective* to the perspectives of the brand promise identified in Chapter 3, indicating that what can be meant by the term is contained in *The Nine Conceptualisations of the Brand Promise*:

- *The philosophical perspective*
- *The assurance perspective*
- *The affective perspective*
- *The functional perspective*
- *The value perspective*
- *The essentia perspective*
- *The implicit perspective*
- *The connotational perspective*
- *The encapsulations perspective*

While the conceptualisations provide insight into what is meant by the term, this is essentially a concept in name only. As evident from the Rosstein brand promise, explicit brand promises that use promissory language are the exception rather than the rule. The closest the case study universities came to an explicit promise was the articulation of the Durham benefits under the heading “Our Promise”, it was not however an articulation aimed at the University’s external audiences. Creating assurances and conveying what a business will do or not do on the customers’ behalf (Mc Nally and Speak 2002: c.6) are components the *assurance perspective* identify as fundamental to what a promise is.

The deliberate avoidance of promissory language at both Manchester and Oxford Brookes, associated with the brand promise and the legal implications of a failure to deliver at Manchester (MR1), suggests there exists misconceptions on the extent to which *explicit brand promises* created *unequivocal brand promises*. The Rosstein brand promise, that guaranteed innovative creative designs, indicated *explicit brand promises* did not necessarily create *unequivocal brand promises*, with ambiguity inherent in terms like ‘innovative’ and ‘creative’.

The varying perceptions of quality emanating from league table rankings, the higher education sector’s under developed service orientation, and the high risk and credence properties (Lovell et al. 1999) associated with the university service, do however point to the potential relevance of assurances to the university brand. The recognition that the brand promise concept is not an explicit concept does not render it impossible to convey assurances as the explicit promissory statements used at the University of Hull and Bath Spa University seen in Chapter 8 indicate:

- University of Hull (2008c) – “We guarantee first-class teaching and learning”;
- Bath Spa University (2008c) – “We promise you teaching of the highest quality from committed staff, in a unique and supportive environment”.

It can be surmised from the findings that what is or is not a manifestation of the brand promise relates to whether individual manifestations encapsulate what an entity is about. On that premise the explicit promissory statements conveyed by the University of Hull and Bath Spa University are considered manifestations of the brand promise, while slogans around which there was uncertainty may or may not be, depending on what they encapsulate as outlined in Figure 14.1.

Unequivocal promises are however very much the domain of service/price promises or guarantees. There was no suggestion that the specificity the literature related with service promises or guarantees was in anyway associated with the universities’ brand promises and certainly no suggestion that a failure to deliver would have consequences such as students getting money back, rather the universities’ brand promises were implicit and equivocal.

THE BRAND PROMISE MATRIX

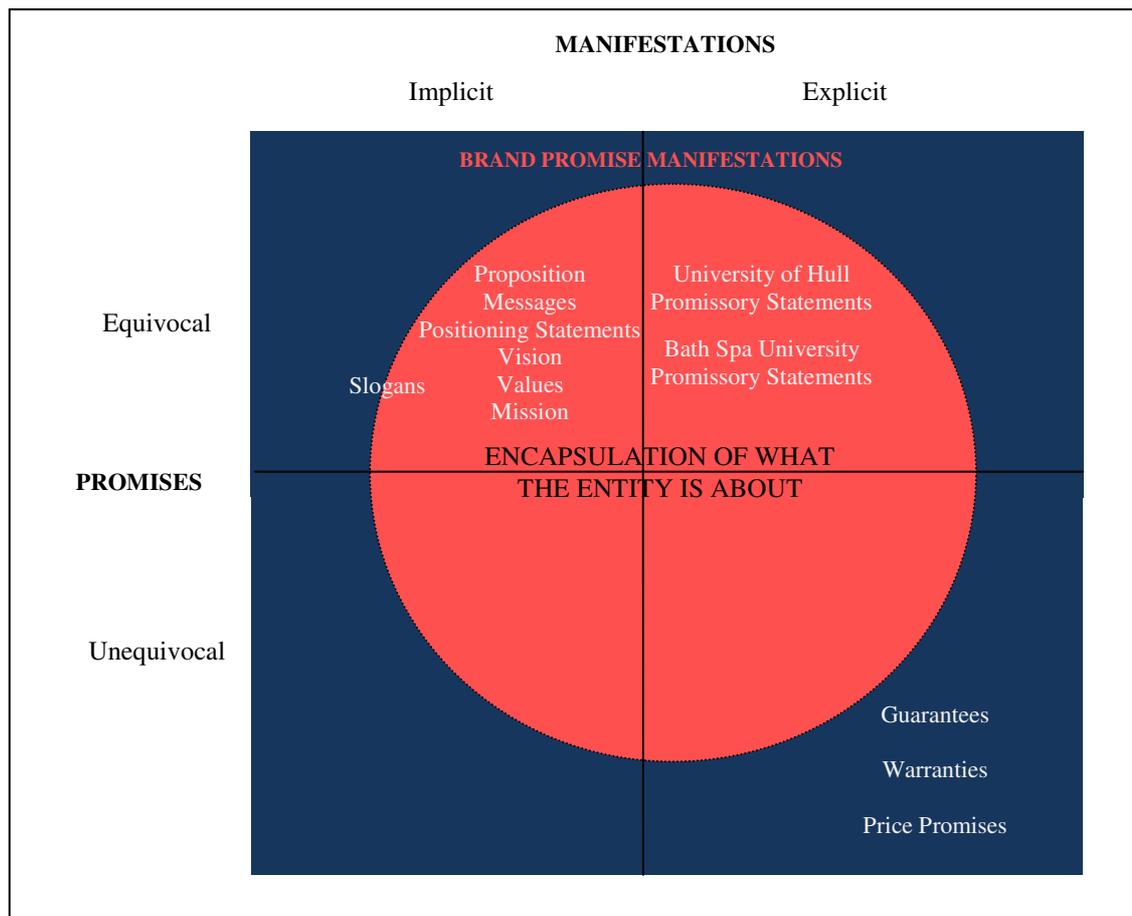


Figure 14.1

The research indicated the brand promise concept has its origins in an implicit promise, however as the case studies indicate the mere recognition of a promise through associations with the values, mission, value proposition etc. is insufficient to capitalise on the real potential the concept has to offer. The superiority of the concept resides in the *philosophical perspective* outlined in Chapter 3, that not only points to a way of thinking about brands that recognises their potential to convey a promise, but through the idea of a “promise-centric business model” (Ward et al. 1999) encompasses a commitment to deliver.

14.3 The Elements of the Brand Promise

Key among the findings of the research was the significance of *the characteristic* element. In its most encapsulating form the brand was found to reside in *the characteristic* of what the universities were about, with a real prevalence evident across the cases for the use of descriptive adjectives. With many of the adjectives relating to the traits of the universities there were clear similarities with the personality (Aaker 1997) and corporate character (Davies 2004) perspectives outlined in Chapter 5. Retrospectively the significance of *the characteristic* was also identified as fitting with the broader range of perspectives considered in Chapters 4-7, retrospectively given the emphasis on the overarching perspectives and their components rather than on *the characteristic*, and confusion surrounding the way terms like values, attributes, benefits, characteristics, and features are used, most evident in de Chernatony and McDonald's (2003) added values perspective in Chapter 4 and Waeraas and Solbakk's (2009) interchangeable use of characteristics and values, confusion specifically pointed to by Durham's Respondent 6.

Standing alone or entwined with the *institutional* and *product dimensions*, *the characteristic* represented areas around which the brand promise was defined. Figure 14.2 brings together the categories of *the characteristic* the research identified as relevant in the university context, drawing from the case findings, literature, and the findings from the 85 English university websites considered as part of the case selection process in Chapter 8, full details are contained in Appendix MM. Interestingly the findings from the 85 English university websites added only one new category to *the characteristic* categories developed from the case analysis, what can be attributed with the breadth of the offer evident in the universities' prospectuses, a factor contributing to the *characteristic convergence* evident in the cases.

The similarities with Aaker (1997) and Davies et al.'s (2004) traits and dimensions were spread across the status, assured, practical, aspirational, extraordinary, enterprising, achievement, vibrancy, inclusion, ethical, contemporary, congenial, and sophistication categories, reflecting the grounded and relevance approach used to develop the research categories, as opposed to the consolidating approach used by Aaker (1997) and Davies et al. (2004). The absence of any evidence of Aaker's "ruggedness" or Davies et al.'s

THE BRAND PROMISE CHARACTERISTIC MODEL

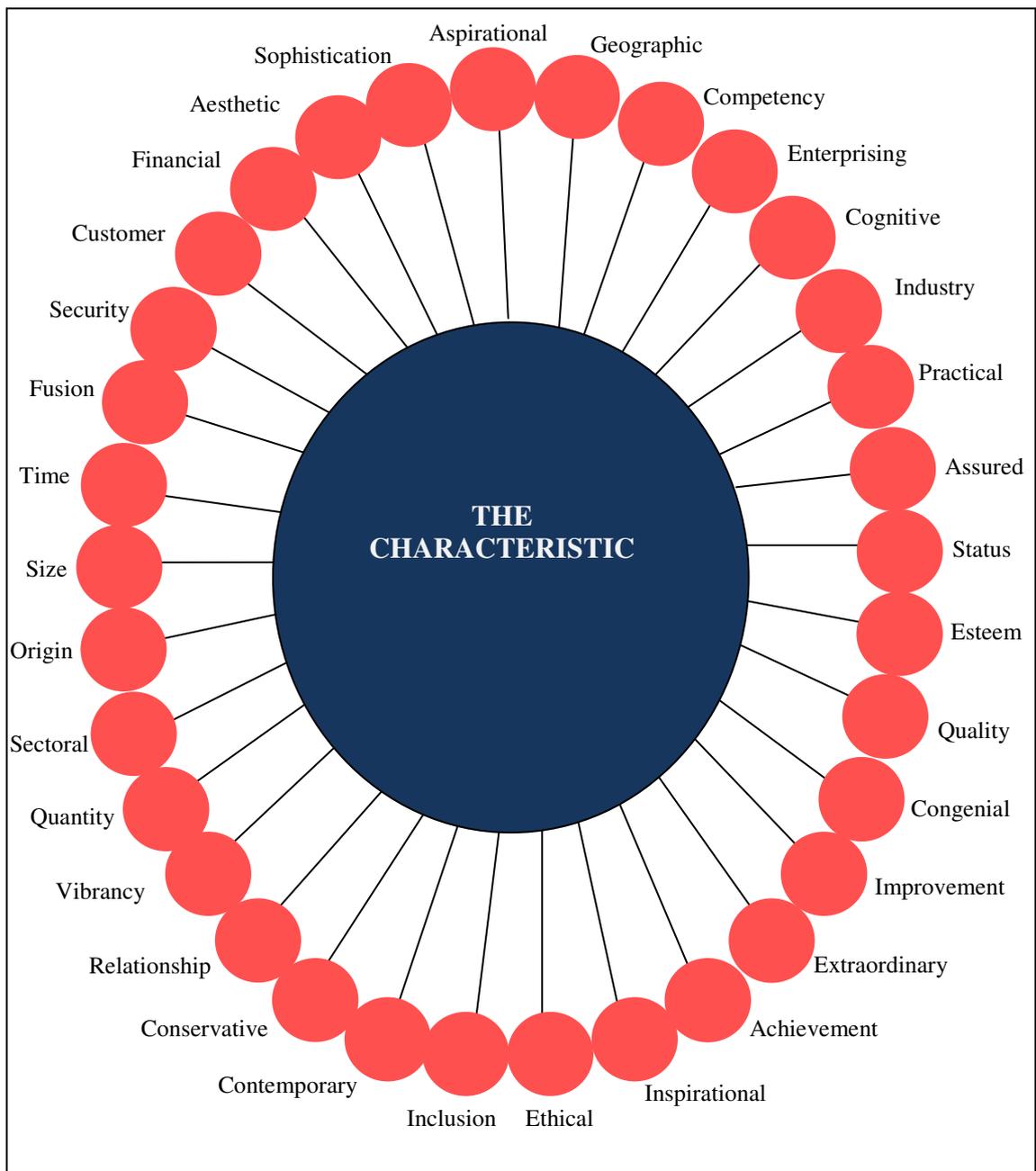


Figure 14.2

“machismo” categories led to the view that the traits had a sectoral relevance. *The characteristic* however went beyond personality or character traits, including quality, geographic, origin, size, aesthetic, customer, financial, security, time, and fusion categories. While the findings that the university brand is defined around 33 characteristic categories is a significant output of the research and step towards understanding the university brand promise, further research is required to determine whether those categories represent the full potential the brand has to offer.

The Brand Promise Characteristic Model addresses the overarching research question by identifying the breadth of potential for the development of university brand promises, the determination of *the characteristic* however lies in the wider elements of the brand promise the research identifies, specifically the relevance and reflective elements that require the brand promise to be relevant to stakeholders while at the same time reflective of what the university is about.

It was also clear from the research that *the characteristic* should not be considered in isolation from the *institutional and product dimensions* around which the universities' brands were defined. The development of The Institutional and Product Dimensions Model refer to Figure 14.3 captures the breadth of potential for the development of university brand promises. While the universities shared many common dimensions it was in how core the dimensions were to what the universities were about that some of the clearest potential for differentiation was evident. Of real significance in understanding that the importance of the defining elements varied, was Aaker's (2010) notion of core and extended identity. A perspective consistent with the wider notion of a core brand element evident in the core values perspective (Hatch and Schultz 2003; Urde 2003), and brand essence perspective (Schultz 2001; Urde 2003; Kapferer 2008; Webster and Keller 2004; Knapp 2008). However rather than indicating that the arrival at a core dimension was reliant on the encapsulation of an entity in its entirety which has parallels with the futility of trying to sum up the institution and arriving at the lowest common denominator (DR1), the case research found that the arrival at a core dimension was achievable by defining the brand promise more centrally around a specific *institutional or product dimension* as illustrated in Figure 14.3.

The *core defining dimensions* were a key differentiator between the case universities, illustrated through: Durham's *research – specialist-based brand promise*, Manchester's *purpose – strategy-based brand promise*, Bedfordshire's *outcome – opportunities-based brand promise*, and Oxford Brookes' *philosophy – vocational-based brand promise*. While inconsistent with perspectives of the brand that consider the concept from individual standpoints, the research provided wider evidence of the potential to define the brand promise more centrally across the aspects of The Institutional and Product Dimensions Model through the University of Strathclyde's *programme based* (Baker and Balmer 1997) *brand promise*, Goucher College's

THE INSTITUTIONAL AND PRODUCT DIMENSIONS MODEL

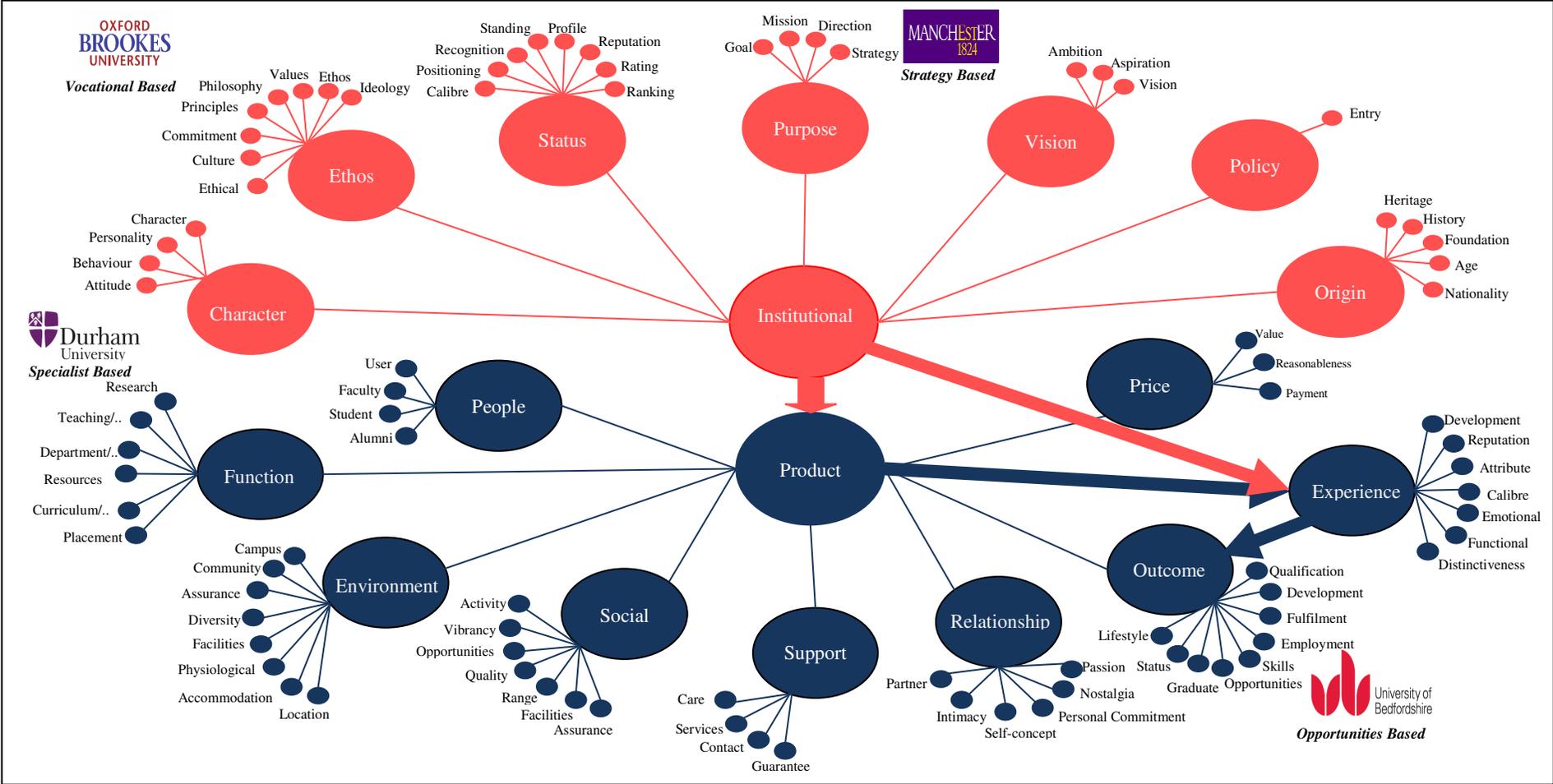


Figure 14.3

placement based (Scarborough and Scarborough 2007) *brand promise*, Oklahoma City University's *culture-based brand promise*, the University of Oxford's *heritage-based brand promise*, the University of Texas El Paso's *student – ambitions based* (Stealing Share 2012) *brand promise*, The University of Wales Trinity Saint David's *relationship – partner-based brand promise*, the University of Hertfordshire's *vision-based brand promises*, and the University of Kentucky's brand which was giving rise to what was in effect a *strategy-based* (Blanton 2007) *brand promise*.

With each perspective of the brand viewing the concept through its own conceptual lens, the similarities with the case findings varied across perspectives. Some of the clearest similarities were between the institutional elements and the corporate and identity-related perspectives, similarities evident at an overarching and in-category level: character (Davies 2004; Kapferer 2008), in-category: personality (Aaker 1997; Keller 2001; Aaker 2010), behaviour (Melewar and Jenkins 2002) and attitude (Keller 1993). Ethos (Aaker 2010) in-category: commitment (Knox and Bickerton 2003; Aaker 2010), values (Keller 2001; Knox and Bickerton 2003; Kapferer 2008; Urde 2009), philosophy (Melewar and Jenkins 2002; Urde 2009), and culture (Hatch and Schultz 2003; Kapferer 2008; Urde 2009). Status based in-category: quality (Aaker 2010; Keller 2001; Urde 2009) and positioning (Urde 2009). Purpose (Knox and Bickerton 2003) in-category: mission (Urde 2009) and strategy (Melewar and Jenkins 2002). Vision (Hatch and Schultz 2003) in-category aspiration (Urde 2009). Origin (Kapferer 2008; Urde 2009; Aaker 2010) in-category heritage (Keller 2001; Hatch and Schultz 2003; Urde 2009; Aaker 2010) and history (Melewar and Jenkins 2002; Urde 2009).

The identity-related perspectives also cut across some of the product dimensions: function (Keller 1993; Aaker 2010), support (Keller 1993), price (Kotler and Fox 1995; Keller 2001), people (Kapferer 2008; Aaker 2010), and relationship (Fournier 1994; Kapferer 2008), the similarities were however limited given the sector specific combination of product categories identified in the cases. While there were similarities with the adaptation of Levitt's (1980) Total Product Concept Model that underpinned the value(s) added perspectives of the brand (Doyle 2002; de Chernatony et al. 2011) to the university context considered in Chapter 4, the clearest similarities with the product dimensions were with the higher education literature. The similarities

were most evident in relation to the function category and its in-category: research (Sevier 2001; Ivy 2001; Palacio et al. 2002; Arpan et al. 2003; Waerass and Solbakk 2009), teaching (Sevier 2001; Ivy 2001; Waerass and Solbakk 2009) and course/curriculum (Ivy 2001; Palacio et al. 2002; Arpan et al. 2003; Ali-Choudhury et al. 2009) elements. The case research however identified that there was potential beyond a focus on quality, adding *vanguard-based brand promises* to the research category and *vocational* and *intimacy-based brand promises* to the teaching category; similarly the case findings extended the curriculum category beyond *range*, *flexibility*, and *quality-based brand promises* to include the *characteristic-based brand promise* that reflected the Oxford Brookes focus on an international curriculum.

While there were also clear similarities with elements of the outcome category: qualification (Arpan et al. 2003; Binsardi and Ekwulugo 2003), fulfilment (Maslow 1974, Knox and Bickerton 2003), employment (Sevier 2001; Palacio et al. 2002; Binsardi and Ekwulugo 2003; Ali-Choudhury et al. 2009), and graduate (Kotler and Fox 1995; Ali-Choudhury et al. 2009), the case findings added development, skills, and opportunities dimensions to the category, and extended the qualifications category to include *reputation-based brand promises* as in the case of the “Manchester Degree”, and the graduate category to include *demand and ethical-based brand promises*. Although the status and lifestyle elements Binsardi and Ekwulugo (2003) pointed to were not evident in the cases, it was not considered a reflection on their validity, elements the analysis of the Cambridge advertisement in Chapter 3 provided support for. Rather it is unrealistic to expect the case universities to incorporate all potential brand elements. The research does not however agree with Binsardi and Ekwulugo’s (2003) proposition that the benefit is not the degree, rather the research indicates the benefit can be the degree and/or the outcome of the degree.

It was in relation to the environment category and its in-category elements that the potential to extend the literature significantly was evident, not only reflecting the limited academic attention university branding had received but the research approach which went beyond the previous studies by recognising the significance of *the characteristic* and considering it in relation to the dimensions. The importance of location evident in the literature (Kotler and Fox 1995; Ali-Choudhury et al. 2009; Waerass and Solbakk 2009; Chapleo 2010) reflected the increasing likelihood students

would live at home (Ivy 2001; Palacio et al. 2002; Ali-Choudhury et al. 2009) and the added value proximity to London presented (Ali-Choudhury et al. 2009). The case findings however identify the even great potential location provides to add value to the brand extending the location category to include: *vibrancy, customer, modernity, diversity, industry, and economic-based brand promises*. In particular the *vibrancy-based brand promises* reflected the effectiveness with which Manchester and Oxford Brookes had integrated the “lively” and “exciting” characteristics of the location into the brand to add new dimensions. Oxford Brookes’ effectiveness at integrating the location into the brand also contributed to the *industry* and *economic-based brand promises*, reflecting the value Oxford’s “knowledge economy”, and its location in what was described as the “Silicon Valley” of the UK (OR1 and OR6) provided.

Similarly while there were commonalities with the atmosphere (Kotler and Fox 1995; Palacio et al. 2002; Ali-Choudhury et al. 2009) and aesthetic (Ali-Choudhury et al. 2009) elements of the campus/environment category, the case findings extended the category to include *inclusiveness, congeniality, supportiveness, vibrancy, and investment-based brand promises* among others, full details are contained in Appendix NN. The support and social categories were also areas the case findings added to by accounting for *the characteristic*, extending the quality (Sevier 2001) and academic (Palacio et al.’s 2002) elements of the support category to included *brand, specialist, and intimacy-based brand promises* among others, and the social category evident through Arpan et.al.’s (2003) reference to social life to include *activity, opportunity, vibrancy, quality, and range-based brand promises*.

Despite the similarities and new insights there were aspects of the literature that did not echo the case findings, the identification of a case relationship category was not a broad endorsement of the use of the relationship perspective, rather its identification hinged on the partner element evident in the Bedfordshire case. The absence of Fournier’s (1994) other relationship dimensions identified as potentially relevant in Chapter 5 could again be accounted for by the small number of case universities, however it is more likely a reflection, especially in relation to the “personal commitment” dimension (Fournier 1994) of what can be seen as one of the more difficult areas around which to define the university brand, given the potential size of the student body and reciprocal aspect of Fournier’s (1994) relationship dimensions.

Rather the relationship evident was more a support relationship, although its articulation related it more with a service.

The “high contact” service categorisation (Bateson 1992; Lovelock et al. 1999) that drew from the analysis of the services literature in Chapter 6, pointed to the significance of the experience to the university brand, and while evident in the cases the presence of experience elements was not driven by that significance. Rather its presence was more in line with Chapleo’s (2010) identification of the experience as an emergent area, and a reactive one driven by the growing importance the NSS was placing on the experience.

Rather than pointing to a literal attempt to define the brand experience around the types of experiences described by Schmitt (1999) or Dube et al. (2003), the “Manchester Experience” and the “Brookes Experience” pointed more towards tags that drew separate attributes and characteristics together in a tangible way. However without the tag, it was no different to a features and benefits approach to branding. In contrast the Durham case pointed to the real potential the experiential perspective provided, through the consideration of the experience from the perspective of the person experiencing the brand and the experiential value that created, in Durham’s case the “personal development” that came from the uniqueness of the experience.

Despite the absence of a deliberate intent, there was evidence of the experiential perspectives in the cases, consistent with the parallels the comparison of the experiential (Schmitt 1999; Dube et al. 2003) and personality (Aaker 1997) perspectives conducted in Chapter 6 suggested existed, adding to the argument that there is considerable scope for the development of university brand promises. The vibrancy of the cities that featured in the “Manchester Experience” and the “Brookes Experience” had clear parallels with Schmitt’s (1999) “relate” and Dube’s (2003) “social experiences”. The association of supportive and congenial characteristics with the universities’ environments had clear similarities with Schmitt’s (1999) “feel” and Dube’s (2003) “emotional” experiences. The sensory appeal of Durham’s world heritage environment and Bedfordshire’s Putteridge Bury campus had parallels with Schmitt’s (1999) “sense” and Dube’s (2003) “sensory” experiences, while the “stimulating learning experience” within Bedfordshire’s “New Futures” had

similarities with Schmitt's (1999) "think" and Dube's (2003) "intellectual" experiences.

The importance of differentiation to the brand promise was evident in the literature through the brand as differentiator(s) conceptualisation considered in Chapters 3 and 4. That importance was however, with the exception of Durham, somewhat subdued in the cases by the presence of *differentiation scepticism*, scepticism the study found contained flaws. *Unitary scepticism* indicated differentiation was being viewed from too narrow a perspective, failing to account for the *blended differentiation* evident in the cases derived from the combination of elements contributing to the universities' brands. *Unitary scepticism* also indicated the potential branding provided as a differentiator was not well understood (consistent with the lack of understanding pointed to in Chapter 1) with the research indicating *unitary differentiation* was achievable and most evident through the potential *conceptual simplicity* provided to encapsulate the brand around a *core institutional or product defining element*. A potential evident in the cases through: the "Durham Difference", Manchester's "2015", and Bedfordshire's "New Futures", and more widely through: Oklahoma City University's "Thank God It's Monday", the University of Texas El Paso's "Dream Big" (Stealing Share 2012), The University of Wales Trinity Saint David's "Be a Name not a Number", the University of Hertfordshire's "Building Futures", and the University of Kentucky's "UK: Catalyst for a new Commonwealth" (Blanton 2007). The research identified *conceptual simplicity* as a key concept that provided the brand with real clarity. The encapsulation of the brand in a simple idea provided a core focus without requiring the brand to have a narrow focus. Nonetheless the relevance issue Manchester's *institution-centric brand promise* in Chapter 10 faced, indicated care needed to be taken when opting to define the brand around a core institutional dimension, given its influence on the centricity of the brand promise and the extent to which it was internally or externally focused.

The *homogeneous* (consistent with the literature questions surrounding differentiation Chapleo (2007)) *convergence*, *profusion*, and *decision scepticism* evident in the cases, indicated differentiation was also being viewed at too superficial a level, failing to account for the greater depth *material differentiation* provided, in particular *intrinsic*, *integration*, and *substantiation differentiation*, consistent with Urde's (2003) view that

it was not necessary for the core values to be unique, rather it was their interpretation and usage that should be unique. The Differentiation Perspectives Model developed in Chapter 13 captured the breadth and depth at which a consideration of differentiation was required.

Although not evident from the cases *conceptual simplicity* also offered an alternative to the encapsulation of the brand around a core institutional or product element, evident from the “University of Pittsburgh Bradford’s brand “Beyond”, that encapsulated the brand in a simple idea that cut across the product elements, pointing to a hybrid perspective that combined the brand as idea perspective (Dru 2002; Hall 2003; Wheeler 2003) with the “one word equity” perspective (Saatchi 2006). The potential *characteristic ownership* provided to create a similar effect was evident from the University of South Dakota’s brand “Extraordinary”, again seemingly combining perspectives showing similarities with Kapferer’s (2008) notion of brand essence and Saatchi (2006) “one word equity” concept. As perspectives they created consistent brand promises as they carried through the product elements, consistency not evident in the cases where the diversity of characteristics was a contributing factor in the *characteristic convergence* identified.

The identification of *characteristic convergence* was another key finding of the research. Despite having clearly distinctive brands the universities were at risk of *characteristic convergence*, convergence driven by how the universities wanted to be seen, the Government’s emphasis on widening participation, and the factors influencing student choice. The convergence was more profound than Antorini and Schultz’s (2005) notion of a “conformity trap”, and the literature references to similarities in the way universities were presented (Melewar and Akel 2005; Waeraas and Solbakk 2009; Ali-Choudhury et al. 2009; Beneke 2011) suggested. The *characteristic convergence* evident in the cases was echoed in the findings of the 85 English university websites examined, putting *characteristic convergence* at its highest in relation to the excellent/excellence, quality, world/world-class, leading, top, strong, vibrant, best, diverse/diversity, international, innovative, supportive, great, and modern characteristics as outlined in Figure 14.4.

THE CHARACTERISTIC CONVERGENCE MODEL

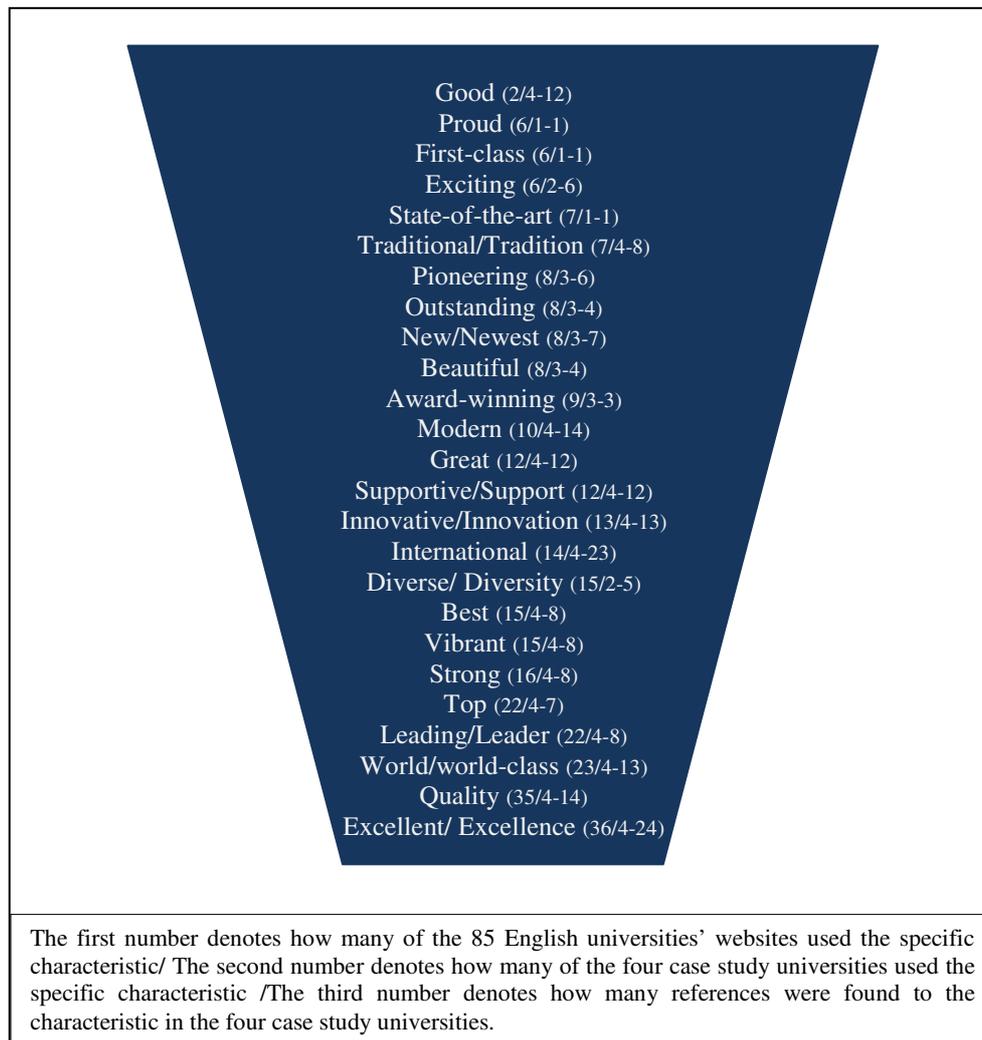


Figure 14.4

While clearly a significant finding *characteristic convergence* did not necessarily call for characteristic avoidance, with the research also pointing to the significance of substantiation. While owing a unique characteristic was clearly a differentiator, the case research found *characteristic ownership* was not reliant purely on owning a unique characteristic, it was also achievable through substantiation, with Manchester standing out for the *characteristic-led substantiation* of the “pioneering”, “influential”, and “exciting” characteristics, an approach that also stood out from the product segmentation and product augmentation of the other prospectuses in bringing the brand to the fore.

14.4 Factors that Influence What the Brand Promise is

The third research objective set out to establish the factors influential in determining what the brand promise is. The research identified an extensive range of factors with the potential to influence the brand promise, factors brought together in Figure 14.5 which captures the breadth of influence on the brand promise.

THE BRAND PROMISE INFLUENCING FACTORS MODEL

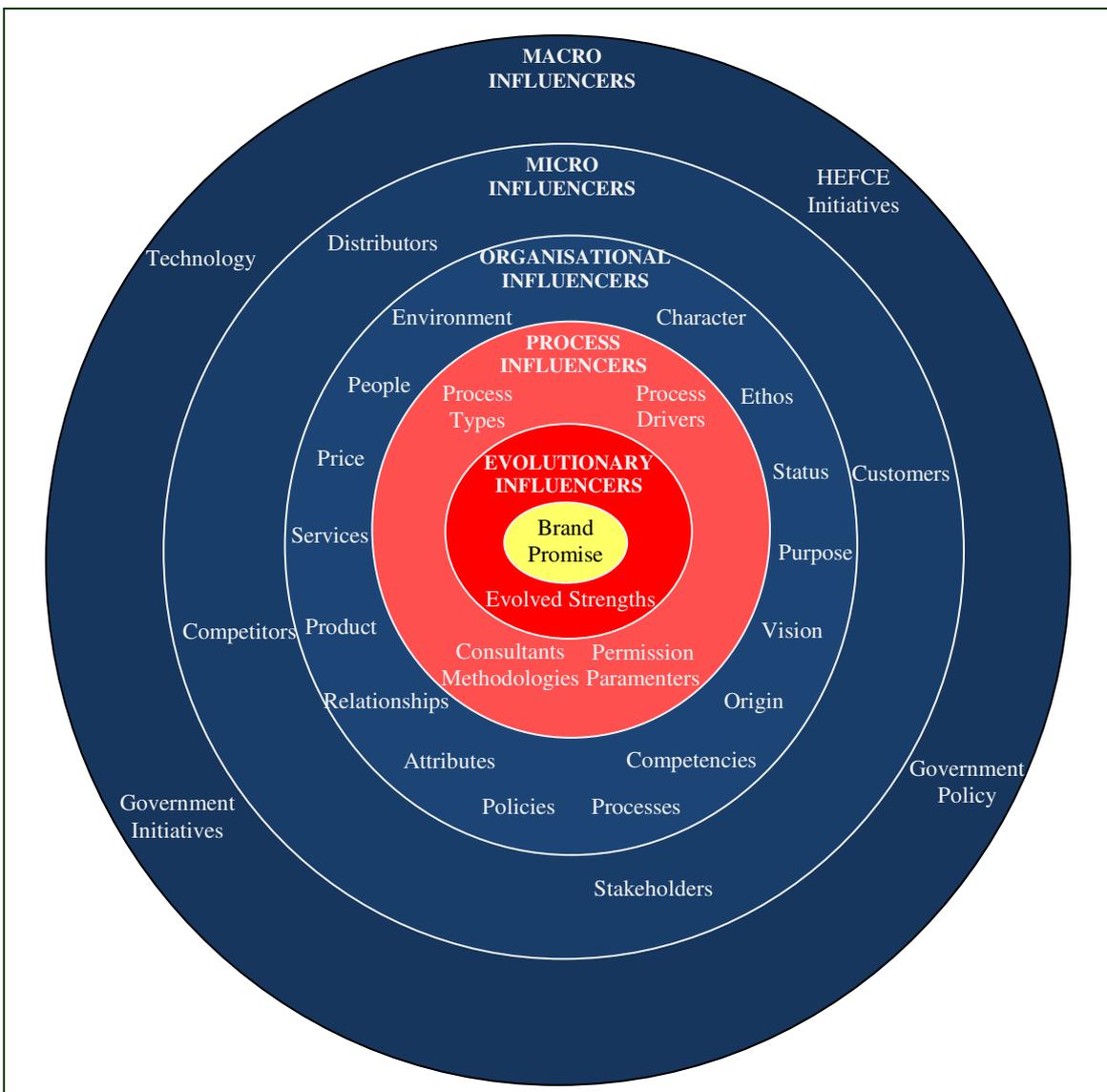


Figure 14.5

The Government's influence on higher education policy outlined in Chapter 2 pointed to macro factors, most evident in the cases through the presence of the *inclusion characteristic* a response to widening participation, and the influence HEFCE's National Student Survey was placing on the importance of the experience element.

Although not identified as such, three key micro influencers were evident in the literature: customers, stakeholders, and competitors. Meeting customers' needs (Kotler and Fox 1995; Keller 1993; Schmitt 1999; Doyle 2002; de Chernatony and McDonald 2003; Dube et al. 2003; Knox and Bickerton 2003; Lindstrom 2005) Scarborough and Scarborough 2007) or creating a value provision for customers (de Chernatony and McDonald 2003; Kapferer 2008; Urde 2009; Aaker 2010) were central to the brand concept, extended to included stakeholders by the corporate brand perspectives (de Chernatony 2002; Hatch and Schultz 2003). Similarly differentiation from competitors (Keller 1993; Doyle 2002; de Chernatony and McDonald 2003; Dube et al. 2003; Knox and Bickerton 2003) or the attainment of a competitive advantage (Kapferer 2008; Lindstrom 2005; Aaker 2010; Scarborough and Scarborough 2007) underpinned the brand concept.

Although it was not possible to determine the influence they had on the universities' brands, the micro influencers were evident in the cases. At Manchester, Bedfordshire, and Oxford Brookes students and stakeholders were consulted as part of the branding process, and although at Durham there was an acknowledged failure to fully involve and consult the University community (DR6) the University had a *stakeholder-centric brand promise* that included a student centric element. *Competitor emulation* was an identified aspect of the Manchester branding process through the efforts made to emulate the qualities of the best universities. At Oxford Brookes *competitor objections* had constrained the choice of name for the new university, what turned out to be a positive factor that brought the philosophy of the brand to the fore through the Brookes aspect of the name.

With the perspectives of the brand considered in Chapters 4-7 representing areas around which the brand promise could be defined, they also represented the organisational influences on the brand promise, influences evident throughout the cases as seen in the previous section. It was however the three identified stages in the

development of the universities brands: *the evolutionary stage*, *the engineered stage* and *the refinement stage* that provided the clearest insights into the factors that influenced what the universities' brand promises were. Of particular significance was the *evolutionary stage*, with the research identifying that the features and strengths fundamental to each of the universities' brands evolved over the lifetimes of the former institutions, identifying the *evolved strengths* as the foundation of the universities' brand promises.

In contrast *the engineered stage* pointed to a deliberate process of constructing the brand, identifying the influence the branding process had on the brand promise. The conceptualisation of the case branding processes captured their potential to influence the brand promise: Durham – *a differentiating modernisation*, Manchester – *an idealistic positioning*, Bedfordshire – *a conceptual positioning* and Oxford Brookes – *a name compromise, an integrating consolidation, and a proposition reformulation*. The influence the *process drivers* had on the process types also identified them as an influencing factors, most evident at Durham where *articulation anarchy* and identity modernisation constrained the brand and placed the focus heavily on the University's visual identity, consistent with the literature findings that there was a tendency for universities to focus on the visual identity (Chapleo 2007; Hall 2003; Chapleo 2011; Stealing Share 2012).

The development of the *Branding Process Matrix* in Chapter 13 identified the types of branding processes available, process types that varied in their potential to influence the brand promise, ranging from mere *identity refinements* through to the *augmented repositioning* of the brand that added new dimensions and repositioned the universities, a process type the Manchester and Bedfordshire cases fell partially within.

While *consultants' methodologies* were a clear factor in all four cases, where they came into their own as influencing factors was most evident at Bedfordshire, where the conceptualisation of the University's evolved strengths in the outcome based idea of "New Futures" not only augmented the brand by adding a new and central dimension, but created a *student-centric brand promise*. What was achievable by the consultants also pointed to the significance of *permission parameters* as an influencing factor, at Durham *permission parameters* had also constrained what was achievable by the

consultants, resulting in a brand that lacked what was considered an important aspirational dimension (DR7). The opposite was the case at Bedfordshire where the consultants had the scope to reinvent the University (BR3), with Bedfordshire's brand standing out from the other cases for the conceptualisation and coordination it encompassed.

While the *Emphasis Refinement Model* developed in Chapter 13 indicated that at the *refinement stage* the factors influencing the brands were less generic than in the previous stages, that determination was based on the *forced or voluntary refinements* identified. In contrast *strategic refinements* were more deliberate and as evident in the Durham case coincided with the strategy planning process. As the encapsulation of what the university is about, it stands to reason that the brand should be the central consideration of the strategic planning process, with its strategic importance pointing to the strategic planning process as the ideal time to review the brand.

14.5 Factors Influential in the Delivery of the Brand Promise

The fourth and final research objective set out to determine the factors influential in the delivery of the brand promise. While the services literature outlined in Chapter 6 placed real significance on the “service encounter” (Bateson 1992; Lovelock et al. 1999) or “moment of truth” (Gronroos 1988) the higher education literature indicated its underlying service orientation would face compatibility issues in the university context given the aversion to the commercialisation of universities (Sharrock 2000; Brookes 2003; Pulley 2003; Hemsley-Brown and Oplatka 2006) and the notion of students as customers (Hemsley-Brown and Oplatka 2006; Ali-Choudhury et al. 2009; Tight 2009). Compatibility issues confirmed by the case research with variations evident in the academic and consumerist perspectives of students, and mixed states of readiness evident across marketing, academia, and senior management for customer related concepts.

There was no real evidence that the service delivery or encounter was a key consideration for the case universities, although touchpoint management was talked

about, it was for its absence (DR1, DR2, MR4) and while feedback was done it was retrospective, too late to correct delivery failures. The idea of mystery shopper was considered out of place for the university context (OR1), although evident at Durham in a moderated form that assessed the articulation of the brand promise. Nor were excessive academic and administrative workloads (DR9, MR6, BR8), budget cuts (MR6, OR4), increased student numbers and staff student ratios (DR8, MR2, MR6, MR7) conducive with a focus on the service encounter. It was at Manchester where the lack of regard for the service delivery was most apparent through how little esteem was given to teaching a consequence of the University's research focus, an issue also highlighted at Durham. While there were signs of change, they were not related with the importance of delivering on the brand promise, rather talking in terms of the student experience was driven by the National Student Survey.

The research found the context presented unique challenges to the delivery of the brand promise, although Marketing and Communications advocated for a service orientation, *delivery demarcation* placed the academic delivery outside their influence and there was evidence of an "academic/administrative divide" (DR6, MR1, BR8). Rather than occupying a position at the centre of the organisation which reflected the strategic importance of the brand, the lack of clout marketing was considered to have (Gilligan 2003) was evident in the cases through *visual identity flouting* (OR7, DR8, DR9), *jurisdictional impotency* (DR1, BR6, OR3), and *functional irreverence* (OR1, OR2). *Academic disparateness* pointed to a context where there was an inability to control academics, a situation the case research likened with "herding cats" (DR7, DR8, BR1) and the literature likened with a "symphony orchestra without a conductor" (Baker and Balmer 1997). The challenge academic freedom presented to the control and consistency branding required (Centaur Communications Ltd. 2003) was evident in the cases where the considered inappropriateness of dictating to academics (DR8, OR9) even seemed to put the academic delivery outside the control of Senior Management. *Subject fixation* (DR1, MR3, BR2, OR5), *parochialism* (DR5, DR6, MR1, OR5, Jevons 2006; Chapleo 2007; Waeraas and Solbakk 2009) and *academic silo* (DR8, MR1, BR2) pointed to a context where academics were disconnected from the brand.

The literature placed real significance on the role of staff in the delivery of the brand promise (Daffey and Abratt 2002; Little 2003, Jevons 2005) in particular the internal branding literature related to the need for alignment between employee behaviour and the brand promise (Tosti and Stotz 2001) or brand values (de Chernatony and Segal-Horn 2003; Aurand et al. 2005). It was Bedfordshire that stood out for its efforts in trying to integrate the University's values, its concise set of values under the acronym ASPIRE had a clear advantage over the lists of values evident at Durham and Manchester which were clearly not intended to aid integration. However aligning behaviour with the values was not necessarily straightforward, the research found any potential the values had to influence behaviour with the exception of Bedfordshire's "respect" value had to be considered implicit, and related to *process brand behaviours*. The inappropriateness of some academic behaviour however pointed to the need to influence *interpersonal brand behaviour*, the literature however makes no distinction between *process brand behaviours* and *interpersonal brand behaviours* or reference to the requirement for a separate set of brand behaviours, identifying it as an area for further research.

Engagement was where the unrealised potential branding offered universities was considered to reside (MR3). The case research pointed to both subtle and active engagement initiatives, subtle initiatives included: celebrating successes, *spotlighting*, and *institutional and role piecing* while more active initiatives included *green paper participation and involvement* and *cross-silo seminars*. While the case research was successful in identifying *process flaws* that had the potential to negatively impact on the successful integration of the brand, further research is required to identify initiatives that have been successful in achieving the engagement necessary to positively influence the delivery of the brand promise.

The absence of a service orientation did not completely inhibit the delivery of the brand promise, as the research progressed it became clear that there was greater complexity to the delivery of the brand promise than the initial examination of the literature suggested, what can be attributed with the many aspects of the brand. The case research found *the service delivery* was just one type of delivery and consideration also needed to be given to *the natural delivery, the articulated delivery,*

and *the strategic delivery*, accounting for the case findings that there were four key factors influential in the delivery of the brand promise:

- *Brand Authenticity*
- *Brand Articulation*
- *Brand Engagement*
- *Brand Integration*

The case research found that there was a level of *natural delivery* associated with the brand promise that related to the authenticity of the brand, in particular the *foundational authenticity* of basing the brands on what the universities were about. Closely related to that was the importance of *brand articulation* where the efforts of the Marketing and Communications Departments were focused, with delivery achievable through affecting the correct articulation of the brand. Across the cases *brand integration* was a key factor in the delivery of the brand promise, going beyond the emphasis the literature placed on alignment and accounting for the strategic aspect of the brand and pointing to the *strategic delivery*. The strategic plans where the main documents that outlined what the universities were about and measures against which achievements were assessed, identifying *strategic integration* as a key factor in the delivery of the brand promise.

14.6 Contributions to Knowledge

The first contribution to knowledge this thesis makes addresses the limited direct attention the concept of the brand promise has received. Through the conceptualisation of the notions of brand promise evident in the literature, the consideration of actual brand promises, and the incorporation of the case findings, a contribution to knowledge is made by presenting what can be meant by brand promise through *The Nine Conceptualisations of the Brand Promise*. A second area of brand theory this research contributes to is the conceptualisations of the brand. *The A-Z of Brand Conceptualisations* developed in Chapter 3 and contained in Appendix B identify that the conceptualisations of the brand are far more extensive than existing literature

suggests (Goodyear 1993; de Chernatony and Dall’Olmo Riley 1998; Louro and Cunha 2001; Hankinson 2004), through consolidation this study provides a comprehensive reference base and index of the perspectives of the brand, identifying 55 brand conceptualisations. By developing a conceptually neutral definition of the brand aimed at understanding what a brand is, this thesis presents a definition capable of incorporating all the directions in which branding has evolved meeting Blumenthal (2004) criteria for a single brand definition and one that recognises that quite simply *brands are the encapsulation of what an entity is about*.

With the branding of higher education receiving limited academic attention this thesis makes a number of contributions to the higher education branding literature through the consideration of the concept of the brand promise within English universities, an area not previously examined. The findings challenge the notion that universities are too complex for the application of branding (Chapleo 2007; Waeraas and Solbakk 2009; Ali-Choudhury et al. 2009) with the study validating the application of a wide range of brand perspectives. As the first study to consider *the characteristic* of the university brand a significant contribution to knowledge is made through the identification of the 33 characteristic categories around which university brands are defined, categories brought together through the development of The Brand Promise Characteristic Model. Furthermore through the identification of the propensity to associate a select group of characteristics with the university brand, the identification of *characteristic convergence* goes beyond the literature references to the similarities in the way universities are presented (Melewar and Akeel 2005; Waeraas and Solbakk 2009; Ali-Choudhury et al. 2009) identifying a phenomenon that adds to the higher education branding literature through the specificity of the convergence identified and development of The Characteristic Convergence Model.

The research findings add still further to current knowledge on the components of the university brand, although a number of studies have considered the components of institutional image (Ivy 2001; Palacio et al. 2002; Arpan et al. 2003) the only work to directly consider the components of the university brand by Ali-Choudhury et al. (2009) is limited by its focus on the components marketing directors and managers consider prospective students believe constitute a university brand, resulting in a failure to account for the institutional aspect of the brand or actual brand elements.

The identification and categorisation of the *institutional and product defining elements* which are brought together through the development of The Institutional and Product Dimensions Model, extends the direct knowledge on the elements of the university brand and the indirect knowledge derived from the studies of institutional image by extending the knowledge on the function, environment, support, social, and outcome elements of the brand as discussed in detail earlier in the chapter. As the defining manifestations of the brand promise they also contribute to the originality of the research through the categorisation of the types of brand promises evident in the university context.

By addressing the scepticism surrounding the potential to differentiate universities (Chapleo 2007; Chapleo 2010) a contribution to knowledge is made, firstly through the conceptualisation of *differentiation scepticism*, secondly through invalidating the flawed rationale contributing to *differentiation scepticism* supported through the development of *The Differentiation Perspectives Model* which captures the breadth and depth at which differentiation is achievable, and thirdly through exemplifying the potential to differentiate universities.

Further contributions to knowledge are made through the conceptualisation of the findings and development of models grounded in original case findings. A contribution to knowledge is made through the identification of the distinct stages in the development of university brands: *the evolutionary, the engineered, and the refinement stage* with each stage further contributing to knowledge on the development of university brands. *The evolutionary stage* identifies the universities' evolved strengths as the foundation of the brand promise, at *the engineered stage* distinct process influencers are a key factor in the determination of the brand as discussed earlier in the chapter, with the development of The Branding Process Matrix making a contribution through the identification of a range of branding processes that not only vary in the extent to which they add new dimensions or focus on the visual identity, but to whether they refine, modernise, or reposition the brand. At the *refinement stage* the research identifies that the refinements to the universities brands are: *voluntary, forced, reactive or strategic* a contribution captured in the development of The Emphasis Refinement Model.

The research adds to the existing knowledge relating to the context within which university branding is applied going beyond the considered resistance to the term brand (Centaur Communications Ltd. 2003; Hemsley-Brown and Oplatka 2006; Chapleo 2007; Chapleo 2011) and aversion to the commercialisation of higher education (Sharrock 2000; Brookes 2003; Pulley 2003; Hemsley-Brown and Oplatka 2006; Tight 2009) by identifying a complex terminological context characterised by *terminological avoidance, terminological progression, and terminological ambiguity*. The complexities of the terminological context are captured in the Terminology Integration Ladder which points to a progression from a pragmatic approach to brand integration, to what is seen as the ideal, greater *terminological openness*. The Terminological Ambiguity Continuum as the name suggests captures the ambiguity surrounding brand terminology, ambiguity that without interventions has to be considered inevitable given the diversity of perspectives of the brand. A further contribution to the literature relating to the context within which university branding is applied is made through the conceptualisation of the contextual challenges the delivery of the brand promise faces. Concepts such as *delivery demarcation, visual identity flouting, jurisdictional impotency, functional irreverence, academic disparateness, academic opinionism, subject fixation, and parochialism* make a contribution to theory development by capturing very concisely the uniqueness of the challenges the university context presents.

14.7 Relevance to Practitioners

The core practitioner contribution this thesis makes is in the identification of the scope for the development of university brand promises. Through the identification of the diversity of areas around which university brands can be defined the research provides practitioners with a platform for the development of university brand promises. In particular the research identifies the potential the encapsulation of the brand in a central idea has to add new dimensions and differentiate the brand. The thesis clearly demonstrates that concepts imported from the business sector have an application in the university context and striving for differentiation should be a priority for

practitioners. The identification of *unitary, material, and blended differentiation* provides practitioners with arguments that can counter *differentiation scepticism*.

While much of the focus of Marketing and Communications was found to reside around maintaining control over the articulation of the brand, the research indicates practitioners need to place greater emphasis on bringing the brand to the fore, with *characteristic-led substantiation* offering a viable approach that enables characteristic ownership, of significance in a sector with a prevalence for the use of descriptive adjectives and characterised by *characteristic convergence*. The research also highlights the need for practitioners to consider the centrality of the brand in particular monitor for *institutional centrality* given its potential to negatively affect the relevance of the brand.

The finding that the initial integration of the brand may be easier to achieve in a university context when brand terminology is avoided and a pragmatic approach to integration is taken, indicates that *terminological avoidance* offers practitioners an approach to brand management that can deal with the contextual challenges the term brand faces. The use of localised terminology such as “The Durham Difference”, “2015”, “New Futures”, and “ASPIRE” indicates brand management does not require the use of brand terminology, providing further support for *terminological avoidance* as a viable approach to brand management. It should not however be considered the only approach, the *Terminological Progression Ladder* also points to the ideal as progression towards greater *terminological openness*. The University of Idaho’s (2013) use of a Brand IQ Test as a means of enabling staff to understand the brand and its terminology indicates brand terminology can have a place within the university context, however if opting to use brand terminology the research indicates practitioners need to use interventions aimed at increasing brand understanding. “The Durham Difference”, “2015”, and “New Futures” are more than just terms, for practitioners they also identify the potential a central idea has to provide a core unifying brand focus for a university.

The research also indicates that practitioners need to ensure the participation and involvement of staff in the branding process to ensure buy-in and a willingness to accept the outcome. There is also a need to ensure *process robustness* with the

research indicating the brand will come under greater scrutiny in a sector where the academic mindset is to dig deep and seek the truth. The research does however indicate a robust process will be respected by academics. The development of *The Branding Process Matrix* provides practitioners with a tool that can be used to combat the tendency universities have to focus on visual identity (Chapleo 2007; Hall 2003; Chapleo 2011; Stealing Share 2012) enabling proposed processes to be plotted and assessed for the extent to which they add new dimensions and/or focus on the visual identity.

14.8 Further Research and Research Limitations

Throughout the chapter directions for further research have been made at the corresponding points, and while outside the scope of this study a further direction comes from the progression the development of branding was pointing to. *Terminological progression*, the movement from *imposed* to *policed* to *empowered control*, and variations in the level of awareness/understanding of the brand, were all pointing to a progression in the development of branding that warrants further investigation and would enable universities to identify where they are and understand what is achievable.

A clear finding of the research was the identification of the significance of *the characteristic* and the identification of the characteristic categories around which university brands are defined. While a grounded approach was used to develop the characteristic categories, it was clear that some adjectives had the potential to cut across multiple categories. Further research could look at identifying *multi-category adjectives* with a view to developing a more concise *characteristic string* with the added benefit of reducing *characteristic convergence*. Further research that includes students is required to look more closely at the equivocal nature of the characteristic manifestations of the brand promise and how delivery can be achieved given its connotational potential and the absence of any real indication that the universities were defining their parameters. Future research could add to the validity of The Institutional and Product Dimensions Model by identifying universities that have defined their

brands more centrally around its dimensions. Particularly further research could look to the US which the research indicated was regarded as being ahead of the UK in its branding efforts.

With the research indicating that the case universities can be considered typical of their mission group types, further research could look at how successful universities from within the same mission groups have been at differentiating their brand. The need to fully understand differentiation can be considered ever more important with the plan to abolish the cap on student numbers set to increase the competition in the sector still further in the coming years. Further directions also now accompany the consideration of the limitations of the research.

Despite the rigour of the study there are a number of limitations that apply to the research findings, the first relates to the recognition that “there is no single interpretive truth” (Denzin and Lincoln 2011: p.15). The interpretive paradigm the researcher subscribes to has influenced the interpretations brought to bear on the research and shaped the findings. As such they cannot be considered the only possible interpretation that could have been derived from the data.

The scope of the study also creates limitations, while deliberate and based on a clear rationale, the decision to focus on understanding the brand promise from a practitioner perspective places limitations on the findings, particularly those relating to the perspectives and elements of the brand promise. The drivers for the research indicate a logical progression of this work would be a study of the brand promise from the perspective of the case universities’ students, enabling comparisons to be drawn with the research findings and any gaps identified. While there is a clear recognition that universities are striving to diversify income streams, increasing the required diversity of the brand promise, the research stopped at identifying how the brand promise could deal with the diversity of a university’s stakeholders rather than considering the product offering directed at each stakeholder group. The focus on the undergraduate and domestic value proposition therefore places limitations on the findings.

The choice of case study as a strategy of inquiry also affects how generalisable the research is, while the multiple-case design increased internal validity, the process of

selection, in this case purposive sampling used when adopting a case study strategy limits the inferences that can be drawn from the findings to the context. Deliberately excluded from the research were specialist and private universities and while there is only one private university in the UK, further afield private universities are more common place. Future research could look at examining the brand promises of private universities. As the increase in tuition fees changes the university marketplace and student expectations, further research could consider what lessons could be drawn from how private universities manage the delivery of the brand promise.

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APPENDIX A

HIGHER EDUCATION BRANDING LITERATURE OVERVIEW

Author(s)	Article Title	P.R. Yes/ No	Scope	Source
Parameswaran and Glowacka (1995)	University image: an information processing perspective	Yes	US University	Journal of Marketing of Higher Education
Baker and Balmer (1997)	Visual identity: trappings or substance	Yes	Scottish University	European Journal of Marketing
Bean (2000)	Is branding a solution to widening participation?	No	UK HE	Journal – Education Marketing
Argenti (2001)	Branding B-Schools: Reputation Management for MBA Programs	Yes	US Business Schools	Journal – Corporate Reputation Review
Ivy (2001)	Higher education institution image: a correspondence analysis approach	Yes	UK & South African HE Institutions	The International Journal of Educational Management
Johnston (2001)	Branding-the key to student recruitment	No	Non-Specific	Journal - Education Marketing
Nguyen and Blanc (2001)	Image and reputation of higher education institutions in students' retention decisions	Yes	Canadian Business School	The International Journal of Educational Management
Sevier (2001)	Brand as relevance		US University	Journal of Marketing for Higher Education
Belanger et al. (2002)	Institutional Image and Retention	Yes	Canadian University	Journal - Tertiary Education and Management
Humphreys and Brown (2002)	Narratives of organisational identity and identification: A case study of hegemony and resistance.		UK Institution of HE	Journal - Organisation Studies
Palacio et al. (2002)	The configuration of the university image and its relationship with the satisfaction of students.	Yes	Spanish University	Journal of Educational Administration
Arpan et al. (2003)	A cognitive approach to understanding university image	Yes	US Universities	Journal – Corporate Communications
Bulotaite (2003)	University heritage – an institutional tool for branding and marketing	No	Lithuanian University	Journal – Higher Education in Europe
Cetin (2003)	Planning and implementing institutional image and promoting academic programs in higher education	Yes	Turkish Universities	Journal of Marketing for Higher Education
Gray et al.(2003)	Branding universities in Asian markets	Yes	Singapore, Malaysia & Hong Kong Markets	The Journal of Product and Brand Management
Rosenthal (2003)	A name by any other name: Responding to the increasing role of marketing in higher education	No	US University	Ph.D. Thesis
Hollwitz (2004)	Branding is the Problem, Not the Solution	No	American Jesuit Universities	Journal - Conversations on Jesuit Higher Education
Jevons (2006)	Universities: a prime example of branding going wrong	Yes	Cross-continent Example	The Journal of Product and Brand Management
Opoku et al. (2006)	Communicating brand personality: Are the websites doing the talking for the top South African Business Schools?	Yes	South African Business Schools	Journal of Brand Management

* P.R. – Peer Reviewed ** S.J. Scholarly Journal

HIGHER EDUCATION BRANDING LITERATURE OVERVIEW cont.

Author(s)	Article Title	P.R. Yes/ No	Scope	Source
Temple (2006)	Branding higher education: illusion or reality?		UK Universities	Journal - Perspectives: Policy and Practice in Higher Education
Balmer and Liao (2007)	Student corporate brand identification: an exploratory case study	Yes	UK HE Institutions	Corporate communications: An International Journal
Blanton (2007)	Engagement as a Brand Position in the Higher Education Marketplace		US University	International Journal of Educational Advancement
Bunzel (2007)	Universities sell their brands	Yes	US Universities	The Journal of Product and Brand Management
Chapleo (2007)	Barriers to brand building in UK universities	Yes	UK Universities	International Journal of Nonprofit and Voluntary Sector Marketing
Hemsley-Brown and Goonawardana (2007)	Brand harmonisation in the international higher education market	Yes	UK University	Journal of Business Research
Lowrie (2007)	Branding higher education: Equivalence and difference in developing identity	Yes	Non-specific Higher Education	Journal of Business Research
Stensaker (2007)	The relationship between branding and organisational change		Non-specific Higher Education	Journal - Higher Education Management and Policy
Hay and van Gensen (2008)	A model for the branding of higher education in South Africa		South African HE Institutions	South African Journal of Higher Education
Lee et al. (2008)	Building the Brand: A Case Study of Troy University	Yes	A US University	Journal - Sport Marketing Quarterly
Sung and Yang (2008)	Toward the Model of University Image: The Influence of Brand Personality, External Prestige, and Reputation	Yes	A South Korean University	Journal of Public Relations Research
Ali-Choudhury et al. (2009)	University marketing directors' views on the components of a university brand	No S.J.	London and South East England Universities	Journal - International Review on Public and Non - Profit Marketing
Curtis et al. (2009)	Corporate brand management in higher education: the case of ERAU	Yes	US University	Journal of Product & Brand Management
Muntean et al. (2009)	The brand: one of the university's most valuable asset	Yes	A Romanian University	Journal - Annales Universitatis Apulensis : Series Oeconomica
Waeraas and Solbakk (2009)	Defining the essence of a university: lessons from higher education branding	Yes	Norwegian University	Journal – Higher Education
Alves and Raposo (2010)	The influence of university image on student behaviour	Yes	Portugal Higher Education Institutions	The International Journal of Educational Management
Chapleo (2010)	What defines “successful” university brands?	Yes	UK Universities	The International Journal of Public Sector Management
Beneke (2011)	Marketing the Institution to Prospective Students – A Review of Brand (Reputation) Management in Higher Education	Yes	South African HE	International Journal of Business and Management
Chapleo (2011)	Exploring rationales for branding a university: Should we be seeking to measure branding in UK universities ?	Yes	UK Universities	Journal of Brand Management

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APPENDIX B

THE A-Z OF BRAND CONCEPTUALISATIONS

BRAND PERSPECTIVES	BRAND DEFINITIONS
<u>Brand as Added Value(s)</u>	<p>“A brand is a product or service that provides functional benefits and added values that some consumers value sufficiently to buy” (Bradley 1995: p. 457)</p> <p>* “An identifiable product, service, person or place, augmented in such a way that the buyer or user perceives relevant unique added values which match their needs most closely” (de Chernatony and McDonald 1998: p.20)</p> <p>“brand is a multidimensional construct whereby managers augment products or services with values and this facilitates the process by which consumers confidently recognise and appreciate these values” (de Chernatony and Dall’Olmo Riley 1998: p. 427)</p> <p>“Brand as adding value” (de Chernatony and Dall’Olmo Riley (1998)</p> <p>“A brand is a product that provides functional benefits plus added values that some customers value enough to buy” (Jones and Slater 2003: p. 32)</p> <p>“Brand as added values” (Punjaisri 2008: p.10)</p>
<i>Brand as Amalgam</i>	<p>“a synthesis of all the elements, physical, aesthetic, rational and emotional” (Hart and Murphy 1998: p.3)</p> <p>“brand is a multidimensional construct whereby managers augment products or services with values and this facilitates the process by which consumers confidently recognise and appreciate these values” (de Chernatony and Dall’Olmo Riley 1998: p. 427)</p> <p>“A brand is the sum total of all the elements, thoughts, images, history, possibilities, and gossip that exists in the marketplace about a certain company” (Sullivan 2003: p.20)</p> <p>“Brand as a cluster of values” (Punjaisri 2008: p.10)</p>
<i>Brand as Asset</i>	<p>“An asset that does not have physical existence and the value of which cannot be determined exactly unless it becomes the subject of a specific business transaction of sale and acquisition” (Seetharama et al. 2001)</p> <p>* “A successful brand is an asset whose value transcends tangibles like real estate and technology. It is created by you, but it resides in the hearts and minds of loyal customers who choose you” (Wheeler and Katz 2011: p.49)</p>
<i>Brand as Attributes</i>	<p>“the intangible sum of a products attributes: its name, packaging and price, its history, its reputation and the way it is advertised” (Ogilvy 1955)</p> <p>“a brand is simply a promise of the bundle of attributes that someone buys and that provides satisfaction” (Ambler 1992: p.17)</p> <p>“A brand is a product or service that provides functional benefits and added values that some consumers value sufficiently to buy” (Bradley 1995: p. 457)</p> <p>“It is the sum of how the product or service performs, and how it is delivered, packaged, and communicated” (Barkan and Semans 2000: p.29)</p> <p>A name or a symbol – and its associated tangible and emotional attributes – that is intended to identify the goods or services of one seller in order to differentiate them from those of competitors” (Seetharama et al. 2001)</p> <p>“A cluster of functional and emotional values, which promise a particular experience” (De Chernatony 2002: p.116)</p> <p>“a brand is a combination of attributes, communicated through a name, or a symbol, that influences a thought-process in the mind of an audience and creates value” (Grimaldi 2003)</p> <p>“A brand is a product that provides functional benefits plus added values that some customers value enough to buy” (Jones and Slater 2003: p. 32)</p>

THE A-Z OF BRAND CONCEPTUALISATIONS cont.

BRAND PERSPECTIVES	BRAND DEFINITIONS
<u>Brand as Authentication</u>	<p>“<u>Brands as authentication</u>”: “the idea that brands establish a product as genuine, giving it some form of guarantee” (Chandler and Owen 2002: p.6)</p> <p>“A brand is a sign or set of signs certifying the origin of a product or service and differentiating it from competitors” (Kapferer 2004: p.11)</p>
<i>Brand as Badge</i>	“ <u>Brand as a badge</u> ” (Aaker 2010: p.156)
<u>Brand as Causal</u>	“ <u>Brands as causal</u> ”: “the idea that brands impact on behaviour” (Chandler and Owen 2002: p.6)
<u>Brand as Charismatic</u>	“ <u>Brands as charismatic</u> ”: “the quite difficult and challenging idea that the allure of magic of brands helps to resolve issues or problems that cannot be resolved rationally” (Chandler and Owen 2002: p.7)
<u>Brand as Coherent</u>	“ <u>Brands as coherent</u> ”: “the idea that the meaning system that makes up any one brand has a distinct shape unlike any other” (Chandler and Owen (2002: p.6)
<u>Brand as Communicator(s)</u>	“ <u>Brands as communicators</u> ” (Hankinson 2004)
<i>Brand as Company</i>	“ <u>Brand as a company</u> ” (de Chernatony and Dall’Olmo Riley 1998)
<u>Brand as Contract</u>	<p>“<u>Brands as contract</u>”: “the proposition that consumers make implicit deals with brands that bind the brand to delivery” (Chandler and Owen 2002: p.7)</p> <p>“A brand is a contract with the market” (Ghose 2002: p.99)</p>
<i>Brand as Cue</i>	“ A brand is a reminder of past performance and a guarantee of future satisfaction” (Bernstein 1989)
<u>Brand as Cultural Icon</u>	“ <u>Brands as cultural icon</u> ”: “the proposition that brands exist simultaneously at both a cultural and individual level” (Chandler and Owen 2002: p.6)
<i>Brand as Definition</i>	“a set of consistent process, aimed at a specific purpose, that define , differentiate, and add value to the organisation” (Blumenthal 2004: p.179)
<u>Brand as Differentiator(s)</u>	<p>“A name, term, symbol or design, or a combination of them which is intended to identify the goods and services of one seller or group of sellers and differentiate them from those of competitors” (AMA 1960)</p> <p>“A brand is a name, term, design, symbol or any other feature that identifies one seller's good or service as distinct from those of other sellers” (Bennett 1988)</p> <p>* “A name, symbol, design or some combination, which identifies the product of a particular organisation as having a sustainable differential advantage” (Doyle 1990: p.5)</p> <p>“A brand is a distinguishing name and/or symbol (such as a logo, trademark, or package design) intended to identify the goods or services of either one seller or a group of sellers, and to differentiate those goods or services from those of competitors” (Aaker 1991)</p> <p>“A brand can be a name, term, design, symbol, or other feature that identifies one firm’s product or service as different from all other goods and services” (Anderson and Vincze 2000: p. 240)</p> <p>“A brand is a mechanism for achieving competitive advantage for firms, through differentiation (purpose). The attributes that differentiate a brand provide the customer with satisfaction and benefits for which they are willing to pay (mechanism)” (Wood 2000)</p> <p>A name or a symbol – and its associated tangible and emotional attributes – that is intended to identify the goods or services of one seller in order to differentiate them from those of competitors” (Seetharama et al. 2001)</p> <p>“<u>Brands as differentiators</u>”: the idea that brands establish a sense of difference from other entities in the same realm of choice” (Chandler and Owen 2002: p.6)</p> <p>“A specific name, symbol or design or more usually a combination of these that is used to distinguish a particular seller’s product” (Doyle 2002: p. 158)</p>

THE A-Z OF BRAND CONCEPTUALISATIONS cont.

BRAND PERSPECTIVES	BRAND DEFINITIONS
<u>Brand as Differentiator(s)</u>	<p>“a set of consistent processes, aimed at a specific purpose, that define, differentiate, and add value to the organisation” (Blumenthal 2004: p.179)</p> <p>“A name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers” (AMA 2012)</p> <p>“A brand is a sign or set of signs certifying the origin of a product or service and differentiating it from competitors” (Kapferer 2004: p.11)</p> <p>“a symbol or name which marks a product as clearly belonging to a specific producer or distributor, and therefore gives value to the producer via competitive differentiation...it is also a defined (marked) product which adds value for the consumer over its merely functional benefit” (Charters 2009: p.285)</p> <p>“A name, term, symbol or design, or a combination of these that identifies the products or services of one seller or group of sellers and differentiates them from those of competitors” (Kotler and Armstrong 2010: p.255)</p> <p><u>“Brand as merely differentiator”</u> (Punjaisri 2008: p.10)</p> <p>“a product or service whose dimensions differentiate it in some way from products or services designed to satisfy the same needs” (Kotler and Keller 2009: p.276)</p> <p>“A brand is a sign (name and/or logo) with the power to differentiate the goods or services of a company – or the organisation itself – and represents a certain meaning to the target group in either a material or an immaterial sense” (Riezebos and van der Grinten 2012)</p>
<i>Brand as Entity</i>	* “An identifiable product, service, person or place, augmented in such a way that the buyer or user perceives relevant unique added values which match their needs most closely” (de Chernatony and McDonald 1998: p.20)
<u>Brand as Evolving Entity</u>	<u>“Brand as an evolving entity”</u> (de Chernatony and Dall’Olmo Riley 1998)
<i>Brand as Essentia</i>	<p>“a brand is the soul of a product” (Rothacher 2004: p.2)</p> <p>“a brand is a name, slogan or logo that represents the essence of or what’s typical about a product” (Forristal and Lehto 2009: p.215)</p>
<i>Brand as Experience</i>	<p>“Brands are first and foremost providers of experiences” (Schmitt 1999: p. 30)</p> <p>“A brand is the sum of the customer’s experiences with the product or company (Hogan et al. 2005: p.12)</p>
<i>Brand as Expectation</i>	<p>“It is a combination of a set of trademarks (brand name, logo etc) as well as consumers’ perceptions and expectations of product or services branded with these trademarks” (Barwise et al. (2000: p.75)</p> <p>“Brand is the promise, the big idea the reputation and expectations that reside in each customer’s mind about the product and/or the company” (Wheeler 2003: p.2)</p>
<i>Brand as Friend</i>	<u>“Brand as a Friend”</u> (Aaker 2010: p.160)
<i>Brand as Gestalt</i>	* “A rich brand is a gestalt made of multiple messages, associations and character traits” (Brandweek 1999: p.24)
<u>Brand as Goodwill</u>	<u>“Brand as goodwill”</u> (de Chernatony and Dall’Olmo Riley 1998)
<u>Brand as Icon</u>	<u>“Brand as icon”</u> (Goodyear 1993: p.77)
<i>Brand as Idea</i>	<p>“A brand is a living business idea” (Dru 2002: p. 64)</p> <p>“Brand is the promise, the big idea the reputation and expectations that reside in each customer’s mind about the product and/or the company” (Wheeler 2003: p.2)</p> <p>“Brand as a central organising idea” (Hall 2003)</p>

THE A-Z OF BRAND CONCEPTUALISATIONS cont.

BRAND PERSPECTIVES	BRAND DEFINITIONS
<i>Brand as Identifier</i>	<p>“A name, term, symbol or design, or a combination of them which is intended to identify the goods and services of one seller or group of sellers and differentiate them from those of competitors” (AMA 1960)</p> <p>“A brand is a name, term, design, symbol or any other feature that identifies one seller's good or service as distinct from those of other sellers” (Bennett 1988)</p> <p>* “A name, symbol, design or some combination, which identifies the product of a particular organisation as having a sustainable differential advantage” (Doyle 1990: p.5)</p> <p>“A brand is a distinguishing name and/or symbol (such as a logo, trademark, or package design) intended to identify the goods or services of either one seller or a group of sellers, and to differentiate those goods or services from those of competitors” (Aaker 1991)</p> <p>“A brand is a name, term, symbol, and/or special design that is intended to identify the goods or services of one seller or group of sellers” (Stanton et al. 1991: p. 210)</p> <p>“A brand can be a name, term, design, symbol, or other feature that identifies one firm’s product or service as different from all other goods and services” (Anderson and Vincze 2000: p. 240)</p> <p>“A brand is a trademark or a distinctive name of a product or manufacturer. It is a name, term, sign, symbol, design or any combination used to identify the goods and services of a seller” (Palumbo and Herbig 2000)</p> <p>“It is a combination of a set of trademarks (brand name, logo etc) as well as consumers’ perceptions and expectations of product or services branded with these trademarks” (Barwise et al. 2000: p.75)</p> <p>“A name or a symbol – and its associated tangible and emotional attributes – that is intended to identify the goods or services of one seller in order to differentiate them from those of competitors” (Seetharama et al. 2001)</p> <p>“A specific name, symbol or design or more usually a combination of these that is used to distinguish a particular seller’s product” (Doyle 2002: p. 158)</p> <p>“A brand is a name that influences buyers” (Kapferer 2004: p.11)</p> <p>“A brand is a name and /or symbol that is used by an organisation to create value for its stakeholders” (Miller and Muir 2004: p.4)</p> <p>“a symbol or name which marks a product as clearly belonging to a specific producer or distributor, and therefore gives value to the producer via competitive differentiation...it is also a defined (marked) product which adds value for the consumer over its merely functional benefit” (Charters 2009: p.285)</p> <p>“A name, term, symbol or design, or a combination of these that identifies the products or services of one seller or group of sellers and differentiates them from those of competitors” (Kotler and Armstrong 2010: p.255)</p> <p>“A name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers” (AMA 2012)</p>
<i>Brand as Identity</i>	<p>“Brand as an identity system” (de Chernatony and Dall’Olmo Riley 1998)</p> <p>“The personality or identity of a product, range of products, or an organisation derived from customer perception of both tangible or intangible attributes” (Arnold 1992: p.247)</p>
<i>Brand as Influencer</i>	<p>“A brand is a name that influences buyers” (Kapferer 2004: p.11)</p> <p>“A brand consists of a set of enduring and shared perceptions in the minds of consumers. The stronger, more coherent and motivating those perceptions are, the more likely they will be to influence purchase decisions and add value to a business” (Hollis 2010: p.13)</p>

THE A-Z OF BRAND CONCEPTUALISATIONS cont.

BRAND PERSPECTIVES	BRAND DEFINITIONS
<i>Brand as Legal Device</i>	<p>“Brand as a legal instrument” (de Chernatony and Dall’Olmo Riley 1998)</p> <p>“Brand as a legal device” (Punjaisri 2008: p.10)</p>
<i>Brand as Logo</i>	<p>“Brand as a logo” (de Chernatony and Dall’Olmo Riley 1998)</p>
<i>Brand as Meaning</i>	<p>“Brands as meaning systems”: “brands are made up of a web of conscious knowledge and subjective associations and impressions, not all of which may be conscious” (Chandler and Owen 2002: p.6)</p> <p>“A brand is a cluster of meaning” (Batey 2008: p.6)</p> <p>“Brand is the sum total of all the meaning that all your possible audiences carry around about you in their heads and in their hearts” (Middleton 2010: p.2)</p> <p>“A brand is a sign (name and/or logo) with the power to differentiate the goods or services of a company – or the organisation itself – and represents a certain meaning to the target group in either a material or an immaterial sense” (Riezebos and van der Grinten 2012)</p>
<i>Brand as Name</i>	<p>“A brand is a name that influences buyers (Kapferer 2004: p.11)</p>
<i>Brand as Narrative</i>	<p>“Brands are stories created in our minds” (Lindstrom 2004: p.180)</p> <p>“A brand is a cultural story” (Twitchell 2004: p.484)</p> <p>“A brand is a story in itself” (Pace 2008: p.215)</p>
<u>Brand as Organisation</u>	<p>“Brand as organisation” (Aaker 2010: p.82)</p>
<i>Brand as Perception</i>	<p>“a brand is nothing more than the total impression of images, emotions, experiences, and facts that an organisation has created in the public mind (Caywood 1997)</p> <p>“The personality or identity of a product, range of products, or an organisation derived from customer perception of both tangible or intangible attributes” (Arnold 1992: p.247)</p> <p>“Brand as an image in customers’ minds” (de Chernatony and Dall’Olmo Riley 1998)</p> <p>“Brands are also perception” (Selame 2000: p.48)</p> <p>“It is a combination of a set of trademarks (brand name, logo etc) as well as consumers’ perceptions and expectations of product or services branded with these trademarks” (Barwise et al. 2000: p.75)</p> <p>“A brand is simply a collection of perceptions in the mind of the customer” (Feldwick 2002: p.4)</p> <p>“Brand is the promise, the big idea the reputation and expectations that reside in each customer’s mind about the product and/or the company” (Wheeler 2003: p.2)</p> <p>“Brands as perceptual entities” (Hankinson 2004)</p> <p>“A brand consists of a set of enduring and shared perceptions in the minds of consumers. The stronger, more coherent and motivating those perceptions are, the more likely they will be to influence purchase decisions and add value to a business” (Hollis 2010: p.13)</p>
<u>Brand as Personality</u>	<p>“The personality or identity of a product, range of products, or an organisation derived from customer perception of both tangible or intangible attributes” (Arnold 1992: p.247)</p> <p>“Brand as personality” (Goodyear 1993: p.76)</p> <p>“Brand as person” (Aaker 2010: p.83)</p> <p>“Brand as a personality” (de Chernatony and Dall’Olmo Riley 1998)</p>
<u>Brand as Positioning</u>	<p>“Brand as positioning” (de Chernatony and Dall’Olmo Riley 1998)</p>

THE A-Z OF BRAND CONCEPTUALISATIONS cont.

BRAND PERSPECTIVES	BRAND DEFINITIONS
Brand as Process	<p>“a set of consistent process, aimed at a specific purpose, that define, differentiate, and add value to the organisation” (Blumenthal 2004: p.179)</p>
<u>Brand as Product</u>	<p>“A brand is an identifiable version of a product which a consumer could perceive as being distinctive in some way from other versions of the product” (Watkins 1986: p.3)</p> <p>“A brand is a product or service made distinctive by its positioning relative to the competition and by its personality” (Hankinson and Cowking 1993: p.1)</p> <p>“A brand is a product or service that provides functional benefits and added values that some consumers value sufficiently to buy” (Bradley 1995: p. 457)</p> <p>“A brand is a combination of features (what a product is), customer benefits (what needs and wants the product meets) and values (what the customer associates with the product)” (Pearson 1996: p.6)</p> <p>“<u>Brand as product</u>” (Aaker 2010)</p> <p>“a brand is the sum total of all perceived functional and emotional aspects of a product or service” (Bergstrom et al. 2002)</p> <p>“A brand is a product that provides functional benefits plus added values that some customers value enough to buy” (Jones and Slater 2003: p. 32)</p> <p>“a product or service whose dimensions differentiate it in some way from products or services designed to satisfy the same needs” (Kotler and Keller 2009: p.276)</p>
<i>Brand as Promise</i>	<p>“A brand is a reminder of past performance and a guarantee of future satisfaction” (Bernstein 1989)</p> <p>“a brand is simply a promise of the bundle of attributes that someone buys and that provides satisfaction” (Ambler 1992: p.17)</p> <p>“A brand is a promise” (Light and Mullen 1996: p.6)</p> <p>“It is a promise made and consistently delivered upon” (Barkan and Semans 2000: p.29)</p> <p>“A brand is a promise. It represents an assurance of an expected level of quality and service” (Selame 2000: p.48)</p> <p>“A cluster of functional and emotional values, which promise a particular experience” (De Chernatony 2002: p.116)</p> <p>“A brand is a set of promises. It implies trust, consistency, and a defined set of expectations” (Scott 2002: p.3)</p> <p>“Brand is the promise, the big idea the reputation and expectations that reside in each customer’s mind about the product and/or the company” (Wheeler 2003: p.2)</p> <p>“A brand is something that lives in your head. It’s a promise that links a product or service to a consumer” (Adamson 2006: p.1)</p> <p>“A brand is a promise” (Pearson 2006: p.385)</p> <p>“<u>Brand as a promise</u>” (Punjaisri 2008: p.10)</p> <p>* “a strong brand can be viewed as a ‘promise’ to consumers” (Keller 2008: p.297)</p> <p>“a brand can be thought of as a ‘promise’ to customers” (Keller and Lehman 2009: p.9)</p> <p>“A brand: a special promise of value that is admired and recognised” (Kaputa 2012)</p> <p>“A brand is a promise kept” (Purkiss and Koyston-Lee 2012: p.15)</p>

THE A-Z OF BRAND CONCEPTUALISATIONS cont.

BRAND PERSPECTIVES	BRAND DEFINITIONS
<i>Brand as Psychological Phenomenon</i>	<p>“The brand is then a form of mental shorthand” (Arnold 1992: p.9)</p> <p>“A brand is a physiological entity made in our minds” (Lindstrom 2004: p.180)</p> <p>“Brands are stories created in our minds” (Lindstrom 2004: p.180)</p> <p>“A brand can best be thought of as a psychological phenomenon (Webster and Keller 2004: p.389)</p> <p>“A brand is something that lives in your head. It’s a promise that links a product or service to a consumer” (Adamson 2006, p.1)</p> <p>“A brand is something that exists in people’s minds” (Ind 2007: p.24)</p> <p>* “A successful brand is an asset whose value transcends tangibles like real estate and technology. It is created by you, but it resides in the hearts and minds of loyal customers who choose you” (Wheeler and Katz 2011: p.49)</p>
<u>Brand as Reference</u>	<p>“<u>Brand as reference</u>” (Goodyear 1993: p.76)</p>
<u>Brand as Relationship(s)</u>	<p>“<u>Brand as a relationship</u>” (de Chernatony and Dall’Olmo Riley 1998)</p> <p>“A brand is a relationship between the customer and a company providing a product or service” (Barkan and Semans 2000: p.29)</p> <p>* “A strong brand has to do with every aspect of a company’s relationship with its customers” (Pla and Parker 2002: p.1)</p> <p>“<u>Brands as relationships</u>” (Hankinson 2004)</p>
<i>Brand as Reputation</i>	<p>“Brand is the promise, the big idea the reputation and expectations that reside in each customer’s mind about the product and/or the company” (Wheeler 2003: p.2)</p>
<i>Brand as Risk Reducer</i>	<p>“<u>Brand as a risk reducer</u>” (de Chernatony and Dall’Olmo Riley 1998)</p>
<i>Brand as Satisfier</i>	<p>“a brand is simply a promise of the bundle of attributes that someone buys and that provides satisfaction” (Ambler 1992: p.17)</p> <p>“A brand is a mechanism for achieving competitive advantage for firms, through differentiation (purpose). The attributes that differentiate a brand provide the customer with satisfaction and benefits for which they are willing to pay (mechanism)” (Wood 2000)</p>
<i>Brand as Sensory Phenomenon</i>	<p>“A brand is a person’s gut feeling about a product service or company” (Neurmeier 2003: p.2)</p>
<i>Brand as Shorthand</i>	<p>“<u>Brand as a shorthand</u>” (de Chernatony and Dall’Olmo Riley 1998)</p> <p>“brand is a multidimensional construct whereby managers augment products or services with values and this facilitates the process by which consumers confidently recognise and appreciate these values” (de Chernatony and Dall’Olmo Riley 1998: p. 427)</p>
<i>Brand as Sign</i>	<p>“A brand is a sign or set of signs certifying the origin of a product or service and differentiating it from competitors” (Kapferer 2004: p.11)</p> <p>“a brand is a sign” (De Lencastre and Côte-real 2010)</p> <p>“A brand is a sign (name and/or logo) with the power to differentiate the goods or services of a company – or the organisation itself – and represents a certain meaning to the target group in either a material or an immaterial sense” (Riezebos and van der Grinten 2012)</p>
<u>Brand as Symbol</u>	<p>“<u>Brand as symbol</u>” (Aaker 2010: p.84)</p> <p>“<u>Brand as a symbolic device</u>” (e.g. identity, personality, and image) (Punjaisri 2008)</p>
<i>Brand as Trust</i>	<p>“a brand is trust” (Selame 2000: p.48)</p>

THE A-Z OF BRAND CONCEPTUALISATIONS cont.

BRAND PERSPECTIVES	BRAND DEFINITIONS
Brand as Value	<p>“A brand is a product or service that provides functional benefits and added values that some consumers value sufficiently to buy” (Bradley 1995: p. 457)</p> <p>“a brand is a combination of attributes, communicated through a name, or a symbol, that influences a thought-process in the mind of an audience and creates value” (Grimaldi 2003)</p> <p>“A brand is a product that provides functional benefits plus added values that some customers value enough to buy” (Jones and Slater 2003: p. 32)</p> <p>“a set of consistent processes, aimed at a specific purpose, that define, differentiate, and add value to the organisation” (Blumenthal 2004: p.179)</p> <p>“A brand is a name and /or symbol that is used by an organisation to create value for its stakeholders” (Miller and Muir 2004: p.4)</p> <p><u>“Brands a value enhancers”</u> (Hankinson 2004)</p> <p>“a symbol or name which marks a product as clearly belonging to a specific producer or distributor, and therefore gives value to the producer via competitive differentiation...it is also a defined (marked) product which adds value for the consumer over its merely functional benefit” (Charters 2009: p.285)</p> <p>“A brand consists of a set of enduring and shared perceptions in the minds of consumers. The stronger, more coherent and motivating those perceptions are, the more likely they will be to influence purchase decisions and add value to a business” (Hollis 2010: p.13)</p>
Brand as Value System	<p><u>“Brand as a value system”</u> (de Chernatony and Dall’Olmo Riley 1998)</p>
Brand as Vision	<p><u>“Brand as vision”</u> (de Chernatony and Dall’Olmo Riley 1998)</p>
<p>Bold – Corresponding Aspect of the Brand Definition <u>Underlining– Literature Brand Conceptualisations</u> * – Successful / Strong / Rich Brand Definitions</p>	

APPENDIX C

FACTORS INFLUENCING STUDENT CHOICE

TANGILBE PRODUCT and BASIC BRAND FACTORS	
ELEMENTS	LITERATURE / STUDIES
RESEARCH	
Research rating (10 th I)	10 th I/BMRB (1998)INT
Research reputation	Price et al. (2003)
Excellent research resources (K)	K/Gray et al. (2003)INT
Research assessments	Unite (2007)
TEACHING	
Good teaching reputation (K)	K/Price et al. (2003)
Teaching rating (3 rd I)	3 rd I/BMRB (1998)INT
Quality Teaching	Unite (2007)
Teaching assessments	Unite (2007)
EDUCATION	
High Standard of Education (2K)	K/Gray et al. (2003)INT and K/Binsardi and Ekwulugo (2003)INT
Quality of learning	Unite (2007)
QUALIFICATION	
Degree Duration	Binsardi and Ekwulugo (2003)INT
International recognition (K)	K/Binsardi and Ekwulugo (2003)INT
COURSE(S)	
Course fees (2 nd I)	2 nd I/BMRB (1998)INT
Courses on offer / range (5K/1 st D)	1 st I/BMRB (1998)INT; K/Unite (2002); K/Unite (2003); K/Unite (2004); K/Unite (2005); and K/Maringe (2006)
Course specifics	Moogan et al. (1999)
Course content (K)	K/Moogan et al. (2001)
Required Course (K)	K/Price et al. (2003)
Course availability	Price et al. (2003) and Foskett et al. (2006)
Quality of course (K)	K/Gray et al. (2003)INT
Flexible courses	Gray et al. (2003)INT
PROGRAMMES	
Programmes of study (K)	K/Cosser (2002)
CLASSES	
Size	Maringe (2006)
PEOPLE / STAFF	
Staff reputations	Maringe (2006)
Quality of faculty (K)	K/Sevier (2001)HB
Excellent teaching staff (K)	K/Gray et al. (2003)INT
CAMPUS	
Type of site /campus (12 th I)	12 th I/BMRB (1998)INT and Price et al. (2003)
Collegiate structure	Price et al. (2003)
FACILITIES / RESOURCES	
Facilities /(9 th I)	9 th I/BMRB (1998)INT; Moogan et al. (1999); Binsardi and Ekwulugo (2003)INT; Price et al. (2003); Maringe (2006) and Foskett et al. (2006)
Quality of facilities (K)	K/Sevier (2001)HB
Library availability	Price et al. (2003)
Quality of library facilities (K)	K/Price et al. (2003)
Excellent physical facilities (K)	K/Gray et al. (2003)INT
Computer availability (K)	K/Price et al. (2003)
Teaching accommodation	Price et al. (2003)
Availability quite study areas (K)	K/Price et al. (2003)
Availability self study areas (K)	K/Price et al. (2003)
Sports facilities	Unite (2007)
SPORT	
Sporting reputation	Unite (2007)

FACTORS INFLUENCING STUDENT CHOICE cont.

TANGILBE PRODUCT and BASIC BRAND FACTORS	
ELEMENTS	LITERATURE / STUDIES
SOCIAL	
Social facilities	Unite (2002)
Reputation for social life	Unite (2003)
University's reputation for social life	Unite (2007)
Social facilities in university	Unite (2007)
ENVIRONMENT	
Learning Environment (K)	K/Gray et al. (2003)INT
ACCOMMODATION	
Accommodation (K)	K/Binsardi and Ekwulugo (2003)INT and Maringe (2006)
Accommodation provided (5 th I)	5 th I/BMRB (1998)INT
Accommodation costs (6 th I)	6 th I/BMRB (1998)INT and Price et al. (2003)
Guaranteed place 1 st year	Unite (2002)
Guaranteed a place in halls	Unite (2007)
Availability of good halls	Unite (2007)
Availability of accommodation	Unite (2007)
Self-contained accommodation	Price et al. (2003)
En-suite facilities	Price et al. (2003)
IT in bedrooms	Price et al. (2003)
Cleanliness	Price et al. (2003)

K – where the elements were identified as key elements --- **2K** – where the elements were identified as key elements in two studies --- **1stI, 2ndI, 3rdI etc.** – where the elements were ranked for their importance to international students --- **BMRB** - British Market Research Bureau / **HB** – Higher Education Brand / **HI** – Higher Education Image / **HP** – Higher Education Positioning / **INT** – International Students / **HPR** – Higher Education Product / **HD** – Higher Education Differentiation

FACTORS INFLUENCING STUDENT CHOICE cont.

BASIC BRAND FACTORS	
ELEMENTS	LITERATURE / STUDIES
PRICE	
Price	Maringe (2006)
Tuition Fees (K)	Binsardi and Ekwulugo (2003)INT; Centin (2003) and HI K/Maringe (2006)
Reasonable tuition fees (K)	K/Gray et al. (2003)INT
Cost of Living (2K)	K/Binsardi and Ekwulugo (2003)INT; Price et al. (2003) and K/Maringe (2006)
Payment Flexibility (K)	K/ Maringe (2006)
Value for money	Unite (2007)
RANKINGS	
League tables	Unite (2003); Unite (2004); Unite (2005); Unite (2007)
University league tables	Foskett et al. (2006)
REPUTATION	
Reputation (2K/4 th I)	BMRB (1998)INT; Moogan et al. (1999); K/Moogan et al. (2001); Cosser (2002); K/Gray et al. (2003)INT; Price et al. (2003) and Maringe (2006)
Brand name of institution	Gray et al. (2003)INT
Achievement of the institution (K)	K/Gray et al. (2003)INT
Experience of institution (K)	K /Gray et al. (2003)INT
Reputation of the university	Unite (2005)
Overall reputation (K)	K /Unite (2007)
Academic reputation	Centin (2003)HI; Unite (2003); Unite (2004); Unite (2005); Unite (2007)
DIVERSITY	
Diversity	Maringe (2006)
Avenue for religious practice	Gray et al. (2003)INT
Valuing cultural diversity	Gray et al. (2003)INT
Multi-cultural environment	Gray et al. (2003)INT
SAFETY	
Within institution safety (K)	K /Gray et al. (2003)INT
Safety (K)	K/Binsardi and Ekwulugo (2003)INT
ENTRY	
Easy of entry (K)	K/Binsardi and Ekwulugo (2003)INT and Maringe (2006)
Entry requirements /grades (7 th I)	7 th I /BMRB (1998)INT and Moogan et al. (2001)
Able to achieve the required grades	Unite (2003); Unite (2005)
ATMOSPHERE	
Ambience / Atmosphere	Moogan et al. (1999) and Moogan et al. (2001); Unite (2003); Unite (2004); Unite (2005)
AUGMENTED BRAND FACTORS	
SERVICES	
Services	Binsardi and Ekwulugo (2003)INT
FINANCIAL SUPPORT	
Bursaries	BMRB (1998)INT
Scholarships (8 th I)	8 th I/Binsardi and Ekwulugo (2003)INT
PLACEMENTS	
Off-campus internships (K)	K/Sevier (2001)HB
SUPPORT	
Quality of academic advising (K)	K/Sevier (2001)HB
Quality of career counselling (K)	K/Sevier (2001)HB
Student support services (K)	K/Gray et al. (2003)INT
Customer care	Binsardi and Ekwulugo (2003)INT

FACTORS INFLUENCING STUDENT CHOICE cont.

EXCLUDED AUGMENTED MODEL FACTORS	
ELEMENTS	LITERATURE / STUDIES
LOCATION	
Location (K)	K/Moogan et al. (2001) and Price et al. (2003)
Location in UK (1 st I)	1 st I/BMRB (1998)INT
Convenience (Proximity to home) (2K)	Moogan et al. (1999); Moogan et al. (2001); Price et al. (2003); K/Maringe (2006) and K/Foskett et al. (2006)
Able to live at home	Unite (2003); Unite (2005)
Rural/Urban	Moogan (1999) and Moogan et al. (2001)
Location facilities	Moogan et al. (1999)
Stable political environment (K)	K/Gray et al. (2003)INT
Hospitability of residents (K)	K/Gray et al. (2003)INT
Country's natural beauty	Gray et al. (2003)INT
City/Urban Location	Unite (2002); Unite (2003); Price et al. (2003); Unite (2004); Unite (2005) and Foskett et al. (2006)
Reputation for social life	Unite (2007)
Location social facilities	Foskett et al. (2006); Unite (2007)
Location cost	Maringe (2006)
London/Proximity to London	Foskett et al. (2006)
INSTITUTION'S STUDENT ETHOS	
Friendly attitude to students (K)	K/Price et al. (2003)
SAFETY	
Crime rates	Price et al. (2003)
Within country safety (K)	K/Gray et al. (2003)INT
STUDENTS	
Mix with like minded people	Unite (2002) Unite (2003)
TRANSPORTATION	
Quality of Public Transport (K)	K/Price et al. (2003)
Transport Costs (K)	K/Maringe (2006)
EMPLOYABILITY	
Job placement record (K)	K/Sevier (2001)HB
Graduate employability (K)	Price et al. (2003) K/Gray et al. (2003)INT
Work after graduation (K)	K/Binsardi and Ekwulugo (2003)INT
Work while studying (2K) (part-time work)	K/Binsardi and Ekwulugo (2003)INT; Price et al. (2003) and K/Maringe (2006)
Graduates expected income (K)	K/Gray et al. (2003)INT
Employer's views of graduates (K)	K/Gray et al. (2003)INT
International recognition (K)	K/Gray et al. (2003)INT
Regional employability	Maringe (2006)
COMMUNITY LINKS	
Community partnerships	Sevier (2001)S

K – where the elements were identified as key elements --- 2K – where the elements were identified as key elements in two studies --- 1stI, 2ndI, 3rdI etc. – where the elements were ranked for their importance to international students --- BMRB - British Market Research Bureau / HB – Higher Education Brand / HI – Higher Education Image / HP – Higher Education Positioning / INT – International Students / HPR – Higher Education Product / HD – Higher Education Differentiation

APPENDIX D
ELEMENTS OF THE UNIVERSITY BRAND

ELEMENTS	HE Brand/Marketing Literature	Student Choice Literature
RESEARCH		
Research	Sevier (2001)HB	
Research output	Ivy (2001)HI/HP	
Research rating		10 th /BMRB (1998)INT
Research reputation		Price et al. (2003)
Excellent research resources		K/Gray et al. (2003)INT
Research quality	Waeraas and Solbakk (2009)HB	
Research assessments		Unite (2007)
TEACHING		
Teaching	Ivy (2001)HI/HP Sevier (2001)HB	
Good teaching reputation		K/Price et al. (2003)
Top quality teaching	Ivy (2001)HI/HP	
Teaching rating		3 rd /BMRB (1998)INT
Teaching quality	Waeraas and Solbakk (2009)HB Palacio et al. (2002)HI	Unite (2007)
Teaching assistant ratio	Arpan et al. (2003)HI	
Teaching assessments		Unite (2007)
EDUCATION		
Quality of Education	Palacio et al. (2002)HI Ali-Choudhury et al. (2009)HB	
High standard of education		K/Gray et al. (2003)INT K/Binsardi and Ekwulugo (2003)INT
Academic excellence	Arpan et al. (2003)HI	
Quality of learning		Unite (2007)
QUALIFICATION		
Degree Duration		Binsardi and Ekwulugo (2003)INT
Worth of the degree	Arpan et al. (2003)HI	
Degree-program characteristics	Arpan et al. (2003)HI	
International recognition	Binsardi and Ekwulugo (2003)HPR	K/Binsardi and Ekwulugo (2003)INT K/Gray et al. (2003)INT
COURSE(S)		
Course		Price et al. (2003)
Course fees		2 nd /BMRB (1998)INT
Courses on offer / range	Ivy (2001)HI/HP Palacio et al. (2002)HI Arpan et al. (2003)HI Ali-Choudhury et al. (2009)HB	1 st /BMRB (1998)INT K/Unite (2002), K/Unite (2003), K/Unite (2004), K/Unite (2005) K/Maringe (2006)
Course specifics		Moogan et al. (1999)
Course content		K/Moogan et al. (2001)
Level of difficult of courses	Palacio et al. (2002)HI Ali-Choudhury et al. (2009)HB	
Required Course		K/Price et al. (2003)
Course availability		Foskett et al. (2006)
Quality of course		K/Gray et al. (2003)INT
Flexible courses		Gray et al. (2003)INT
PROGRAMMES		
Programme requirements	Kotler and Fox (1995)HD	
Nature of academic programmes	Baker and Balmer (1997)HD	
Programmes of study		K/Cosser (2002)
Practical / Theoretical	Palacio et al. (2002)HI	
Nationally known	Arpan et al. (2003)HI	
Academic program offering	Curtis (2009)HD	

ELEMENTS OF THE UNIVERSITY BRAND cont.

ELEMENTS	HE Brand/Marketing Literature	Student Choice Literature
CLASSES		
Class Size		Maringe (2006)
CURRICULUM		
Curriculum Nature (i.e. broad focused)	Kotler and Fox (1995)HD	
SUBJECTS		
Subject areas	Chapleo (2007) HB	
SCHOOLS		
Nationally known	Arpan et al. (2003)HI	
DEPARTMENTS		
Nationally known	Arpan et al. (2003)HI	
PEOPLE/STAFF/FACULTY		
Quality of faculty	Kotler and Fox (1995)HD	K/Sevier (2001)HB
Number of faculty	Kotler and Fox (1995)HD	
Type of faculty	Kotler and Fox (1995)HD	
People / Staff	Tan (2001)HB Oplatka (2002)HI	
Staff reputations	Ivy (2001)HI/HP; Arpan et al. (2003)HI	Maringe (2006)
Excellent teaching staff		K/Gray et al. (2003)INT
Staff research standing	Ali-Choudhury et al. (2009) HB	
Staff qualifications	Ali-Choudhury et al. (2009) HB	
Staff international status	Ali-Choudhury et al. (2009)HB	
Nurturing staff	Ali-Choudhury et al. (2009)HB	
Caring staff	Kotler and Fox (1995)HD Ali-Choudhury et al. (2009)HB	
FACILITIES /RESOURCES		
Technology available	Kotler and Fox (1995)HD	
Facilities	Ivy (2001)HI/HP Palacio et al. (2002)HI Arpan et al. (2003)HI Ali-Choudhury et al. (2009)HB Curtis (2009)HD	9 th I/BMRB (1998)INT Moogan et al. (1999) Binsardi and Ekwulugo (2003)INT Price et al. (2003) Maringe (2006) Foskett et al. (2006)
Quality of facilities		K/Sevier (2001)HB
Classrooms	Oplatka (2002)HPR	
Library	Binsardi and Ekwulugo (2003)HPR	
Library availability		Price et al. (2003)
Library membership	Binsardi and Ekwulugo (2003)HPR	
Quality of library facilities		K/Price et al. (2003)
Laboratories	Oplatka (2002)HPR Binsardi and Ekwulugo (2003)HPR	
Excellent physical facilities		K/Gray et al. (2003)INT
Computer availability		K/Price et al. (2003)
Teaching accommodation		Price et al. (2003)
Availability quite study areas		K/Price et al. (2003)
Availability self study areas		K/Price et al. (2003)
Sports facilities	Binsardi and Ekwulugo (2003)HPR	Unite (2007)
Wellness centres	Curtis (2009)HD	

ELEMENTS OF THE UNIVERSITY BRAND cont.

ELEMENTS	HE Brand/Marketing Literature	Student Choice Literature
SPORT		
Athletics	Arpan et al. (2003)HI Curtis (2009)HD	
Sports team ranking	Arpan et al. (2003)HI	
Image of coaches/players	Arpan et al. (2003)HI	
School spirit	Arpan et al. (2003)HI	
Sporting reputation		Unite (2007)
SOCIAL		
Social facilities		Unite (2002)
Reputation for social life		Unite (2003)
Social Life	Arpan et al. (2003)HI	
University's reputation for social life		Unite (2007)
Social facilities in university		Unite (2007)
CAMPUS		
Physical attractiveness	Ali-Choudhury et al. (2009)HB	
Type of site /campus		12 th I/BMRB (1998)INT Price et al. (2003)
Physical layout	Binsardi and Ekwulugo (2003)HPR	
Collegiate structure	Chapleo (2010)HB	Price et al. (2003)
ENVIRONMENT		
Learning environment	Ali-Choudhury et al. (2009)HB	K/Gray et al. (2003)INT
Physical environment	Arpan et al. (2003)HI	
ATMOSPHERE		
Ambience / Atmosphere	Kotler and Fox (1995)HD Ali-Choudhury et al. (2009) HBE Palacio et al. (2002)HI	Moogan et al. (1999) Moogan et al. (2001) Unite (2003), Unite (2004), Unite (2005)
ACCOMMODATION		
Accommodation		Maringe (2006) K/Binsardi and Ekwulugo (2003)INT
Accommodation provided		5 th I/BMRB (1998)INT
Accommodation costs		6 th I/BMRB (1998)INT Price et al. (2003)
Guaranteed place 1 st year		Unite (2002)
Guaranteed a place in halls		Unite (2007)
Availability of good halls		Unite (2007)
Availability of accommodation		Unite (2007)
Self-contained accommodation		Price et al. (2003)
En-suite facilities		Price et al. (2003)
IT in bedrooms		Price et al. (2003)
Cleanliness		Price et al. (2003)
Student halls	Oplatka (2002)HPR	
PRICE		
Price	Kotler and Fox (1995)HD Binsardi and Ekwulugo (2003)HPR	K/Maringe (2006)
Tuition Fees	Ivy (2001)HI/HP Binsardi and Ekwulugo (2003)HPR	Binsardi and Ekwulugo (2003)INT Centin (2003)HI K/Maringe (2006)
Reasonable tuition fees		K/Gray et al. (2003)INT
Perception of value	Binsardi and Ekwulugo (2003)HPR	
Cheap/Expensive	Palacio et al. (2002)HI	
Cost of Living		K/Binsardi and Ekwulugo (2003)INT Price et al. (2003) K/Maringe (2006)
Payment flexibility		K/Maringe (2006)
Value for money		Unite (2007)

ELEMENTS OF THE UNIVERSITY BRAND cont.

ELEMENTS	HE Brand/Marketing Literature	Student Choice Literature/Research
RANKINGS		
Rankings	Twitchell (2002)HB	
Ratings	Twitchell (2002)HB	
University league tables		Unite (2003); Unite (2004); Unite (2005); Unite (2007); Foskett et al. (2006)
REPUTATION		
Reputation	Ivy (2001)HI/HP Ali-Choudhury et al. (2009)HB	4 th I/BMRB (1998)INT Moogan et al. (1999) K/Moogan et al. (2001) Cossier (2002) K/Gray et al. (2003)INT Price et al. (2003) Maringe (2006)
Brand name of institution		Gray et al. (2003)INT
Achievement of institution		K/Gray et al. (2003)INT
Experience of institution		K/Gray et al. (2003)INT
Reputation of the university		Unite (2005)
Overall reputation		K/Unite (2007)
Academic reputation		Centin (2003)HI; Unite (2003); Unite (2004); Unite (2005); Unite (2007)
DIVERSITY		
Diversity	Ali-Choudhury et al. (2009)HB	Maringe (2006)
Avenue for religious practice		Gray et al. (2003)INT
Valuing cultural diversity		Gray et al. (2003)INT
Multi-cultural environment		Gray et al. (2003)INT
Inclusiveness	Ali-Choudhury et al. (2009)HB	
Opportunity for all	Ali-Choudhury et al. (2009)HB	
SAFETY		
Safety		K/Binsardi and Ekwulugo (2003)INT
Within institution safety		K/Gray et al. (2003)INT
Crime rates		Price et al. (2003)
Within country safety		K/Gray et al. (2003)INT
Safety and security	Ali-Choudhury et al. (2009)HB	
ENTRY		
Ease of entry	Ali-Choudhury et al. (2009)HB Palacio et al. (2002)HI	K/Binsardi and Ekwulugo (2003)INT Maringe 2006
Entry requirements /grades		7 th I/BMRB (1998)INT Moogan et al. (2001)
Able to achieve required grades		Unite (2003)
Difficult to get in to	Arpan et al. (2003)HI	
SERVICES		
Services		Binsardi and Ekwulugo (2003)INT
Student loans and finance	Binsardi and Ekwulugo (2003)HPR	
Employment/Placement	Binsardi and Ekwulugo (2003)HPR	
FINANCIAL SUPPORT		
Bursaries	Ivy (2001)HI/HP	
Scholarships	Oplatka (2002)HPR Binsardi and Ekwulugo (2003)HPR	8 th I/BMRB (1998)INT Binsardi and Ekwulugo (2003)INT
Subsidies transportation	Oplatka (2002)HPR	
Financial aid	Curtis (2009)HD	
PLACEMENTS		
Off-campus internships	Sevier (2001)HB	

ELEMENTS OF THE UNIVERSITY BRAND cont.

ELEMENTS	HE Brand/Marketing Literature	Student Choice Literature
SUPPORT		
Quality of academic advising		K/Sevier (2001)HB
Quality of career counselling		K/Sevier (2001)HB
Academic support	Palacio et al. (2002)HI	
Student support services		K/Gray et al. (2003)INT
Customer care	Ali-Choudhury et al. (2009)HB	Binsardi and Ekwulugo (2003)INT
Cultural experiences	Arpan et al. (2003)HI	
LOCATION		
Location	Kotler and Fox (1995)HD Ali-Choudhury et al. (2009)HB Waeraas and Solbakk (2009)HB Chapleo (2010)HB	K/Moogan et al. (2001) Price et al. (2003)
Location in UK		11 th /BMRB (1998)INT
Convenience / Proximity to home	Ivy (2001)HI/HP Palacio et al. (2002)HI Ali-Choudhury et al. (2009)HB	Moogan et al. (1999) Moogan et al. (2001) Price et al. (2003) K/Maringe (2006) K/Foskett et al. (2006)
Able to live at home		Unite (2003) Unite (2005)
Rural/Urban		Moogan (1999) Moogan et al. (2001)
Location facilities		Moogan et al. (1999)
Proximity to society	Palacio et al. (2002)HI	
Stable political environment		K/Gray et al. (2003)INT
Hospitability of residents		K/Gray et al. (2003)INT
Country's natural beauty		Gray et al. (2003)INT
City/Urban Location		Unite (2002) Unite (2003) Unite (2004) Unite (2005) Price et al. (2003) Foskett et al. (2006)
Reputation for social life		Unite (2007)
Location social facilities		Foskett et al. (2006); Unite (2007)
Location cost		Maringe (2006)
London/Proximity to London	Ali-Choudhury et al. (2009)HB	Foskett et al. (2006)
Associations with London	Ali-Choudhury et al. (2009)HB	
STUDENT ETHOS		
Student orientation	Palacio et al. (2002)HI	
Friendly attitude to students		K/Price et al. (2003)
STUDENTS		
Mix with like minded people		Unite (2002) Unite (2003)
Intelligence of student body	Arpan et al. (2003)HI	
Active social/political issues	Arpan et al. (2003)HI	
Quality students	Bunzel (2007)	
Diversity of student body	Ali-Choudhury et al. (2009)HB	
GRADUATES		
Graduates' achievements	Kotler and Fox (1995)HD	
Graduate employability	Ali-Choudhury et al. (2009)HB	Price et al. (2003) K/Gray et al. (2003)INT
Employer views of graduates		K/Gray et al. (2003)INT
TRANSPORTATION		
Quality of public transport		K/Price et al. (2003)
Transport costs		K/Maringe (2006)

ELEMENTS OF THE UNIVERSITY BRAND cont.

ELEMENTS	HE Brand/Marketing Literature	Student Choice Literature
EMPLOYABILITY		
Employability	Binsardi and Ekwulugo (2003)HPR Ali-Choudhury et al. (2009)HB	
Jobs	Sevier (2001)HB	
Job placement record		K/Sevier (2001)HB
Proximity to companies	Palacio et al.. (2002)HI	
Work after graduation		K/Binsardi and Ekwulugo (2003)INT
Work while studying (part-time work)		K/Binsardi and Ekwulugo (2003)INT Price et al. (2003) K/Maringe (2006)
Graduates expected income		K/Gray et al. (2003)INT
Regional employability		Maringe (2006)
Vocational training	Ali-Choudhury et al. (2009)HB	
Links with employers	Ali-Choudhury et al. (2009)HB	
COMMUNITY LINKS		
Community links	Ali-Choudhury et al. (2009)HB	
Community partnerships		Sevier (2001)S
OUTCOME		
Status	Binsardi and Ekwulugo (2003)HPR	
Lifestyle	Binsardi and Ekwulugo (2003)HPR	
QUALITY		
Performance Quality	Kotler and Fox (1995)HD	
Quality	Binsardi and Ekwulugo (2003)HPR Chapleo (2007)	
STATUS		
Status	Bunzel (2007)	
PERSONALITY		
Personality	Chapleo (2007)HB	
VALUES		
Values	Chapleo (2007) HB Muntean et al. (2009)HB	
Academic values	Wacraas and Solbakk (2009)HB	
VISION		
Clear vision	Chapleo (2010)HB	
STRATEGIC AGENDA		
Strategic Agenda	Chapleo (2010)HB	
CULTURE		
Culture	Chapleo (2010)HB	
EXPERIENCE		
Experience	Chapleo (2010)HB	
ETHICAL		
Social responsibility	Arpan et al. (2003)HI	

K – where the elements were identified as key elements --- 1st, 2nd, 3rd etc. – where the elements were ranked for their importance 1stI, 2ndI, 3rdI etc. – where the elements were ranked for their importance to international students - -- BMRB - British Market Research Bureau / HB – Higher Education Brand / HI – Higher Education Image / HP – Higher Education Positioning / INT – International Students / HPR – Higher Education Product / HD – Higher Education Differentiation

APPENDIX E

PRODUCT-RELATED BRAND PROMISE CATEGORISATION

PERSPECTIVE BASED	CATEGORY BASED	TYPE BASED
<i>Product Based Brand Promises</i>		<i>Defining Brand Promises</i>
Added Values Perspective (Doyle 2002)	<i>Product Based Brand Promises</i>	<i>Functional Based*</i> <i>Psychological Based*</i> <i>Product Based*</i> <i>Quality Based</i> <i>Features Based*</i> <i>Personality Based*</i> <i>Service Based</i> <i>Support Based</i> <i>Guarantee Based</i> <i>Financial Based</i>
Added Values Perspective (De Chernatony et al. 2011)	<i>Product Based Brand Promises</i>	<i>Rational Based*</i> <i>Emotional Based*</i> <i>Product Based*</i> <i>Features Based*</i> <i>Price Based</i> <i>Service Based</i> <i>Support Based</i> <i>Guarantee Based</i> <i>Financial Based</i>
Levitt's Adapted Product Model (Levitt 1980)	<i>Product Based Brand Promises</i>	<i>Curriculum Based</i> <i>Qualification Based</i> <i>Faculty Based</i> <i>Campus Based</i> <i>Facilities Based</i> <i>Resources Based</i> <i>Price Based</i> <i>Quality Based</i> <i>Features Based</i> <i>Services Based</i> <i>Support Based</i> <i>Value Based</i> <i>Reputation Based</i>
Institutional Differentiation (Kotler and Fox 1995)	<i>Differentiation Based Brand Promises</i>	<i>Faculty Based</i> <i>Curriculum Based</i> <i>Features Based</i> <i>Performance Based</i> <i>Quality Based</i> <i>Technology Based</i> <i>Programme Based</i> <i>Atmosphere Based</i> <i>Price Based</i> <i>Caring Based</i> <i>Location Based</i> <i>Achievement Based</i>

Source: Developed from the referenced authors * Category Based

APPENDIX F

TRAITS/CHARACTERISTICS COMPARISON

TRAITS	AAKER'S / DAVIES ET AL.'S TRAITS	HIGHER EDUCATION LITERATURE
Down-to-Earth	Aaker (1997)PE	Ali-Choudhury et al. (2009)S
Family-orientated	Aaker (1997)PE	
Small-town	Aaker (1997)PE	
Honest	Aaker (1997)PE; Davies et al. (2004)	
Sincere	Aaker (1997)PE; Davies et al. (2004)	
Real	Aaker (1997)PE	
Wholesome	Aaker (1997)PE	
Original	Aaker (1997)PE	
Cheerful	Aaker (1997)PE	Palacio et al. (2002)HI
Sentimental	Aaker (1997)PE	
Friendly	Aaker (1997)PE; Davies et al. (2004)	Pulley (2003)D; Price et al. (2003)S; Robertson (2006)S; Lee et al. (2008)S; Sung and Yang (2008)PE; Ali-Choudhury et al. (2009)S,
Daring	Aaker (1997)PE; Davies et al. (2004)	
Trendy	Aaker (1997)PE; Davies, et al. (2004)	
Exciting	Aaker (1997)PE; Davies et al. (2004)	
Spirited	Aaker (1997)PE;	Pulley (2003)D
Cool	Aaker (1997)PE; Davies et al. (2004)	
Young	Aaker (1997)PE; Davies et al. (2004)	Palacio et al. (2002)HI
Imaginative	Aaker (1997)PE; Davies, et al. (2004)	
Unique	Aaker (1997)PE	
Up-to-date	Aaker (1997)PE; Davies et al. (2004)	
Independent	Aaker (1997)PE	
Contemporary	Aaker (1997)PE	
Reliable	Aaker (1997)PE; Davies et al. (2004)	
Hardworking	Aaker (1997)PE; Davies et al. (2004)	
Secure	Aaker (1997)PE; Davies et al. (2004)	
Intelligent	Aaker (1997)PE	
Technical	Aaker (1997)PE; Davies et al. (2004)	
Corporate	Aaker (1997)PE; Davies et al. (2004)	
Successful	Aaker (1997)PE	
Leader	Aaker (1997)PE	
Confident	Aaker (1997)PE	Melewar and Akel (2005)S
Upper class	Aaker (1997)PE	
Glamorous	Aaker (1997)PE	
Good-looking	Aaker (1997)PE	
Charming	Aaker (1997)PE; Davies et al. (2004)	
Feminine	Aaker (1997)PE	
Smooth	Aaker (1997)PE	
Outdoorsy	Aaker (1997)PE	
Masculine	Aaker (1997)PE; Davies et al. (2004)	
Western	Aaker (1997)PE	
Tough	Aaker (1997)PE; Davies et al. (2004)	
Rugged	Aaker (1997)PE; Davies et al. (2004)	
Innovative	Aaker (1995)PE; Davies et al. (2004)	Sevier (2001)S; Oplatka (2002)S; Melewar and Akel (2005)S Palacio et al. (2002)HI; Opoku (2006)BPE Ali- Choudhury et al. (2009)S
Strong	Aaker (1995)PE;	Waeraas and Solbakk (2009)S
Pleasant	Davies et al. (2004)	Palacio et al. (2002)HI
Open	Davies et al. (2004)	Ali-Choudhury et al. (2009)S; Waeraas and Solbakk (2009)S
Straightforward	Davies et al. (2004)	
Concerned	Davies et al. (2004)	
Reassuring	Davies et al. (2004)	
Supportive	Davies et al. (2004)	Oplatka (2002)S
Agreeable	Davies et al. (2004)	
Socially responsible	Davies et al. (2004)	
Extrovert	Davies et al. (2004)	
Ambitions	Davies et al. (2004)	Pulley (2003)D
Achievement oriented	Davies et al. (2004)	
Leading	Davies et al. (2004)	Opoku (2006)BPE
Stylish	Davies et al. (2004)	
Elegant	Davies et al. (2004)	
Prestigious	Davies et al. (2004)	Palacio et al. (2002)HI; Oplatka (2002)S

Exclusive	Davies et al. (2004)	
Refined	Davies et al. (2004)	
Snobby	Davies et al. (2004)	
Elitist	Davies et al. (2004)	Palacio et al. (2002)HI
Arrogant	Davies et al. (2004)	
Selfish	Davies et al. (2004)	
Inward-looking	Davies et al. (2004)	
Authoritarian	Davies et al. (2004)	
Controlling	Davies et al. (2004)	
Casual	Davies et al. (2004)	
Simple	Davies et al. (2004)	
Easy-going	Davies et al. (2004)	
Caring	Aaker (1995)PE	Belanger (2001)HI; Oplatka (2002)HI; Ali-Choudhury et al. (2009)S;
Old-fashioned	Aaker (1995)PE	Palacio et al. (2002)HI
Warm	Aaker (1995)PE	Sung and Yang (2008)PE
Top quality		Ivy (2001)HI,
High quality		Oplatka (2002)HI; Melewar and Akel (2005)S
Good		Oplatka (2002)S
World-class		Opoku (2006)BPE; Ali-Choudhury et al. (2009)S; Chapleo (2010)D
Excellent		Oplatka (2002)S; Pulley (2003)D
Academically excellent		Robertson (2006)S
Excellence		Oplatka (2002)S
Best		Belanger (2001)HI
Top class		Ali-Choudhury et al. (2009)S
Great		Sevier (2001)S
Important		Waeraas and Solbakk (2009)S
Outstanding		Sevier (2001)S
Academic		Sevier (2001)S; Oplatka (2002)S
Professional		Oplatka (2002)S; Melewar and Akel (2005)S
Business-like		Melewar and Akel (2005)S
Proven		Lee et al. (2008)S
Forward-thinking		Lee et al. (2008)S
Forward-looking		Melewar and Akel (2005)S
Technologically progressive		Belanger (2001)HI
Advanced		Palacio et al. (2002)HI
State-of-the-art		Robertson (2006)S
Brand-new		Robertson (2006)S
Purpose-built		Robertson (2006)S
Nice		Oplatka (2002)S
Nurturing		Ali-Choudhury et al. (2009)S
Popular		Palacio et al. (2002)HI
Generous		Robertson (2006)S
Creative		Pulley (2003)D; Melewar and Akel (2005)S
Vibrant		Ali-Choudhury et al. (2009)S
Dynamic		Robertson (2006)S; Ali-Choudhury et al. (2009)S
Modern		Robertson (2006)S
New		Oplatka (2002)S
Traditional		Pulley (2003)D; Palacio et al. (2002)HI
Established		Parameswaran and Glowacka (1995)HI
Old		Parameswaran and Glowacka (1995)HI; Palacio et al. (2002)HI
Welcoming		Ali-Choudhury et al. (2009)S
Inviting		Ali-Choudhury et al. (2009)S
Diverse		Pulley (2003)D
Accessible		Melewar and Akel (2005)S
Inclusive		Melewar and Akel (2005)S
Cultural		Sevier (2001)S;
Inspiring		Ali-Choudhury et al. (2009)S
Stimulating		Palacio et al. (2002)HI, Ali-Choudhury et al. (2009)S
Challenging		Ali-Choudhury et al. (2009)S
International		Lee et al. (2008)S
Global		Lee et al. (2008)S
Practical		Oplatka (2002)HI; Opoku (2006)BPE
Responsible		Melewar and Akel (2005)S
Beautiful		Oplatka (2002)HPR; Sung and Yang (2008)PE
Economic		Sevier (2001)S
Stable		Sung and Yang (2008)PE
Relaxing		Palacio et al. (2002)HI

HI – Higher Education Image / HP – Higher Education Positioning / PE – Higher Education Personality / S – Stated characteristic of HE institutions / D – Desired characteristic of HE institutions / BPE – Business Schools Personality

APPENDIX G

BRAND IDENTITY COMPARISON

AAKER (2010) BRAND IDENTITY	KAPFERER (2008) BRAND IDENTITY
Brand-as-Product	Physique
Product Scope Product Attributes Quality/Value Uses	Function of the Brand What the Brand Does? The Tangible Added Value Physical Appearance Physical Aspects of the Brand
Brand-as-Product	Culture
Country of Origin	Values Feeding Brand Inspiration Principles Governing the Brand Country of Origin is a Cultural Reservoir History and Roots Organisation Culture
Brand-as-Organisation	
Organisation Attributes Local v global	
Brand-as-Symbol	
Brand Heritage	
Brand-as-Product	Reflection
Users	User the Brand is Aimed at Image/Reflection of the Target Buyer What the User Aspires to Be
Brand-as-Person	Relationship
Brand-customer Relationship	Move from Transactions to Relationships Repeat Buying forms a Relationship Establishing a Relationship between Brand and Customer
Brand-as-Person	Personality
Personality	Description of the Brand Brand Character How it Speaks of the Product Associated Figureheads
Brand-as-Symbol	
Visual Imagery and Metaphors	
Any	Self-Image
Will depend on the users self-image	Represents our Views of Ourselves The Target's Outward Image Target's Internal Mirror

Source - Kapferer (2008), Aaker (2010) and Randall (2000)

IDENTITY-RELATED BRAND PROMISE CATEGORISATION cont.

PERSPECTIVE BASED	CATEGORY BASED	VALUE BASED
<p>Image Based Brand Promises Brand Equity (Keller 2001)</p>	<p>Associations Based Brand Promises</p>	<p><i>Defining Brand Promises</i></p> <ul style="list-style-type: none"> Performance Based Characteristic Based* Features Based* Reliability Based Durability Based Serviceability Based Efficiency Based Style Based Design Based Price Based Personality Based* Values Based Heritage Based Experience Based Quality Based Fun Based Warmth Based Excitement Based Security Based Fulfilment Based Accomplishment Based

Source: Developed from the referenced authors * Category Based

APPENDIX I

EXPERIENCE-RELATED BRAND PROMISE CATEGORISATION

PERSPECTIVE BASED	CATEGORY BASED	VALUE BASED
<p><i>Experiential Based Brand Promises</i></p> <p>Experiential Marketing (Schmitt 1999)</p>	<p><i>Experience Based Brand Promises</i></p> <p><i>Experiential Based Brand Promises</i></p>	<p><i>Defining Brand Promises</i></p> <p><i>Values Based</i> <i>Sensory Based</i> <i>Emotional Based</i> <i>Cognitive Based</i> <i>Behavioural (lifestyle) Based</i> <i>Relational Based</i></p>
<p>Pleasurable Experience Engineering (Dube et al. 2003)</p>	<p><i>Pleasurable Based Brand Promises</i></p>	<p><i>Sensory Based</i> <i>Social Based</i> <i>Emotional Based</i> <i>Intellectual Based</i></p>
<p>Service Marketing (Lovelock et al. 1999)</p>	<p><i>Assurance Based Brand Promises</i></p>	<p><i>Performance Based</i> <i>Finance Based</i> <i>Psychological Based</i> <i>Social Based</i> <i>Sensory Based</i> <i>Safety Based</i> <i>Temporal Based</i></p>
<p>Internal Branding (De Chernatony and Segal-Horn 200)</p>	<p><i>Values Based Brand Promises</i></p>	<p>Functional Based Emotional Based</p>
<p>Internal Branding (Harris and de Chernatony 2001)</p>	<p><i>Values Based Brand Promises</i></p>	<p>Emotional Based</p>

Source: Developed from the referenced authors

APPENDIX J

CORPORATE-RELATED BRAND PROMISE CATEGORISATION

PERSPECTIVE BASED	CATEGORY BASED	VALUE BASED
<p><i>Corporate Based Brand Promises</i> Brand Enactment de Chernatony 2002)</p>	<p><i>Values Based Brand Promises</i></p>	<p><i>Defining Brand Promises</i> Functional Based Emotional Based</p>
<p>Corporate Brand Building (Urde 2003)</p>		<p><i>Core Values Based Brand Promises</i></p>
<p>Corporate Brand's Core Values - (Urde 2009)</p>	<p><i>Core Values Based Brand Promises</i></p>	<p>Values Based Culture Based Philosophy Based Heritage Based History Based Origin Based Mission Based Durability Based Quality Based Features Based Innovation Based Relationship Based Specialist Based Positioning Based Aspiration Based</p>
<p>Corporate Branding Framework (Hatch and Schultz 2003)</p>	<p><i>Values Based Brand Promises</i></p>	<p>Vision Based Culture Based Heritage Based</p>
<p>Conventions of Corporate Branding (Knox and Bickerton 2003)</p>	<p><i>Benefit Based Brand Promises</i></p>	<p>Attribute Based Purpose Based Commitment Based Values Based Benefit Based Product Based Service Based Customer Based Performance Based Portfolio Based Network Based</p>
<p>Maslow (1943)</p>	<p><i>Needs Based Brand Promise</i></p>	<p>Self-actualisation Based Esteem Based Social Based Safety Based Physiological Based</p>
<p>Corporate Identity (Melewar and Jenkins 2002)</p>	<p><i>Identity Based Brand Promises</i></p>	<p>Location Based Behaviour Based Goal Based Philosophy Based Principles Based Nationality Based History Based Industry Based Strategy Based</p>

Source: Developed from the referenced authors

APPENDIX K

CODING TABLES

TABLE 1 - CODES DENOTING THE WEBSITE SECTIONS SEARCHED

CODE	DESCRIPTION
1	Level 1 - Home page
2	Level 2 – Direct link from the home page
3	Level 3 – Main Sections: 3A - About us/about the university/ about/the university/information about/university and colleges/university/our vision or 3I - Inside the university/your university/faculties and departments/why choose/schools and departments/UCLan Life
3	Level 3 –3P - Prospective students/student life/student information/students or 3F - Future students or 3U -Undergraduate page /undergraduate study/undergraduate prospectus/study opportunities/undergraduate applicants/undergraduate courses/undergraduate information study at/study with us/study here
4	Level 4 - Direct link from the main Level 3 pages A/F/I/P/U/ – After the 4 indicates which page the link originated from

Table 1: Source - University Websites

TABLE 2 - CODES USED IN THE INFORMATION COLUMN

INF	Additional Information (information that could be used to differentiate between universities)		
AL	Alternating photographs (used well)	BI	Brand page
BI-C	Brand page (undergoing change)	BI-N	Brand page (not available to public)
BI-P	Brand page (brand project/change)	CO	Coordinated approach
DL	Distance learning courses	FO	Reference made to year of foundation
ID	Identity page (graphic/visual)	IM	Imagery that can convey a BP - used well
IN	Innovative approach (interactive model)	MK	Marketing page
NW	Reference made to new university status	OL	Reference made to old associations
OP	Options list (G-good – B-bad)	PA	Partial alternating photographs
PG	Postgraduate university only	TH	Text heavy
TX	Long paragraphs not over 70 words	RU	Russell Group
94	The 1994 Group	UA	University Alliance
M+	Million +	WU	Worldwide University Network

Table 2: Source - (University Websites and Author)

CODING TABLES cont.

TABLE 3 - CODES DENOTING EXPLICIT TYPES OF BRAND PROMISES

EBP EXPLICIT BRAND PROMISES			
BPS	Brand Promise Statement	EXS	Explicit Promise Statement
MBP	Multiple Brand Promise Statements	MIS	Mission Statement
POS	Positioning Statement	SLA	Stand Alone – Slogans/Taglines
SLP	Partially supported – info on another page	SLS	Supported – Slogans/ Taglines
SWB	Single Word Brand Promise		

Table 3: Source - (Aaker 2010; de Chernatony 2002; Sullivan 2003; University Websites)

TABLE 4 - CODES DENOTING REFERENCES TO THE EDUCATIONAL EXPERIENCE

CODE	DESCRIPTION
EXI	<i>Educational Experience</i> – images that convey aspects of the educational experience that cannot clearly be assigned to one of the above categories.
EXR	<i>Educational Experience</i> – references is made to the educational or student experience with insufficient detail to determine what the experience will entail or assign it to the above category.
ALT	<i>Education Experience</i> – alternating photographs of various aspects of the educational experience

Table 4: Source - University Websites

TABLE 5 - CODES DENOTING CREDIBILITY

CODE	DESCRIPTION
D	Demonstration
F	Facts and /or figures
H	Facts and /or figures that connect with the university’s history or age
M	Testimonials from students - Brand Ambassadors
P	Photographic evidence
Q	Quotations from senior academics – Brand Ambassadors
Q1	Newspaper / magazine /ranking reports
T	Text
V	Video evidence

Table 5: Source - University Websites

TABLE 6 - CODES DENOTING THE PLACEMENT/PRIORITISATION OF THE BRAND PROMISE

CODE	DESCRIPTION		
E1	Placement in priority 1 zone	E2	Headlines
E3	Placement in priority 2 zone	E4	Text design
E5	Single sentence	E6	Top right of priority 3 zone
E7	Bulleted List/ list/options list	E8	First line of paragraph
E9	Summary	E10	Paragraph of text
E11	Lower part of priority 3 zone		

Table 6: Source - (Krug 2000; Kuegler 2000; McGovern 2006)

CODING TABLES cont.

TABLE 7 - CODES DERIVED FROM THE LITERATURE REVIEW

EXP	EXPERIENCED BASED		
SEN	<i>Sense Experiences/Pleasure</i> - incorporate sensory components that appeal to a customers' five senses or may convey the anticipation of pleasant experience (websites visual component or the visual aspects of the institution e.g. location, facilities) (Schmitt 1999: p.94; Dube et al. 2003).		
FEL	<i>Feel Experiences</i> - may convey moods and emotions at the point of consumption or during service encounters using ideas or images (Schmitt 1999: p.94; Dube et al. 2003).		
THI	<i>Think Experiences</i> - mix surprise and intrigue or relate to the subtle or complex things people are surrounded by, - they will appeal to the customer's creative thinking (Schmitt 1999: p.94; Dube et al. 2003). How innovative and creative the institution is.		
REE	<i>Relate Experiences</i> - connect the customer to the social and cultural meaning of the brand, may convey the social opportunities open to students (Schmitt 1999: p.94; Dube et al. 2003).		
ACT	<i>Act Experiences</i> –alternative patterns of behaviour and lifestyles, they may convey the lifestyle the institution has to offer to students		
REL	RELATIONSHIP BASED (personality traits also form the basis for relationships (Fournier 1994)		
PSN	<i>Personal commitment</i> - may convey the commitment the institution has to students		
PAR	<i>Partner quality</i> – may convey how the brand treats the student like a valued customer		
PER	PERSONALITY BASED		
SIN	<i>Sincerity</i> - Down-To-Earth (conventional), Honest (ethical, thoughtful, caring), Wholesome (original, old-fashioned) and Cheerful (friendly warm, happy) (Aaker 1997)		
EXC	<i>Excitement</i> – Daring (trendy exciting), Spirited (young, adventurous), Imaginative and Up-To-Date (innovative) (Aaker 1997)		
COM	<i>Competence</i> – Reliable, Intelligent and Successful (leader, influential) (Aaker 1997)		
SOP	<i>Sophistication</i> - Upper Class and Charming (feminine, gentle) (Aaker 1997)		
RUG	<i>Ruggedness</i> – Outdoorsy (masculine, athletic) and Tough (Aaker 1997)		
VAL	VALUES BASED (*cultural values not included - identity category) this section for specific references to these types of values		
VB	Brand Values	VC	Core Values
VE	Emotional Values	VF	Functional Values
VO	Organisation's /university's values		
IDE	IDENTITY (Other identity elements are contained in separate categories)		
USE	Associations with type of user	CUL*	Organisation's culture
SYM	Imagery symbols, building, design	LOG	Symbol of the brand contained in a logo
HER	Heritage	VPR	Specific reference to a value proposition

Table 7 : Source – Developed from (Aaker 1997; Fournier 1994 cited in Aaker 2010; Kapferer 2008; Schmitt 1999; de Chernatony 2001; Harris and de Chernatony 2001; de Chernatony 2002; Dube et al. 2003; Hatch and Schultz 2003; Urde 2003).

CODING TABLES cont.

TABLE 8 - ATTRIBUTES / BENEFITS and VALUES CODES

ATT		ATTRIBUTES/BENEFITS/VALUES	
AC	Academic(s)	AK	Acknowledged
AL	Alumni	AM	Accommodation
AP	Academic programmes/disciplines	AS	Academic / study / student support
AV	Achievements/awards	BF	Business facing university
BL	Building(s)	BU	Bursary
CA	Campus	CD	Career development
CE	Centre	CL	Collaboration
CM	Community	CO	Colleges/collegiate
CR	Creative	CS	Courses
CT	Contributing to the community/region	CU	Customer focus
DE	Departments	DG	Degrees
DI	Diverse/diversity (15)	EC	Environmental concern/friendly
EM	Employment Record/Employability	EN	Campus environment /landscape
EO	Equal opportunities	EP	Enterprise (8)
EQ	Equipment	ET	Ethos
EU	European university	EV	Events/entertainment
EW	Equip students for the world of work	EX	Expert(s)/ expertise
FA	Facilities	FS	Financial support/help/benefits
FX	Flexible learning/modes of study	GL	Global university (2)
GR	Graduate /career prospects	GT	Group teaching sessions
HS	History/long history/historic	IC	Inclusive (students from all backgrounds)
IE	Interdisciplinary	IF	International focus
IG	Integrated campus	IN	Innovative/innovation (13)
IO	Ideology	IR	Internationally recognised
IS	Institution(s)/university	IT	Intellectually-rigours /stimulating
IU	International university (5)	IV	Investment / development
KE	Knowledge exchange/transfer	LE	Learning
LC	Lecturers have time for students	LI	Links with industry
LL	Lifelong learning	LO	Location
LR	Learning and research	MA	Mainstream university
MC	Multi-cultural (3)	MO	Modern university
MU	Multi-faculty/disciplinary	NE	University network
NG	New generation university	NS	New style university
NT	Nightlife	NW	New university
OL	Old university	OU	Outcome
OV	Overseas exchange/Links	PL	Work placement
PO	Post-1992 university	PR	Professional/professional practice/programmes
PS	Pastoral Support	RA	Ranking
RC	Record	RE	Research
RG	Regional university	RI	University's research interests
RL	Research-led/intensive university	RO	Ratio staff to students
RP	Reputation	RS	Resources (books/manuscripts)
RT	Rating(s) / score(s)	RZ	Realise/realising potential
SA	Safe campus (8)	SB	Subjects
SC	Student-centred learning (2)	SD	Students in demand by employers
SF	Student focus/orientation	SG	Single site university
SH	Scholarship(s)	SI	Societies
SK	Skills / skills development	SL	School(s)
SM	Student completion rates	SN	Student satisfaction
SO	Social activities/opportunities/life	SP	Specialist university
SR	Specialist research	SS	Student support services
ST	Staff/lecturers	SU	Students
SY	Salary potential	TE	Teaching/educating/education
TC	Technology/technologies	TL	Teaching-led university
TR	Teaching/educating and research	UK	UK university
VL	Volunteering	VO	Vocational focus/emphasis
WB	Work based learning	WP	Widening participation
WU	World /world-class university		

Table 8: Source - University Websites The numbers in brackets refer to the number of universities using the specified attribute/benefit or value

CODING TABLES cont.

TABLE 9 - DESCRIPTIVE-COMPARATIVE / QUANIFIABLE/ NON-SPECIFIC and SUPERLATIVE CODES

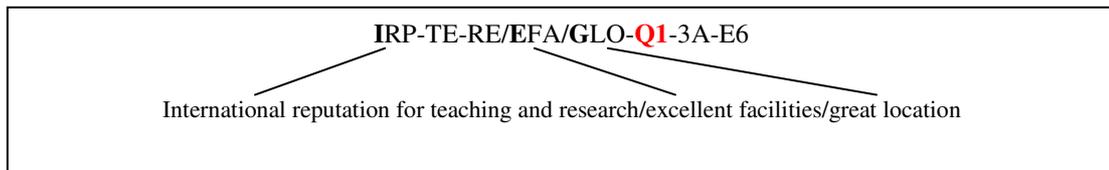
DESCRIPTORS								
A	Attractive (4)	des.	A1	Advanced (1)	des.	A2	Amazing (2)	des.
A3	Award-winning (9)	des.	A4	Affordable (1)	des.	A5	Ambitious (1)	des.
B	Best (15)	sup.	B1	Brightest (2)	sup.	B2	Breadth (2)	des.
B3	Beautiful (8)	des.	B4	Blooming (1)	des.	B5	Broad (4)	des.
B6	Big	des.						
C	Cutting-edge (2)	des.	C1	Challenging (2)	des.	C2	Comprehensive (1)	des.
C3	Contrast (1)	ver.	C4	Contemporary (2)	des.	C5	Combination (1)	nou.
C6	Credentials (1)	nou.	C7	Central (1)	des.	C8	Competitive (1)	des.
D	Distinguished (1)	des.	D1	Dynamic (3)	des.	D2	Delightful (1)	des.
D3	Distinctive	des.						
E	Excellent/Excellence (36)	des./nou.	E1	Europe(s) European 5	nou./des.	E3	Exceptional (3)	des.
E4	Exciting (6)	des.	E5	Established (1)	des.	E6	Emphasis (1)	nou.
E7	Extensive (2)	des.	E8	Extremely (1)	adv.	E9	Enthusiasm (1)	nou.
E10	Entrepreneurial	des.	E11	Engaging	des.			
F	First-class (6)	des.	F1	Fantastic (5)	des.	F2	Free (1)	des.
F3	Focused (1)	des.				F5	Forward-thinking (3)	des.
F6	Famous (2)	des.	F7	Forward-looking (1)	des.	F8	Forefront (2)	des.
F9	Finest (1)	sup.	F10	Fascinating	des.	F11	First-rate (3)	des.
F12	First (1)	des.						
G	Great (12)	des.	G1	Global (3)	des.	G2	Good (2)	des.
G3	Generous (2)	des.	G4	Ground-breaking (1)	des.	G5	Guaranteed (2)	des.
H	High/highly/ highest 31	des/adv/sup	H	Hi-tech/high-level	des./des.	H1	Huge (5)	des.
H2	Heavily (1)	adv.	H3	Hundreds (2)	non..			
I	International (14)	des.	I1	Inspired/inspiring (3)	des./ver.	I1	Inspirational	des.
I2	Impressive (3)	des.	I3	Invests (1)	ver.	I4	Industrial-scale	des.
I5	Increase (1)	ver.	I6	Incredibly (1)	adv.			
J	Joint-highest (1)	des.						
L	Leading/leader (22)	des./nou.	L1	Large/largest (7)	des./sup.	L2	Landmark	des.
L3	Lively/liveliest (4)	des./sup.	L4	Long (2)	des.	L5	Leading-edge (1)	des.
M	Most (10)	sup.	MI	More (1)	com.	M2	Modern (10)	des.
M3	Mature	des.	M4	Model (1)	des.			
N	National (5)	des.	N1	New/newest (8)	des./sup.	N2	Nearly/around (1)	non.
O	Outstanding (8)	des.	O1	Old/oldest (3)	des./sup.	O3	Orientated (1)	ver.
O4	Only (1)	adv.	O5	Over /more than (9)	non.	O6	1of/some of/among (42)	non.
P	Prestigious (3)	des.	P1	Popular (3)	des.	P2	Proud (6)	des.
P3	Pioneering (8)	des.	P4	Purpose-built (1)	des.	P5	Picturesque (1)	des.
P6	Premier (1)	des.	P7	Passion/passionate (1)	nou./des.	P8	Progressive (2)	des.
P9	Prime (1)	des.						
Q	Quality (35)	des.	Q1	Qualified	des.			
R	Renowned/recognised (7)	des./ des.	R1	Range (30)	non.	R2	Region/regional (4)	nou./des.
R3	Rich (1)	des.	R4	Relevant (9)	des.			
S	Specific/specific type/info	des.	S1	Strong (16)	des.	S2	Superb (2)	des.
S3	Small (1)	des.	S4	State-of-the-art (7)	des.	S5	Significant (1)	des.
S6	Sunniest (1)	sup.	S6	Superior (1)	des.	S7	Striving (1)	adv.
S8	Support/supportive (12)	ver./des.	S9	Successful/success (4)	des./nou.	S10	Stunning (1)	des.
S11	Second to none (1)	des.	S12	Specific no/%/£ (51)	des.	S13	Specialist (1)	des.
T	Talented	des.	T1	Top/top priority (22)	des.	T2	Treasure-trove (1)	des.
T3	Thriving (5)	des.	T4	Traditional/tradition 7	des./nou.	T5	Top-class (1)	des.
T6	Tranquil (1)	des.						
U	Unparalleled (1)	des.	U1	Unique (2)	des.	U3	Unsurpassed (1)	des.
U4	Unrivalled (1)	des.	U5	Useful (1)	des.			
V	Variety (2)	non.	V1	Volume (1)	nou.	V2	Vibrant (15)	des.
V3	Valued	des.	V4	Vast (1)	non.	V5	Varied (1)	des.
W	World class/world(s) (23)	des./nou.	W1	Wide/widely (10)	des./adv.	W2	Wealth of (1)	non.
W3	Wonderful (1)	des.	W4	World-famous (1)	des.			
Y	Years (2)	nou.						

Table 9: Source - University Websites adv. – adverb/com.-comparative/des.-descriptive/non-non-specific / nou.-noun/sup.-superlative. ver.-verb - The numbers in brackets refer to the number of universities using the specified descriptors - Highlighting – 6 or more universities

CODING TABLES cont.

ANALYSIS TABLES – DECODING KEY

- The first sets of codes are a combination of descriptive and attribute/benefit codes. When used a single letter or letter and number, descriptive code, precede the 2 letter attribute/benefit codes.



- The second set of codes consists of the credibility codes and how the brand promise was conveyed. When a method other than text was used that indicated a link with credibility it was highlighted in bold and red. In this case **Q1** indicates they are using ranking results to support the message.
- The third set of codes refer to where the brand promise was found, in this case it was displayed on the about us page.
- The last set of codes denotes the placement and prioritisation of the brand promise on the page, which in the example is displayed on the top right of the page.
- There are a number of other fonts incorporated in the analysis tables:
 - Codes underlined in red, indicate the universities specifically identify what differentiates them or makes them unique
 - The codes underlined in brown, identify three non-specific types of codes, which suggests they are deliberately trying not to be specific about the brand promise
 - Underlined in blue are specific codes, that refer to a specific amount, number or percentage
 - The black bold codes refer to the remaining descriptive, comparative, non-specific and superlative codes from Table 9.

Search Words

The examination of each website included searches for four key words, “**branding**”, “**marketing**” and “**brand**” to locate any internal information on the brand promise, and “**distance learning**” to allow for a consideration of whether the ‘low contact’ aspect of distance learning required a different brand promise to the predominantly ‘high contact’ aspect of the service identified in Chapter 6 .

CODING TABLES cont.

CASE SELECTION CODES

MESSAGE – **I** – Institution focused **S** – Student focused **B** – Both

These relate to the extent to which the brand promise message can be considered institution or student focused.

CREDIBILITY – **M** – Multiple types of credibility use

F- Factual	A- Authoritative	E- Experienced	D-Demonstrated
Facts and figures	Assessments	WOM	Video
League Tables	Figureheads	Testimonials	Demonstrations
			Photographs

DEVELOPMENT STAGES – **U** – Unknown

I – Identity (They have brand pages but the focus is on the visual or graphics of the identity - may suggest less developed)

BRAND CONSULTANTS – Lloyd Northover – LN
– Stamp Consulting – ST
– Precedent – PR
– Radley Yeldar – YR
– Blast – BL
– Face Group – FG

APPENDIX L

ANALYSIS TABLES

	Russell Group - Research Intensive Universities	INFORMATION	EXPLICIT BRAND PROMISE	SLOGANS	EXPERIENCE
1	University of Birmingham	CO	SLS-T/F-1-E1/2/3/4	Original Thinking	THI/REE-Q-3A-E1/3/4 THI-T-3P-E10
2	University of Bristol	TH/WU/RU	SLA-T-1-E4	Learning, discovery, enterprise	
3	University of Cambridge	OL/DL			
4	Imperial College London	IM	SLS-T/P-1-E3	100 years of living science	
5	University of Leeds	ID/DL			FEL-P-1-E3/6/11 FEL-P-P3-E3
6	University of Liverpool	DL			
7	University of Manchester	ID/FO/DL/OP-G	MIS-T-3A-E9		
8	Newcastle University	ID/FO/DL/RU			ALT-P-3U-E3
9	University of Nottingham	ID-N/FO			FEL-P-3U-E1/3
10	University of Oxford	BI-ID/OL/DL			
11	University of Sheffield	ID/FO/DL/WU			
12	University of Southampton				
13	University of Warwick **	RU			
	The 1994 Group - Excellence in Research and Teaching	INFORMATION	EXPLICIT BRAND PROMISE	SLOGANS	EXPERIENCE
14	University of Bath	FO			REE-P-1-E1/3
15	Durham University	BI/OL/TH	MPB SLA-1-T-E1	Shaped by the past, creating the future	
16	University of East Anglia	ID/DL			
17	University of Essex	FO/DL/PA			
18	University of Exeter	DL			
19	Lancaster University	DL	SLA-T-1-E2	Learning for the real world	EXR-T-1-E10
20	University of Leicester	ID/DL/TH/94			
21	Loughborough University	ID/DL/TH			
22	University of Reading	BI-N/DL/TH			
23	University of Surrey	BI-N/DL			EXI-P-3U-E3/11
24	University of Sussex	B-OP			
**	University of Warwick **				
25	University of York	FO/DL/WU/PA	SLA-T-1-E1	The World's Top 100 University	

Source: University Websites

ANALYSIS TABLES cont.

	University Alliance - Research, Teaching, Eand I	INFORMATION	EXPLICIT BRAND PROMISE	SLOGANS	EXPERIENCE
26	Bournemouth University	BI-C/NW/DL/CO	EXS-T-3F-E1/2/4		EXI-P-3A-E1/3
27	University of Bradford	ID/FO/DL	SLP-MIS-T-1-E1	Making knowledge work - mission statement	
28	De Montfort University	ID/DL	SLA-T-3A-E1/3	Professional, creative and innovative	
29	University of Gloucestershire	AL	EXS-T-3A-E10 SLA-T-1-E2	Where learning is for life	FEL-T-3A-E10
30	University of Hertfordshire	NW/DL			EXR-T-3U-E10
31	University of Huddersfield	DL/TH	SLA-T-3U-E2	Educating tomorrows professionals	EXI-P-1-E1/2/11
32	University of Kent	ID/FO/DL/TH			THI-T-3U-E10
33	University of Lincoln	ID/DL			
34	Liverpool John Moores University	MO/FO/DL/TH			
35	Manchester Metropolitan University	FO/DL/CO	SLA-T-1-E2	The University for World-class Professionals	ALT-P-3U-E3
36	Northumbria University	DL/OP-B/AL-B	SLA-T-3P-E11	Great learning, great experience, great future	EXI-P-3I-3
37	Nottingham Trent University	DL	SLA-T-1-E2	Shaping futures	
38	Open University	DL			EXR-T-3U-E10
39	Oxford Brookes University	BI/MO/DL	SLS-T/F/Q1-1-E2	Oxford Brookes leads the way	EXI-P-3U/3A/1-E1/3/11
40	University of Plymouth				
41	University Portsmouth	ID/DL/UA			
42	University of Salford	ID/FO/DL/AL	SLS-D-3/4A-E3	Limitless Possibilities	
43	Sheffield Hallam University	DL/TH/AL/CO	SLA-T-1-E1	Sharpen your thinking	FEL-P-3U-E1/3/11
44	University of the West of England	BI-P/DL	SLA-T-1-E1/3/4	Start here go anywhere	EXR-T-3A-E7

Source: University Websites

ANALYSIS TABLES cont.

	Million+ - Aspiration, excellence and innovation	INFORMATION	EXPLICIT BRAND PROMISE	SLOGANS	EXPERIENCE
45	Anglia Ruskin University	FO/DL			
46	Bath Spa University	FO/DL/NW	EXS-T-3P-E1		
47	University of Bedfordshire	FO/AL/DL/B-OP			
48	Birmingham City University	FO	SLS-T-1-E2	The university to expand your horizons	FEL-P-3P-E1/3
49	University of Bolton	DL/FO/TH	SLP-T-3A-E10	Professional in Practice	
50	Buckinghamshire New University	ID/NW/DL/AL			EXI-P-1-E3/6 EXR-T-1-E2 FEL-P-3F-E1/3
51	University of Central Lancashire	DL	SLA-T-1-E1/2/3	Get to where you want to be	EXR-T-3A-E10
52	Coventry University	DL/TH			EXR-T-3U-E5
53	University of Derby	MK/DL			FEL-P-1-E1/3 EXI/REE-P-3U-E1/3
54	University of East London	MO/DL/TH			REE-T-3P-E10
55	University of Greenwich	ID-N/FO/TH			
56	Kingston University	MO/DL/OP-G/AL			THI-P-1-E1/3 FEL-P-3U-E1/3
57	Leeds Metropolitan University	ID-MK/TX/AL			REE-T-3U-E10 EXI-P-3A-E3/6/11
58	London Metropolitan University	ID/DL/TH			FEL/EXI-P-1-E1
59	London South Bank University	OL/FO/DL	SLS-T-1-E2	Become what you want to be	REE-T/Q1-3P-E10
60	Middlesex University	DL			
61	University of Northampton	BI-ID/MO/FO/DL/TH	SLA-T-1-E11	Transforming lives, inspiring change	EXI-P-3A/3U-E1/3
62	Roehampton University	ID/NW/FO/DL/TH	SLS-T/V-1-E3/6	Open Spaces. Open Minds	EXR-T-1/2-E7 VIDEO
63	Southampton Solent University	BI-ID/NW/DL/IM	SLA-T-1-E1/3	Spark your imagination	
64	Staffordshire University	FO/DL			EXI-P-1-E2 THI-T-3U-E5
65	University of Sunderland	NW/FO/DL/AL			EXR-T-1-E5
66	University of Teesside	ID/MO/FO/DL/IM-IN			
67	Thames Valley University	FO			
68	University of Wolverhampton	G-OP			

Source: University Websites

ANALYSIS TABLES cont.

	Non-Affiliated Universities	INFORMATION	EXPLICIT BRAND PROMISE	SLOGANS	EXPERIENCE
69	Aston University	BI-N/OL/FO/DL			
70	University of Brighton	MO/DL			
71	Brunel University	ID/DL			
72	University of Buckingham	DL/TH			
73	Canterbury Christ Church University	ID/MO/FO/DL/AL	MIS-Q-3A-E3		
74	University of Chester	OL/FO/DL/TH			EXR-T-1-E10
75	University of Chichester	OL/FO			EXR-T-3A-E9
76	City University London	ID/FO/DL			
77	University of Cumbria	MK/NW			
78	Edge Hill University	FO/TH/AL			REE-T-3A-E10
79	University of Hull	ID/DL	EXS-T/F-3U-E9		
80	Keele University	NW/FO/TH	MIS-T/F-3A-E7		
81	Liverpool Hope University	OL	MIS-T-3P-E10		REE-T-3P-E10 EXI-P-3A-E7
82	University of Westminster	FO	SLA-T-1-E2	Educating for professional life	
83	University of Winchester	FO/DL	MIS-T-3A-E5		REE-T-3A-E10
84	University of Worcester	OL/NW/DL/TH			
85	York St. John University				EXR-T-3A-E10

Source: University Websites

ANALYSIS TABLES cont.

	Russell Group	RELATIONSHIPS	PERSONALITY	IDENTITY	VALUE	VISION
1	University of Birmingham			LOG-1 HER-T/F-1-E1/3/10		
2	University of Bristol			LOG-1 USE-T-SU-T-P3-E5 LO-T-3A-E7		
3	University of Cambridge			LOG-1 HER-T/F-1-E1 BL-P-1-E1 USE-B/B-SU-T-3U-E8		
4	Imperial College London			LOG-1 HER-T/F/P-3A-E4 BL-P-3A-E1		
5	University of Leeds			LOG-1		T1-SI2-WU-T-A3-E10
6	University of Liverpool			LOG-1 LO-CUL-T-A3-E5		
7	University of Manchester		EXC-T-1-E1 EXC-T-A3-E9	LOG-1 BL-P-A3-E1		
8	Newcastle University		SIN-T-3U-E5	LOG-1 BL-P-3A-E1/3		
9	University of Nottingham			LOG-1 BL-P-3A-E3/6		AIM F9-EN-TE-LE-RE-Q-3A-E2
10	University of Oxford			LOG-1 BL-P-1-E1/3 USE-B-BI-T-3U-E10		
11	University of Sheffield			LOG-1 BL-P-3A-E1/3 HER-T/F-3A/E5		
12	University of Southampton		SIN/EXC-T-3U-E7	CUL-E11-C1-T-1-E9		
13	University of Warwick **					LUK/RP-QTR/ETR/LI/WU-T-3A-E1/3/4
	The 1994 Group	RELATIONSHIPS	PERSONALITY	IDENTITY	VALUE	VISION
14	University of Bath		SIN-T-3A-E10	LOG-E11		
15	Durham University			LOG-1		
16	University of East Anglia			BL-P-3U-E1/3		
17	University of Essex			LOG-1 BL-P-1-E1/3/6		
18	University of Exeter			BL-P-1-E1/3		
19	Lancaster University	PSN-M-3U-E6		LOG-1		
20	University of Leicester			LOG-1		
21	Loughborough University			LOG-1		
22	University of Reading			LOG-1 BL-P-1-E3		
23	University of Surrey		EXC-T-3P-E5	LOG-1		
24	University of Sussex		SIN-T-3I-E10	LOG-1		
**	University of Warwick **					
25	University of York			BL-P-3A-E1		

Source: University Websites

ANALYSIS TABLES cont.

	University Alliance	RELATIONSHIPS	PERSONALITY	IDENTITY	VALUE	VISION
26	Bournemouth University		EXC-T-1-E1/2/4/6/9	LOG-1		PER/SC/EM/IU/W-AC-E/H-Q/AP-T-4A-E10
27	University of Bradford		SIN-M-3A-P3 EXC-COM-T-3A-E5	LOG-1	VO-S1ET-MIS-T-3A-E3/6	
28	De Montfort University		SIN-T-3U-E10	LOG-1		
29	Gloucestershire	PSN-T-3A-E10	SIN-T-3A-E10	LOG-1 HER-T/F-3A-E10		VIS-EXS-T-3A-E10
30	University of Hertfordshire			LOG-1 BL-1-P-E1/3/6		BF/ET-1-SF-T-3A-E9
31	University of Huddersfield	PSN-T-3U-E5	EXC/COM-T-1-E5	LOG-1 BL-P-3A-E11		
32	University of Kent	PSN-T-3U-E10				
33	University of Lincoln			LOG-1 BL-P-3A-E1/3 HER-T-3A-E9		
34	Liverpool John Moores			LOG-1 BL-P-3A-E3/11		
35	Manchester Metropolitan			LOG-1 HER-T/F-3A-E9		
36	Northumbria University			LOG-1		
37	Nottingham Trent University			LOG-1		
38	Open University			LOG-1		
39	Oxford Brookes University		EXC-T-3A-E10			
40	University of Plymouth		SIN/EXC-Q-3A-E10	LOG-1 BL-P-3U-E1/3		AIM- EP-UK-CT-SU-Q-3A-E10
41	University Portsmouth			LOG-1		
42	University of Salford			LOG-1		
43	Sheffield Hallam	PSN-T-1-E2	EXC-T-3A-E7	LOG-1		F5-EP-H-Q-C-LE/IRP-4A-T-E10
44	West of England			LOG-1		EW/IKE/E-TE/SH/RE-T-4A-E1/3/5/7

Source: University Websites

ANALYSIS TABLES cont.

	Million+	RELATIONSHIPS	PERSONALITY	IDENTITY	VALUE	VISION
45	Anglia Ruskin University			LOG-1 HER-T/F-1-E1/3/4 BL-P-31-E1/3		
46	Bath Spa University	PSN/PAR-1-M-E3/6	SIN-M-1-E3/6	LOG-1		
47	University of Bedfordshire			LOG-1		
48	Birmingham City			LOG-1		
49	University of Bolton	PSN/REE-T-3A-E10	SIN-T-3A-E10	LOG-1 HER-T-3A-E10 BL-1-P-E1		
50	Bucks New University	PSN-T-3A-E10	SIN-T-3A-E10	LOG-1		S5-CT-N-RP/IR-T-3A-E10
51	Central Lancashire			LOG-1		
52	Coventry University		COM/SIN/EXC-T-3A-E5	LOG-1 BL-P-3U-E11		
53	University of Derby			LOG-1		
54	University of East London		EXC-T-3A-E10		VO-T-3A-E7	I-N-R/IC-RG/P2-DI/SF/EM/CT-RE-SH-T-3A-E10
55	University of Greenwich			LOG-1 BL-P-3A-E6		
56	Kingston University					
57	Leeds Metropolitan			LOG-1 BL-P-3U-E1/3		
58	London Metropolitan			LOG-1		
59	London South Bank	PAR-T-1-E9	EXC-T-1-E10	LOG-1 HER-T-3P-E10		L-UK-SE-T-3A-E10
60	Middlesex University	PSN-T-3U-E5		LOG-1		
61	University of Northampton			LOG-1		I5-SU/N-M4-E-T-3A-E10
62	Roehampton University		SIN-T-Q-3A	LOG-1		
63	Southampton Solent	PSN-T-3A-E10	SIN-T-3A-E10	LOG-1		L-RG-T-3A-E10
64	Staffordshire University	PSN-T-1-E2 PAR-T-3U-E10	EXC-T-1-E2	LOG-1 BL-T-1-E1/3		
65	University of Sunderland		EXC/COM-T/F-3A-E10	LOG-1		
66	University of Teesside	PSN-1-T-E9		LOG-1 USE-F6-AL-T-3A-E7		
67	Thames Valley University			LOG-1 HER-T/F-A3-E5		
68	University of Wolverhampton		SIN-T-1-E1/3/5	LOG-1 BL-P-3U-E6		

Source: University Websites

ANALYSIS TABLES cont.

	Non-Affiliated Universities	RELATIONSHIPS	PERSONALITY	IDENTITY	VALUE	VISION
69	Aston University		SIN-T-3P-E10	LOG-1 BL-P-3A-E3 T3RE-CUL-T-3P-E10		
70	University of Brighton	PSN-T-P3-E10		LOG-1		
71	Brunel University		EXC-T-3A-E10	HS-T-3A-E10 RE-ET-CUL-T-3A-E10		
72	University of Buckingham	PAR-T-1-E10	SIN-T-1-E10	LOG-1		
73	Canterbury Christ Church	PSN-T-3U-E10	SIN-T/P-1/E3/E11	LOG-1 BL-P-3A-E1/3		
74	University of Chester	PSN-T-1-E10	EXC-T-1-E10 SIN-T-3A-E10	LOG-1 BL-P-1-E1/3 HIS-T/F-3A-E10		
75	University of Chichester		SIN-T-1-E2	HIS-R-3A-E9		R-I-N-RE-TE-SU-EXO-RE-CT-T-3A-E10
76	City University London			LOG-1 BL-P-3A-E3		
77	University of Cumbria	PSN/PAR-T-3F-E5		LOG-1		
78	Edge Hill University			LOG-1		
79	University of Hull	PSN-T-3A-E10	SIN-T-3A-E5	LOG-1 BL-P-3A-E1/3		KE-CT-N-T-T-3A-E10
80	Keele University		EXC-T-1-E10	LOG-1 BL-P-3A-E3		
81	Liverpool Hope University			BL-P-1-E1/3/6 HER-T-3P-E10		
82	University of Westminster	PSN-T-3P-E10	EXC/SIN-T-3A-E10	LOG-1 HER-T/F-3A-E5		
83	University of Winchester	PSN-T-3U-E10		LOG-1 BL-P-1-E1/3 HER-T-3A-E10	VC-T-3A-E8	
84	University of Worcester	PSN-T-3A-E10	EXC-T-3P-E10	LOG-1		
85	York St. John University			LOG-E1		

Source: University Websites

ANALYSIS TABLES cont.

	Russell Group	ATTRIBUTES / BENEFITS/VALUES
1	University of Birmingham	F8-W-RE-05-S12-Y-LE-RE-1-E10 LTR-T/H-3A-P2 LSR-T/F-3A-E10 EFA/G1RP/SO-T-3A-E10 GFA-M-3P-E1/3/4 IC-T/F-3A-E7
2	University of Bristol	IRP-TE-RE/EFA/GLO-Q1-3A-E6 I-D-06-BUK/OST/S2FA/TSU-T-3A-E10 W-L-RE-T/F-3A-E7 IC/OV/LL/FX/WP-T-P3-E5 H1-V-AP/H-QTE/S12AP-T-3P-E10
3	University of Cambridge	W-H-Q-TE-T-3U-E8 S-W-OL/LAC-CE/S12CO/S3GT-T-3A-E10 IC-T-3U-E8
4	Imperial College London	RT-W-S12-B-IS/RA-S12-E1-S12-W-Q1-3A-E9 S-IS-RP-E-TE-RE/S12SU/S12RO/S12CS-T-3A-E9 WEX/CFA/LO/IC-T-3P-E4/9
5	University of Leeds	06-M-PIUK/IRP-TE-RE-T-3P-E10 QLE-T/F-3P-E10 06-T1-S12-UK-RE/I-ACE-E/W1AP-T-3A-E10 WRE-T/F-3A-E10 CPR/W1-RICS-T-3A-E10
6	University of Liverpool	RI-T/P-1-E1/3/4 T3-V2-LO/06-LUK/R-TE-RE-E/WDE-SL/O-RP-SS-T-3A-E9 LO-CUL-NT-M-A3-E3-E11 H-QDE/SIEM/FISO/S12CS-T-3U-E9
7	University of Manchester	WRE/DHS-T-1-E1 LSG/P2HS-AV-T-3A-E9 W-RE/E3RC/Q-B2-V1-U-RE-T-3U-E7 AV-T/F-3U-E7 IC-T-3A-E7
8	Newcastle University	LRE-T-1-E2 LO-P-1-E1/3 RI-T-1-E9 ET/DI/05-S12-SU-S12ST/06-LUK/RP-QTE/ORE/CT/LI-T-3A-E10 I2-AC-RC/I1-LO-Q1-3U-E1/3 06-LUK-E-TE-RE/V2LO-T-3U-E10
9	University of Nottingham	W-RL-T/F-3A-E10 LO/V2LO-T/F-3A-E10 IC-P-3U-E1/3
10	University of Oxford	OL-W/L-LE-TE-RE-T-3A-E2 IC-T-3U-E10 CS-I6-V5-M-3U-E9
11	University of Sheffield	RI-T/P-1-E1/3 06-L-UK-T/Q1-3A-E5 QTE/QRE/LI-T/F-3A-E5 H1-RICS/FX/FS-T-3U-E5
12	University of Southampton	AC-E/IN-E1-RE-T-1-E9 CT-T-3A-E2 06-T1-S12-RE-UK/H-RT-TE-LE-T-3A-E10 O5-S12-SL-H1-RICS-EO-T-3A-E7 LO-P-3A-E1/3/6 OFA/E3TE/G2AM/ESO/S12SB-T-3U-E7/10
13	University of Warwick **	BRG/S12RA-T/F-1-E1/3 S12SI-T/P-1-E1/3/4/9 FS-T-3U-E9 CA-P-1-E1/3 RI/SO-T/P-1-E1/3/6/4
	The 1994 Group	ATTRIBUTES / BENEFITS/VALUES
14	University of Bath	HRA-Q1-3A-E5 IRP/L/SD-T-3A-E5 QTE-T-3A/3P-E5 AEN/SA/SISS/GSO-T-3A-E10 LO-T-3A/3P-E5
15	Durham University	RI-1-T/P-E1/3/9 WU/H-QTE/AIRE/LI/CT-T-3A-E7 CO-FA-ET-T-3A-E10 S12-OL-UK/06-W-LCE-SH/06-BFA/W1-R1-SFA/T2RS-T-3U-E10 LO-HER-T/P-3U-E3/10
16	University of East Anglia	RI-T-1-E9 BL-P-3U-E1/3 S12-CS/H1-RISB-T-3U-E10
17	University of Essex	06-LAC/WRP-T1-QTE-RE/05-S12-SU/S12CA/RISB/M-I-DI-UK-T-A3-E10 EN-P-A3-E1/3/6 RA-S12-QRE-QTE-Q1-A3-E3
18	University of Exeter	LUK/CA-LO/RA-T1-S12-SN-T-1-E7 P6UK-T/F-1-E7 CA-LO-U1-EN/EM/PL-T-1-E7 AV-T/F-1-E2 S12-M-B3CA-Q1/P-3A-E3 W1-RICS/PL/VO/OV/SS-T-3U-E7
19	Lancaster University	RP-LE-IS/I-R-Q-TE-RE/B3-SA-S8-CO-EN/T1-RA-IS-R2-T-1-E10 S12CO/V2LO-T-3A-E7 GFA-M2-EN-T/P-3A-E6 FIS-T-3U-E10
20	University of Leicester	FUK-T/Q1/P-T-E1/3 LUK/H-QTE/IRE/SM-06-H/S12-RA-RE-T-3A-E10 WRE-T/F-3A-E10 J-RT-SN-MA-T/F-3A-E10 L5RE/A3-IS-T1-AC-Q1/F/T-3A-E10
21	Loughborough University	T1-S12EC-T-1-E2 B-SN-T/Q1-1-E2 IRP-E-TE-RE/S1LI/U4-S-AV/RL/T1-S12RA/LUK/ET-H-R4RE/LI-T-3A-E10 06-T1-S12SN-T/F-3A-E10 QTE-T/F/Q1-3A-E10 AS-PL-T-3A-E10 OEM-T/F-3A-E10 LO-P-3P-E3/6
22	University of Reading	W-S-SL-T-1-E2 RA-06-S-M-RL/06-M-PI-IS/B5-R1DG/F-RS-S8/WTE/IV-H-QFA/RZ/F7RS/IT-EN/A5-IN-EP-T-3A-E8/10
23	University of Surrey	RI-T-1-E9 IU-W-W1-RP/H-AC/S9EM/P9LO/F11-EN/L3SO/R4CS-T-3P-E10
24	University of Sussex	RI-T/P-1-E1/3/6 OV-T-3U-E7 FX-T-1-E7DI-T-3I-E10
**	University of Warwick **	
25	University of York	QTR/RA-S12-RE-T/F-3A-E5 NRA/IRA-AP-RE-T-3U-E10 SEN/LO-T-3A-E10 S12RA-T/F-3U-E10 OV-T-2-E5 RI-T/P-1-E3/11/2/4

Source: University Websites

ANALYSIS TABLES cont.

	University Alliance	ATTRIBUTES / BENEFITS/VALUES
26	Bournemouth University	S12 NW-T/Q1-3F-E3 SIRP-TE/RE/EP/RZ-T-3A-E3/10 LI-T-1-E9
27	University of Bradford	P3CS-T/F-3A-E10 ET-M-SE/EFA-ST/AC-E/11SU-ST/IV-CA/WTE-EN/S4FA-T-3A-E10 DI/IC-CA-Q1-3A-E3 RA- S12 -EM-Q1-3A-E3/6 MC/EFA-M-3U-E3 HS-T-3A-E3/6
28	De Montfort University	GFA/SA/SS/RI/LO-T-3U/E10 ECS-T-1-E5 SU-AV-T-1-E9 F11-S8-SE-T-3U-E2 SEM-T-3U-E1
29	Gloucestershire	CA-V2LO/FX/SI/E4EV/PL/H1-QAM/FS-T-3P-E10 S4FA/EC-T/F-3A-E10 S12 -Y-TE-CFA/I1LO/IC/ S12 CA/T4-C4CA/W1-VCS-T-3A-E10
30	University of Hertfordshire	I3-M1FA-T-1-E2 O6 -BFA-T-3U-E9 FA/W2SO/R1SS/AM-M-3U-E3/11 NG/LI/EM/PL-T-3A-E7
31	University of Huddersfield	S12 SH-RE-SU-T-1-E2 L4-P2-T4-TE-RE-T-1-E5 S1-AC-AV-EP-SN-T-3U-E5 H-Q-TE-VO-T/F-3U-E5 O6 -T1- S12 -SCS/PL/I2EM/S1RE/ETE-Q-T-3U-E5 E6-EP-EM-T/F-3U-E10
32	University of Kent	EU-T-1-E2 RA- S12 -S-LO-SN-T/F-1/2-E2 OV-T-3U-E10 S12 ST-E4-DI/CA-LO/AS/SO/RP-QRE-T-3A-E8/10
33	University of Lincoln	LO-P-1-E1/3 O6 -M-M2-ACA-Q1/F-3U-E9 H-Q-TE-W-ST/R4-CS-G-GR/SA/V2NT/LO-T/P-3U-E9 C3-01-N1-CA-M/P-3A-E10 M2-H-CA/LI-T-3A-E9
34	Liverpool John Moores	T3-V2/LO/ S12 -L/ICA-T-3U-E10 P2-MO/SE-T-3U-E8/10
35	Manchester Metropolitan	RI-T-1-E2 L1CA/ O6 -M-E7-CE-E1-T-3A-E2/4 C5-T4-C4-T-3A-E9 R4-SU-SD-T/F-3A-E10 S12 CA/N2- S12 -ST/H-QTE-CS/ S12 IV-T-3A-E10 O6 -M-E4/VCS-SK-SD-T-3U-E9
36	Northumbria University	IC-P-1-E1/3 I-LE-CM-S1-RE-SH-1-E9 S12 CS/SS-T-3P-E10 ELO/SS-T-3I-E7
37	Nottingham Trent University	O6 -M-S9EM/C8PL-T/F-3A-E10 G5AM/SU-LO-BNT/CS-CL-LI/GR-T-3A-E10 IV-CA-T/F-3A-E10
38	Open University	H-Q-TE-T-3A-E5 S12 -CS-SS/T1-SN/FX/T1-TE/W-L-S8-IN-RS-T-3U-E10
39	Oxford Brookes University	L-MO-Q1-2-E10 IU-TE-S11/EC/E9MO-T-3A-E10 AV-T/F-3A-E9 O5 - S12 -DG-CS/GRP-TE/D1CM/PR-CS-S8RE-EN-T-3U-E7
40	University of Plymouth	S1-RC-E-IN-TE-RE/SDG/ S12 -CE-E-TE-LE/HEM-Q-3A-E10 I-N-RE/S4FA-F/Q-A3-E10
41	University Portsmouth	F1-S-FA/SS/SO/R1FA-T-3P-E7 LO-P-3P-E1/3/11
42	University of Salford	IV-T/F-3A-E7 W-F6-AL/ S12 -EM/R4RE/RA- S12 -UK-RE-T/F-3A-E7 RA-T1- S12 -TE/LO-T-3A-E7 IC/DI-T-3U-E7
43	Sheffield Hallam University	O6 -P8-IN-UK/CT-SD/F11-TE-TE/WRE/H-Q-RE-FA-SU/S4FA/IV-H4/CE-E-TE-LE-EM/V2-DI/LO-T-3A-E7 LI-T/F-3A-E7
44	West of England	RSS/ETE/QEM/WRE/IN-T-4A-E7 RP-QTE/T-3A-E7 ETE/N1FA/GEM/LO-T-3U-E7 EW-Q-3A-E7

Source: University Websites

ANALYSIS TABLES cont.

	Million+	ATTRIBUTES / BENEFITS/VALUES
45	Anglia Ruskin University	S12EM/1U/G1BU-T/F-4I-E7 FSS- T-4I-E7 FX-T-1/E1/3/4
46	Bath Spa University	LC/IC/W3EN/A2CA/DI-R1-SU/G2/SS-M-1-E3/6 W1-R1AP/TL/OV/QTE/E3-H-RA/EFA-RS/S2CA-T-3A-E10 SE/NG-TL/E3-B3-EN/WP/EC/T-3A-E7 E4AM/SS/FA/RS-T/P- P3-E7 SE/EW-T-P3-E10
47	Bedfordshire	BBU-T-1-E7 S12RA/S12SN/S12-IV-CA/H-QTE/OSS/EC/D/LI-Q-3A-E10
48	Birmingham City	T1-S12-TE-Q1-1-E9 S12-IV/G-R1-CS-T-1-E9 LO-V2-CUL-T-3A-E1/3
49	University of Bolton	SU-AV/RI-T-1-E9 W1-R1CS/VSB-T-3F-E10 T3-LO-T-A3-E10 QTE-T/F-A3-E10 HAS-T-3A-E10 C1-R1CS/E-TE-FA/H-Q1ST-T/F-3A-E7/10 T1-S12-EM/SUIV-T-3A-E10
50	Bucks New University	R1-E4CS-1-E1 G3BU/F2-SO-EV/LI-T-1-E2/7/9 Q-IC-RE/H-QSH/F3-RE/PR-T-3A-E10 NS/N1-E4CS/WB/AS-Q1ST-T-3F-E10
51	Central Lancashire	S12EM/05-S12CS/S12-N1FA/B-S-FA-R2/T/F-3P-E7 B4RP-T-3P-E7 LI-T-1-E7 06-B-FA/S-AM/SA/S8-T/F-3I-E10
52	Coventry University	RP-ETE/S1VO/BLI/EW-T-3A-E9 IV-H2-S4FA-T/F-3A-E5 LO/H-QTE/H-QCS/PL-T-3U-E9 LI/FFA/S4FA-T/F-3U-E5/7
53	University of Derby	B3LO/T3LO/R1EV-DI-SU-T-3A-E9 S12SA/N1-S12-S-BL/FS/CP4AM-T-4A-E7 FA-P-4A-E3/1
54	University of East London	06-T1-S12-MO-RE-T/F-1-E9 D1-RP-IN-DI-T-1-E10 H-SY/W1-R1-DG-S-T-1-E10 V2-MC-CM/U3FX/EP/LI/M2-I1LO-T-3A-E10 SU-AV-T/F-3A-E10
55	University of Greenwich	S-LO/SCA/DI-T-3A-E8/10 SS-T-P3-E9
56	Kingston University	N1-TE-FA/IF/T/F/P-1-E1/3 S-LO-T-1-E1/3 L1-LO/E-SS-LE-FA-RP/IN-ET/R4DG-GR/OV-T-3U-E7 S12-MO-S-Q1-3U-E1/3 S12IV-T-3A-E7
57	Leeds Metropolitan	CE-S-E/VL/SO-T-1-E10 S7-WU-RG/ 06-L1-UK/S12ST/T4CA-W4-LO/NE/R-E-T-3A-E10 S12-S-CS/SE-T-3U-E10
58	London Metropolitan	S12RT-Q1-1-E9 E-TE-RS/S1L/L1-S-FA/IC-T-1-E2 L1-S-IS-S-LO/ 06-L1-UK/05-S12SU/S12DG-CS-VO-IT/PL/EFA-T-3P-E10 S-CS/AS-EN/S1-LI/SO/ S12-I-RE-IS/S13FA-T/F-3P-E10 H-Q-R4CS-T-3A-E10 ET-T-3A-E5
59	London South Bank	H-S8-EN-EM/R4TE/CT-T-1-E9/10 RA-T1-S12SY-Q1-1-E9 T1-RA-LO-S/EW/BFA-T-3P-E10 IV-CA/FS-T/F-3P-E10 06-SOL-T/F-3A-E10 06-MVO-O3-CS/LI/06-L1-IS-S/IC/LO/DI/WP-T-3A-E10
60	Middlesex University	Q-TE-S8-T-1-E2 S12CS-T-3U-E2 GL-OTE-OV-P-IS-T-3A-E2 GL-OTE-OV-P-IS-T-3A-E2 O-AC-C6/IN-W1-R/S9SU/AL-AV-T-3A-E7
61	University of Northampton	DI-MO/LO/H3CS/T-3A-E10 T4-M2CS-T/F-3A-E10 I/IC-G1RP-05-S12SB/FX-T-3A-E10 RI-DI-SU/FX-T-3U-E10
62	Roehampton University	06NW/CO/B3-HS-CA/RI-EFA/WRS/E4-S9LO/B5-R1-EX-Q-3A-E8/10 L3-LE-EN/O-AC-ST-FA/S10LO/RIDG/HRE/FX/R1SB-T-3P-E10 G3-SH-BU-T/F-3P-E10
63	Southampton Solent	W1-R1CS-T/F-3U-E10 FX-R4-AP/E-RC-EM-T-3U-E5 06NW/ETE/LI-T-3A-E10 R1CS-T/F-3A-E10
64	Staffordshire University	P7-ST/CA-DI-LE-CM-T-1-E2 IN-E4CS/R-HTE-T/F-3U-E5 E8-A4/G3BU/SS/FA-T-3U-E10 06-M-D1-P8-F5-LE-IS/R-G4-N1CS/FILE/RP-ETC/WFA-T-3A-E10 IN-CS-T/F-3A-E10
65	University of Sunderland	IN-F5-H-TE-RE-S8/LO/LI-T-1-E10 06-B-NW-Q-RE/SILI-T-3A-E10 R1CS/FX-T-3U-E10
66	University of Teesside	SY/V2-IN/H-Q-LE-RE-KE-T-1-E9 DI-MO/EP-IN-LO/ 06-T1-MO-GR/06-T1-UK-WP/NP-EP-E-T-3A-E7 SN-ETE/IN-T-3A-E7 A2-R1-T1CS/SSY-T-3U-E9/10 SPL-M-3U-E9
67	Thames Valley	LEM-T/F/Q1-1-E10
68	Wolverhampton	GFA-T-1-E5 BL-P-1-E2/6 N-I-R-RE/EAM/HFA/T1-SFA/S12SL/05-S12CS/SS/IF/LI-T-3A-E7

Source: University Websites

ANALYSIS TABLES cont.

	Non-Affiliated Universities	ATTRIBUTES / BENEFITS/VALUES
69	Aston University	PL-T-1-E2 E5-OL/W-QTE-RE/BEM/S1L/FA-A-EC/06-E1-L3LO/SA/F1SO/06-S12CS-T-3P-E10 L4-E5RL/S12-RA/ORP-EM-T/F-3A-E10 R1CS/LI-T-3A-E10
70	University of Brighton	M-P1-SSL-T-1-E9 R1CS/FX/RZ/SITE-RC/C2AS/M2FA/06-L3-S6LO/SSO-T-3P-E10 S12CA/S12ST/S12SU/06-B-TE-Q-RT/S1RE-RC/RP-LPO-T-3A-E10
71	Brunel University	RI-P-1-E3 WU-T-3A-E10 S12IV/I1-R1-SHFA-T/F-3A-E10
72	Buckingham	MC-EN/SO/E-RO-T-1-E10 LO-P- 1-E1/3/6 S-DG/G5AM/H-EM/G1CM/SS/L-AC-ST/SE-T-3A-E7
73	Canterbury	S12CA/EEM/FX/KE-T-1-E2 R3-S-AP-EV-P-1-E1/3 SA/SS-T-3U-E7/10 MO-R-AC-E/HS-B3LO/E-TE-FA/L1-CE-S-TE/W1-R1-AP-PR-T-3A-E10
74	University of Chester	06-O1-IS/SILE/VF-FX/S12-V2CA-T-1-E10 RI-LI-T-1-E9 B5-R1-DG-CS/M2-D2-EN-T-3A-E10
75	University of Chichester	EAP/E-TE-RE-T-3A-E9 T4-U1CS/EM-OU/IC-WP-T-3U-E9 06-O1-IS-T-3A-E9
76	City University London	IU/SLO/RI-T-1-E2/9 LO-S/CT/I-R-TE-T-3A-E9 IU-P-3U-E3/6 O5-S12CS-T-3U-E2
77	University of Cumbria	LFS-T/F-1-E2 CO-RP-T-3A-E10 T1-GR-R2/S12BU-T-1-E9
78	Edge Hill University	GCM-AS-T-1-E2 OCA/AC-PR-E/RP-IN/VSK/PL/S12IV-CA-FA/S4-M2-RS/P5EN-T-3A-E10
79	University of Hull	T5-T/WLE-T-1-E1/3 SCS/T4-M2-FX-T-3U-E10 RT-TL-S12-TE-Q1-3U-E9 L-N-RE-T/F-3U-E9 IV-FA/W-TE-RE/I2FA/S1SS-T-3A-E10
80	Keele University	B3CA/H-TE-RE/B3EM/S-LO/IC-T-1-E10 W-TE-RE/B2TE/L-CA-CM/LAL/C7LO-T-3U-E10 F12NW/IE-MU-SH/B5AP/S12ST-T-3A-E10 L-IG-T/F-3A-E10
81	Liverpool Hope	06-OL-IS-R2/S-IS-E1/O4-S-IS-E1/S12ST/S12SU/IC-T-3P-E10
82	Westminster	LUK-T-1-E2 O-AV-T/F-3A-E10 G-LO/V4-R1CS/I-R-LST/PL/DI/IC-T-3P-E10
83	University of Winchester	IN-E7-TE-RE/RE-KE/AC-F8/I1-S8-T-3A-E10
84	University of Worcester	B-PR-M-1-E9 S8-Q-1-E9 ECS/FX/S8-H-QST/F-M2RS-Q-A3-E5 U5CS-T-3A-E8 F-QTE/G2-R1CS/T6CA-V2CM/M2FA/G2-R1AM/V2LO-T-3A-E10 H3-CS-II/B3CA/B-O1-N1/SS-T-3P-E10 F1FA-T/F-3P-E10
85	York St. John University	P2HS/DTE-Q-3A-E10 QPS/QTE-Q-3A-E10 ESS/LO-T-3A-E10

Source: University Websites

APPENDIX M

WEBSITE ELEMENTS OF THE BRAND PROMISE

POSITIONING ELEMENTS		CAREER ELEMENTS	
	Status Elements		Outcome Elements
RA	Ranking *LT*	CD	Career development *LT*
RT	Rating(s) / score(s) *LT*	EM	Employment Record/Employability *LT*
AV	Achievements/awards	GR	Graduate /career prospects *LT*
RC	Record *LT*	LI	Links with industry *LT*
AK	Acknowledged	RZ	Realise/realising potential
SP	Specialist university	SD	Students in demand by employers
	Global Presence Elements	SY	Salary potential
GL	Global university *LT*		Work Relevance
WU	World /world-class university *LT*	CS	Courses (industry relevant)
IU	International university *LT*	EW	Equip students for the world of work
IR	Internationally recognised	PL	Work placement
IF	International focus	SK	Skills / skills development
EU	European university *LT*	VO	Vocational focus/emphasis
RG	Regional university *LT*	WB	Work based learning
UK	UK university *LT*		
	Historic Foundation Elements		
HS	History/long history/historic		
OL	Old university		
MO	Modern university		
NG	New generation university		
NS	New style university		
NW	New university		
PO	Post-1992 university		
MA	Mainstream university		
SUPPORT ELEMENTS		RESEARCH ELEMENTS	
	Study Support		Research Intensity
AS	Academic / study / student support	RL	Research-led/intensive university
PS	Pastoral Support		Research Field
	Support Services	RI	University's research interests
BU	Bursary	SR	Specialist research
FS	Financial support/help/benefits		Research Quality *LT*
SH	Scholarship(s)	RE	Research
SS	Student support services *LT*		
INFRASTRUCTURE ELEMENTS		ENVIRONMENT ELEMENTS	
	Structure		Campus
CO	Colleges/collegiate	AM	Accommodation
CE	Centre(s)	BL	Building(s)
DE	Departments	CA	Campus
MU	Multi-faculty/disciplinary	CM	Community
SG	Single site university	EN	Campus environment /landscape
SL	School(s)	EV	Events/entertainment
	Programmes	FA	Facilities *LT*
CS	Courses	IG	Integrated campus
DG	Degrees	IV	Investment / development
AP	Academic programmes/disciplines	SA	Safe campus
PR	Professional programmes *	SI	Societies
SB	Subjects	SIN	Sincerity
	Resources		Location
EQ	Equipment *LT*	SO	Social activities/opportunities/life
RS	Resources (books/manuscripts etc) *LT*	NT	Nightlife
TC	Technology/technologies *LT*	SI	Societies

LT - denotes similarities with league table categories

WEBSITE ELEMENTS OF THE BRAND PROMISE cont.

ASSOCIATIONS ELEMENTS		ETHOS ELEMENTS (Culture, Values, Attitude, Spirit, Beliefs)	
	Business		Inclusiveness Elements
BF	Business facing university	DI	Diverse/diversity
KE	Knowledge exchange/transfer	EO	Equal opportunities
	Educational Institutions	IC	Inclusive (students from all backgrounds)
CL	Collaboration	MC	Multi-cultural
NE	University network	WP	Widening participation
	Student (Past and Present)		Values Elements
AL	Alumni	CR	Creative
SU	Students	CU	Customer focus
		EP	Enterprise
		IN	Innovative/innovation
		SF	Student focus/orientation
		PSN	Personal commitment
		PAR	Partner quality
			Social Responsibility Elements
		CT	Contributing to the community/region
		EC	Environmental concern/friendly
		VL	Volunteering
		IO	Ideology
TEACHING ELEMENTS		EXPERIENCE ELEMENTS	
	Method Elements	FEL	Feel Experiences
FX	Flexible learning/modes of study		
IE	Interdisciplinary		
GT	Group teaching sessions		
LL	Lifelong learning		
	Staff Elements		
AC	Academic(s) *LT*		
EX	Expert(s)/ expertise *LT*		
LC	Lecturers have time for students		
PR	Professional practice *		
SC	Student-centred learning		
	Standard Elements		
IT	Intellectually-rigours /stimulating		
LE	Learning *LT*		
RO	Ratio staff to students *LT*		
SM	Student completion rates *LT*		
SN	Student satisfaction *LT*		
TE	Teaching/educating/education *LT*		
TL	Teaching-led university		

LT - denotes similarities with league table categories

APPENDIX N

REQUEST FOR PARTICIPATION EMAIL LETTER - UNIVERSITIES

TITLE – UNIVERSITY BRANDING

Dear.....

I am a Ph.D. student conducting research on university branding that aims to provide insight into the concept of the brand promise, as it applies within a university context. The research project will result in the submission of a thesis for the award of a doctoral degree at Brunel University.

The research is being carried out by conducting a number of case studies on English universities applying branding concepts. I am very interested in conducting one of the case studies on, as your institution and department has experience in this area that would be of value to my research.

I would be very grateful if you would participate in the study, which would involve interviews with yourself, individuals in your department involved in branding and marketing the university, and ideally two or three individuals involved in delivering the brand promise. It is anticipated that each interview would take approximately one hour and would take place at a time convenient to you and them.

The research is being undertaken for academic purposes only and the participants can remain anonymous in any written output from the research if they so wish.

Should you find that you are able to participate in the research, I can offer you full access and feedback on the findings, which you may find interesting, given that a number of universities applying branding will be involved in the study.

To reply to the request for participation, please contact me at sheila.furey@bucks.ac.uk. If you have any questions regarding my research or the request for your participation, please do not hesitate to contact me.

I would like to thank you in advance for your consideration.

Yours sincerely

Sheila Furey
Ph.D. Researcher

APPENDIX O

INTERVIEW SCHEDULE

Section 1: Introduction

- Purpose of the research.
- Anonymity of participants guaranteed.
- Length of the interview.
- Confirm permission to record the interview.

Section 2: Questions

Area 1. Understanding, identifying, and categorising the manifestations of the brand promise

(Underlining– allows for the non-use of the term brand promise)

1. Is brand promise a term that is used here?

- Who uses the term?
- Why is the term not used?
- What term refers to what guides what the university wants customers / stakeholders to know about what value you have to offer / what you stand for/what guides communications?

Prompt - Mission, vision, positioning statement, value proposition

2. What does the term brand promise mean or refer to, as it applies to this university?

- What other terms are used to refer to the brand promise?
- What is the university's brand promise? How many brand promises?

Prompt: Definition, form

3. How is the brand promise conveyed /communicated externally?

- Where is the brand promise evident?
Prompt: (slogans, advertising, prospectus, personality) - Evidence – documents

4. Who is the external target of the brand promise?
 - Why these particular groups?
 - Prompt: Which students? Are students viewed as customers?

5. How does the brand promise recognise the diverse range of students / customers / stakeholders?
 - Does the emphasis placed on aspects of the brand promise change to reflect its targeted audience? In what way?
 - Does it change for any other reason?

6. How is the consistency of the brand promise message maintained through that process?
 - How is the consistency of the communicated message measured?
 - To what extent does the customer's perception of the brand promise match the message the brand promise is communicating?
 - To what extent do you think the marketing/branding department has control over what the actual brand promise is?
 - Do they recognise the implicit aspect?

7. How is the brand promise conveyed /communicated internally?
 - Who is it targeted at? Why?

Area 2. Elements Essential to the Composition of the Brand Promise

8. What are the essential elements in the composition of the brand promise?
 - Are all these elements present in the University's brand promise?
 - Evidence
 - What makes these elements important?

9. What is the purpose or aim of the brand promise?
 - How would you sum up what the University is seeking to convey through the brand promise?
 - How is the brand promise's effectiveness assessed?
 - What makes a brand promise successful?

Area 3. Factors Influencing What the Brand Promises is

10. What determines what value or benefits are conveyed through the brand promise?

11. What factors determine what the brand promise is or should be?

- Internal and external factors
- What determines their importance?

12. Who is/was involved in determining what the brand promise is?

- What level of influence/involvement do they have?
- What was your role?

13. How long has this been the University's brand promise?

- How was it arrived at?
- How often is the brand promise reviewed?
- How has it changed?
- Is there a strategy for the future? – What is it?
[Documents](#)

Area 4. Brand Promise Delivery

14. How is the delivery of the brand promise managed?

- What is your role in that?
- How long have you held your current position?
[Confirm job title](#)
- Who do you report to?

15. What factors determine how the brand promise is delivered?

16. What role do employees/staff have in delivering the brand promise?

- How is their support for the brand promise gained?
- How would you describe the level of alignment between the brand promise and the institution's culture?
[Any resistance](#)

17. What gives the brand promise credibility?

Section 3: Close

- Any literature/documents related to the brand promise that could be relevant to the research.
- Anything I have not covered that you think may be relevant.
- Other relevant individuals – staff/brand consultants/brand ambassadors etc.
- Is it okay to follow-up at a later stage?
- Thanks for participation.

APPENDIX P

ADVICE TO RESPONDENTS

TITLE – UNIVERSITY BRANDING RESEARCH

Dear.....

Thank you for agreeing to participate in the research, which is being conducted as part of a doctoral thesis. The main aim of the thesis is to provide insight into the concept of the brand promise as it applies within a university context. The focus of the research centres around four main areas:

- Identifying and categorising the manifestations of the brand promise;
- Identifying the elements that are essential to the composition of the brand promise;
- Establishing which factors are influential in determining what brand promises are;
- Establishing what factors are involved in the delivery of brand promises.

Your participation will involve a one-to-one interview that I will conduct, in which I will draw on your experience of university marketing and branding to provide insight into the concept of the brand promise. Participation in the research is voluntary and you are free to withdraw from the study at anytime.

It is anticipated that the interview will take about one hour and with your permission would be recorded, that would enable me to gain a more accurate record of your views than I could if I took notes as we talked.

The research is being undertaken for academic purposes only and you can remain anonymous in any written output from the research if you wish, in which case only the university would be identified.

If you have any questions regarding my research or your participation, please contact me at sfurey01@bucks.ac.uk.

I would like to thank you in advance for your time and participation.

Yours sincerely

Sheila Furey
Ph.D. Researcher

APPENDIX Q



CONSENT FORM

Interview consent and data processing statement

If you consent to being interviewed and to any data gathered being processed as outlined below, please print and sign your name, and date the form in the spaces provided.

Background Information

- This project is being conducted by Sheila Furey a student at Buckinghamshire New University. It is being undertaken as part of a PhD.
- All data will be treated as personal under the *1998 Data Protection Act*, and will be stored securely.
- Permission to conduct the research at the University has been sought from _____
- To provide anonymity for participants material gathered during this research will be rendered anonymous.
- The institution will be identified in the research publications.
- Interviews will be recorded by the primary researcher and stored on disc.
- Data collected may be processed manually and with the aid of computer software.
- You will have the opportunity to review the transcript of the interview to confirm its accuracy or identify any changes that should be made.

Consent Issues

Please answer each statement concerning the collection and use of the research data.
(Please delete accordingly)

1. I have been given the opportunity to ask questions about the study. *Yes / No*
2. I have had my questions answered satisfactorily. *Yes / No*

3. I understand that I can withdraw from the study at any time without having to give an explanation. *Yes / No*
4. I agree to the interview being recorded and to its contents being used for research purposes. *Yes / No*
5. I agree to being identified in this interview and in any subsequent publications. *Yes / No*
6. I do not wish to be identified in this interview and in any subsequent publications. Where used my name must be removed and my comments made unattributable. *Yes / No*
7. I would like to receive a copy of the interview transcript, to review its accuracy and identify any changes to be made. *Yes / No*

Please print your name: _____

Signature: _____

Date: _____

APPENDIX R

INTERVIEW TRANSCRIPT

Is brand promise a term that is used at the University?

I don't think the term is used, but I think people understand its importance. Whether the quality of the way that it is delivered is what it should be, is a different matter because of some of the structures within the University, because there is a lot of decentralised activity, there is an awful lot of activity that goes on that's beyond the control or coordination of the marketing team. Obviously it's going to be the same for many universities, but I think here it's probably even more so, because we have the added complication of the collegiate system as well, and they have interactions with the students, probably the majority of the interaction with the students, particularly outside of the taught arena and obviously departments and the quality of the service that they deliver, and whether that meets up with the promises that we make to students before they arrive in terms of the student experience and the quality of the teaching, and the quality of the research.

So I suppose in general, people understand it, but whether they, people understand they need to do it, but whether, what it is they actually need to do to actually delivery it effectively. I suppose the other thing is whether they are adequately trained to do that, because predominantly they are academics that do another function, performing another function. So whether that's yes, that they are professional in terms of the way that they teach and deliver the training, but there are additional support activities that students need these days, whether they are adequately trained to do that and whether they truly understand some of the core brand principles that underpin a lot of the stuff that we do as a Marketing Team.

Are any other terms used here to refer to the brand promise?

They probably call it the 'Durham Difference', so it's more to do with how we are different, why we are different and why it's important, and the way they go about delivering that. I think it is reasonably well understood within each area, but how these areas interlink, to combine to provide this brand promise or the 'Durham Difference' is not as well coordinated as it possibly should be. But I think in terms of terminology talking about the Durham Difference, would probably be, although I hate it. Because it's so vague, it's not derived out of any planned activity, it's just, it's a historical package, that's been juggled and they term it the 'Durham Difference' but it's, I don't think it's planned in anyway.

What does the 'brand promise' encompass here at the University?

Are we talking specifically about students or are we talking about the entirety?

Do you have different brand promises for different groups?

I think it's different interpretations of the same message. It's all about research-led teaching so everything is underpinned by quality research and that then translates into all the different areas, the different touchpoints with the different customers and markets. So say for example the interpretation would be softened down slightly for undergraduate students, because the emphasis would be on teaching, but the core driver of that is this cutting-edge research that drives the teaching.

When we are talking about postgrad level then it's more weighted towards the research aspects and the importance of that, because the majority of the postgrad students being actively engaged in research and working a lot more closely with academics at the cutting edge.

When we are talking about business collaboration again that's weighted ever more towards the research strength, because of the particular areas of expertise within the University and leveraging that as much as you can for the particular target audience. Whether you are talking to someone about new technologies for getting rid of carbon dioxide gas in the ground, or whether it is new technologies for energy production, that kind of thing, or new ways of identifying diseases within patients without doing it in an intrusive way. Those things and getting the balance right in terms of that research message, because that underpins absolutely everything, it underpins everything.

Is the brand promise summed up in a particular statement?

We would interpret it for each target audience I think, because each audience is very different as with many universities, we have such a wide variety of target audiences. I don't think any one message is appropriate necessarily, and so we would tailor the message to, or we would plan to tailor the message.

Where would I find evidence of the brand promise?

Okay this is the new university brochure, it's basically a summary of all the activities that go on in the University, and it's aimed at a very broad audience. So right up front is research and scholarship and the statement is "Research, creativity and scholarship are at the heart of Durham University, a place where a generation of the world's finest minds have pursued ideas and knowledge that have made a profound and lasting impact on the world." And that is the overall sentiment and then everything else hangs off that. It's talking about pioneering work and cutting-edge research and that then drives all of the activities. That's really how we would sum it up and then we weight it accordingly for each target audience.

What are the essential elements in the composition of the brand promise?

It has to be underpinned by internal culture so it has to clearly reflect what is actually going on within the institution and how people within the institution view what they do, so they can then automatically translate that into a compelling message. It's

absolutely pointless having a brand promise that doesn't resonate with internal culture. I suppose the other area is it's a very difficult question to answer.

We have touched on this already, how does the brand promise deal with the diverse range of stakeholder groups you have as a university?

We would tailor each message, with each overarching message, with each target audience which represents its own issues. Fundamentally in order to be able to do that, you have to understand your target audience and I think universities historically have been poor at listening to their target markets. The newer universities are a lot better at it than the old universities. We are learning and understanding more about what our different target markets need. That also includes the local community, there is a huge, the University has a huge impact on the local community, not just in terms of employability but also because of some of the additional attractions that we have here as well. We have two museums, we have the Botanic Garden, those things, and adding into the community. Knowing what they want is a difficult one because the relationship is not always as good as it could be.

I suppose a core thing for understanding, going back to your original question about understanding brand promises, is about knowing what your brand promise is, is understanding your market, it absolutely, I mean that's absolutely critical. And we invested heavily since I joined about [] years ago in market research activities, lots and lots and lots of research to try and bring us back up to speed after years of neglect, because we have such a huge variety of different target audiences and lots of people delivering those, delivering the actual service. One of the issues that we, I suppose the major issue we face is that we can understand the brand promise, we can understand what the customers wants, but if it falls down in the delivery through which ever means, whether that's through a poor relationship with that particular person, or for example it's amazing the affect one bad conversation with one person can have. Not only on that person but on the decision-makers that are around them, the people they interact with on a daily basis and it's just this ripple affect. And it just goes on and on and on and it's unstoppable, and what makes it worse is when you say you do one thing and you don't deliver, you're better off not saying anything at all. Because then you are not setting, I suppose it comes back to expectations, you need to set expectations at a point that is deliverable, because otherwise the wheels will fall off in a rather large way.

That could essentially be an important part of the composition of the brand promise targeting those needs?

Absolutely, targeting those needs and delivering on the promise.

It must be very difficult to get a brand promise, when you have so many different stakeholders within the University context, to get one that can be applied across those.

It's almost impossible and to a certain extent it's pointless because you just go down to the lowest common denominator, which means nothing to anybody. The University is fundamentally underpinned by its research, but that research is relevant to different people in different ways. One of the things we are starting to do a lot more of is how we integrate the research that we do into society to try and make it as relevant as possible. There needs to be research for research sake, I think for the betterment of society generally, and people won't necessarily know or understand why it's intrinsically important to society. And there are other things that have a direct impact, I mentioned before about energy for example, it's a big area. A lot of the local research that we do, that would be done here would be the very, what we would call the hard research, it's the detail at a molecular level of how you would go about a process that would be energy efficient or converting energy. But it's very difficult to try and translate that message into an intrinsic benefit for the local community, nationally and internationally. So you have to go for this very, very detailed scientific basis all the way up to this overarching message. And I think it's something that I think most universities struggle with and we struggle with. Different ones to different extents, depending upon the type of activities they are engaged in.

What factors determine what the brand promise is?

I think it's the alignment of internal culture with external needs. So for me that's the, you have a set of criteria on the left, that represents what the university does and then a set of criteria that represents what the target audience requires. And it's a question of how you align those two most effectively, and that the common elements are. And that then should, I think, should determine what your brand promise is. So whatever that area of overlap is, the brand promise should be for that particular target audience. So in order to be able to do that effectively, you have to understand the culture, and you have to understand what the external market demands. That's a very basic level and there are all sorts of different things.

Who was involved in determining what the brand promise is?

At a very general level it was underpinned by the research that went on as part of the University rebrand and basically the University's Senior Executive were involved with that, it was driven by the Marketing Team primarily, and to try and get as much stakeholder engagement in that as possible. The overall process for developing, for translating that brand promise down to each individual area, is still on-going and we are conducting a large scale piece of market research into undergraduate student recruitment and the types of relationships we have with parents. So essentially the way that we would do it is, I would be driving the project and I would involve a number of different people around the University depending upon, so there would be a group of people that would be responsible for undergraduate recruitment as a whole, there would be Senior Managers and we would involve the relevant people around the University in a collaborative way and take them on that journey.

Ultimately the decision for what we do is, would be taken by the University's executive, particularly if there are any funding requirements for new developments. The way that we are handling it is, the project is managed by the Marketing Team, but

80% of the delivery is actually outside of the Marketing Team. It's people that provide the service at the different touchpoints for undergraduate students, whether that's in college, whether that's at undergraduate admissions, whether it's at careers advice, whatever it is. And it's a question of bringing people along with us to make sure there is buy-in from them, they understand what it is we need to achieve, understand what the issues are, and understand how their piece of the brand promise fits into the overall thing. It's a real collaborative process, but it's all driven by the market.

Is this something that has been going on for sometime?

About a year.

And before that?

Not an awful lot. I think as far as the University was concerned, applications were good, student numbers were good, quality of the students that were coming through was good, but the world around us changes and you pick up signs that things, unless we take corrective action, 10 years down the line, because reputation, the University's reputation is, can only go so far these days. I think historically it would have carried an awful lot of weight and driven a lot of decision-making. Whereas these days there is an expectation from students, prospective students for the University to communicate with them effectively, at the right time, delivering the right messages, the right information, in the right format for them to be able to make the most informed decision, the right decision for them. And I think the University has been complacent about that.

It's also, there is also an awful lot of work that needs to go into developing relationships with schools, to try and generate that level of advocacy. So much of that is based on one-to-one interactions and making sure that those people that are going out talking to schools know and understand exactly what it is that the University wants to achieve. What the target audience demands are and how it all fits together. They need to understand their piece of the puzzle, but they also need to understand all the other pieces as well, even at a very general level. And that's not something that's ever really happened, there have been lots of activity going on, where you could envisage a situation where one school could be contacted by any one of the different areas around the University on any one day in an uncoordinated, in a completely uncoordinated fashion, which is something we want to stop. It comes back to different parts of the University understanding their bit, but also how it fits in, and you have to have someone, someone driving the bus and someone reading the map.

How do you communicate internally to the different people who need to deliver the brand promise?

[] who is in my team, you will be talking to later on today. She deals with internal communications, there is a divide in the way we view internal communications, there is the central communications that we would manage, that would be core,

institutionally important information that people need to understand and need to know about, decisions that have been made, that kind of thing. And there is the other side of things and we have invested an awful lot of time and effort in getting that up to the level we think, it's, it is in no way perfect, but it's certainly a lot better and the feedback we get from people around the University is that it is vastly improved. The thing that we find is that everyone thinks internal communication is someone else's job and the problem, I think what I mean by that, is that people expect to be communicated to, they expect information to be delivered to them in a passport manner, which is right, but it's also their responsibility to go and seek out information. The area we need to do an awful lot of work on is this line management communication, because I've done a number of tests, you drop a piece of information at the top and see whether it reaches the bottom and it doesn't.

And in an institution like this that is so, so big, so complex you've got to rely on that line management communication, and it doesn't happen to the extent we would like it to. For an organisation to function you have to have that, it has to function. You have this cross-cutting institutional information and the vertical communication and there is a tendency to say the institution is not communicating with me, when actually your line manager is not communicating with you, that's where the breakdown is. Information flow from the University's executive now that needs to be more effectively managed, and whether that is done in such a way that they now understand what information they are expected to cascade. May be there is, I think there is an issue there, and it comes back to, assume that's not going to happen in any other way, and take the onus on, you should take the initiative as an individual and make sure that initiative travels.

In terms of linking that through to the brand promise we need to get those channels right before we can start to really be effective at communicating that. I think we are quite effective at a corporate level communicating with people around the University, but if they don't want to engage it's difficult, so how you create that advocacy I don't know, it's a real difficulty.

Is the brand promise reviewed?

Yes I think you have to.

How often is that reviewed, is there a formal process for that?

There isn't a formal process involved, I think for the brand, for the overarching university brand promise to change, I think there would have to be a major change in the way the University functions, if it no longer did cutting edge research then it, we would have to look at reassessing it, which I can't see happening, but I think, you would hopefully see that one coming. At a, if you start to break it down by the different target markets, I would expect, I want that reviewed every year. Just in a sense checking way, not in a hugely detailed way, but you need to sense check your messages very, very regularly, and particularly because a lot of the recruitment cycles are on an annual basis. Just making sure that what you understand to be the message from teachers and prospective students at that particular point in time may well change

so you have to go back and sense check it. So I would say on an annual basis, really. We are not there, the purpose of the undergraduate market research is to, part of its purpose is to raise awareness within the University about the importance of taking that temperature every so often. Making sure you are on message and what you are saying is still relevant.

Are you checking that the correct message is being delivered or are you checking it's being interpreted correctly?

We are doing mystery shopper, so today, this afternoon there is a parent presentation, a presentation to prospective undergraduate students' parents. And this is all part of a wider open day for students. Now I was involved in putting the presentation together, but I need to be there to see how it is delivered, because there is an awful lot of interpretation that you could place on a lot of the information. Just to make sure that is, the thing is, in a place like this you can't police, you can't be seen to police everything and you can't physically police everything. And you have to draw the line somewhere, you have done the best you can in that situation and you expect people to do their jobs, and they are the experts in their individual areas, so leave that to them. We do most of the different touchpoints with either parents or students in particular, we do survey, so we do ask for feedback on just about every single thing we do. So we will be getting a feedback form from the parents talk today and also we are getting feedback from the students. You can sense, you can gauge how this has been delivered, because if someone says that they still don't understand what the University is about, then clearly something is not quite working. Predominantly I think people get it, you have to assume, in a place like this you would expect a certain amount of intelligence.

What are the key touchpoints for the brand promise?

For the different target markets, for prospective students, undergraduate students probably start at year 12, or some schools start a lot earlier. So making sure that people going out to schools, talking to schools, so that's one touchpoint. Pre-application, going through the applications process, how the University interacts with teachers to make sure they understand what we are looking for as an institution. Interim touchpoints, this is the plan, interim touchpoints throughout the pre-application and post-application process. And then making an offer or a rejection, and then pre-arrival, so just re-enforcing some of the key messages, but also giving them the right information so they can settle into the University well, and feel welcomed. Postgraduate, quite similar but different, different time scales, because the applications process is completely un-systematic. So a postgraduate student can apply today or they can apply two weeks before they arrive, so that one has to be a bit more personal, managed on an individual basis.

Again the different marketing materials, we print about 75,000 undergraduate prospectuses and they all go. That's the key touchpoint and absolutely vitally important because we know students go back to the prospectus time and time and time again. It contains every, it contains all the information and it forms the basis of the contract with students essentially, that really is our, the undergraduate, that is a

summary of our brand promise. But it's also a bit more than that, I think, it's our service promise, it's what we are going to do, when we are going to do it, how we are going to do it, and the quality you would expect, all that.

I suppose different touchpoints for the wider community it's really like we run an awful lot of events, lecturers, different discussion groups, forums, seminars to try and link up the research that's carried on at the University, and the wider society. But also things like our attractions getting people to interact with, with our museums and our Botanic Garden and things like that, and going and visiting them. Again the experience they have there is part of the overall brand promise. So if they go to the Botanic Garden and the receptionist is rude to them, then that forms part of the brand promise, and what are you promising there, so yea it's very different, for different types of audiences. Looking at business collaboration again very different 'cause it's on a one-to-one basis, so it's how that one individual from the University sets up that relationship with that individual and then links up with the resources around the University to try and deliver the right level of either consultancy expertise, or just use of equipment and how we go about that. There are all sorts of different touchpoints to manage for all sorts of different target markets. You've got the relationships with our funding bodies again for a much more one-to-one basis, relationships with our regional stakeholders, local council One Northeast, again on a one-to-one basis.

I am sure I have missed something out, so it's complicated, it's very complicated, but again it's about how you manage it, how it all fits together, because someone who is Chief Executive of One Northeast, is also a potential visitor to the Botanic Garden, he is also a potential parent of a 17 year old who might want to come to the University, so understanding that it all has to fit together coherently is an interesting challenge.

What factors are necessary to ensure the University's ability to deliver on the brand promise?

I think it all comes back to understanding their target audience and it's packaged up again with the answer to the question, a few questions ago. It's about understanding the offering and understanding the target market. For me that's it and I suppose, it's also understanding the impact of the decisions that people make within different areas of the University on the target audience. Also the tone of voice, you can in no way control that across the institution but having an ethos, a customer service ethos across the institution is absolutely critical and it's something that every single university in the country struggles with.

Would you say then from the perspective of the marketing department you can only go so far in trying to manage the delivery, the rest of it then is over to staff, from your point it's ensuring communication is right?

Yea, because essentially academics are trained to be independent thinkers, and you can't tell them what to do, you can only encourage them to do certain things. Again that comes back to personal relationships that you have with those people and those are the key influencers in that, in that network.

Who are the staff that have input into the delivery of the brand promise?

It would be obviously the academics, it would be staff in the colleges, student facing central services, funding, it all goes up to VC, he needs to be on message, and again you've got independent, often the case in universities is you have academics within leadership roles, who are trained independent free thinkers, and that presents its own challenges. I always find it very interesting when in their professional lives, when I say professional lives I mean when they are actively engaged in research, they talk about the evidence base, but when it comes to a management role, often there is less emphasis placed on the evidence base, does that make sense? I can't, I sometimes can't understand how you can switch from one extreme to the other, because everything that I will do, I would always try and base it around some rational process, evidence base. That's not always the case, I find that quite challenging, and particularly at Senior Manager level, where there are an awful lot of interactions and personal relationships, that have an awful lot of influence. I am not saying they are not on message, but sometimes they can be off message, and that again is an extremely important touchpoint for the University, particularly when you are talking about interactions with key funding bodies, when you are talking about interactions with government decision-makers, those things. So they really need to be the drivers of that, or they understand it to such a great extent that it becomes part of their daily lives. Again it's almost impossible if you have a brand promise that is based on the culture of the organisation, that, that doesn't align with the Senior Management. I am not saying it doesn't here, but I have had experiences in the past where it's, where clear institutional culture, doesn't align very well with Senior Management and that's where things start to, start to fall apart.

You were saying about alignment between culture and the needs of your different markets. How would you assess the level of alignment here between these?

On the whole, out of, from 1 – 10, probably a 4, it's difficult because I think some, some places, some areas would be an 8 and some areas would be a 2. I think I am not going to say which ones. I think in a place like this where there's so many different types of people and particularly where you have academics so focused on their area of research, so, so focused on their area of research, nothing else matters. Well nothing else matters and everyone else has got to be very interested in that subject matter, that's not necessarily the case. And it's, it's sometimes very difficult to dissuade a 60 year old academic, 55 year old academic, that what they used to do for 30 years is not appropriate for today's modern, I say modern, for the way things need to be done if we are going to be essentially, a customer-led, customer-driven institution, that is less and less reliant on government funding. At the end of the day they are paying customers and to a certain extent you have to give them what they want. What I mean by that is in terms of the service level that you have, not necessarily, I don't think it's right for them to influence to a massive extent the types of, the way that the information that they learn in a particular subject area, 'cause I think that's right, but it's the way that they are talked to, the way that they are dealt with, the way that they expect a particular level of service, they expect you to deliver on that service, they expect you to delivery on the promise, if you say that you are going to do something, you have to do it. I think that's something that universities around the country struggle with.

Would you say students are viewed as customers throughout the University?

No

By the marketing department?

Yes, very much, oh yea, well they pay good money for a service, that's the way that I see it. And they deserve respect, in the same way as, it is a high involvement decision that they are making and it's a big investment, and it's going to become an even bigger investment, but they also need a return on their investment. But they also need to feel as though that money is going, is being served well, that they are getting value for money, and that what you are providing is a good service, that is going to prepare them for whatever it is that they want to do, whether that's work or not. Whether that's life in academia or whatever it is, they absolutely deserve to be treated with respect.

Discussion

The concept of the brand promise is around but it's so hard to find in literature where it is properly defined, where you can get insight, and the idea of delivering on it is so important.

I think there is an awful lot of phrases, terminology used within marketing that are something to hide behind and you can try and say I understand brand promise, then when you start to unpick it, it can get very complicated very quickly. I truly believe it's that alignment between internal culture, product or service whatever it is, and how that fits or otherwise with the target market. Where the crossover is and that's where, you should be. And you shouldn't be pushing messages or promises that people don't want, simple as that, or ones that you can't deliver. They have an expectation for something, or the other way of looking at it is, to say how do you go about re-aligning the way that the business is structured to deliver, and this goes back to customer, customer value. At the end of the day the University could quite easily say well actually that's not something we want to do, which is fine, because not every business can do everything for their customers, but there has to be some overlap.

Where do you use Shaped by the Past, Creating the Future? What would you see as the link between brand promise and slogans?

"Shaped by the Past, Creating the Future", is an interesting one. I think it's an example of the lowest common denominator. It's, how do you go about summing up the institution in a way, and that's why I didn't really mention it. It's this nod to the University's history, but then a nod towards the fact that it is progressive in terms of not only its research, but the way that it delivers education. But it is the lowest of the low, it's, common denominator sort of thing, it doesn't really tell you very much about the institution. It's certainly not a promise I don't think, it's more just a nice fluffy sentiment.

I have worked in marketing consultancy and people tend to want to, a positioning statement and the more complex the business, the more they want one and it's mainly because I don't think, they want something that sums up the business and clearly communicates what it is that the organisation does, but it's impossible to do it in two words, six words, eighth words, it's absolutely impossible.

You have on the website a page that identifies your promise for students, for business, for regional development. Is that the only place you would find it as a statement?

That's what I would call the brand print, which is something that we would say to ourselves as a sense checking, but we would never use that in an external way. That is us summing it up for ourselves.

APPENDIX S

DIFFERENTIATION DIVERSITY - DURHAM

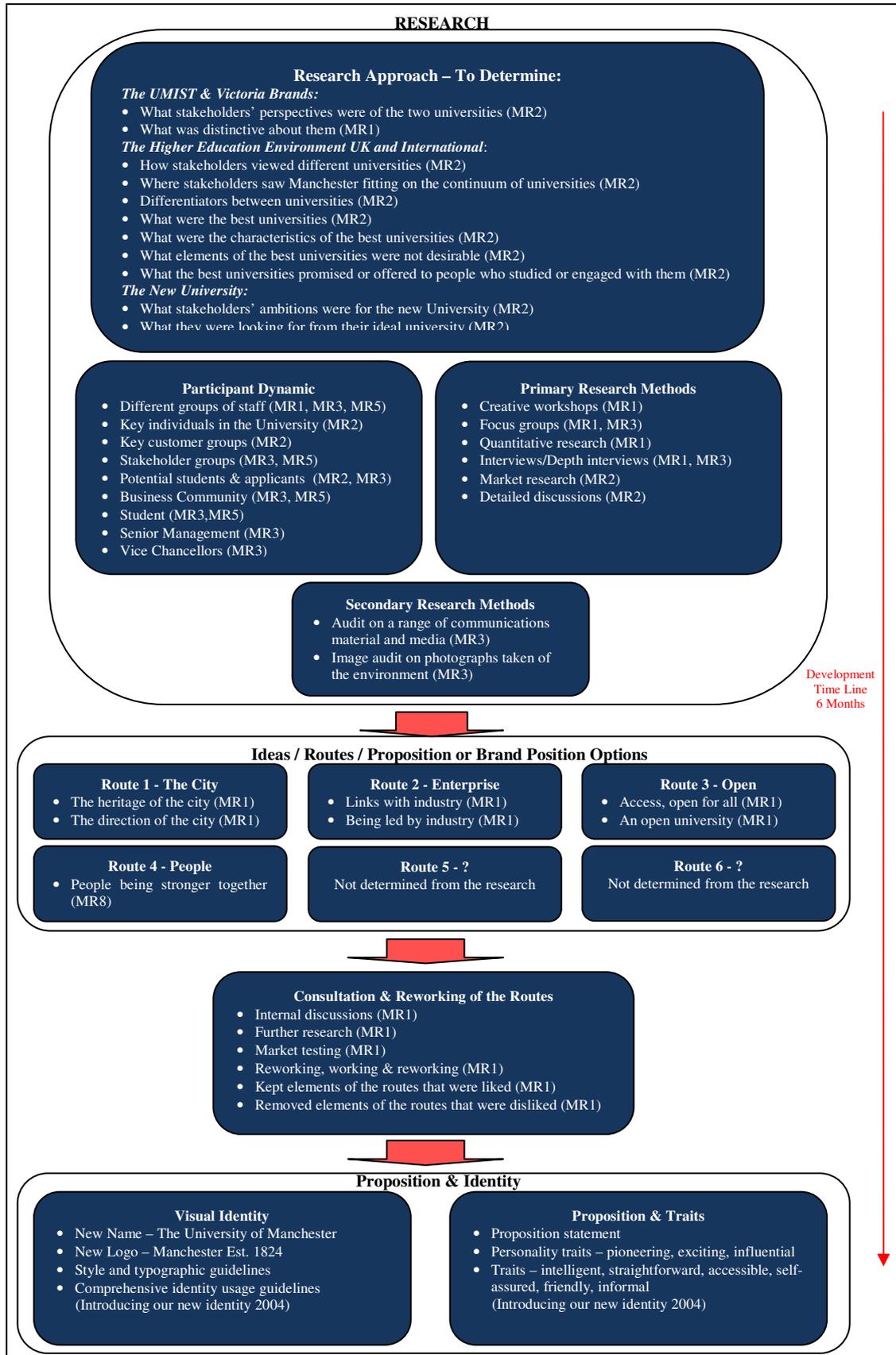
INTERVIEW QUOTES	SOURCE BASED DIFFERENTIATION	INSTITUTIONAL DIFFERENTIATION
<p>“we say it quite a lot in prospectuses, is that Durham is unique in the way that the student experience is linked to collegiate life basically” (DR2)</p> <p>“I think student experience has always been there, I think, where we have put an increased focus onto it is because it’s one of the key differentiators, in why people come to Durham” (DR2)</p> <p>“I do think there are things like the college system that are very unique to Durham and therefore you get a very different experience” (DR5)</p> <p>“providing a unique experience, an aspirational brand that’s steeped in history and provides a very specialist, a very unique boutique experience” (DR6)</p>	<p>Experiential Differentiation</p>	
<p>“the physical experience of Durham which is what we talk about quite a lot, which is something that other institutions don’t offer” (DR2)</p> <p>“at Durham we have a collegiate system which is quite unique and that is an essential part of our brand promise and makes us a little bit different” (DR3)</p> <p>“the environment at Durham the fact that it’s quite unique, its set up is unique” (DR4)</p> <p>“people have called it a boutique university, which it was trying to be at one point or trying to be an excellent but smallish or middle sized university and that was the way it was trying to make itself distinctive” (DR9)</p> <p>“research and teaching and our distinctive college system all underpin what is great about Durham” (The News 2005)</p>	<p>Physical Differentiation</p>	<p>Blended Differentiation</p>
<p>“people have called it a boutique university, which it was trying to be at one point or trying to be an excellent but smallish or middle sized university and that was the way it was trying to make itself distinctive” (DR9)</p> <p>“our refined brand promise as it will be in the coming months will allow us to provide differentiation in the sector. ... our focus is on becoming world leading in this particular area, being specialist in this area. So I think we’re starting to have a more focused brand promise we’ll see that rolling out over the next couple of months” (DR6)</p>	<p>Specialist Differentiation</p>	
<p>“Durham’s brand promise is about delivering excellence in research and education, it’s about providing a distinctive education that’s much more than about providing skills or just studying for a degree or a qualification. It’s about providing a rounded education” (DR6)</p>	<p>Functional Differentiation</p>	
<p>“we have developed two selling lines to help us articulate the Durham point of difference”: “Shaped by the past, creating the future” and “Together we’ll create your future” (University of Durham Brand Usage Guidelines (2005)</p>	<p>Conceptual Differentiation</p>	

DIFFERENTIATION DIVERSITY - DURHAM cont.

INTERVIEW QUOTES	SOURCE BASED DIFFERENTIATION	INSTITUTIONAL DIFFERENTIATION
<p>“like all universities we have sports stars who study here, but the difference is that almost all of our sports stars go on to captain and led their country, so Matthew Pinsent in the rowing, a succession of, several generations of England rugby union captains, Will Carling. So it’s this idea that Durham University brand represents a commitment to excellence in research and education, to developing leaders of the future” (DR6)</p>	<p>Substantiation Differentiation</p>	
<p>“some combination of academic excellence, with college structure which provides a small scale atmosphere for the students” (DR8)</p> <p>“Extensive research has shown us that our heritage, our collegiate system, high levels of pastoral support and our outstanding research help to mark us out” (University of Durham Brand Usage Guidelines (2005)</p> <p>“Everyone at Durham University belongs to a college – it’s a big part of what makes your experience here so different to anywhere else. Your college is where you’ll live, socialise and become part of a small supportive community but still enjoy all the activities and facilities of a large university” (Durham University - Undergraduate Prospectus 2010)</p> <p>“Durham University is unique. We are the third oldest university in England and one of the world’s leading centres of scholarship and learning. Study with us and you will have access to some of the best academic experiences in the UK including teaching by world experts, award-winning study facilities, and unique collections” (Durham University - Undergraduate Prospectus 2010)</p>	<p>Composite Differentiation</p>	<p>Blended Differentiation</p>

APPENDIX T

THE MANCHESTER BRANDING PROCESS



Source: Developed from Referenced Sources

APPENDIX U

DIFFERENTIATION DIVERSITY - MANCHESTER

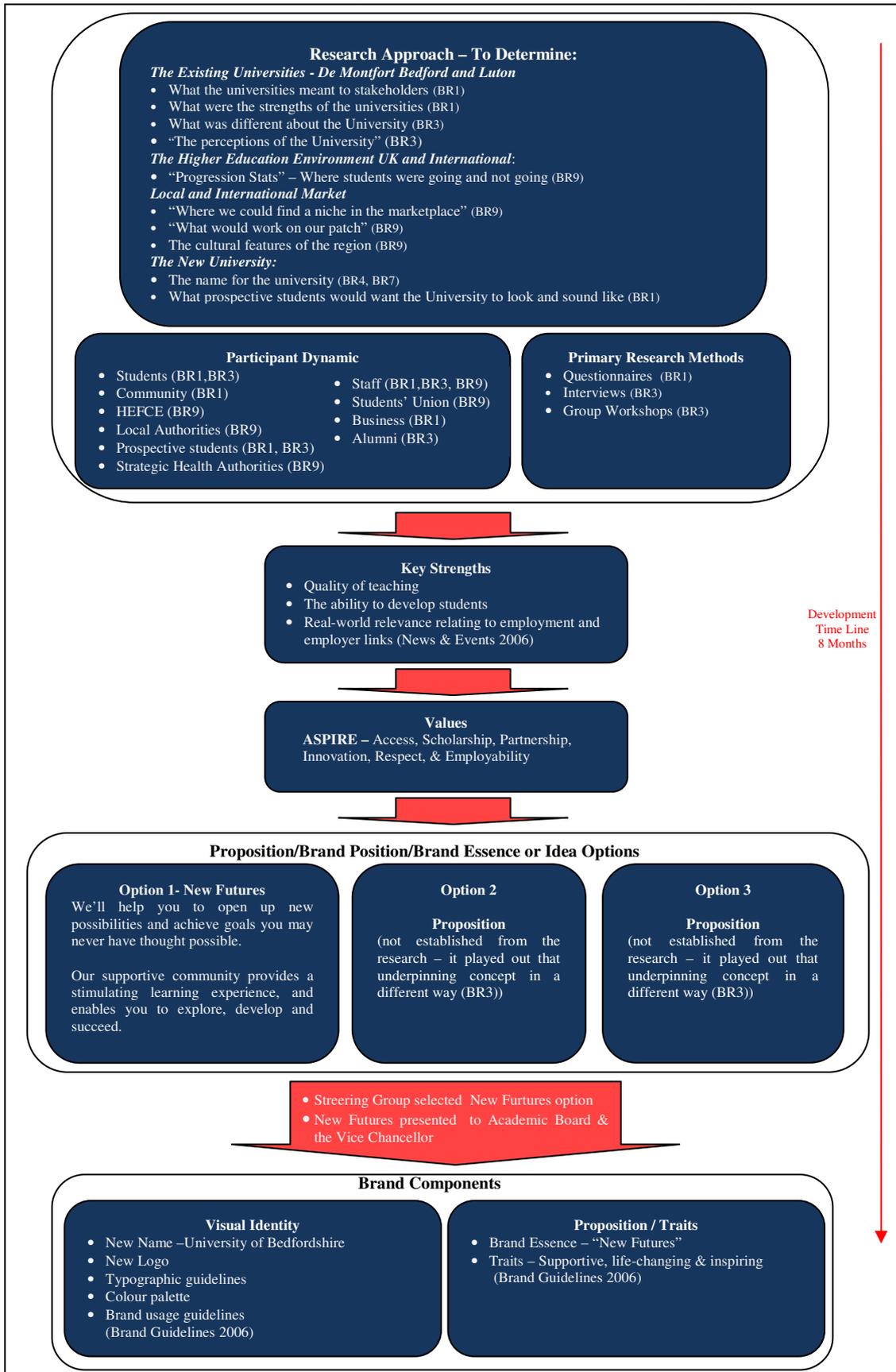
INTERVIEW QUOTES	SOURCE BASED DIFFERENTIATION	INSTITUTIONAL DIFFERENTIATION
“there were some defining characteristics ...it was really genuinely trying to not just come with a lot of nice sounding words that they thought people would like, but words that, words, authentically what they were about and that were really rather distinctive” (MR3)	Characteristic Differentiation	Blended Differentiation
“we’ve got a really good mix of students in terms of numbers of international students and the students coming to us from all over the world. I think the nature of our students is really quite distinctive and interesting and makes it a really good place to be in terms of the student experience” (MR7)	Customer Differentiation	
“he doesn’t really fit in with all the other groups of VC’s, he’s very much stand alone and I think very strong leadership from the top down has enabled us to feel different about ourselves” (MR4)	Leadership Differentiation	
“Manchester they’re a bit big and brash and a bit in your face. There is some of that partly because, well look at the city and Oasis and it’s that proud to be what you are and if you don’t like it sod of thing. I think there’s a bit of that here in, it’s part of the University in a way I think what does separate us” (MR4)	Character Differentiation	
“that whole success, the RAE, this whole thing going on here, smashing the golden triangle” (MR4)	Prestige Differentiation	
“the size of Manchester University comes to me as the distinctive thing I don’t know if that’s branding or not, bigger is better” (MR7)	Physical Differentiation	
The spend on the campus in the last five years whatever it was 600 million or something is unprecedented (MR4)	Magnitude Differentiation	
“we were one of the first universities of our age to be so distinctive in terms of defining what our brand was, defining our strategic objectives and laying out a strategic plan” (MR2)	Vanguard Differentiation	
“at merge they published this 2015 strategy and it was just like a revelation, it was like wow, here’s a university that actually says what it’s going to do, what it’s ambitions are” (MR4)	Vanguard Differentiation	
“we talk about the Manchester Degree and this is where we think we are now being distinctive or having some form of USP ...we’re trying to get the Manchester Degree as almost like some form of collateral it’s a brand in itself. It’s I’ve got a Manchester Degree and it’s different” (MR1)	Reputational Differentiation	
“Get your degree from The University of Manchester and you can be confident that you will have a distinct advantage” (2010 Undergraduate Prospectus)	Reputational Differentiation	
“then we talk about the experience and this is the way that we are going to help you to get that Manchester Degree. So these are all the things we are going to give you that are unique and that are different for any other university” (MR1)	Experiential Differentiation	
“we’re trying to embed our social, global citizenship, and global responsibility as a university into everything that we do. Whether it’s into our research, into our teaching, into our producing graduates essentially that are responsible global citizens, and I think that’s fairly unique” (MR1)	Ethical Differentiation	
“In its pursuit of excellence it nurtures talent from all quarters and is a force for positive change” (Proposition 2004)	Ethical Differentiation	
“it’s a combination of physical size, we are in a different group to the rest. The spend on the campus in the last five years whatever it was 600 million or something is unprecedented, the investment in the University, the numbers of applicants, that whole success, the RAE, this whole thing going on here, smashing the golden triangle” (MR4)	Composite Differentiation	PTO
“we talk about the experience and this is the way that we are going to help you to get that Manchester Degree. So these are all the things we are going to give you that are unique and that are different for any other university” (MR1)	Composite Differentiation	

DIFFERENTIATION DIVERSITY - MANCHESTER cont.

INTERVIEW QUOTES	SOURCE BASED DIFFERENTIATION	INSTITUTIONAL DIFFERENTIATION
<p>“we began to become a little bit more relaxed in terms of the way that that proposition was put together because we were more comfortable, maybe on the face of it, it wasn’t necessarily distinctive, but if we could prove it, if we can demonstrate it and if we can show that the experience is based in fact, then it is distinctive” (MR1)</p> <p>“this is the kind of place we are and this is the way we substantiate it. So they said we were pioneering because Lord Rutherford, the guy who split the atom did that at Manchester. In other words it was really genuinely trying to not just come with a lot of nice sounding words that they thought people would like, but words that, words, authentically what they were about and that were really rather distinctive” (MR3)</p>	Substantiation Differentiation	Blended Differentiation
INTERVIEW QUOTES	PERSPECTIVE BASED DIFFERENTIATION	
<p>“that’s what makes branding so challenging in the sector, the places where it’s a doddle are institutions which are defined by a particular narrow, more narrowly focused subject matter like University of the Arts London is all about the creative arts, that alone makes it a lot easier to find something distinctive for them” (MR3)</p>	Unitary Differentiation	
INTERVIEW QUOTES	METHOD BASED DIFFERENTIATION	
<p>“The word exciting was one of them or a word to that effect, that’s the sort of word you would not normally expect a university like that, of that size to associate with this. So that was part of the, I guess expression of something that hopefully was a little bit more distinctive (MR3)</p>	Inverse Differentiation	

APPENDIX V

THE BEDFORDSHIRE BRANDING PROCESS



Source: Developed from Referenced Sources

APPENDIX W

DIFFERENTIATION DIVERSITY - BEDFORDSHIRE

INTERVIEW QUOTES	SOURCE BASED DIFFERENTIATION	INSTITUTIONAL DIFFERENTIATION
<p>“so the differentiation was going in and saying you need to stand out in the marketplace, you need a USP and you need a different look and feel...because we could give them that differentiation” (BR3)</p>	Visual Differentiation	Blended Differentiation
<p>“it was an opportunity to put those two together and look at what the USP was and that was the idea of, that it was helping people from non traditional academic backgrounds especially from around that area to actually get into higher education, where they’d probably have gone off and got jobs” (BR3)</p> <p>“giving people ‘New Futures’, giving people a chance and they felt that that was a differentiator in the marketplace that would help them go out there to sell places” (BR3)</p> <p>before the whole fee debacle kicked off I probably would have said that we’re, we always view ourselves as being reasonable accessible,...Now the fee issue has come up I think we are going to start seeing more and more universities having very, very similar values, ...at that point it could be very interesting to work out how we are going to differentiate ourselves (BR6)</p>	Ideological Differentiation	
<p>“we created a distinctive and powerful new identity that symbolises growth and the forging of two institutions. ‘New Futures emerged as a compelling theme that captures what the new University has to offer” (Lloyd Northover 2009)</p>	Conceptual Differentiation	
<p>“our quality of teaching we seem to get graded very high” (BR6)</p>	Calibre Differentiation	
<p>“you need a USP and you need a different look and feel...because we could give them that differentiation” (BR3)</p>	Sensory Differentiation	
<p>“‘Access’, ...your red brick universities they tend to have a much harsher entrance policy which is very much based on, rather than taking the whole situation of the individual into consideration it’s very much what grade did you get. You know, straight A’s, if you’re not straight A’s we’re not even going to look at you, so we’re differentiating ourselves from those types of institution in what we’re doing” (BR2)</p>	Inverse Differentiations	
<p>“heavy on the vocational emphasis and distinctiveness” (BR9)</p> <p>“The vocational distinctiveness and access nature of our mission is supported through a curriculum which places a strong emphasis on employability and personal development planning whether at undergraduate or postgraduate level” (Education Strategy 2008)</p>	Functional Differentiation	

APPENDIX X

DIFFERENTIATION DIVERSITY - OXFORD BROOKES

INTERVIEW QUOTES	SOURCE BASED DIFFERENTIATION	INSTITUTIONAL DIFFERENTIATION
<p>“it was so ironic because they developed this module courses at Oxford Brookes this was one of their great distinctions in terms of their teaching offering, was that you could combine all sorts of things” (OR5)</p> <p>“Brookes brand promise or USP probably is the best way of thinking about it, used to be ‘we’re the flexible university’ we had 1,500 combinations at an undergraduate level by far the biggest in the market” (OR1)</p>	Functional Differentiation	
<p>“so the world of work issue is another very important plank and that’s what we were getting to in trying to make our brand distinctive” (OR5)</p> <p>“I think inherently we are distinctive, there are only two universities attached to this city and we have a completely different attitude and set of values” (OR2)</p>	Ideological Differentiation	
<p>“I think inherently we are distinctive, there are only two universities attached to this city and we have a completely different attitude and set of values” (OR2)</p>	Character Differentiation	
<p>“they might have found a course, they might have found a locality, but actually they also want to row so they’re not going to go to Reading but they might come to Oxford, they might come to Oxford Brookes because those different elements make up the experience that they want to have” (OR3)</p>	Experiential Differentiation	
<p>“there are some flagship courses that make us stand out from others, but that’s only relevant if you’re interested in that area. I mean automotive engineering is one and that also being based in Oxfordshire is excellent because it’s a really large area for F1 motor racing” (OR3)</p>	Specialist Differentiation	
<p>“we have a very complex relationship with location, based on, it is clearly a key differentiator as we know as a reason why people choose us (OR1)</p> <p>“our unique selling point, in a strange sort of way our location, because we’re a student city which should make us attractive because it means there’s jobs, I guess you could say we’re selling Oxford” (OR4)</p> <p>“Oxford is a powerful location for students to be based not only because of its historic legacy but also because of the opportunities that the city offers in terms of employment, and based in the equivalent of Silicon Valley for the UK etc. etc. So a different way of talking about the strengths of the location that I don’t think Oxford University would do (OR1)</p> <p>“the thing that differentiates us from every other institution in the country other than one is that we’re in Oxford. So location is potentially a key, particularly if you think your location happens to be an asset which clearly ours is” (OR9)</p> <p>“Oxford is a key factor in differentiating Brookes from other institutions, not just as one of the world’s great university cities, but also as home to the prosperous, sophisticated South East economy with many and varied career and cultural opportunities” (Branding and Communication Guide 2008)</p>	Locational Differentiation	
<p>“they might come to Oxford Brookes because those different elements make up the experience that they want to have. So I don’t think it would ever be one differentiator because it will depend on what it is that you’re looking for” (OR3)</p> <p>“we’re in Oxford, we’re not a research intensive university but we are research engaged, we are very interested in interacting with the local community, we’re a very international institution, we do espouse these values to do with social justice and all that kind of thing and environmental sustainability and practical applications to knowledge and changing people ... But if you put them all together you do perhaps get something that is a bit distinctive about Oxford Brookes (OR9)</p>	Composite Differentiations	
<p>“A strong visual identity helps us to be distinct and different from other universities” (Branding and Communication Guide 2008)</p>	Visual Differentiation	

DIFFERENTIATION DIVERSITY - OXFORD BROOKES cont.

INTERVIEW QUOTES	METHOD BASED DIFFERENTIATION	INSTITUTIONAL DIFFERENTIATION
<p>“it is clearly a key differentiator as we know as a reason why people choose us... So a different way of talking about the strengths of the location that I don’t think Oxford University would do (OR1)</p> <p>“one of the things about a brand is for it to be distinctive and we wanted to create some distinction from the outset, so my first recommendation is that I think you should use a proper name” (OR5)</p>	Inverse Differentiations	Blended Differentiation
INTERVIEW QUOTES	OUTCOME BASED DIFFERENTIATION	
<p>“The branding programme aims to position Oxford Brookes as distinctively different to other universities” (Brand Identity Guidelines - Oxford Brookes 2008)</p>	Positional Differentiation	
INTERVIEW QUOTES	PERSPECTIVE BASED DIFFERENTIATION	
<p>“We have all those support nets, so we not only have a library we also support you when you get here. So those are the things, we try and drill down to what is unique but I am sure there must be at least 15 other universities that do something like that” (OR4)</p>	Material Differentiation	
<p>“the only ones that are different are places like The Open University which is totally e-learning and online and Birkbeck which is totally mature students, part-time evenings. And the rest of us basically run to the same model they’re all desperately scrambling around to try and find something different to place them differently in the marketplace. But the reality is there isn’t much difference” (OR7)</p>	Superficial Differentiation	
<p>“I think institutions that do have a one single big idea find their ability to differentiate themselves a lot easier” (OR1)</p>	Unitary Differentiation	

APPENDIX Z

TERMINOLOGICAL AVOIDANCE

CONTRIBUTING FACTORS	RESPONDENT QUOTES
Terminological Inference	<p>“there would be a sense that, obviously brands are associated with commercial companies and universities have an ambivalent relationship to the commercial world, that’s why there’s a bit of doubt about it” (DR8)</p> <p>“you talked to people about brand and they get very hostile or agitated because they think it’s part of a commercialisation agenda for universities or something” (MR2)</p> <p>“there’s some assumptions about branding that one has to overcome or just avoid the word all together in the sector I feel. There’s this notion that branding is something that is a commercial tool not appropriate for an educational institution” (MR3)</p>
Terminological Inappropriateness	<p>“I’d have thought in a place that isn’t a hotbed of innovation in management or of ways of doing things. I just don’t think we could arrive and start to talk about brand and brand promise and brand essence and mission with any credibility” (DR7)</p> <p>“There’s this notion that branding is something that is a commercial tool not appropriate for an educational institution” (MR3)</p> <p>“now when we talk to people about the brand we often don’t use the terminology that people would use in the outside world. Because a) it’s not appropriate, but b) it can sometimes be a turn off to some of our colleagues working within the University” (MR2)</p>
Terminological Scepticism	<p>“but in departments then there would be some scepticism about that word” (DR8)</p> <p>“more and more language used in communication sometimes takes liberties somewhat, and so there was issues about the language that we used and when I was putting forward, I think the academic mind set is to dig right deep into that aspect of stuff and truth as it were” (MR3)</p> <p>“there is some agreement that there is cynicism about jargon and about, obviously with branding a lot of these phrases that are thrown around, that people sometimes become suspicious of, what does that actually mean” (BR2)</p>
Terminological Aversion	<p>“we just had to change some of the terminology because people were happy to talk about the substance of it but they didn’t really like the terminology” (MR2)</p> <p>“There is a resistance to the whole idea and I think when you get into the language that you might use, like in order to create a compelling brand promise for example we might use language that is very confident language and sometimes academics find that off putting they think it’s too, it sounds too much like marketing speak and all the rest of it” (MR3)</p> <p>“I don’t think we use the phrase brand promise but we tell them here are our messages ...universities given their very nature are very resistant to corporate song sheets etc, so it has to be done with subtlety and sophistication” (OR1)</p> <p>“certainly our experience of branding initially there was some unhappiness about the use of words like brand and marketing” (OR3)</p>
Terminological Substitution	<p>“in the early days we talked about reputation management not about brand management or branding at all. So when we went through our major rebrand and that’s sort of 5 years ago now, we pitched that based on the concept of building the reputation and managing the reputation of the University” (MR1)</p> <p>“But if you talk to people about managing the University’s reputation or talking about the future strategic objectives or targets for the University they’ll talk to you about that quite comfortably. And we learnt early on in the consultation exercise that we had to dump some of the branding language” (MR2)</p> <p>“Well reputation is a word that possibly people find easier to cope with than perhaps the word brand, I don’t know whether if you would put brand promise next to, promise next to it, is another matter. But certainly our experience of branding initially there was some unhappiness about the use of words like brand and marketing” (OR3)</p>

TERMINOLOGICAL AVOIDANCE cont.

CONTRIBUTING FACTORS	RESPONDENT QUOTES
Terminological Selectivity	“We use the term branding far more than we ever did so branding is a common concept that I would say is fairly widely understood now at the University, but we tend not to talk about brand promises”(MR1)
Terminological Insecurity	“We would love for this to say the Manchester promise, we will promise you, to give you outstanding support, to make sure you have distinction in the graduate market. We promise to give you all of these things, the truth is we’re just not that comfortable yet that we can achieve all of these for all of our students just yet” (MR1)
Terminological Consequence	<p>“there was some conversations around this becoming a charter or a promise but the legal responsibility we have as soon as we put anything in print it then becomes part of their contract with us. And if we fail to deliver on that we open ourselves up to litigation that’s why we don’t talk about promises as much as we would like to” (MR1)</p> <p>“we never used to put promise on anything, no marketer will use the word promise I think” (OR3)</p>

APPENDIX AA

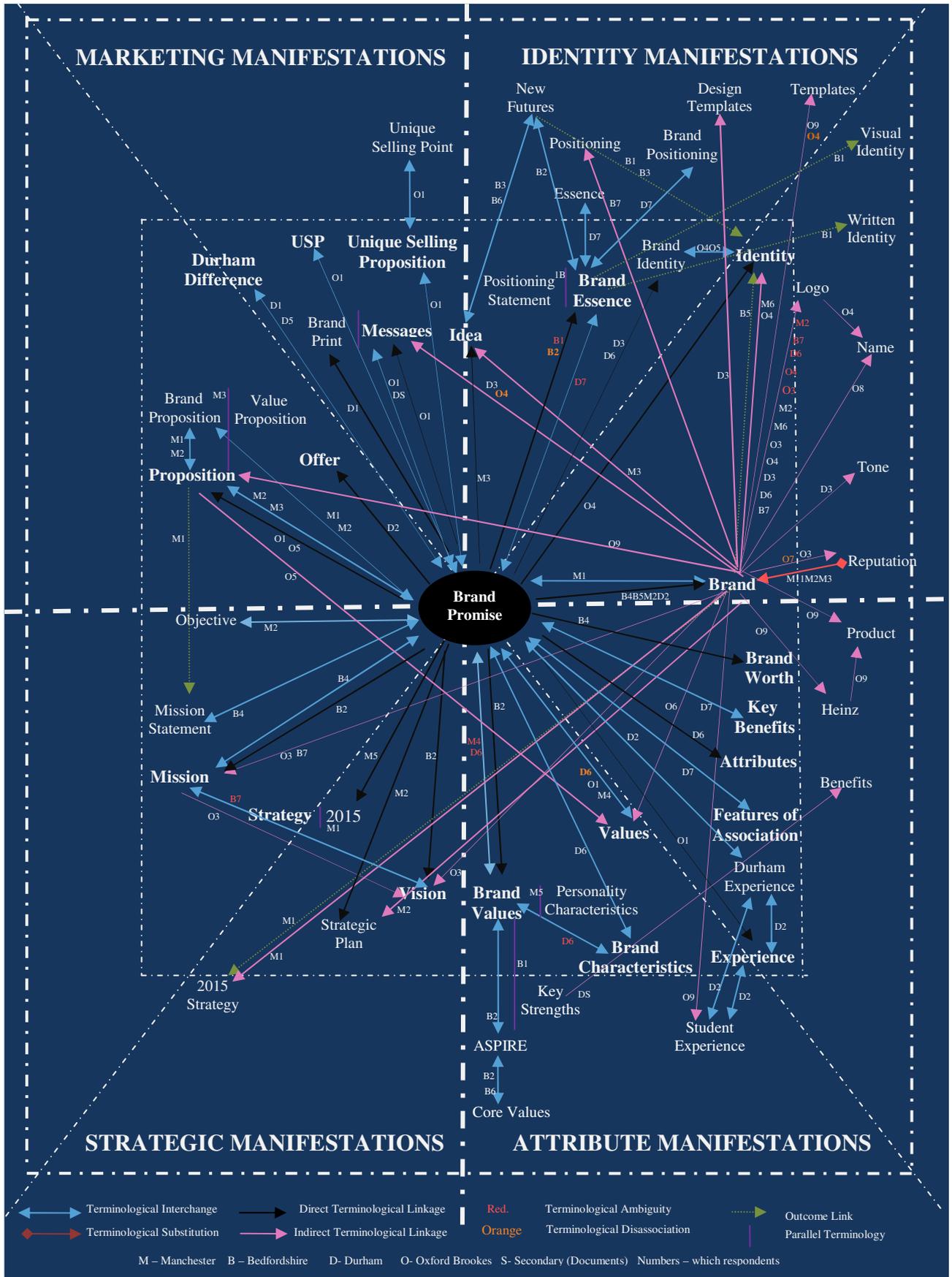
THE TERMINOLOGICAL AMBIGUITY CONTINUUM

			
	Terminological Uncertainty	Terminological Confusion	Terminological Imperfection
Manchester	<p>“there is always a question around definitions like when we talk about a brand promise what that actually is” (MR3)</p> <p>“Whether we use it in terms of promise, I think there’s a very strong understanding of brand values, would you say the two things are interchangeable” (MR4)</p>	<p>“there is a new problem emerging now in that people don’t know what it means” (MR2) – B*</p> <p>“part of the problem with branding is that there is all this vocabulary around” (MR3)</p>	<p>“sometimes people talk to you about the brand and they mean the logo” (MR2)</p>
Bedfordshire	<p>“I’m probably not as au fait with the jargon as my colleague” (BR1)</p> <p>“brand essence, which is probably similar to what you’re talking about with the promise” (BR1)</p>	<p>“Well there’s a lot of confusion over a brand and a logo” (BR7)</p> <p>“vision and mission I see the terms used interchangeably in practice and people are not clear and I’m not entirely clear ” (BR7)</p>	<p>“if you ask people what’s our brand they’ll point at that UB thing... but it does say a bit more than that” (BR7)</p>
Durham	<p>“it’s often referred to as the Durham Experience, rather than the brand promise necessarily. I think the two are linked” (DR2)</p> <p>“these terms are sort of banded around a lot and I think brand promise is one that could potentially pull a few of those together. Or could be something that’s very different or could be something that’s very similar (DR6)</p> <p>I think the essence is the same as the brand promise (DR7)</p> <p>“establishing a clear and distinctive identity which comes back to sort of the crossover between brand identity and brand promise” (DR6)</p>	<p>“there is an awful lot of phrases, terminology used, within marketing that are something to hide behind and you can try and say I understand brand promise, then when you start to unpick it, it can get very complicated very quickly (DR1)</p> <p>“You’d have some people that would say brand values and they’re not actually values they are attributes or characteristics and they get it confused ” (DR6)</p> <p>“I’m not sure...brand promise is a term that even like senior managers really get to grips with, let alone further down”(DR5)</p> <p>“I think there is often blurring of the lines” (DR6)</p> <p>“I think brand promise is probably a relatively new term and one that many people might perceive to mean different things” (DR6)</p>	<p>“brand is about managing profile it’s a broader concept, but there are many who when they talk about the university’s brand they talk about colours, and fonts and logos” (DR1)</p> <p>“There’s a lot of confusion a lot of people see it, when they talk about brand they’re talking about the University logo” (DR6)</p>
Brookes	<p>“they understand the word brand ...but I don’t think that a deeper understanding of what a brand promise is and what a proposition is, either it’s not appreciated or it’s not seen as applicable to higher education” (OR1)</p> <p>“we’d use the term brand promise, I’m not sure that it’s a concept that’s readily understood by everybody as a phrase” (OR2)</p> <p>“reputation is a word that possibly people find easier to cope with than perhaps the word brand, I don’t know whether, if you would put brand promise next to” (OR3)</p>	<p>“you start falling into different terminologies, you have visions, and you have brands and the missions and they all sort of intertwine”(OR3)</p> <p>“academics were faced with things like logo and brand...they couldn’t get in their heads, the difference between the two” (OR4)</p> <p>“I think there’s confusion over terminology sometimes but most people can get their head round the word reputation and understand that perhaps better than the word brand” (OR3)</p>	<p>“I’ve branded I’ve put the logo on, that’s not it (OR3)</p>

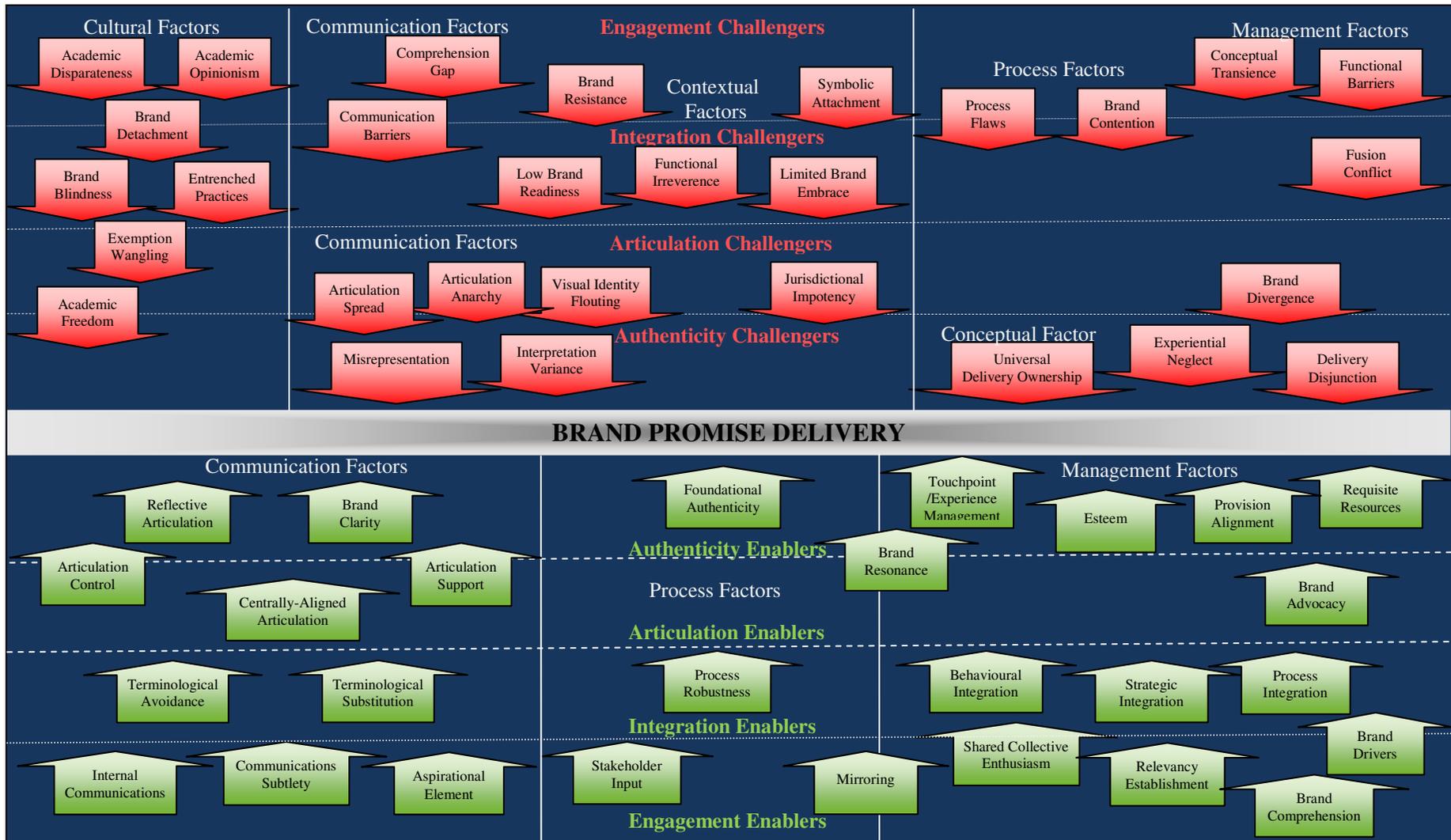
*B – specifically related to the brand as opposed to the brand promise

APPENDIX BB

THE BRAND PROMISE TERMINOLOGY WEB



APPENDIX CC - 1st LEVEL BRAND PROMISE DELIVERY MODEL



APPENDIX DD

ARTICULATION CHALLENGERS

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Jurisdictional Impotency (1 st)	Durham	<p>“in a place like this you can’t police, you can’t be seen to police everything and you can’t physically police everything” (DR1)</p> <p>“you can’t tell them what to do, you can only encourage them to do certain things” (DR1)</p> <p>“I can show you some headed paper which has still got University of Durham on it and it’s been produced in the last two to three years” (DR8)</p>
	Bedfordshire	<p>“lots of lecturers will be published in other areas maybe on other sites or maybe want to comment on news stories, blogs, wikis, various bits and pieces. And it’s that side of it where you can’t really say you’re not allowed to do this, it’s just be aware that you represent the University and what you put down on a website or in paper is, will reflect the University as well. So just please, please be aware of what your putting down” (BR6)</p>
	Brookes	<p>“each academic school will have a member of staff who is responsible for the marketing of their school. Sometimes they’re part-time sometimes they’re full-time, sometimes they have more clout than others” (OR3)</p> <p>does anyone pick you up on that at all? “No, they wouldn’t dare” (OR7)</p> <p>“probably there’s a great number of us who just ignore it, I mean until I’m forced I don’t do anything like this on anything that I produce” (OR7)</p>
Exemption Wangling (1 st)	Durham	<p>“everybody has to do it, oh except you or okay, it’s a bit like the ones that shouted the loudest about not wanting to come in with the, kind of pulling favours or whatever else, and it’s harder down the line to then go back” (DR5)</p>
Articulation Anarchy (1 st)	Durham	<p>“a lot of the things that I get involved with are trying to get people to be consistent in things like, their publications or their posters and ensuring the correct logo is used or the correct strapline or that things are laid out right in terms of making sure that the brand itself is consistent, is difficult enough” (DR5)</p> <p>“It was so disparate you had people using horrible childish kind of fonts, people using all sorts of garish colours, creating their own logos, coming up with their own taglines it was just a mess. So fragmented, so disparate” (DR6)</p> <p>“Nobody had looked at their productivity for a long time so there were anomalies and there were all sorts of, there was anarchy. So a large part of this job was about reimposing some order and some control and that we did very successfully” (DR7)</p> <p>“It had become evident from surveying the variety of logos in existence that there was a need to strengthen the coherence of Durham’s corporate identity. The rebranding project offered the University an opportunity to examine the ways in which it presented and promoted itself” (Board of the Faculty of Social Science and Health 2005)</p>
	Manchester	<p>“the two universities if you were to take all the so call sub-brands from both institutions and put them together you probably had somewhere between seventy five and a hundred or more logos of all shapes and sizes, levels of quality, and representing different bits...the evidence we had of what a mess it was” (MR3)</p>
	Brookes	<p>“looked at how they articulated their visual style. One of the things that was very evident about the polytechnic, and of course branding is a reflection of organisational structure and so on, is that I use this phrase a visual anarchy. Because there were as there are today, no there were more there were thirteen schools, they call them schools not faculties at Oxford Brookes. And each of these faculties had almost developed their own brand” (OR5)</p>

ARTICULATION CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
<p style="text-align: center;">Articulation Spread (1st) - Devolved Articulation (2nd)</p>	Durham	<p>“each department or research unit would look after their own set of web pages. So then, within that common web template they would then have to articulate a particular element of the brand promise through the images that they are using, the copy that they are putting together on the web pages” (DR3)</p> <p>“that’s both good and bad, I mean it’s obviously it’s good to give individual departments I think responsibility for their own material, but then it can’t be as tightly controlled as if everything were produced centrally” (DR3)</p>
	Manchester	<p>“this office doesn’t manage marketing on behalf of the whole university, ... they have marketing people themselves. The same with the schools as well so we have much less control than a smaller university would have” (MR1)</p>
	Brookes	<p>“In a devolved institution very difficult and I think our approach has been to enforce standards at a corporate level because we control corporate marketing material. But when it comes to academic schools to use coercion and training and carrots and sticks, I don’t think there’s one answer.... you can’t under estimate how difficult that is compared to a very simple private sector model where everything goes through a central team” (OR1)</p>
<p style="text-align: center;">Articulation Spread (1st) - Universal Articulation (2nd)</p>	Durham	<p>“the tone of voice, you can in no way control that across the institution but having an ethos, a customer service ethos across the institution is absolutely critical and it’s something that every single university in the country struggles with” (DR1)</p> <p>“if they go to the Botanic Garden and the receptionist is rude to them, then that forms part of the brand promise, and what are you promising there” (DR1)</p> <p>“you leave your office and go home at night and you meet people and they say, you meet friends, they say what’s it like working for the University, well that is still very important, what you say, what you think, what you feel, your sense of vocation in your job with the University” (DR3)</p>
	Bedfordshire	<p>““I want them to recognise a Bedfordshire student as soon as they see them because of their can do attitude and their positive response”. And that’s the thing, it is about an attitude, it is about the way you live the values it’s not about the logo that you’re wearing on the tee-shirt” (BR1)</p> <p>“lots of lecturers will be published in other areas maybe on other sites or maybe want to comment on news stories, blogs, wikis, various bits and pieces. And it’s that side of it where you can’t really say you’re not allowed do this it’s just more a, just be aware that you represent the University and what you put down on a website or in paper is, will reflect the University as well” (BR8)</p>

APPENDIX EE

ENGAGEMENT CHALLENGERS

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Academic Disparateness (1 st)	Durham	<p>“we talked about stakeholders and staff within universities and the herding cats element of trying to get academic staff and you’ll know more about this than probably I will. And that’s why it was important to make sure that that got a broad and then very well communicated tick internally to be seen to be checking before we went live with the thing” (DR7)</p> <p>“I think at the moment they think that their priority is to engage outside of the University not inside the University. I’m sure that how they tend to think of things that that’s the main, and getting, and I’m sure that they see dealing with academics is like herding cats or something like that (DR8)</p>
	Bedfordshire	<p>You work for a company and you know what the logo is, you know what their motto is, you sing it in the morning, it’s much more controlled, and a corporate communication culture which you can’t really apply in the same way. Academics it’s like herding cats isn’t it, our Vice Chancellor quotes a wonderful, I won’t be able to paraphrase it but it’s, “academics are a disparate group of people united only about a grievance about car parking” (BR1)</p>
	Brookes	<p>“I’ve got a lot against branding but I always think it promotes mediocrity and not individualism and a university is full of individuals that’s what makes it a university not a company you see” (OR7)</p>
Academic Opinionism (1 st)	Manchester	<p>“I suppose the fact that every academic in the University is also a brand expert tends to be a bit of a problem” (MR4)</p>
	Brookes	<p>“Academics tend to have a view about everything and are involved in everything” (OR5)</p> <p>“the whole thing I think was quite difficult because everybody has their own idea about branding I think and that’s dangerous in itself” (OR10)</p>
Comprehension Gap (1 st)	Manchester	<p>“Occasionally you sit back and think but why do we want to be in the world’s top 20 what’s actually, what’s wrong, why are we going through all this extra effort to do that. What benefit is it to us but that’s what the University agenda is and that’s what we’ve signed up to” (MR6)</p>
Comprehension Gap (1 st) - Role Comprehension Gap (2 nd)	Durham	<p>“I suppose in general, people understand it, but whether they, people understand they need to do it, but whether, what it is they actually need to do to actually delivery it effectively” (DR1)</p>
	Manchester	<p>“the role which I feel like I’ve been given is to just be someone who produces high quality research so that we can, like all members of staff are important in terms of, if we’re going to have a brand which is all about high quality research we’ve all got to be doing it and that there is a big emphasise upon that. I don’t really see myself having something more in terms of selling the brand or representing the brand necessarily” (MR7)</p>
Comprehension Gap (1 st) - Terminology Comprehension Gap (2 nd)	Brookes	<p>“They’re called brand templates so of course they’re going to throw people, so because brands a thought, should be a thought as opposed to something real, but it’s reinforced by looking at it. So it actually took, you still have pockets of resistance against brand, because they think brand is the templates, and so, “oh the brand keeps me from doing this and keeps me from being creative and keeps me from doing this” (OR4)</p>
Comprehension Gap (1 st) - Conceptual Comprehension Gap (2 nd)	Brookes	<p>“I understand the reasoning because I do marketing, but people, academics, some still can’t get this grasp” (OR4)</p> <p>“They don’t understand branding really and don’t like it” (OR5)</p> <p>“academics don’t understand the need for a brand, I mean I’ve still got people in the school now that don’t want to take any notice of the brand” (OR10)</p>

ENGAGEMENT CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Communications Barriers (1 st) - Communications Shortcoming (2 nd)	Bedfordshire	“not very well, minimally I would say. Many people would not be aware that a University is branded never mind this university” (BR7) “Not as well as we all should do is the answer to that” (BR9)
	Brookes	“Before that I’m not sure that, well I don’t know I think there is a fair degree of understanding around the institution actually” (OR9)
Communications Barriers (1 st) - Cascade Failure (2 nd)	Durham	“The area we need to do an awful lot of work on is this line management communication, because I’ve done a number of tests, you drop a piece of information at the top and see whether it reaches the bottom and it doesn’t” (DR1) “Information flow from the University’s executive now that needs to be more effectively managed and whether that is done in such a way that they now understand what information they are expected to cascade. Maybe there is, I think there is an issue there” (DR1)
	Manchester	“in terms of ever hearing the President speak or even the Dean of the Faculty of Humanities or something it’s not really something that you would do so, it probably doesn’t trickle down very much at all. I don’t know if they want it to or they expect that it does” (MR7)
	Bedfordshire	“the Heads they won’t cascade it down I’m sure, ’cause I probably didn’t. That was an important message for me to get across, because it wasn’t clear the mechanism to get it across. That’s why I looked at it and I’m sure some of them have forgotten, I’m sure they didn’t push it down” (BR7)
Communications Barriers (1 st) - Email Deluge (2 nd)	Durham	“I tend to ignore a lot of emails like that because I get so many emails a day, and any emails that aren’t pretty directly related to what I’m doing I just don’t bother with” (DR9) “one of the problems with that, it produces, there’s a flood of information, there’s just tonnes of stuff. I think they’ve tried to slightly get hold of that and do a bit about it and so now with announcements of events there is some centralisation as in you get an email which then gives you a whole list of events rather than having, sending 20, 25 messages with each one” (DR8)
	Manchester	“I certainly don’t remember seeing anything but then I often don’t. You just don’t look at all the emails and if you get too many you think well” (MR6)
	Bedfordshire	“I know that we get central emails and publications, how much they are read or how much they are looked at, it’s another bit of paperwork at times” (BR8)
Communications Barriers (1 st) - Email Filtering (2 nd)	Durham	“I get so many emails a day, and any emails that aren’t pretty directly related to what I’m doing I just don’t bother with, so I mean it sounds terrible but any email that’s from the Vice Chancellor to all staff I just normally delete without even reading it. So that’s probably where a lot of this stuff comes because I just can’t be bothered to read two pages of stuff which isn’t especially relevant to me” (DR9)
Communications Barriers (1 st) - Receiver Block (2 nd)	Durham	“any emails that aren’t pretty directly related to what I’m doing I just don’t bother with, so I mean it sounds terrible but any email that’s from the Vice Chancellor to all staff I just normally delete without even reading it. So that’s probably where a lot of this stuff comes because I just can’t be bothered to read two pages of stuff which isn’t especially relevant to me” (DR9)
	Bedfordshire	“colleagues who are not really keeping up-to-date with what we’re trying to do would be a second category. ... some people almost make it their business that they don’t want to hear what’s new” (BR9)
Communications Barriers (1 st) - Furnish v Search Mindset (2 nd)	Durham	“people expect to be communicated to, they expect information to be delivered to them in a passport manner, which is right, but it’s also their responsibility to go and seek out information” (DR1)

ENGAGEMENT CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Functional Barriers (1 st) - Time (2 nd)	Durham	"I feel like I just don't really got time or the inclination to engage with how the University should present itself" (DR9)
	Brookes	"I'm in a very academic world I don't have time to worry about what brand we've got" (OR7)
Functional Barriers (1 st) - Academic Workload (2 nd)	Bedfordshire	"a low priority because being in the classroom is what we do, whereas I think for an ordinary course that's just about the academic side there's a bit more flexibility to engage in other things. Whereas that time that you would have to engage in other things is sucked up by the professional side, so I wouldn't say they haven't and if they have as I say it's bypassed me. And it would certainly be very low down on my list of things to do" (BR8)
Conceptual Transience (1 st)	Durham	"I just try and ignore it really and get on with stuff because I think these big ideas about how we should present ourselves blah, blah, blah, come and go and change" (DR9) "these things come and go and so that's why I try not to get too involved with any of them because at one point we were supposed to have the 'Stockton Difference' and this was a different thing from Durham and now as I say the winds blowing the other way and we're supposed to be all the same in terms of being centre of excellence" (DR9)
	Bedfordshire	"in the past as universities evolve and develop, there is a risk that you adopt something else, and something else, a new layer on top of the old layer and another new layer, the one thing our current Vice Chancellor was very keen on was to focus, this is what we're good at so keep repeating it. Don't get sidetracked, don't go off on a tangent just focus on your three or four, or five or six key things that you're good at and keep saying it" (BR1)
	Brookes	"But we try and reinvent this every three or four years really. I'm not sure what the message is at the moment, it's getting more basic now it's going back to teaching, research and enterprise" (OR7)

APPENDIX FF

INTEGRATION CHALLENGERS

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Low Brand Readiness (1 st) - Low Cultural Readiness (2 nd)	Durham	“I’d have thought in a place that isn’t a hotbed of innovation in management or in ways of doing things. I just don’t think we could arrive and start to talk about brand and brand promise and brand essence and mission with any credibility” (DR7)
	Brookes	“if anything is a load of bull people won’t listen anyway so especially academics. I’m in a very academic world I don’t have time to worry about what brand we’ve got” (OR7) “I do still think that there are barriers in the way of people understanding the value of these concepts through their prejudices about feelings that higher education isn’t what it was that it’s become more managerialistic” (OR9) “it’s quite difficult to embed it in this school, because the academics they’re scientists they don’t want this nonsense” (OR9)
Low Brand Readiness (1 st) - Low Management Readiness (2 nd)	Durham	“I am not sure that there’s that, that the brand promise is a term that even like senior managers really get to grips with, let alone further down” (DR5) “Drilling down into what a brand is and using terms like brand promise is something that’s perhaps only used by the experts and specialists within my team at the moment. But I think there’s an appetite from the senior team to understand a bit more about the concept of the brand so I think in the future it could be a term that is used a bit more” (DR6) “It’s used by my team, not so much, it doesn’t have a lot of currency certainly not very visible within the senior management team” (DR6)
Low Brand Readiness (1 st) - Low Sectoral Readiness (2 nd)	Durham	“the whole issue of brand, but again I’m not sure that it’s truly understood, I mean the issue of students as consumers and of service delivery, I think to some extent it just shows how backwards universities are” (DR7)
	Manchester	“it’s a bit like that brochure you looked at where brand is a little bit of a dirty word in this sector. Everybody just thinks it’s totally facile and pointless and all the rest of it” (MR3) “it’s this lack of understanding about what branding can do and how good it can be if you get it right. I think that’s changing as the sector changes and as the sector becomes more professionalised in terms of marketing, and begins to take marketing seriously as a concept” (MR1)
	Bedfordshire	“universities are doing an amazing job in terms of establishing themselves as brands, but I’d say compared to a lot of companies in the private sector, I’d say, it’s not got a way to go, but it’s a little bit behind in terms of development from a marketing perspective and a brand perspective (BR2)
	Brookes	“generally higher education has been slow to harness the technical resources that are available in this area that can help you in a productive way. And I suppose I am thinking particularly about CRM technology where I think higher education is still in the foothills of what could be done in terms of delivering good quality service to students and other stakeholders” (OR9) “It’s not easy, because it’s a trifle in a university, it’s not important, whereas a company they see it in a completely different light” (OR10)

INTEGRATION CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Brand Detachment (1 st)	Durham	<p>“we are quite effective at a corporate level communicating with people around the University, but if they don’t want to engage it’s difficult, so how you create that advocacy I don’t know, it’s a real difficulty” (DR1)</p> <p>“one of the tricks that they’ve missed is that the brand promise as you call it isn’t understood or articulated and shared” (DR7)</p> <p>“if you’re a teacher and researcher then what you’re occupied with most of the time is teaching and research so you’re not thinking about you’re relationships so much with the University’s plans for relating both internally and externally. You’re thinking about I’ve got to give this, I’m giving this lecture tomorrow, so you are pretty detached” (DR8)</p> <p>“I just try and ignore it really and get on with stuff” (DR9)</p> <p>“I don’t feel particularly attached to the University per se in terms of its colleges which is probably supposed to be part of what the ‘Durham Difference’ is” (DR9)</p>
	Manchester	<p>“in my everyday life in the department we don’t really think too much in terms of the brand aspect” (MR7)</p> <p>“I don’t feel like there is much connection between maybe how the brand image is constructed at a higher level within the University and what we do day-to-day in discipline areas” (MR7)</p> <p>“With the merger particularly some people saw it more as a takeover, there’s not that same loyalty from a lot of people, there’s not the same belonging” (MR6)</p>
	Bedfordshire	<p>“a lot of people would give a, wouldn’t care, they’ll still get paid at the end of the month. Not all it’s not fair to say all but there are a thousand staff in the University” (BR7)</p>
	Brookes	<p>“branding doesn’t concern me at all, it’s reputation that concerns me” (OR7)</p>
Brand Detachment (1 st) - Devolved Structure (2 nd)	Brookes	<p>“higher education institutions are very devolved institutions because they’re complex, they’re doing a huge range of different things ... The down side of that of course is that there is constantly a tendency for people to go off and do their own thing or not necessarily to do things that help to reinforce the overall corporate message or whatever (OR9)</p>
Brand Detachment (1 st) - Academic Silos (2 nd)	Durham	<p>“the University higher up is concerned with this, they talk about people being in silos, research silos where everybody is isolated in a sense, and there is certainly truth in that” (DR8)</p>
	Manchester	<p>“if you go into an academic department or a research area how cocooned they are and how isolated they can be really from what goes on, on a corporate level” (MR1)</p>
	Bedfordshire	<p>“academics typically can be and rightly so, are very focused on their own project and their own research and can be a little siloed, so they’d be working in silo on their own subject” (BR2)</p>
Brand Detachment (1 st) - Parochialism (2 nd)	Durham	<p>“people feel like they belong to a department, an academic department or a college or whatever rather than the University as a whole” (DR5)</p> <p>“It’s indicative of the culture within this university and I’m sure in many others, that a lot of people in departments, a lot of academic staff feel that they are not particularly university minded, or corporately minded, they’re very much focused on their own department. With an attitude of I don’t work for Durham University, I work for the department of geography” (DR6)</p>
	Manchester	<p>“we have tried to make a conscious effort to make our academic colleagues and even people all across the University feel like they belong to something. And get them to belong to the University as a community rather than their research group or their school as a community (MR1)</p>
	Brookes	<p>“they were more interested in their subject, their school than they were in the overall institution and I think I’m probably getting to it now. Whereas I think in the sense of businesses of course in a divisionalised structure you get that too in a business, but I think there’s a much greater awareness of what the overall entity is therefore what the overall brand is” (OR5)</p>

INTEGRATION CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Brand Detachment (1 st) - Subject Fixation (2 nd)	Durham	“I think in a place like this where there’s so many different types of people and particularly where you have academics so focused on their area of research, so, so focused on their area of research, <u>nothing else matters</u> ” (DR1)
	Manchester	“A typical applicant might say well none of that really, I identify with my subject it’s not defined by this institution it’s defined by a network of people interested in the same thing, wherever they might be...this whole issue we were talking about earlier of getting staff engaged with the idea which defines that institution, I think it’s a tougher, steeper hill to climb, perhaps than it might be with other kinds of institutions (MR3)
	Bedfordshire	<p>“it is difficult to get different groups on board, because academics are quite committed to their own subject matter and their subject area they only ever wanted to research a particular thing. Whether it’s at this university or another as long as somebody lets them get on with their research then they’re not too worried about it frankly” (BR1)</p> <p>“so they’d be working in silo on their own subject, that the institution is secondary and therefore the University brand is less important than their actual work or research project” (BR2)</p>
	Brookes	“they were more interested in their subject, their school than they were in the overall institution” (OR5)
Functional Irrelevance (1 st)	Durham	“I can show you some headed paper which has still got University of Durham on it and it’s been produced in the last two to three years” (DR8)
	Brookes	<p>“when you’re talking to academics that marketing is held in the same realms as politicians and journalists etc. and I sometimes think of myself as being a kind of, they look at me thinking he could be 29 library books this year or something like that, his salary is stopping me doing my research etc. etc. and I’m sure that it’s everywhere, not peculiar to Brookes” (OR1)</p> <p>“branding doesn’t concern me at all, it’s reputation that concerns me (OR7)</p> <p>“academics have all got their own view about how things should be and whereas with working with a commercial organisation I think the functions of a business respect they may not completely, but they respect that marketing has got a marketing job to do, HR has got a HR job to do, finance has their job to do” (OR5)</p>
Limited Brand Embrace (1 st)	Durham	<p>“The whole business of marketing within universities is fascinating. Within universities as well I know it’s outside of your scope but the extent to which universities truly embrace marketing is really variable and I suspect none of them truly do” (DR7)</p> <p>“brand I think they’re only going to be taken so seriously. I think we’ve seen the evidence of that so as I say the articulation of it lovely, looks nice repositions the University, sympathetic modernisation, go along with that speaks properly to students, speaks properly to funding partners, or commercial partners, broader community and all of that, but it’s about as much as I think you can hope for” (DR7)</p>
	Manchester	“part of the problem with higher education institutions is that the notion of the brand may go if you are lucky, as far as identifying what makes that institution uniquely itself and authentically itself as it were and distinctive from others and to express that perhaps in words and images and so on. But the bit that very few institutions seem to have gone very near, very close to is getting staff involved in really understanding what they might do to help deliver on the promise that is implied in the brand” (MR3)
	Brookes	“It’s not easy, because it’s a trifle in a university, it’s not important, whereas a company they see it in a completely different light” (OR10)
Fusion Conflict (1 st)	Bedfordshire	<p>“it’s chosen what’s listened to and what’s not, depending on what the central messages are and I think the central messages carry more weight than our bit of feedback. If our bit of feedback fits in that’s fine if it doesn’t we’re going to do it our way anyway” (BR8)</p> <p>“I have been to the marketing department I had to write something for the website, they want you to take ownership, but to do it their way and use their templates. You have to submit it to them to be edited and they said “you can say this, you can’t say that”, but that’s what we needed to say for our department” (BR8)</p>
Fusion Conflict (1 st) - Dimensional Incompatibility (2 nd)	Bedfordshire	“you must drop the number of points that you’re asking for at recruitment stage so that you’re widening participation. But at the end of the day we’re recruiting teachers who can’t have, we don’t accept them for our course with low qualifications because the TDA say they have to have this, this and this. So it’s like there is a mismatch” (BR8)

INTEGRATION CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Brand Resistance (1 st)	Brookes	“They don’t understand branding really and don’t like it, ... I took samples about brand you could call them brand promises or talking about corporate strategy and linking it to branding and so on. And I used Tesco and various other people and there was a great outcry from someone about we don’t want to be like Tesco, we’re not like Tesco, you can’t treat us the same as Tesco” (OR5)
	Manchester	“There is a resistance to the whole idea and I think when you get into the language that you might use, like in order to create a compelling brand promise for example we might use language that is very confident language and sometimes academics find that off putting they think it’s too, it sounds too much like marketing speak and all the rest of it (MR3)
	Brookes	<p>“the whole process has been quite difficult, because academics don’t understand the need for a brand, I mean I’ve still got people in the school now that don’t what to take any notice of the brand” (OR10)</p> <p>“it’s quite difficult to embed it in this school, because the academics they’re scientists they don’t want this nonsense” (OR10)</p> <p>“I’ve got a lot against branding but I always think it promotes mediocrity and not individualism and a university is full of individuals that’s what makes it a university not a company you see” (OR7)</p>
Brand Resistance (1 st) - Creativity Stifling (2 nd)	Brookes	<p>“you still have pockets of resistance against brand, because they think brand is the templates, and so, "oh the brand keeps me from doing this and keeps me from being creative and keeps me from doing this", well the reason it’s there is because it gets continuity, everything looks not the same, same, but looks like it comes from the same place, the colour schemes, the same place” (OR4)</p> <p>“academics are very creative people and they want to do their own, “why should I have to frame it in there, I want more trees”” (OR10)</p>
Brand Resistance (1 st) - Terminological Aversion (2 nd)		Refer to Appendix AA
Brand Resistance (1 st) - Terminological Inference (2 nd)		Refer to Appendix AA
Brand Resistance (1 st) - Terminological Inappropriateness (2 nd)		Refer to Appendix AA
Entrenched Practices (1 st)	Durham	<p>“it’s sometimes very difficult to dissuade a 60 year old academic, 55 year old academic, that what they used to do for 30 years is not appropriate for today’s modern, I say modern, for the way things need to be done if we are going to be essentially, a customer-led, customer-driven institution, that is less and less reliant on government funding” (DR1)</p> <p>“trying to find an audience led and a strategic way to solve lots of things to do with recruiting students and there are just things that are done the way that they are done because they have always been done, that don’t work but can’t necessarily be changed” (DR7)</p>

INTEGRATION CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Process Flaws (1 st) - Participation Flaws (2 nd)	Durham	“There were some mistakes that were made by my predecessors in not fully involving and consulting and informing the University community (DR6) “there was little or no consultation of students or student bodies despite the importance of this decision” (Junior Common Room 2005)
Process Flaws (1 st) - Implementation Flaws (2 nd)	Durham	“There were some mistakes that were made by my predecessors in not fully involving and consulting and informing the University community”(DR6)
Process Flaws (1 st) - Communication Flaws (2 nd)	Durham	I arrived with a lot of uncertainly and mistrust about why is the University re-branded (DR6)
Process Flaws (1 st) - Design Flaws (2 nd)	Brookes	See usability contention
Brand Blindness (1 st)	Durham	“a perception in the University that it offers education and it offers research and we’re good at what we do and that should be enough for people. And I think it’s convincing people that yes that’s all true but there’s so much competition now, we have to go out there and tell people that’s what we do and let people know that we are good at it and illustrate how we’re good at it, and market that effectively and create a brand for Durham, give it an identity that people will recognise so I think it’s you know, it’s getting there” (DR4)
	Manchester	“don’t think we have necessarily suffered as much as other universities in this, it’s this lack of understanding about what branding can do and how good it can be if you get it right. I think that’s changing as the sector changes and as the sector becomes more professionalised in terms of marketing, and begins to take marketing seriously as a concept. That’s been a barrier beforehand” (MR1) “in the early days branding was more identity really, and even now I think universities have a hard time getting to grips with the full potential of what it might be about” (MR3) “So where is there risk, yea I think it’s really with individuals who a) don’t necessarily believe that they need to be aware of may be what the essence of the brand” (MR4)
	Bedfordshire	“academics traditionally tend to look inwards, not outwards and that’s probably why when you ask academics what they think of marketing they just don’t get it. They just don’t understand the need for it or why it’s such a big part of a university” (BR3)
	Brookes	“in a sense the academic community probably can’t see the value of a brand promise at an institution like Brookes which doesn’t struggle to recruit” (OR1) “academics, some still can’t get this grasp. “We are Oxford Brookes that’s good enough, why do we have to have a brand” (OR4)

INTEGRATION CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Brand Contention (1 st) - Name Contention (2 nd)	Durham	“but in its change from The University of Durham to Durham University this was a lengthy and expensive process to merely make that shift. And of course those are the things that people who work within universities find rather problematic” (DR8) JRC “resolves to continue to use the old University logo and name” (Junior Common Room 2005) “I find it a bit ridiculous changing ourselves from University of Durham to Durham University, because I suppose what I think is that it doesn’t really make much difference which you are” (DR9)
Brand Contention (1 st) - Cost Contention (2 nd)	Durham	“but in its change from The University of Durham to Durham University this was a lengthy and expensive process to merely make that shift” (DR8) This JRC notes “that the rebranding will cost in excess of £100,000”...that the money spent on rebranding could have been better spent on teaching, accommodation, or bursaries for poorer students” (Junior Common Room 2005)
	Brookes	“once it’s going okay then why change, you can tweak but we did a huge change and it just wasn’t necessary. Of course it’s a lot of money going down the tubes” (OR7)
Brand Contention (1 st) - Visual Contention (2 nd)	Durham	“this obsession with Durham purple which you have to have a certain taste to like that colour. And it can sometimes give the impression that ‘cause it’s a slightly unusual colour that some painters merchants was keen to get rid of a huge job lot” (DR8) JRC believes “that the new logo looks worse than the old, traditional University crest (Junior Common Room 2005)
Brand Contention (1 st) - Usability Contention (2 nd)	Brookes	“I thought our brand was sloppy, technically it was really sloppy the way they did it. So all the online stuff is totally useless and we don’t even have any electronic headed note paper, so in theory you can’t send electronic mail with proper brand on it” (OR7) “the template they had laid out was completely useless because it didn’t line up with any of that. So what I done ages ago was I collected in all different peoples’ headed notepaper this is ages ago, none of them line up as it should and there’s no template that lets you do it, mine lines up ‘cause I’ve measured it and done it accurately” (OR7) “One thing that did cause a stir I remember was for example it’s quite difficult to set the IT systems up, because the line had to come down here and nothing should be out of that line. Now that was all quite difficult and staff were not terribly happy with that, they weren’t happy with the print, I can’t think of the name of it, but they thought it was quite heavy and used a lot of paper” (OR10)
Symbolic Attachment (1 st)	Durham	JRC “resolves to continue to use the old University logo and name” (Junior Common Room 2005)
	Bedfordshire	“it’s got a swan on it and a tree on it, it means something to Luton, I think it’s quite Luton based, but it will still feature around actually. But you need a crest for a university don’t you?
	Brookes	“We actually had a nice brand before ‘cause we had a logo and the logo was okay except it was black with a white image, so it was a black square which is useless for printing. But if they’d just inverted it ‘cause it was an oak leaf and an oak, it was quite a nice little logo, but they scrapped the logo” (OR7) “An acorn and an oak tree actually gave a message ‘cause that was when we became a university, what we were aspiring to get to, it actually said something” (OR7) “it’s lovely which is an oak tree in a circle, I don’t know if it’s got Latin around it or something, but it is really quite smart. And we’re not supposed, I use that on my slides sometimes because it looks nicer” (OR7)

APPENDIX GG

AUTHENTICITY CHALLENGERS

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Academic Freedom (1 st)	Durham	<p>“essentially academics are trained to be independent thinkers, and you can’t tell them what to do, you can only encourage them to do certain things” (DR1)</p> <p>“it’s just the unmanageability of the people it employees. Not Durham but a university ’cause of course we work with lots of organisations that employ the number of people they employ but it’s the freedom that those people enjoy so I think, you could argue that it’s almost an impossible task” (DR7)</p>
	Manchester	<p>“the other barrier is this whole notion of academic freedom, them wanting to do whatever they want and being able to do whatever they want. So academics don’t like to be constrained by rules or policies” (MR1)</p> <p>“someone would just get fired if they took company values or brand values and bastardised them. They would just lose their job and that would be the end of it, whereas in this environment we don’t operate like that. We’re not a business and academics in particular that’s how they function, they question and challenge and you just have to accept that will always be the case” (MR4)</p>
	Brookes	“there is some tensions isn’t there between academic freedom and a brand promise” (OR1)
Brand Divergence (1 st)	Durham	<p>“sometimes they can be off message and that again is an extremely important touchpoint for the University. Particularly when you are talking about interactions with key funding bodies, when you are talking about interactions with government decision-makers” (DR1)</p> <p>“occasionally you get an instance where a department just goes off and does something and it’s off brand and they haven’t used the guidelines and they haven’t used the templates and you think oh my gosh” (DR3)</p>
	Manchester	<p>“they have a very clear idea that is totally different from what we would think it should be. So there’s obvious risks in a big organisation like this that someone goes off and does their own thing (MR4)</p> <p>“first of all over diversification so that in this sub-brand of academic school or department where they really do go out, completely outside of what we consider to be that process that I’ve just described” (MR4)</p>
Brand Divergence (1 st) - Behaviour Gap (2 nd)	Durham	<p>“the experience they have there is part of the overall brand promise. So if they go to the Botanic Garden and the receptionist is rude to them, then that forms part of the brand promise, and what are you promising there” (DR1)</p> <p>“it’s sometimes very difficult to dissuade a 60 year old academic, 55 year old academic, that what they used to do for 30 years is not appropriate for today’s modern, I say modern, for the way things need to be done if we are going to be essentially, a customer-led, customer-driven institution, that is less and less reliant on government funding” (DR1)</p>
	Manchester	<p>“particular area of programmes where they just seemingly have very poor relationship and customer service with their applicants. And part of that is they say, well the world of work that they’re going into is like that. I mean it relates to NHS, they say you’re going to go and work in the NHS you’re going to be treated like shit, so you might as well get used to it now, excuse me” (MR4)</p> <p>“I suppose the difference is that you know if we were, if you were talking to Ford or Pepsi Cola or whoever or, someone would just get fired if they took company values or brand values and bastardised them. They would just lose their job and that would be the end of it, whereas in this environment we don’t operate like that” (MR4)</p>
	Bedfordshire	<p>“we go on about support, we say that we’re a very supportive institution, if people then turn up on an open day and are ignored by a member of the academic staff, all our work has been in vain” (BR2)</p> <p>“lets just say it’s variable across the department, it’s variable across my department, some are really customer focused as you might say and some are much, much less so, they have different perspectives” (BR7)</p>

AUTHENTICITY CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Delivery Disjunction (1 st)	Durham	“I suppose in general, people understand it, but whether they, people understand they need to do it, but whether, what it is they actually need to do to actually delivery it effectively” (DR1)
	Bedfordshire	“it’s about getting those, making sure that those marry up, because there’s no point us portraying the brand promise through marketing communications externally if people come to the institution and they’re not for example, we go on about support, we say that we’re a very supportive institution, if people then turn up on an open day and are ignored by a member of the academic staff, all our work has been in vain” (BR2)
Delivery Disjunction (1 st) - Resource Disjunction (2 nd)	Manchester	“there are just the classic things that would inhibit it which are about understanding shared purpose, the available resources those are the kind of things” (MR2)
	Bedfordshire	“Yea resources and support, yea the concept of the promise requires support and I think that some people think oh where is the support, sometimes. Yea resources are the largest inhibitor I think” (BR7)
	Brookes	“we say we want to deliver a high quality student experience and if you went into our library it looks very old fashioned by comparison with modern libraries, and it’s not big enough, and there aren’t places for students to work in groups, and at peak times you can’t find a seat. So we’ve now got plans for a major redevelopment of the campus which will include constructing a new library” (OR9)
Delivery Disjunction (1 st) - Student/Staff Ratio Disjunction (2 nd)	Manchester	“the expansion of higher education over recent years has caused a real pressure on traditional universities like the Russell Group universities because I think the brand promise that they offer or the prospectus that they offer to student is based on a vision of a fifty year old model of how teaching is delivered. And I think there are just too many bodies and too many students and the staff student ratio is too great to be able to deliver on that so I think there’s an inbuilt disappointment for the student” (MR2) “courses grew massively so I think the numbers of students that have come in to the University and the impact that’s had upon courses and the staff student ratio, I think that would be something that I would want, like to be looked at, if I would think that I would keep delivering teaching that was meaningful to students and do my research properly” (MR7)
	Durham	“there can be particular values to small group teaching but they are quite hard to sustain in a mass education system, because Durham has lots of students” (DR8) “we find it very hard to deliver that in a satisfactory way because there are a lot of students, so you don’t actually get to know them very well. And one of the students’ returning desires that there should be more tutorials, so that they can have more chance to discuss things and be taught things and so on, but we can’t manage that” (DR8)
Delivery Disjunction (1 st) - Student Number Disjunction (2 nd)	Manchester	“in the space of six years our intake has almost trebled and that’s just unprecedented. So there must be some kind of Manchester wow factor somewhere and it actually means it’s very difficult to cope with, the increased numbers” (MR6) “there is this big drive to not having any caps on courses so that any student can take a course from outside when it comes to second and third year because it brings more money in if we have bigger courses. But then that just creates such a problem in terms of how you deliver the course” (MR7)
	Bedfordshire	“I think there’s a difference between customer service and quality customer service and giving the best to the students and taking their money and saying you’re our customers, there’s a difference between the two. It might be better to have fewer and less money but a much better quality experience than more money and a poorer quality experience” (BR8)
	Durham	“Just all the rubbish frankly, just all the, just lots and lots of forms to fill” (DR9) “all of that amount of admin crap stays the same” (DR9) “trying to reduce some of the crap for want of a better word that we have to do all the time, which actually stops us getting on with the things that we’re supposed to do” (DR9)
Delivery Disjunction (1 st) - Administrative Disjunction (2 nd)	Durham	“it gets lost in the expectations of paperwork and the expectations to meet certain criteria rather than concentrating on the quality student experience” (BR8)
	Bedfordshire	

AUTHENTICITY CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Delivery Disjunction (1 st) - Training Disjunction (2 nd)	Durham	“the other thing is whether they are adequately trained to do that, because predominantly they are academics that do another function, performing another function” (DR1)
Delivery Disjunction (1 st) - Workload Disjunction (2 nd)	Durham	<p>“Most of us feel completely swamped by all the stuff that we’re having to do” (DR9)</p> <p>“I spend probably two hours a day just going through email about, ‘cause we’re trying to keep a lot of different balls in the air. I’m working on five or six different research projects, teaching different courses, in charge of postgraduate stuff, just trying to keep all of that in the air and the administration associated with each of those things” (DR9)</p>
	Manchester	“In our school our student numbers are increasing rapidly but the number of staff are not increasing, so staff who are here are having to do more and more work” (MR6)
Delivery Disjunction (1 st) - Funding Disjunction (2 nd)	Durham	“we find it very hard to deliver that in a satisfactory way because there are a lot of students, more particularly the Dean of our department of our faculty is keen we should reduce that teaching in some way if we can, because it means that our working weeks gets very fragmented with dealing with a lot of these things. And that means that we can do less research and that means that we can’t get external funding so easily because we’re not, we don’t have the time to put together the big bits that <u>might get money from elsewhere</u> (DR8)
	Brookes	“there is so much noise and distractions that can take you down different routes that are not in line with your brand promise, that is the biggest challenge. Because the government puts up pots of money all over the place doesn’t it, that institutions can chase that, distract you” (OR1)
Delivery Disjunction (1 st) - Financial Disjunction (2 nd)	Manchester	“The biggest problem at the moment that faces us though, I don’t think it’s anything to do, is the financial problems we’ve got and they’re going to get worse due to the cuts in government spending and that’s having a big impact on everybody” (MR6)
Delivery Disjunction (1 st) - Budgetary Disjunction (2 nd)	Manchester	“So everybody is I think working a lot harder so it’s a quite tough environment and they announced a series of, we’re currently just going through a round of voluntary severance to try and get the budget on track after the latest round of <u>government cuts</u> ” (MR6)
	Brookes	“So everybody is I think working a lot harder so it’s a quite tough environment and they announced a series of, we’re currently just going through a round of voluntary severance to try and get the budget on track after the latest round of <u>government cuts</u> ” (MR6)
Delivery Disjunction (1 st) - Skewed Esteem (2 nd)	Durham	“the problem with teaching is that it’s really not very highly valued, it’s becoming a little bit more valued because we have this NSS National Student Survey thing....at the beginning when I became an academic I thought teaching was the main thing that you did and research was what you did if you had a bit of spare time and it’s become very clear that that’s the other way round” (DR9)
	Manchester	<p>“there is the idea that maybe there are some people who are the brightest stars in research but not necessarily that great at communicating with people or put that much time into teaching their courses, but the University is never going to get rid of them because they are these massive names, or these great stars and that’s what’s important to Manchester really, is that we’ve got these people who are at the top of the game and whether or not they teach brilliant courses is by-the-by (MR7)</p> <p>“nobody is looking at your teaching, they are looking at your research and as long as you publish in really good places and look like you’re going to be really promising research person and deliver on that then as long as you turn up for your teaching basically and you try and get as few complaints about it as possible then people will not really be that bothered about it” (MR7)</p>

AUTHENTICITY CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Misrepresentation (1 st) - Image Misrepresentation (2 nd)	Durham	“There’s images of ethnic minorities which is not hugely representative of the students that we have in Durham” (DR8)
	Bedfordshire	Luton - “a vibrant metropolis” (Bedfordshire 2010 prospectus) “whereas Luton can’t claim that can it, it’s a dump. You know really when you actually turn up at Luton if you’re an international student you’ll be fairly disappointed I imagine with the place and the building” (BR3)
Misrepresentation (1 st) - Message Misrepresentation (2 nd)	Durham	“we are always slightly ahead of ourselves in what we are saying. This is the 2010 prospectus, so it will take us a bit of time to catch up from a facilities perspective and what we’re saying in the prospectus. But given the fact that there might be a little bit of a lag there is always that kind of, you know, we’re kind of developing our facilities, developing our services” (DR2)
	Manchester	“they’ve come to Manchester for a particular type of degree, a research institution if you like the way it’s been sold to them and they feel may be slightly short changed in terms of the amount of contact or involvement they’ve been able to have in that culture” (MR7) “you don’t actually get taught that much by the big names and the fact that there’s a lot less emphasis put on teaching, so students don’t really feel that they’ve got to be that involved in these great departments that have been sold to them as being really high quality” (MR7)
Misrepresentation (1 st) - Characteristic Misrepresentation (2 nd)	Bedfordshire	Luton - “a vibrant metropolis” (Bedfordshire 2010 prospectus) “whereas Luton can’t claim that can it, it’s a dump. You know really when you actually turn up at Luton if you’re an international student you’ll be fairly disappointed I imagine with the place and the building” (BR3)
Misrepresentation Pressures (1 st) - Widening Participation Pressure (2 nd)	Durham	“on the one hand it’s the widening participation criteria and that, how much that is emphasised by central government or not is a key aspect” (DR8)
Misrepresentation Pressures (1 st) - Financial Pressure (2 nd)	Durham	“widen participation in the sense of getting people from outside the EU who are going to pay full fees” (DR8)
Misrepresentation Pressures (1 st) - Numbers Pressure (2 nd)	Brookes	“My job is to get bums on seats and we do it whatever way we can” (OR4)
Universal Delivery Ownership (1 st)	Bedfordshire	“That’s a difficult one because I think everyone is in charge of brand if you see what I mean. It is everyone’s responsibility it’s not, you might argue that the marketing department is the brand police but, I think it’s something that we were constantly trying to present and promote and have staff understand what it is” (BR1)
	Brookes	“that’s the whole institution and I think it starts with the leadership and leading by example” (OR1)
Interpretation Variance (1 st)	Durham	“I was involved in putting the presentation together, but I need to be there to see how it is delivered, because there is an awful lot of interpretation that you could place on a lot of the information” (DR1)
	Brookes	“what we send is very often interpreted in different ways...you try and make sure that we are as explicit as possible using plain English as much as possible without any jargon or without any hidden messages, but in communication it’s all about sender and receiver and you can’t actually guarantee what the receiver actually gets, perhaps from what you sent” (OR6)

AUTHENTICITY CHALLENGERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Experiential Neglect (1 st)	Manchester	“we know how bad we are in terms of some of our student experience offer, so we came 19 th or 20 th in the Russell Group in terms of National Student Survey for some elements of feedback (MR1)
Experiential Neglect (1 st) - Definement Failures (2 nd)	Manchester	<p>“what I have realised was missing from that and is in danger of being a big disjunction is I don’t think we thought enough in that process about the student experience. And I think the University corporately is trying to look at what the nature of the student experience is” (MR2)</p> <p>“there’s an inbuilt disappointment for the student. I mean I think they think, if they come to a red brick university or indeed Oxford or Cambridge they are going to get quite personalised teaching and I don’t think the economics of higher education mean that that is what is delivered to them now. I’m not sure that we took that issue seriously enough when we were defining our brand” (MR2)</p>
Experiential Neglect (1 st) - Ineffective Monitoring (2 nd)	Manchester	“the one area where we don’t do that very effectively is in relation to, which is probably one of our key audiences which is the student experience and that comes back to the point I was making earlier. We do have student survey and we have a corporate student survey and we have student surveys at individual course level but I don’t think we’ve quite integrated that enough in terms of looking back at how that relates to the brand promise” (MR2)
	Brookes	“Not much beyond the NSS, it would be a terribly sophisticated model if we had like you know, what do they call them mystery shopping exercises or stuff like that. I would like to think that we could achieve that but the resources and the mandate that you would be given for overseeing the brand promise would be huge wouldn’t it and almost unprecedented I think in the university environment” (OR1)
Experiential Neglect (1 st) - Retrospective Monitoring (2 nd)	Durham	<p>How often are these surveys done? They are annual (DR2)</p> <p>“they also contribute to the National Student Satisfaction Survey which every university can opt into, so we get to find out about what our students think about us basically” (DR2)</p>
	Manchester	<p>“every year we do this student experience, we talk about accommodation, communication, the support from their academic colleges all that sort of stuff” (MR1)</p> <p>“So we run academic surveys we ask every student to assess their module, every semester, every module they fill in a form” (MR1)</p> <p>“at the end of the year there’s an overall student questionnaire. There’s also more and more we take into account the National Student Survey which has risen in its importance” (MR6)</p>
	Brookes	<p>“it’s monitored, not monitored that’s reactive. The monitoring is done through the National Student Survey and the Undergraduate Survey which we do every other year” (OR6)</p> <p>“every module has a module evaluation and there’s surveys when they leave” (OR7)</p> <p>“at the end of every module we’ll do an evaluation and ask for feedback and obviously it’s nice to get positive feedback but we also want constructive criticism as well and we do. And what happens is every semester when we look at the module handbook i.e. what the module is going to be about we will have a team meeting where we will look at the evaluations” (OR8)</p>
	Bedfordshire	“students do end of unit and end of year evaluations and we also have course rep. meetings, so we have, their voice is very much heard and adaptations made accordingly. Unfortunately we can’t always make the adaptations in time for them it’s the next cohort that almost get the benefit” (BR8)

APPENDIX HH

AUTHENTICITY ENABLERS

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Foundational Authenticity (1 st) - Strengths Grounding (2 nd)	Bedfordshire	<p>“we looked at the University’s key strengths and we did a lot of research among staff and students and community to find out what the strengths of the organisation were. Which we then, we then involved an external company to actually look at those strengths and turn them into what we called a brand essence” (BR1)</p>
Foundational Authenticity (1 st) - Ideological Grounding (2 nd)	Brookes	<p>“somewhere like Brookes where the support message is so engrained in the ethos of the institution which has been built up based on its origins etc. then that becomes the culture of the institution doesn’t it and norms are created around that” (OR1)</p>
Reflective Articulation (1 st)	Durham	<p>“So we actually empower staff, we work internally to empower staff to convey their, to communicate with their audiences in a way that allows them to convey their key messages, but also to reflect and to support and to enhance the brand promise of the University” (DR6)</p> <p>“talking to them about what’s happening across the colleges, across the university and making sure that what we are saying is reflective of what’s happening” (DR2)</p> <p>“The visit to the museum, is it presented in a way that reflects, do people get what they believe they’re going to get when they come” (DR4)</p>
	Brookes	<p>“that becomes the culture of the Institution doesn’t it and norms are created around that etc. etc. And I think that is probably the strength of the brand promise in that it is engrained into the institution and I think our job is to reflect that” (OR1)</p>
Reflective Articulation (1 st) - Articulation Realism (2 nd)	Durham	<p>“I suppose it comes back to expectations, you need to set expectations at a point that is deliverable, because otherwise the wheels will fall off in a rather large way” (DR1)</p>
	Manchester	<p>“there’s less concern I think from a student recruitment perspective about trying to deliver a brand promise, what we’re trying to deliver is transparency about what we are. And therefore we hope that we aspire to the brand being that transparent, the values that the University has are true values” (MR4)</p> <p>“we have always been keen to put out messages that are about transparency and about warts and all and say this is the reality, we’re not going to put spin on and try and convince you to come here” (MR4)</p> <p>“more student profiles of that, video through the web, more what’ it really like warts and all. What would it be like to study at Manchester” (MR4)</p>
	Bedfordshire	<p>“We as a team over in marketing we don’t just assume that this is what it is, we speak to academic college as well so we make sure that the academics, we start at the other side. We make sure that departments are involved in whatever we are producing and are comfortable so yes we would, I said shouldn’t assume but you would think if the departments have been involved in the whole communications process in the beginning they’re able to deliver so we’re not building up someone’s expectations for them then to find this isn’t what I thought it was going to be”(BR5)</p> <p>“I refer to it as a no holes bared tour of the campus. Even if I gave them a crib sheet they’ll tare it up they’ll tell you first hand” (BR5)</p>
	Brookes	<p>“a lot of what we do is quite generalist, we try and ensure that it’s factual and correct and with as little spin on it as possible because if they do come and are unhappy then basically we’ve screwed it up for them” (OR6)</p>

AUTHENTICITY ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Brand Resonance (1 st)	Brookes	<p>“I think in a people organisation it’s very difficult to promote brand which doesn’t chime in with the values of the members of the organisation, because at the end of the day you can’t control all of those interactions with people that are about how the service that we offer is delivered. So you really got to get some convergence or overlap between the values of the people in the institution and the values the institution says it espouses in the brand” (OR9)</p> <p>“if you talk to people around here those are the things that they are interested in and that’s why they work here. So it is to do with what’s at the heart of the organisation” (OR9)</p>
Brand Resonance (1 st) - Behavioural Resonance (2 nd)	Bedfordshire	<p>“that’s living the brand, it’s where you’re representing or where your brand is coming out in your people and what they do, how they meet and greet students and it’s more about that experience” (BR1)</p> <p>“In terms of ‘Respect’ you can look at our respect for individuals (BR2)</p> <p>“I want, them to recognise a Bedfordshire student as soon as they see them because of their can do attitude and their positive response”. And that’s the thing, it is about an attitude, it is about the way you live the values it’s not about the logo that you’re wearing on the tee-shirt” (BR1)</p>
	Brookes	<p>“convey quite a lot of the set of values that the organisation has. I think that’s quite an important part of influencing the staff behaviours so even if our colleagues aren’t always able to talk about the specific examples of teaching quality or the benefits of Oxfordshire they are still living the values if you like and I think that’s the core part of it for me” (OR2)</p> <p>“The other big piece is leadership, I think if you don’t have leaders who live those values or endorse behaviours which support those values I think you’re in real trouble actually” OR2)</p> <p>“because it is a promise, it is a commitment and so it’s about getting that right through all the behaviours that you have as an organisation” (OR2)</p> <p>“When I’ve been out and talked to people about the messaging and branding I try and make them understand that they are the brand because the way they interact with themselves, with students, with other members of staff that is actually living the brand” (OR4)</p>
Touchpoint Management (1 st) - Touchpoint Consistency (2 nd)	Durham	<p>“it’s very important that across the board from a delivery perspective we are consistent in what we do. Now there is always room for improvement in that and that’s what we are looking at doing, improving touchpoints from initial application, through the application process, through to them joining us, to those first few days and weeks with us, through to leaving us, through to becoming an alumni, and how we talk to them and what we talk to them about. How we engage with them, so there is a lot of effort put into making sure all those touchpoints are managed very well, but more importantly consistently managed” (DR2)</p>
	Manchester	<p>“in an ideal world a student enquires, they apply, they get an offer, they come to Manchester, they register, they become a student, they have a three or four year experience, they become an alumni and all those things feel like the same organisation because historically what universities have not done is have a very good linear relationship” (MR4)</p>
Experience Management (1 st) - Experiential Definement (2 nd)	Manchester	<p>“the University corporately is trying to look at what the nature of the student experience is in 2009, 2010 and realises that it’s got to pay some urgent attention to improving that. I don’t think that’s a particular problem for Manchester I think it’s a problem for all higher education. But it is a problem for Russell Group universities like Manchester, what is the nature of the student experience”(MR2)</p> <p>“undergraduate applicants and what the brand promise is, is something that we need to do more work on as well as more work on the actuality of what the student experience is when they arrive here. And that can be very differential according to what school they’re in, what programme they’re on” (MR2)</p>
Experience Management (1 st) - Quality Audits (2 nd)	Bedfordshire	<p>“when we have a quality assurance agency review the students do a submission about their experience and the student’s union commissions that, and prepare and submit that” (BR9)</p>

AUTHENTICITY ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Experience Management (1 st) - Experience Overseer (2 nd)	Bedfordshire	Director of Experience appointed April 2011 (The Student Experience – University of Bedfordshire 2012).
Experience Management (1 st) - Active Monitoring (2 nd) - Surveys / Feedback (3 rd)	Durham	“We do most of the different touchpoints with either parents or students in particular, we do survey, so we do ask for feedback on just about every single thing we do” (DR1) “There are numerous surveys done on students, we do some, we just done a survey of existing first year students, but every student is surveyed basically, to find out what they think about Durham. And they also contribute to the National Student Satisfaction Survey which every university can opt into, so we get to find out about what our students think about us basically” (DR2)
	Manchester	“So that goes across things like the prospectus also to thing like the application process, how effective we are so in terms of experience it goes not just from what they’ll read about us or see about us, it goes along with their interactions with us so it can come down to a very personal level when they are ringing up to make an enquiry about recruitment... that was quite a major piece of research and we’re working with that now” (MR5) “There’s feedback on every single course, you get a course questionnaire, so in every single course that’s taught there’s a student questionnaire and then at the end of the year there’s an overall student questionnaire” (MR6)
	Bedfordshire	“We add more to what they’re looking for and then we would seek comments through the year, either because we’ve put on particular feedback seminar activities” (BR4)
	Brookes	“twice now have been part of the Undergraduate International Barometer survey which goes out to all EU and non EU students across a range of universities and it benchmarks, and that includes things such as was the information you were sent relevant? When you got here was what you were told what you received?” (OR6) “they will do student satisfaction, complete forms, they will also have to complete forms in the school for module evaluation, that’s very important, ‘cause that forms part of our management process and feedback and it gives us good information” (OR10)
Experience Management (1 st) - Active Monitoring (2 nd) - Feedback Integration (3 rd)	Manchester	“they are part of the team that runs the student experience survey and they are tasked with the action plan that comes out of that survey (MR1) “in the last year we didn’t come out particularly well in the National Student Survey but this year we’ve addressed quite a lot of the issues that came up, so I think that we should be doing much better” (MR6) “feedback we’re told in no uncertain terms that we have to put it right if there is something wrong” (MR6)
	Bedfordshire	“students do end of unit and end of year evaluations and we also have course rep. meetings, so we have, their voice is very much heard and adaptations made accordingly” (BR8) “we would then take the feedback and invited to that would be registration, international marketers, the finance people, the accommodation, so that there were issues that were picked up, could then be dealt with and policies changed if necessary according to what the feedback was” (BR4)
	Brookes	“we do use that as a benchmarking both for ourselves and any issues which are raised from those reports we then try to feed into the relevant group to improve” (OR6) “we will look at the evaluations and then we will say well if these things have cropped up from a lot of the students then lets address them” (OR8) “Where students have not felt they’re so good or perhaps the academic research orientated perhaps isn’t reaching the student as perhaps they perceive that they have, so we pick all those things up and deal with them” (OR10)

AUTHENTICITY ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Provision Alignment (1 st)	Bedfordshire	“first of all the experience should meet what we say that we are going to provide. That should be on the basis of both the academic experience, the experience that we provide in our accommodation for example and also from a point of view of the social facilities that are provided for the students” (BR4)
Requisite Resources (1 st)	Manchester	“I think the other questions are about resources really” (MR2)
	Bedfordshire	“Yea resources and support, yea the concept of the promise requires support and I think that some people think oh where is the support, sometimes. Yea resources are the largest inhibitor I think” (BR7)
Requisite Resources (1 st) - Resource Alignment (2 nd)	Brookes	“if you set yourself out with a series of brand promises then clearly you have to align the resources of the institution to deliver on them so you’ve got to look at your approach to resources, to resource allocation” (OR9)
Requisite Resources (1 st) - Quality Staff (2 nd)	Bedfordshire	“quality staffing that’s essential, people that really know their stuff both in terms of the academic side, their academic understanding in order to drive up the quality here but also in terms of their professional capability as a teacher” (BR8) “we have to have the investment, the continual investment in our staff, making sure that they are staying state-of-the-art in their research, that they’re developed in their managerial skills etc.” (BR4) “I think good teaching staff” (BR9)
Requisite Resources (1 st) - Staff Levels (2 nd)	Brookes	“you’ve got to look at your approach to resources, to resource allocation, the structures of the institution, staffing levels” (OR9)
Requisite Resources (1 st) - Staff Development (2 nd)	Brookes	“you’ve got to look at your approach to resources, to resource allocation, the structures of the institution, staffing levels, the staff development that you provide” (OR9)
Requisite Resources (1 st) - Time (2 nd)	Durham	“what makes a good student experience is having tutors that have time to spend with the students and to develop exciting teaching” (DR9)
	Bedfordshire	“And then of course there’s the inevitable you always need more time so yea, everybody always needs more time” (BR8)
Requisite Resources (1 st) - Money (2 nd)	Bedfordshire	“Time and money, and I think sometimes we lose sight of the student in it all” (BR8)
Requisite Resources (1 st) - Investment (2 nd)	Bedfordshire	“we have to have the investment, the continual investment in our staff, ...We’ve a new building going up behind, there’s the new accommodation going up, this is a fairly new facility we spent over £7 million on our media arts suite, we spent about £45 million on the Bedford campus” (BR4) “recently invested in facilities, you can hear the cranes and diggers outside” (BR9)
Requisite Resources (1 st) - Equipment (2 nd)	Bedfordshire	“The latest hard and software which is the key ingredients” (BR9)

AUTHENTICITY ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Esteem (1 st) - Clarity of Esteem (2 nd)	Durham	“because in the University and the culture of the University such things as small group teaching are held as a value in itself, it means that’s the way that things have got to be. Even if sometimes that is not necessarily in my opinion the most effective way of teaching” (DR8)
Esteem (1 st) - Parity of Esteem (2 nd)	Manchester	“you probably wouldn’t find another Russell Group university that had a strategic goal that said about opening access and widening participation. It’s just it’s something they do, but they wouldn’t put it up there with the, give it equal importance as world-class research or world-class teaching” (MR1) “what it might do is relating to the point I made earlier, is attach more importance to teaching and learning activities in the University, certainly than we’ve previously done, than previous, so it gives that a higher priority” (MR2) “translational research and the development and exploitation of intellectual property are not “third mission” activities, they are an integral part of our research agenda, accorded parity of esteem with basic research and fundamental discovery” (Strategic Plan 2009) “The University of Manchester accords its role as a provider of higher learning the same unqualified priority that it brings to its role as a leading international research university” (Strategic Plan 2009)
Brand Clarity (1 st)	Durham	“in refining our university strategy I think that’s going to help us to provide a great starting point and a point of consistency that we can then present the University’s brand, convey the brand promise brand identity in a way that’s much clearer to our different stakeholders” (DR6)
	Brookes	“if people choose you on absolute clarity of knowing who you are and what they’re going to get, what they see they’ll get and then what they get matches the reality, you get a happy customer out at the end of it, you don’t lose students along the way, you’ve been able to articulate who you are clearly” (OR2)
Brand Clarity (1 st) - Core Focus (2 nd)	Durham	“we’re starting to have a more focused brand promise we’ll see that rolling out over the next couple of months and then we would hope that we would start to give people a more consistent perception of what Durham University is” (DR6)

APPENDIX II

ARTICULATION ENABLERS

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Articulation Control (1 st) - Articulation Framework (2 nd) - Guidelines (3 rd)	Durham	“we’re providing them with a standard template and with guidelines on how they should put together their text, and the imagery they should use” (DR3) “we’ve got the guidelines and the templates and design partners who we work with very closely, who understand the branding and the brand guidelines” (DR4)
	Manchester	“we moved into developing some visual identity management tools, which took the form of guidelines and so on and eventually produced a fairly comprehensive set of guidelines for them” (MR3) “We have our main guidelines for the focus around the use of the logo, so we have quite strict guidelines related to that” (MR5)
	Bedfordshire	“There are areas within the guidelines where it’s very print orientated and there’d be things about how to use the logo, spacing issues, minimum size on how to use the logo, on how to create your own boards around it” (BR6)
Articulation Control (1 st) - Articulation Framework (2 nd) - Image Bank/Library (3 rd)	Durham	“In terms of imagery we have an internal image bank, so it’s a big repository where we can store images, so every time we have some photography commissioned we, we have quite a few professional photographers who come in every now and then, do photography for a specific project, all those images are stored on that image bank for future use” (DR3)
	Manchester	“anyone in the University can browse the image library, but they will have to come through us to actually order it. ... Which areas are consistently using our images, and then we can monitor people that won’t be using them, so we can almost check up on them I suppose (MR5)
	Brookes	“We have an image library that all our staff can access, only certain people can download but they can come to us say, now I want this picture and then we would ask them what they want it for if they weren’t one of the marketing people” (OR3)
Articulation Control (1 st) - Articulation Framework (2 nd) - Writing Guide (3 rd)	Durham	“Guidelines of how to write their copy” (DR3)
	Bedfordshire	“This is the writing style that you should be following and just making sure that they feel comfortable enough to be able to make the changes themselves” (BR6)
Articulation Control (1 st) - Articulation Framework (2 nd) - Templates (3 rd)	Durham	“within that common web template they would then have to articulate a particular element of the brand promise through the images that they are using, the copy that they are putting together on the web pages” (DR3) “the whole idea is that we provide the templates and the structures within which individual departments, research institutes can work. So providing them with the templates for their websites so we’re providing them with a standard template” (DR3) “provide a framework, so which ever channel people use they have a template in which to always provide a consistent and clear presentation of what our brand promise is”(DR6)
	Manchester	“There was initially I think as I say we did have templates sent around of all stationery, of posters, of powerpoint presentations, there was a template for virtually everything that’s sort of died off now, people just tend to do it anyway. I think that the message has been got across (MR6)
	Bedfordshire	“I have been to the marketing department I had to write something for the website, they want you to take ownership, but to do it their way and use their templates” (BR8)

ARTICULATION ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Articulation Control (1 st) - Articulation Framework (2 nd) - Content Management System (3 rd)	Durham	“the thinking behind the content management system was to get this consistent style put in place, which means that, if you're looking online, communications, most units within the University should be presented in a consistent way and I think that in itself helps articulate the brand promise, because you're getting a very consistent look and feel” (DR3)
Articulation Control (1 st) - Articulation Framework (2 nd) - Approved Designers (3 rd)	Durham	“introduced a framework to ensure we are only using approved designers and print partners. So we have a framework of approved partners and that was a way of making sure that we were managing the university brand consistently” (DR6)
	Bedfordshire	“approved photographers and approved designers and approved copy writers from and all of those would have been inculcated in the Brookes way” (OR3)
Articulation Control (1 st) - Selectivity Controls (2 nd)	Durham	“you try to adhere to, a corporate style and ensure that the messages that are there under that brand promise are instilled through internal magazines and external one's like for alumni and whatever, just to ensure that we keep the quality and the same messages I guess being used consistently” (DR5)
Articulation Control (1 st) - Editorial Controls (2 nd)	Durham	“edit what people have written if, may be what they've said, ...he made some comment about how fitting in university lectures and whatever around that and deadlines, it was just a bit, that's not really saying what we want you to say about your student experience, that at the end of the day, writing the book was more important or more valuable to your life experience than going and attending lecturers” (DR5)
	Brookes	“They have a certain period of time when they can go in and update that and then it comes back to us, and they can't access it after that. Then the team here edit it, check it, edit it, make it consistent, make sure that the web long entry matches the sort version so that there is no risk of one saying one things, and another saying another” (OR3) “we actually sent this through to the communications people, they wanted to look at it to make sure all the messages were there” (OR10)
Articulation Control (1 st) - Defined Parameters (2 nd)	Durham	“We've defined the parameters within which they can work” (DR6)

ARTICULATION ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Articulation Control (1 st) - Control Type (2 nd) - Policed Control (3 rd)	Durham	“they saw our primary function as the brand police. We would tell them what they could and couldn’t do, give them a tap on the wrist if they were using the old university brand, the University of Durham brand or if they were using the wrong font or the wrong colours” (DR6)
	Manchester	“that’s an interesting feature of this building, when we moved into this building they were paranoid about it, it has to look spotless, it has to look clean, all the offices should look identical and so and so. We used to call them the image police they used to come around and say your filing cabinet is not the right colour, or this isn’t right or that isn’t right, or you weren’t allowed different colour chairs in your office” (MR6)
	Bedfordshire	<p>“I have been to the marketing department I had to write something for the website, they want you to take ownership, but to do it their way and use their templates. You have to submit it to them to be edited and they said “you can say this, you can’t say that”, but that’s what we needed to say for our department “(BR8)</p> <p>There’s varying layers of access, so at the very basic level they could go in and make the change and then ask for it to be published and what would happen they would put in a request saying I’ve made a change please can you put this live for me. And that gives us a bit of control to go in and make sure that they’ve actually done what they said they were going to do and not gone in and changed everything (BR6)</p>
	Brookes	<p>“being told these are the templates you need to use for everything from a memo to a fax, you have to use the templates. They didn’t like this, there was an awful lot of pulling, and still has to police the brand” (OR4)</p> <p>“our approach has been to enforce standards at a corporate level because we control corporate marketing material” (OR1)</p> <p>“we just keep an eye on it making sure that visually it’s falling into line and making sure that they aren’t making statements that are not true, not because they would meaningfully mislead” (OR3)</p>
Articulation Control (1 st) - Control Type (2 nd) - Educated Control (3 rd)	Durham	“So we’re trying to move away from being the brand police which says that’s not right, change it, to actually just working with departments to provide them, to educate them about what a brand is and what it’s not” (DR6)
	Brookes	<p>“from here we’ve done a lot of training since doing the messages, we’ve trained staff in not all, but almost all of the academic schools into how to use the messaging and why we’ve done it” (OR2)</p> <p>“we used the prospectus to train our front line recruitment staff international and home, people in the marketing groups within the schools, so they would then go and give this information out” (OR3)</p> <p>“we train people, from here we’ve done a lot of training since doing the messages, we’ve trained staff in not all, but almost all of the academic schools into how to use the messaging and why we’ve done it” (OR4)</p>
Articulation Control (1 st) - Control Type (2 nd) - Engaged Control (3 rd)	Durham	“we actually work with them to say these are the parameters, this is the framework in which you need to be conveying your messages, and this framework is coloured by the University’s brand promise. So we actually empower staff, we work internally to empower staff to convey their, to communicate with their audiences in a way that allows them to convey their key messages, but also to reflect and to support and to enhance the brand promise of the University” (DR6)
	Manchester	“So we can’t, for instance we can’t say I need to see every piece of advertising that goes out, because it’s not my responsibility, it is my responsibility to try and make sure that it’s right but we don’t mandate things, so it’s all about bringing people along with us (MR1)

ARTICULATION ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Articulation Control (1 st) - Articulation Monitoring (2 nd) - Perception Monitoring (3 rd)	Durham	“We will be getting a feedback form from the parent’s talk today and also we are getting feedback from the students. You can sense, you can gauge how this has been delivered, because if someone says that they still don’t understand what the University is about, then clearly something is not quite working” (DR1)
	Manchester	“we’ve recently finished some research in fact which is based solely on recruitment and how prospective students may see the University and how they would perceive us at the moment in relation to how we would like them to perceive us” (MR5)
	Brookes	“I think you need to look on a yearly basis to make sure it’s getting through” (OR1) “we’re doing some perception audits and we’re doing some audits in the region and some audits nationally about, just qualitative pieces not massive pieces of research. And I think just name checks and some of those things is as much as you can do, because people recall you, well you must be doing something that makes you stand out from the crowd. Whether they’re getting more sophisticated understanding of whether your brand promise is communicated I don’t know” (OR2)
Articulation Control (1 st) - Articulation Monitoring (2 nd) - Mystery Shopper (3 rd)	Durham	“We are doing mystery shopper, so today, this afternoon there is a parent presentation, a presentation to prospective undergraduate students’ parents. And this is all part of a wider open day for students. Now I was involved in putting the presentation together, but I need to be there to see how it is delivered, because there is an awful lot of interpretation that you could place on a lot of the information” (DR1)
Articulation Control (1 st) - Articulation Monitoring (2 nd) - Focus Groups (2 nd)	Brookes	“we do pre and post-application focus groups, we take this out into schools and sit down with 16 and 17 year olds and compare ourselves to the rest of the market and critique the prospectus both on an ease of use but also are the messages clear” (OR1)
Articulation Support (1 st) - Guideline Testing (2 nd)	Durham	“work with the client for at least 6 – 12 months after you published the initial guidelines, to continue to create real things in response to real briefs to enable you to test your own guidelines, pour more examples into them and pour in some more learning and rules and things you’ve learnt” (DR7)
Articulation Support (1 st) - Marketing Networks (2 nd)	Durham	“what we’re trying to work on at the moment is getting different marketing networks set up, so that it’s very much, we capitalise on that devolved structure. So it’s not necessarily devolved structure where everybody is on their own doing what they want, but people are tied into this network, they get the sense that there is a network, there is support, there is help” (DR3)
Articulation Support (1 st) - Articulation Training (2 nd)	Durham	“We provide an increasing amount of training from this office, from this department we go out into the departments into the colleges, we work with them to develop communication plans. Which I guess could be labelled as a brand plan or brand strategy, we work with them to say what is it that makes your department distinctive, what are the challenges you face, what are the messages that you convey” (DR6)
Articulation Support (1 st) - Articulation Guidance (2 nd)	Durham	“we provide them with a clear understanding of what the brand promise is. Even from an editorial point of view in text, in brochures and leaflets and press releases we would give them guidance. This is the primary message or this is the underlining message that you need to convey” (DR6)

ARTICULATION ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Centrally Aligned Articulation (1 st) - Core Messages (2 nd)	Durham	“the last thing that we want to be doing is, creating different messages for different audiences. It’s broadly the same message, but we might tweak the, the slight tone, or the slight language, based upon whoever it is that we are looking at speaking to” (DR2) “you try to adhere to, a corporate style and ensure that the messages that are there under that brand promise are instilled through internal magazines and external one’s like for alumni and whatever, just to ensure that we keep the quality and the same messages I guess being used consistently” (DR5)
Centrally Aligned Articulation (1 st) - Message Alignment (2 nd)	Durham	“we put a lot of time and energy into working quite closely with them, to make sure that what they are producing is aligned to the core central marketing materials” (DR2) “the Central Marketing Team that we work in, manage the production of a lot of these publications and obviously we are working together very closely to make sure that what we are saying, that we’re all singing from the same hymn sheet basically” (DR2)
Centrally Aligned Articulation (1 st) - On Message Articulation (2 nd)	Brookes	“they were able to get sound bites for their stuff that was on brand, on message and so that’s what they did, they did lots, hundreds of interviews with people and pulled out of what they said, the stuff that was on message. And then that went into the books so, the sound bites everywhere are on message” (OR4)
Centrally Aligned Articulation (1 st) - Message Consistency (2 nd)	Durham	“that it’s consistently conveyed, really across the different platforms and publications that we produce” (DR2) “how it all fits together, because someone who is Chief Executive of One Northeast, is also a potential visitor to the Botanic Garden, he is also a potential parent of a 17 year old who might want to come to the University, so understanding that it all has to fit together coherently”(DR1)
Centrally Aligned Articulation (1 st) - Fusion Clarity (2 nd)	Durham	“some faculties and departments will want to convey their own commentary about what they are providing, but it needs to be consistent with the overall institutional feel. So they are not saying things that are completely different, so again we are being very consistent in what we are saying” (DR2)
	Brookes	“You want to convey what your department is all about, what courses you offer but you must also demonstrate in your text how that links back to the University’s brand promise to deliver excellence in research” (DR6) “work with them to identify their current marketing material and look for opportunities where they could incorporate the key marketing messages into the material that they were doing” (OR1)
Brand Advocacy (1 st)	Durham	“internal communication is key and it’s making sure that everybody that works within the University is an advocate of the University and everybody, the work everybody does no matter what department you’re in, is aligned with the University’s key strategic objectives” (DR3)
	Manchester	“if ever I’m out giving lecturers elsewhere, going abroad, I still have this feeling that I am representing the University and that the University stands for something, and that I need to be professional about my work and make sure that, yea I guess I’m representing the University so I always try and put it in a good light” (MR6)

APPENDIX JJ

ENGAGEMENT ENABLERS

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Brand Engagement (1 st)	Durham	<p>“trying to get staff engaged, which I think is part of the brand promise in terms of, to what extent people identify themselves with the University” (DR5)</p> <p>“it’s mainly about engagement and trying to get staff to feel part of the University and part of this the brand and the whole thing, rather than their own department or whatever” (DR5)</p>
	Manchester	<p>“I dare say in higher education one of the biggest opportunities these days is I think this whole notion of staff engagement” (MR3)</p> <p>“this notion of saying you know there is something that lies at the heart of this business that staff need to understand, get behind and get involved with helping us deliver whatever that might be, it’s a big deal right now” (MR3)</p>
	Brookes	<p>“We produced a green paper as a stimulus to discussion and held think groups based on the various themes in the green paper so I think that raised peoples’ awareness of what it is we are trying to say about what the essence of the institution is, considerably, and a sense of engagement (OR9)</p> <p>developing this new strategy we’ve had opportunity to, when it first came out the green paper came out from the University there were quite a few discussions, sessions that were set up for people to go and discuss different aspects of it and put over their opinions. They were then fed back to the main University and then they produced the white paper</p>
Brand Engagement (1 st) - Relationship Utilisation (2 nd)	Durham	<p>“you can’t tell them what to do, you can only encourage them to do certain things. Again that comes back to personal relationships that you have with those people and those are the key influencers in that” (DR1)</p>
Brand Engagement (1 st) - Consultation (2 nd)	Durham	<p>“it’s about getting staff consultation and getting the different, trying to see what different ideas are out there about what people think the University is or where it should be going” (DR5)</p>
Brand Engagement (1 st) - Contribution Esteem (2 nd)	Durham	<p>“for people to feel that they have the right or the ability to, contribute to that and that their opinion matters and is valued just as much as anybody else, no matter how senior they are or whatever, I hope that comes through” (DR5)</p>
Brand Engagement (1 st) - Nostalgic Recollection (2 nd)	Durham	<p>“the Vice Chancellors keen to have this section on having people say what the ‘Durham Difference’ meant to them, to come and get people to think oh what did it mean to me to be at Durham” (DR5)</p>
Brand Engagement (1 st) - Cross-silo Seminars (3 rd)	Durham	<p>“they try and get people from different disciplines together and they organise seminars where they try and encourage ideas and also social connection between people from different fields of sciences, social sciences, arts, humanities and so on. But there isn’t anything equivalent here” (DR8)</p>
Brand Engagement (1 st) - Institutional Projects (3 rd)	Bedfordshire	<p>“we’ve recently had some very successful results in the research assessment exercise that was about bringing some of the very successful research projects across the University together and approaching it in a different way. Those are the successes, it’s one of the areas where you almost need to, where success illustrates the point. The fact that we’ve managed to do this as the University of Bedfordshire” (BR2)</p>
Brand Engagement (1 st) - Spotlighting (3 rd)	Durham	<p>“trying to get staff engaged, which I think is part of the brand promise in terms of, to what extent people identify themselves with the University, obviously whatever, and I think we’ve tried a lot, we certainly have over the last year to move towards having the spotlight on a member of senior staff and on the college or a, one department whatever, so that people can find out a bit more about what colleagues do around the University seeing how that all fits together” (DR5)</p>

ENGAGEMENT ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Brand Engagement (1 st) - Institutional Piecing (3 rd)	Durham	<p>“understand how their piece of the brand promise fits into the overall thing” (DR1)</p> <p>“so that people can find out a bit more about what colleagues do around the University seeing how that all fits together” (DR5)</p>
Shared Collective Enthusiasm (1 st)	Durham	<p>“They certainly didn’t invite us to take them on that journey and I think as a result there isn’t a shared collective enthusiasm and support and understanding for that proposition. ’Cause there isn’t really a proposition to be sharing or supportive of” (DR7)</p> <p>“one of the tricks that they’ve missed is that the brand promise as you call it isn’t understood or articulated and shared” (DR7)</p> <p>“So I’m sure that what he thinks is, that is trying to create a sense of all knowing what’s going on and pulling in the same direction as far as that is possible” (DR8)</p>
	Manchester	<p>“they have to have a shared understanding of what it is” (MR2)</p> <p>“Loughborough....she would be inspiring in terms of her understanding of how branding can act as a kind of, to provide a common sense of purpose for staff and be used as a vehicle for not only getting people facing in the same direction but also actively engaged in helping the University to achieve its strategy objectives through brand essentially” (MR3)</p>
	Bedfordshire	<p>I think what is important to do is to have a vision that everyone can relate to and that they can feel they’re helping to deliver in their day-to-day job, it’s not just marketing people, it’s about every person in the University, every member of staff (BR2)</p> <p>“these are our core values and the ASPIRE is what everybody is working towards and everybody has a copy of and I know we publish it, we print it in various bits and pieces which have it on and every member of the University has a copy” (BR6)</p>
	Brookes	<p>“through the development of the strategy, through the implementation, monitoring and reporting on them we can build a sense, a broader sense of understanding across the institution about how the things that we are doing from day-to-day and week-to-week actually contribute to the overall objectives” (OR9)</p>
Shared Collective Enthusiasm (1 st) - Conceptual Journey (2 nd)	Durham	<p>“representatives of the senior management and all the management go on this journey with us and participate and share and are enthused by the new proposition” (DR7)</p> <p>“the output with the museum that we’ve gone on a strategic journey with is to arrive at a, it’s neither an essence or a promise but it’s a statement that says this is the place that shows that ‘ideas and wisdom are worth fighting for’” (DR7)</p>
Aspirational Element (1 st)	Durham	<p>“arrived at this proposition that says this is the home of ideas, this place shows that ideas are worth fighting for. That’s aspirational, that’s interesting, it’s engaging, it’s a transformation” (DR7)</p> <p>“one of the things we try and avoid is making sure that we arrive at a point where there’s a strategically satisfactory solution that doesn’t give you a platform to do anything to change peoples’ minds or engage or re-engage or stand out” (DR7)</p>
	Manchester	<p>“we needed it to be compelling so we needed it to engage all of our stakeholders, whether they were prospective students and their parents, or the 11,000 staff we have on campus” (MR1)</p> <p>“I think it’s aspirational, you then back it up with some very aspirational things like getting that Nobel Prize winning economist is it Joseph whatever he’s called to come” (DR7)</p>
	Brookes	<p>But the message was much more exciting, they made it much more of visual they had this little, what are those omega signs and everything linked to each other and they had this little bus that went around it, they made it visual. And made you go that’s cool, oh okay I get it ...So this actually has engaged a lot more people because it’s much more a visual, visual always engage people. I’m really glad we moved on because the other one was so boring (OR4)</p>

ENGAGEMENT ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Mirroring (1 st) - Contribution Mirroring (2 nd)	Bedfordshire	“so we involved people in the research right at the start and actually asked them, so when we reflected back to them what they told us it, we didn’t get people saying I don’t understand where this has come from....But because we had the six strengths, I think people felt they had something to relate to and they all recognised it, recognised elements of it” (BR1)
Mirroring (1 st) - Recognition Mirroring (2 nd)	Brookes	“the most success I have had with academics when I’ve been talking about brand is saying you know actually the essence of what’s good about the academic programme is what we’ve tried to capture in a branding programme. So that all our processes share those same values and aspirations and they like the fact that you’re encapsulating their special bit and reflecting it back” (OR2)
Mirroring (1 st) - Visual Mirroring (2 nd)	Brookes	“that “thinking ahead” phrase is what we have captured on the hoardings, so we’ve been quite strict and said these hoarding aren’t about facts about Brookes they are about showing things which demonstrate commitments that are important to us. ... But I think that’s been really important to show that and reflect that back to people and in doing that of course you incorporate some of the other messages as well” (OR2) You have to engage with people, and to engage with people you have to invest in design (Design Week 2009)
Brand Comprehension (1 st)	Durham	“it’s a question of bringing people along with us to make sure there is buy-in from them, they understand what it is we need to achieve, understand what the issues are, and understand how their piece of the brand promise fits into the overall thing” (DR1) “The web page is mainly aimed at other people within the university, so helping them, helping them understand what it is” (DR3) “So we’re trying to move away from being the brand police which says that’s not right, change it, to actually just working with departments to provide them, to educate them about what a brand is and what it’s not” (DR6) “we would have worked harder to take an approach that embedded the brand promise more firmly in peoples consciousnesses” (DR7) “you need to find something that is simple to understand that reflects what the University is and where it is going but most importantly you need to make sure everybody is happy with it and stands behind it and it’s ingrained” (DR7)
	Manchester	“what was found with the semantics of modern times is that if you can get people to understand what you actually mean by branding then they are fine with it, because it actually is about authenticity and it’s not about spin in anyway, it’s about the strategic direction of the business or the institution ” (MR3)
	Bedfordshire	“it’s something that we were constantly trying to present and promote and have staff understand what it is. What it is they’ve bought into, in order for them to then talk to our students” (BR1) “helping people to see things in a different way, see what they’re doing in a different way, it’s not just about coming in and delivering lecturers, it’s about all the additional care afterwards. It’s about being available for tutoring, giving students that support particularly with students that may need more support” (BR2)
	Brookes	“there’s probably a relationship which means by defining the brand promise you influence peoples’ behaviour because you reinforce something and then that creates that virtues circle” (OR1) “We’ve got institution wide IIP recognition which you’ll know you can’t achieve that without the IIP assessors having evidence that people across the institution understand the Institution’s core values and mission and so on and things that get encapsulated in a brand” (OR9)

ENGAGEMENT ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
<p>Brand Comprehension (1st)</p> <p>-</p> <p style="color: red;">Conceptual Simplicity (2nd)</p>	Durham	“you need to find something that is simple to understand that reflects what the University is and where it is going” (DR7)
<p>Brand Comprehension (1st)</p> <p>-</p> <p style="color: red;">Conceptual Simplicity (2nd)</p> <p>-</p> <p style="color: blue;">Shorthand (3rd)</p>	Durham	“It doesn’t mean you shouldn’t have a central essence, promise, sense of purpose, and it should be the shorthand that is the answer to every question, is that what a place that ‘ideas are worth fighting’ for would do, the same for a university” (DR7)
	Manchester	“the new VC came in and published his top 25 aspiration for Manchester. Again in shorthand I think that’s great you can’t fail to understand that” (DR7)
<p>Brand Comprehension (1st)</p> <p>-</p> <p style="color: red;">Conceptual Simplicity (2nd)</p> <p>-</p> <p style="color: blue;">Acronym (3rd)</p>	Bedfordshire	<p>“We have an acronym ASPIRE, linked words that form our values so Access, Scholarship, Partnership, Innovation, Respect and Employability, so they are the words that form our values” (BR2)</p> <p>“we have an acronym called ASPIRE which we do use and that covers our core values. These are our core values which we try to make sure that obviously every member of the University sticks to and understands” (BR6)</p>
<p>Brand Comprehension (1st)</p> <p>-</p> <p style="color: red;">Conceptual Simplicity (2nd)</p> <p>-</p> <p style="color: blue;">3’s (3rd)</p>	Brookes	<p>“people think in threes and I think that the set of literature and knowledge around that is pretty, is commonly understood at least in marketing. So I think it was just a simple formula, people can think and cope with threes. Lists of threes tend to be quite convincing, people can recite them etc.” (OR1)</p> <p>“we were bombarded with a mission statement, and our eight, not eight unique selling points but, eight aims and objectives of the University. We were told to memorise, so we had all these aims and objectives that, and we had to like learn them, and then there were further aims and objectives and none of us took any, if you try and memorise more than three things you’re just going to forget them ...everybody can remember three things (OR4)</p>
<p>Brand Comprehension (1st)</p> <p>-</p> <p style="color: blue;">Staff Induction (3rd)</p>	Manchester	“when you first start you take the new academics programme and the first couple of sessions are very much about the vision of the University and the brand that it is. So I guess my most explicit idea of it has come from that course, in my everyday life in the department we don’t really think too much in terms of the brand aspect”(MR7)
	Bedfordshire	<p>“a member of staff will get, they come across the values in their induction, they’ll have a presentation from the Vice Chancellor and we go through the values there” (BR2)</p> <p>“Every new member of staff has a talk by the VC, there’s an introduction to all the various departments and all the core values are reinforced there” (BR6)</p>
	Brookes	<p>“We definitely do things like induction days as I said we do lots of training sessions with people, we send them things like prospectus or publications, I don’t think we use the phrase brand promise but we tell them here are our messages that we’re trying to get through etc.” (OR1)</p> <p>“I did an induction day over at the University which was very much an introduction to what the University was about” (OR8)</p>
<p>Relevancy Establishment (1st)</p>	Durham	“probably the only thing out of the whole Durham University branding thing which I find a bit ridiculous in lots of ways, that I’ve found helpful is that trying to link with other middle-sized similar universities” (DR9)

ENGAGEMENT ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Internal Communications (1 st)	Durham	“internal communication is key and it’s making sure that everybody that works within the University is an advocate of the University and everybody, the work everybody does no matter what department you’re in, is aligned with the University’s key strategic objectives” (DR3)
	Bedfordshire	“We do work hard on disseminating messages, communication, there’s a lot of communication conduits, whether it be staff emails, staff notice board, the team briefing notes that come round, a whole plethora of different sets of meetings” (BR9)
Internal Communications (1 st) - Communications Infrastructure (2 nd)	Manchester	“essentially we call it internal communications, essentially it’s about internal marketing or internal branding. We’ve worked for the last four years to start to build infrastructure, in terms of internal communications” (MR1) “we have an internal comms team just outside this window here of four people and their focus is on internal comms policies, internal comms guidance, advice, training, assistance for the schools” (MR1)
	Bedfordshire	“We’ve now got an internal communications advisor who sits within the department and it’s his job to make sure those messages are put out” (BR6)
	Brookes	“it’s more of a top-down, they feed down to the different teams that we have we call clusters. So they’ll feed down to the different clusters and then your cluster manager will, we have regular monthly team meetings where, these are not only the changes internally for the team but on a broader perspective... I think overall from the University I think the communication is very good” (OR8)
Internal Communications (1 st) - Channelled Communications (2 nd)	Durham	“In terms of linking that through to the brand promise we need to get those channels right before we can start to really be effective at communicating that” (DR1) “members of the department that sit of various university wide fora, then communicate to us in the department what the latest ideas are about. How the University is going and how it’s trying to present itself, but also the directions in which it’s trying to move” (DR9)
	Durham	“Occasional he comes and gives us a talk in our department to staff if we’re having a staff meeting or something, every year he might show up and give us a pep talk and tell us how Durham University is going” (DR9)
Internal Communications (1 st) - VC Visit (2 nd)	Durham	“So that’s one of the things the newsletter is trying to do. Not trying just to be, it’s called Dialogue and that, the aim of it, for it to be two way communication” (DR5)
	Manchester	“we decided that we would develop two newsletters now, so there’s two internal comms newsletters. One is called Staff Update, and that really focuses on the nuts and bolts of your joband then we have UniLife which is, the document is focused on celebrating the successes of the University...but it’s really about, talking about all the research successes or research stories. If you look at the structure of that document it is separated into the strategic goal areas” (MR1) “On top of that we have, we’re just about to launch a new staff net which is our new staff intranet, we’ve always had a staff intranet it’s not been very dynamic but we’re aiming to get staff intranet to be, it’s the first port of call for every member of staff when they log on every morning” (MR1)
	Bedfordshire	“We have a staff website which is, well it’s separate from the external website so it is staff only and that has all of our key documents and that includes things like, what the mission statement is, what our values are, so everything is available to staff” (BR6)
	Brookes	“The other more regular communication routes would be our newsletter Onstream” (OR9)

ENGAGEMENT ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Internal Communications (1 st) - Strategic Communication (2 nd)	Bedfordshire	“we’ve got university plans, strategic plans, and brief documents, colleagues may have gone through that with you. The four key objectives, there’s a lot of written down material, I don’t mean books but a lot of policy and strategy documents underpinning what that is” (BR9)
Internal Communications (1 st) - Communicating Successes (2 nd)	Durham	“the present Vice Chancellor writes a regular e-mail to all members of staff about reporting on events that happened in the University, prizes that have been won by staff or students at university” (DR8)
	Manchester	“the element which is interesting here is, is how we communicate the brand elements and how we communicate all of that. That’s success stories and all of those case studies that we’re trying to prove, prove what that is” (MR1)
	Bedfordshire	“we continue to try to help them get it. Mainly by celebrating our successes so again we’re sending out the press releases that show off our key strengths and we’re internally communicating the successes of students who have done particular things so we’re trying to get that, the brand out in all sorts of indirect ways” (BR1)
Internal Communications (1 st) - Information Signposting (3 rd)	Durham	“internal communication is key and it’s making sure that everybody that works within the University is an advocate of the University and everybody, the work everybody does no matter what department you’re in, is aligned with the University’s key strategic objectives and that everybody, everybody is working towards the same aim and ultimately that people know where to go for information” (DR3)
Communications Subtlety (1 st)	Durham	“I’m not sure that that is done in a very obvious way, ...the present Vice Chancellor writes a regular e-mail to all members of staff about reporting on events that happened in the University, prizes that have been won by staff or students at university, eminent visiting speakers who have been here, politicians, leaders of various kinds, so that’s a regular feature and that’s a new one since he took over. So I’m sure that what he thinks is, that is trying to create a sense of all knowing what’s going on and pulling in the same direction as far as that is possible” (DR8) “they would be weary of imposing a very top-down view about how people should conceive of their role. They try more indirectly to fuse the notion which they hope will be carried through” (DR8)
	Manchester	“may be it’s communication that’s not as explicit in saying this is about how we are branding and situating ourselves internationally” (MR7) “we talk about our outreach projects all that sort of stuff, widening participation efforts, so that’s really about communicating all of this stuff to the internal audience in a way that isn’t so explicit” (MR1)
	Bedfordshire	“a lot of our staff and students get that and for those who don’t, we continue to try to help them get it. Mainly by celebrating our successes so again we’re sending out the press releases that show off our key strengths and we’re internally communicating the successes of students who have done particular things so we’re trying to get that, the brand out in all sorts of indirect ways. So that people without even quite knowing that they got it, what we stand for, they get it, they just don’t know it” (BR1)
	Brookes	“universities given their very nature are very resistant to corporate song sheets etc, so it has to be done with subtlety and sophistication which means it is probably lost on some people. But you accept that because the constraints in which, the environment you work in” (OR1) “The other more regular communication routes would be our newsletter Onstream, not in a crass way but obviously we try to use that through the news that gets reported and how it gets reported to emphasise the values that the institution thinks are important” (OR9) “We try to use all sorts of other signal things like the people we give honorary degrees, the way in which we engaged with the external community, so there’s an attempt to provide a reasonable range of messages that help people to understand what the core of the institution is” (OR9)

ENGAGEMENT ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Stakeholder Input (1 st) - Consultation (2 nd)	Durham	“Quite a lot of the consultation had taken place, quite a lot of the engagement with different stakeholders had taken place” (DR7)
	Manchester	“going back to the development of this again there was, because we did quite a lot of consultation, we did quite a lot of research work around it to form the basis of this” (MR1) “by engaging so many people in the branding exercise and using that as an opportunity for consultation I think we overcame the potential divisiveness of people saying this isn’t as good as UMIST (MR2)
	Bedfordshire	“We have close links with numerous businesses so we asked them as well, so we involved people in the research right at the start and actually asked them, so when we reflected back to them what they told us it, we didn’t get people saying I don’t understand where this has come from. It was really because of the consultation, communication throughout, asking people to tell us what they felt we were good at” (BR1)
	Brookes	“Our approach was come up with a brand promise, consult on it” (OR1) “our next step in the way into selling ourselves is the message, oh huge amount consultation” (OR4) “we’re looking at developing this new strategy we’ve had opportunity to, when it first came out the green paper came out from the University there were quite a few discussions, sessions that were set up for people to go and discuss different aspects of it and put over their opinions. They were then fed back to the main University and then they produced the white paper and again we’ve had opportunities to discuss what the strategies are” (OR8) “we’ve been through quite a wide ranging review of the current mission, vision and values over the last few months and I think through that process which has involved campus-wide meetings, we’ve had a couple of conferences for the 70 most senior staff in the institution, we’ve used focus groups, we’ve used the website for people to comment on mission, vision, values” (OR9)
Stakeholder Input (1 st) - Contribution (2 nd)	Durham	“the Vice Chancellor who also isn’t there anymore and very visibly endorsed the process by which staff and stakeholders were encouraged and entitled to contribute” (DR7)
	Manchester	“asked people to have a walk round and tell us what they felt and tell us how they, we did this work for them and we wanted them to pick it apart and all that sort of stuff... feel like they had an influence into developing this brand. And I think to some extent I think that’s why we’ve been fairly successful with it. We’ve not had the sorts of problems that other universities have had in terms of rebrands” (MR1) “engaging with staff should happen as part of the process of figuring out what that brand is all about in the first place. If people are involved they’ve had a chance to have their say whatever form that takes, I think it makes a huge amount of difference in terms of the willingness to accept what you come up with at the end of the day” (MR3)
	Bedfordshire	“you have the buy-in so people believe that because they have contributed to that... it’s got to be something that they believe because they’ve told you that these are what the strengths are” (BR1)
Stakeholder Input (1 st) - Valued Contribution (2 nd)	Bedfordshire	“the open meetings went down very well because if there was anyone who was concerned what was happening it was the moment to address it and Senior Management actually took notes, understood, took on board what comments staff were making which is great” (BR5)

ENGAGEMENT ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Brand Drivers (1 st) - VC Key Driver (2 nd)	Manchester	<p>“At the same time there was our new Vice Chancellor who obviously had some other ideas, he had his own ideas about what he wanted to do, and we were very lucky in that they met up very well, they tied together very well and what came out of that was the actual strategic plan, the strategic direction of the University” (MR1)</p> <p>“our VC has been very open in saying if you’re not behind it and it’s too ambitious for you, then it’s not the place for you and you should go and work somewhere else” (MR1)</p> <p>“we’ve had very, very strong leadership from the top down. We’ve had an Australian, you know we don’t have a VC we’ve got a President (MR4)</p>
	Bedfordshire	<p>“we talked about the VC setting the tone in terms of what the institution is about, our mission and our values. So from day one new staff coming in can be inspired and understand what we’re about, I think that’s worked well” (BR2)</p> <p>“our current Vice Chancellor was very keen on was to focus, this is what we’re good at so keep repeating it. Don’t get sidetracked, don’t go off on a tangent just focus on your three or four, or five or six key things that you’re good at and keep saying it” (BR1)</p> <p>“The Vice Chancellor was really the person that was leading it and I think that you do need that buy-in from the top. He was the one who was very keen to involve as many people as possible in the process” (BR1)</p> <p>“That was an 18 month process but the Vice Chancellor leading from the front and he does lead from the front, he’s quite a public figure” (BR9)</p>
	Brookes	<p>“our Vice Chancellor is very, obviously brand orientated, she knows her stuff. She’s not a marketer, she’s an academic but she wouldn’t be in the position she was, if she didn’t have marketing savvy, and she’s surrounded by people who do, so she concentrates on making us the best we can be, and it’s up to us to sell that concept” (OR4)</p> <p>“I have to say Professor Beer the VC is really good. She and her team the management team make sure all the information goes out and we’re kept very well informed of what the plans are and reasons for it” (OR8)</p>
Brand Drivers (1 st) - SMT Key Drivers (2 nd)	Brookes	<p>“Brookes, been in the news a lot lately, or em, what are they all about and so that’s all driven from SMT, they want to push up the ladder and they think that’s the way to do it” (OR4)</p> <p>“I think it starts with the leadership and leading by example” (OR1)</p> <p>“The other big piece is leadership, I think if you don’t have leaders who live those values or endorse behaviours which support those values I think you’re in real trouble” (OR2)</p>
	Durham	<p>“So they really need to be the drivers of that, or they understand it to such a great extent that it becomes part of their daily lives. Again it’s almost impossible if you have a brand promise that is based on the culture of the organisation, that, that doesn’t align with the senior management”(DR1)</p>
Brand Drivers (1 st) - Branding Champions (2 nd)	Brookes	<p>“I was the person who was called the branding champion when we actually started bringing in branding into the University. This was an exercise that probably started about 6 or 7 years ago, there was a branding of types but it wasn’t cohesive and it wasn’t strategic, and it’s important that the University planned a very strong identity very, very quickly, so I was very much involved working with the central university and then bringing it back and championing it, in the school” (OR10)</p>
Brand Drivers (1 st) - Process Endorsement (2 nd)	Durham	<p>“the Vice Chancellor who also isn’t there anymore and very visibly endorsed the process by which staff and stakeholders were encouraged and entitled to contribute” (DR7)</p>
	Brookes	<p>“VC did a couple of presentations to whoever wanted to come, there were arguments about it, that’s fine that’s what you expect, not everybody is ever going to be happy about anything” (OR4)</p> <p>“the Vice Chancellor is supporting a range of projects which are around social responsibility and that’s really important” (OR2)</p>

APPENDIX KK

INTEGRATION ENABLERS

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Process Integration (1 st)	Bedfordshire	<p>“It’s about delivering it and that’s about living it day-to-day, so when we talk about Access that means that we ensure that our admissions policy has that flexibility whether it’s education to primary, whether it’s through English courses to International students, if they want to improve their English, it’s offering support whether it’s somebody applying for a course and actually, may be they’re not qualified to go straight on to a BA, may be it’s through a foundation course initially” (BR2)</p> <p>“they’re called feeder institutions where we have a very good working relationship with someone like Luton Sixth Form or Bedford College. We run foundation degrees that may be start there and then they can develop into a full time degree programme here” (BR6)</p>
Process Integration (1 st) - Brand Underpinning (2 nd)	Durham	<p>“The brand isn’t a badge that they put on it and there we go. It’s trying to make sure that the consideration of the brand is there right from the very outset, when they’re off doing their research into their new courses, but it’s all, it’s part of that process. So the brand is something that underpins everything” (DR3)</p> <p>“it has to be core to what everybody does, it doesn’t really matter what role you’re carrying out or what department you are working for, it’s, it should be something that underpins everybody, everyone’s position” (DR3)</p>
	Bedfordshire	<p>“I think that much of the philosophy behind it does underpin what we do. But the realities are difficult to balance I think” (BR8)</p>
Process Integration (1 st) - Brand Embedding (2 nd)	Manchester	<p>“we’re trying to embed our social, global citizenship and global responsibility as a university into everything that we do. Whether it’s into our research, into our teaching, into our producing graduates essentially that are responsible global citizens” (MR1)</p>
	Brookes	<p>“it wasn’t just here’s the new messages get on with it, oh no very much they wanted it embedded” (OR4)</p>
Process Integration (1 st) - Brand Reflection (2 nd)	Manchester	<p>“we’re talking about protecting the brand and making sure that decisions that are made reflect the brand and that we make choices in terms of partnerships, we make choices in terms of strategic activities based on how reflective that is on the brand. We are very careful about who we associate ourselves with, and how we market ourselves in certain areas, so it does reflect and the channels that we use, the methods that we use to communicate, we talk about that reflecting the brand quite a lot” (MR1)</p> <p>“with any interaction with the University we would like people to go away thinking that we’re pioneering, that we’re exciting, and that we’re influential. We try and put that through ever element of the business, whether it’s from the research that we’re doing, whether it’s through the influence we’re having on higher education policy at national level. Whether it’s to do with the type of buildings that we build and the environments that we’re creating here on campus we always try and reflect those brand characteristics in that” (MR1)</p>
Behavioural Integration (1 st)	Brookes	<p>“there’s probably a relationship which means by defining the brand promise you influence peoples’ behaviour because you reinforce something and then that creates that virtues circle” (OR1)</p> <p>“I think because it is a promise, it is a commitment and so it’s about getting that right through all the behaviours that you have as an organisation” (OR2)</p>
Behavioural Integration (1 st) - Personal Development Reviews (3 rd)	Brookes	<p>“personal development review I think convey quite a lot of the set of values that the organisation has. I think that’s quite an important part of influencing the staff behaviours so even if our colleagues aren’t always able to talk about the specific examples of teaching quality or the benefits of Oxfordshire they are still living the values if you like and I think that’s the core part of it for me” (OR2)</p>

INTEGRATION ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Strategic Integration (1 st)	Durham	“the work everybody does no matter what department you’re in, is aligned with the University’s key strategic objectives and that everybody, everybody is working towards the same aim” (DR3)
	Manchester	<p>“the main value document for us is our 2015 agenda, which is the strategic, is a public document, that really is about what the essence of what Manchester is about. There’s the key drivers in that document, the internationalisation, the working in the region, it’s really about, internally everything we do is measured against that” (MR4)</p> <p>“the way that we’ve done it here by really getting a lot of what’s, the work that we did into the strategic plan has helped quite a bit. So I don’t think you’ll find a great deal or a large proportion of our academic staff who aren’t behind 2015” (MR1)</p> <p>“So if you take that as a brand you can then start to see thought the 2015 strategy elements on how we deal with that. So we have, probably one of the most generous scholarships and bursary packages in UK higher education. We have equity and merit scholarships for developing countries, it’s a beginning and it’s going to take a long time to build all this up but it’s starting to do that” (MR1)</p> <p>“I think in many areas that the brand promise and the brand and the strategic plan because they were both elucidated at the same time became intertwined. So we have a whole range of key performance indicators that are essentially underlying the University’s strategic plan which is informed by the brand proposition” (MR2)</p>
	Bedfordshire	<p>“the main one was then our strategic plan, we put together as a result of the research and also the direction we were taking, so we had the University’s overall vision and mission and values and also the brand essence and also then how we were going to deliver particular things, so it really got down to how many students we’re going to recruit, what were going to be our links with local community so it actually got down to some very, very target driven objectives which could steer the whole organisation” (BR1)</p> <p>“The Board welcomed the executive’s intention to demonstrate how it will deliver this mission in the forthcoming strategic plan, and drew attention to the need to ensure that all the statements inform everyday management practice, through embedding them in the institution’s performance expectations of all members of staff” (Board of Governors Meeting Minutes 2007)</p>
	Brookes	“The brand identity reflects and communicates the Oxford Brookes mission, vision and values, through a defined personality aligned to the strategic plan” (Brand Identity Guidelines 2008)
Strategic Integration (1 st) - Aligned Recruitment (2 nd)	Manchester	“Even simple things like appointing Nobel Laureates has been part of the University strategy, it’s a cheap trick in a way but it does work really. And so the appointment of key iconic academics has been part of that” (MR4)
	Brookes	<p>“So we’re very keen on environmental issues, very keen on ethical things, as you know we’ve got Shami Chakrabarti as our Chancellor, so that’s our human rights hat. So those are the things that underpin us, we wanted to provide an education for anybody how could benefit from it really” (OR3)</p> <p>“Well if you set yourself out with a series of brand promises then clearly you have to align the resources of the institution to deliver on them so you’ve got to look at your approach to resources, ...your policies for recruitment and appointments in terms of the staff your recruiting” (OR9)</p> <p>“she’s obviously a very bright woman no question about that. I think you know so expresses values in relation to intellectual rigour and scholarship and all that kind of thing. I think being challenging, challenging established norms, espousing critical thinking and an approach to social justice and that kind of thing which are all things that we want to say about the institution” (OR9)</p>
Strategic Integration (1 st) - Role Integration (2 nd)	Manchester	<p>“So there is pressure to get those things and to get stuff published. But the quality aspect is really stressed that you should go for the best journals first and then try and get it out after that, because that’s what you will need for the RAF whatever, will be really good quality ones” (MR7)</p> <p>“we have to get in ‘x’ amount of research income per academic and ‘x’ is quite high. Higher than I think is reasonable, and we should have at least ‘y’ Ph.D. students per academic. We should have one to two post-docs per academic, we should publish again I can’t remember exactly how many papers per year and they should all be in high impact journals” (MR6)</p>

INTEGRATION ENABLERS cont.

FACTORS	CASES	QUOTES FROM THE INTERVIEWS
Strategic Integration (1 st) - Strategy Cascade (2 nd)	Manchester	“so every school has its own strategic plan which is based on the Manchester 2015 strategy plan. Every area of responsibility has its own operational plans that are based on the strategic plan” (MR1)
	Bedfordshire	“There’s a very clear faculty plan which I guess is taken from the University plan, that then disseminates into two plans for me which are one for qualified teacher status and one for the department. Because that’s the academic and the professional and then that comes together for me through the course plan which is directly constructed by the staff and from student feedback committees. So that’s all very clear” (BR8)
Strategic Integration (1 st) - Performance Evaluation (2 nd)	Manchester	<p>“every year, every school, every division is evaluated in accordance to its performance against those strategic priorities. So they’re called operational performance reviews OPR’s, so they are evaluated” (MR1)</p> <p>“they have to have adequate mechanisms in place to measure performance” (MR2)</p> <p>“we have a whole range of key performance indicators that are essentially underlying the University’s strategic plan which is informed by the brand proposition. So I think, and we monitor those quite rigorously through our annual performance review process” (MR2)</p>
	Manchester	“we measure against a whole serious of KPI’s that are in that plan. How we’re performing, so high international standing we have a preferred measure for our international standing, so we report on how we are doing about that. We talk about iconic appointments noble prize winners being on the staff being an indicator of international esteem” (MR2)
Strategic Integration (1 st) - Performance Measures (2 nd)	Manchester	“so we had the University’s overall vision and mission and values and also the brand essence and also then how we were going to deliver particular things, so it really got down to how many students we’re going to recruit, what were going to be our links with local community so it actually got down to some very, very target driven objectives which could steer the whole organisation” (BR1)
	Bedfordshire	“there’s incentivised budgeting here so if you’re doing something that’s particularly innovative in terms of supporting one of the goals then you’ll be incentivised in terms of the budget” (MR1)
Strategic Integration (1 st) - Incentivised Budgeting (2 nd)	Manchester	“there’s incentivised budgeting here so if you’re doing something that’s particularly innovative in terms of supporting one of the goals then you’ll be incentivised in terms of the budget” (MR1)
Strategic Integration (1 st) - Commitment Awards (3 rd)	Bedfordshire	“ The Commitment Award – to recognise a member of staff or a team for their unwavering commitment and contribution towards helping the University in its commitment to the values of 'ASPIRE'" (University of Bedfordshire 2010)
Strategic Integration (1 st) - Cascade Training (3 rd)	Bedfordshire	“there is also a new managers course when people move up a level and again that’s all reinforced, the key values of the University and how you need to put those across to your staff” (BR6)
Process Robustness (1 st) - Robust Research (2 nd)	Manchester	“if you’re doing a piece of research it needs to be really robust research, it can’t be half baked, ill thought through all the rest of it. So for many of the bigger university projects we would have worked on, we worked with proper research people, market research. It wasn’t some consultant pretending to be a market research person, it was real market research people. I think academics respect a robustness applied to that part of the process” (MR3)
Process Robustness (1 st) - Reasoned Argument (2 nd)	Manchester	“at the end of the day the arguments have got to be as tight and as well thought through as you can possibly make them. And I would say this for any client really it’s not higher education so much exclusively, but none the less in that sector it’s even more important that if your argument is faulty it will be found out” (MR3)

APPENDIX LL

DIFFERENTIATION SCEPTICISM

CATEGORY	DURHAM	MANCHESTER	BEDFORDSHIRE	BROOKES
Unitary Scepticism	"I suspect with a university to find something that is truly differentiating or truly beneficial or truly unique in there, I think is probably impossible, I actually think it's impossible" (DR7)	"the difficulty with a university like Manchester or any big red brick university is trying to figure out anything that's different (MR3)		whether it will make you completely unique in the marketplace I'm sceptical about (OR1) "they're all desperately scrambling around to try and find something different to place them differently in the marketplace. But the reality is there isn't much difference" (OR7) =HS
Homogeneous Scepticism	"there is in the function of a university there is no difference between virtually all of them, and there are so many of them" (DR7) =PS	"they do the same subjects, all subjects like most other big universities, they're very similar in terms of their heritage to a lot of the red bricks, the big civic universities and all the rest of it" (MR3)	"you could say that a lot of universities are middle ground and they all merge into one, they are fairly similar" (BR3)	"every university has students and they have teachers, and they have research and they have libraries" (OR4) "I think there is a real debate that goes on in probably most universities but I know it's one that is going on here, whether it's even possible to differentiate your university from another university especially ones like us which are in the so called squeezed middle" (OR1) "the funding mechanism does not particularly push institutions in the direction of diversity rather towards homogeneity. I think because higher education staff largely go through a rather similar period of professional training and socialisation there is a broad view in higher education about how to do things and how institutions work" (OR9)
Convergence Scepticism			"more universities having very, very similar values, because they are going to have to focus on employability, they are going to have to focus on the value of spending money with a university (BR6)	"we're all chasing after the employability etc." (OR1) "It's actually very, very difficult because they all fundamentally offer something quite similar and it is finding that, I don't want to use unique selling point but it is, it's finding that" (OR3)
Decision Scepticism			"people don't necessarily differentiate between universities at all. What they tend to focus on is the course" (BR1)	"people choose Brookes but they also choose a course and a reputation of that course. And I don't think that you can in a sense understand exactly which factors influence people" (OR1)
Profusion Scepticism		"can this ever possibly be distinctive in a market where there are so many similar types of universities, offering similar products" (MR1) "there's so many players, it's a crowded marketplace and historically we've been lumped in with other big civics and Russell Group" (MR4)	"on paper I don't think you can compete easily and uniquely with a whole array of different universities it's difficult to stand out" (BR1)	"it's actually an internal debate we have here where there are some people who say what's the point of trying to be distinctive because there are all these universities, we can't be distinctive, we'd be better off concentrating on excellence" (OR2)

= overlap with: PS – Profusion Scepticism, HS – Homogeneous Scepticism

APPENDIX MM

CHARACTERISTIC DIMENSIONS

DURHAM	MANCHESTER	BEDFORDSHIRE	BROOKES
QUALITY DIMENSION			
Quality • Quality R1/ R2/R5/C6	Quality • Quality (P1) /R1	Quality • Quality R1/R4/R7 35	Quality • Quality PR/R1/R2/R3/R8
Superior Quality • Excellent (P2)/R5/R6/R9 • Excellence PR/V/ER7/R3.6.8.9 • Superb (P1) 2	Superior Quality • Excellent R9 36 • Excellence PR/V HE Lit	Superior Quality • Excellent M/(P1) HE Lit	Superior Quality • Excellent PR/(P2)/R3/R7/R8 • Excellence V/(P2)/R3
Quality Level • Good (P1)/R6 HE Lit • Best (P2)/R2 15 HE Lit • Great (P3)/ R7/R3 HE Lit • High quality R2 HE Lit	Quality Level • Good R4/R6/R7 2 • Best (P1) • Great (P1) / R1/R4 12 • High quality R7 • Finest PR/R1 1 • Very good R8	Quality Level • Good (P1) / R4/R8 • Best (P2)/ R2/R4 • Great (P3) /TE1 • High-quality (P2) • Top-quality (P2) HE Lit	Quality Level • Good (P2)/ T1/ R4/R5 • Best (P2)/TE1 • Great PR/(P3)/TE1/R4 • High Quality VS/(P1) • Top-quality (P1) • Good Quality (R8)
Global Quality • World-class PR/VS/(P3)/R6/R7 • World's Finest R1	Global Quality • World-class VS/(P2)/R1 } 23		Global Quality • World class PR HE Lit
GEOGRAPHIC DIMENSION			
Global • Internationally M/VS/(P1) • World (P1)	Global • International VS/E(P5)/R2/R5 • Internationally PR/M/(P1)/R1 /R2/R7 • World PR/M/(P1) • Global R1/R2 3 HE Lit	Global • International (P2)/R4/R8 14 HE Lit	Global • International PR/(P1)R3/R9/R10 • Internationally VS/(P1) • Global (P1) • Globally VS
City • Durham N/(P1)	City • Manchester N/E(P2)/R1/P1 • Mini-London R8 • Suburban (P1)		City • Oxford PR/N
		County • Bedfordshire N/R4	
National • Nationally (P1)	National • Britain (P1)	National • UK (P1)	National • National PR 5
Regional } 5 • North East (P1)			
	European 5	Local • Local R8	Local • Local VS/R6
		Proximity • Near R4 • 30 minutes (P1) • 40 minutes (P1)	Proximity • Near R4 • One hour (P1)/R4 • Close R5

CHARACTERISTIC DIMENSIONS cont.

DURHAM	MANCHESTER	BEDFORDSHIRE	BROOKES
STATUS DIMENSION			
Positioning <ul style="list-style-type: none"> High-ranking R3 High (P1)/R4 } 31 Top VS/(P1) 3rd (P1) 6th (P1) 8th (P1) 	Positioning <ul style="list-style-type: none"> Top (P1)/R7 } 22 First R4 } 6 First-rate (P1) } 3 Top-rated (P1) Number one (P1) <p align="center">Top class 1 HE Lit</p>	Positioning <ul style="list-style-type: none"> Top (P1) First (P1) 3rd (P1) 14th (P1) 28th (P1) 	Positioning <ul style="list-style-type: none"> Premier VS 1 Top (P2)/TE1 First R3 First-class (P1)
Vanguard <ul style="list-style-type: none"> Leading (P1) } 22 HE Lit Pioneering R1 } 8 World's leading (P1) Cutting-edge (P1)/R9 Leading edge T } 1 World leaders VS 	Vanguard <ul style="list-style-type: none"> Leading M Pioneering PE/VS/(P1)/R1 World's leading VS/(P1) Cutting-edge VS/R7 } 2 	Vanguard <ul style="list-style-type: none"> Leading R4 Pioneering (P1) World leading (P2) <p align="center">Forefront 3 Ground breaking 1</p>	Vanguard <ul style="list-style-type: none"> Leading R4 Cutting-edge (P1)/TE1 <div style="border: 1px solid black; padding: 2px;"> Competence – Aaker (1997) Competence - Davies (2004) </div>
Prominency <ul style="list-style-type: none"> Distinguished (P1) } 1 Elite R6 } HE Lit Recognised VS Eminent R6 <p align="center">Prestigious 3 HE Lit</p>	Prominency <ul style="list-style-type: none"> Distinguished PR/M/(P1)/R2 Elite R3 Recognised (P1) } 9 Nobel R4 Iconic R4 	<div style="border: 1px solid black; padding: 2px;"> Chic - Davies (2004) </div> <p align="center">Renowned</p> <p align="center">World famous 1</p>	
	Influential <ul style="list-style-type: none"> Influential PE/R1 		
Significance Important HE Lit			
ASSURED DIMENSION			
Confidence <ul style="list-style-type: none"> Confident T/R3 } HE Lit 	Competence – Aaker (1997)		
	Self-assured <ul style="list-style-type: none"> Self-assured NT 		
	Promissory <ul style="list-style-type: none"> Guaranteed (P1) } 2 		
COGNITIVE DIMENSION			
Knowledge <ul style="list-style-type: none"> Learned T 	Knowledge <ul style="list-style-type: none"> Learning VS 	Knowledge <ul style="list-style-type: none"> Learning M Scholarship V/(P1) 	Knowledge <ul style="list-style-type: none"> Learning VS Learner VS Knowledgeable (P2) Knowledge VS/ PR/R2
Intellectual <ul style="list-style-type: none"> Intelligent (P1) 	Intellectual <ul style="list-style-type: none"> Intelligent NT/(P1)/R5 		Intellectual <ul style="list-style-type: none"> Intellectual M/R6
		Stimulation <ul style="list-style-type: none"> Stimulating PR/(P1) } HE Lit 	Stimulation <ul style="list-style-type: none"> Challenging (P1) } 2 HE Lit
		Reflective <ul style="list-style-type: none"> Reflective Practitioners (P1) 	
ASPIRATIONAL DIMENSION			
Aspirational <ul style="list-style-type: none"> Aspirational T Refer to the vanguard dimension 	Aspirational <ul style="list-style-type: none"> Ambition PRND/(P1) /R3/R4 Refer to the quality and vanguard dimensions } 1 HE Lit 	Aspirational <ul style="list-style-type: none"> Refer to the transformational dimension <div style="border: 1px solid black; padding: 2px;"> Competence - Davies (2004) </div>	Striving 1

CHARACTERISTIC DIMENSIONS cont.

DURHAM	MANCHESTER	BEDFORDSHIRE	BROOKES
COMPETENCY DIMENSION			
Specialist <ul style="list-style-type: none"> Specialist NDVS/R6 1 Boutique R6R9 	Specialist <ul style="list-style-type: none"> Specialist (P1) 	Specialist <ul style="list-style-type: none"> Specialist (P1) 	Specialist <ul style="list-style-type: none"> Specialist (P1)
Professionalism <ul style="list-style-type: none"> Professional T/R6 HE Lit 		Professionalism <ul style="list-style-type: none"> Professional (P1) 	Professionalism Professional (P1)/TE1
Strength <ul style="list-style-type: none"> Strong R2/R7 16 HE Lit 	Strength <ul style="list-style-type: none"> Strong R6 	Strength <ul style="list-style-type: none"> Strong R2/R8 	Strength <ul style="list-style-type: none"> Strong (P1)/TE1/R5
Comparative <ul style="list-style-type: none"> Broader R2 	Comparative <ul style="list-style-type: none"> More than (P1) 	Comparative <ul style="list-style-type: none"> Better R2 Superior 1 	Comparative <ul style="list-style-type: none"> Higher (P1)
Achievement <ul style="list-style-type: none"> Award-winning (P1) 9 	Achievement <ul style="list-style-type: none"> Award-winning (P1) Competence - Davies (2004) 	Achievement <ul style="list-style-type: none"> Award-winning (P3) Fulfilling NDR3 Achieve PR 	
<div style="border: 1px solid black; padding: 2px;">Competence – Aaker (1997)</div>	Accomplishment <ul style="list-style-type: none"> Successful R4 4 	Accomplishment <ul style="list-style-type: none"> Succeed PR 	
Rigour <ul style="list-style-type: none"> Rigorous T 			
		Expertise <ul style="list-style-type: none"> Expert (P1) 	
		Capability <ul style="list-style-type: none"> Multi-disciplinary (P1)/TE1 	
Evidenced Proven HE Lit			
Scientific Technologically HE Lit			
PRACTICAL DIMENSION			
Informal <ul style="list-style-type: none"> Informal (P1) Relaxed (P2) Relaxing HE Lit 	Informal <ul style="list-style-type: none"> Informal NT/R5 	Informal <ul style="list-style-type: none"> Easy (P2) 	<div style="border: 1px solid black; padding: 2px;">Informality - Davies (2004)</div>
<div style="border: 1px solid black; padding: 2px;">Sincerity - Aaker (1997)</div>	Practical HE Lit <ul style="list-style-type: none"> Down-to-earth (P1) Real R2 	Practical <ul style="list-style-type: none"> Real E/R3 En-suite (P1) Foundation R4/R6 One-stop R4 	Practical <ul style="list-style-type: none"> Down-to-earth (P1)/TE1 Real world (P1)
Relevance <ul style="list-style-type: none"> Relevant 9 Useful 1 			
CONSERVATIVE DIMENSION			
Traditional <ul style="list-style-type: none"> Traditional T/(P1)/ER7 7 Tradition R3/R7 	Traditional <ul style="list-style-type: none"> Traditional (P1) HE Lit Established (L)/R6/R8 1 Est. 1824 L HE Lit 	Traditional <ul style="list-style-type: none"> Traditionally (P1) 	Traditional <ul style="list-style-type: none"> Traditional R4
	Formal <ul style="list-style-type: none"> Formal N 		
ESTEEM DIMENSION			
Respect <ul style="list-style-type: none"> Respected R3 		Respect <ul style="list-style-type: none"> Respect V/(P1)/R2/R4/R6 	
Admiration <ul style="list-style-type: none"> Admired (P1) 			
	Self-Esteem <ul style="list-style-type: none"> Proud (P1) 6 		
	Popularity <ul style="list-style-type: none"> Popular (P1) 3 HE Lit Popularity R4 		

CHARACTERISTIC DIMENSIONS cont.

DURHAM	MANCHESTER	BEDFORDSHIRE	BROOKES
EXTRAORDINARY DIMENSION			
Distinctive <ul style="list-style-type: none"> Unique (P2) R2/4/5/6 2 Distinctive M/VS/(P2)/R6 Durham Difference (P1)/R2/R3 	Distinctive <ul style="list-style-type: none"> Distinctive R7 	Distinctive <ul style="list-style-type: none"> Unique (P1) Excitement - Aaker (1997) 	Distinctive <ul style="list-style-type: none"> Unique (P1)/TE
Remarkable <ul style="list-style-type: none"> Fantastic (P1) Outstanding EIG/(P1) 8 Breathtaking (P1) 	Remarkable <ul style="list-style-type: none"> Fantastic R4 Outstanding (P2) HE Lit Exceptional (P1) 3 Exceptionally R6 	Remarkable <ul style="list-style-type: none"> Fantastic (P2) 	Remarkable <ul style="list-style-type: none"> Fantastic (P3)/TE1 5 Outstanding (P1)
Matchless <ul style="list-style-type: none"> Unrivalled (P1) 1 	Unparalleled 1 Unsurpassed 1		Matchless <ul style="list-style-type: none"> Unrivalled (P1)
		Wondrous <ul style="list-style-type: none"> Wonderful (P1) 1 	Wondrous <ul style="list-style-type: none"> Wonderful R4
	Amazing <ul style="list-style-type: none"> Amazing R8 2 Incredibly 1 		Amazing <ul style="list-style-type: none"> Amazing (P3)/TE3/R10 Astonishing R2
Extreme <ul style="list-style-type: none"> Highly (P1)/R2 			
IMPROVEMENT DIMENSION			
Developmental <ul style="list-style-type: none"> Well-rounded (P1) Rounded R6 Grounded R2 		Developmental <ul style="list-style-type: none"> Development END Develop PR/R2 	Developmental <ul style="list-style-type: none"> Development M/R6 Rounded R8
		Alternative <ul style="list-style-type: none"> New - PR 	
		Transformational <ul style="list-style-type: none"> Life Changing TS/(P1)/R3 Transformational VS Transform M 	
		Growth <ul style="list-style-type: none"> Growth (ND)/L/R6/R7 Grow – R2/R3/R6 	
ENTERPRISE DIMENSION			
Innovation <ul style="list-style-type: none"> Innovative T/ND/V 13 HE Lit 	Innovation <ul style="list-style-type: none"> Innovative VS/R5 Enterprise - Davies (2004) 	Innovation <ul style="list-style-type: none"> Innovative M/(P2) Innovation V/R2/R6 	Innovation <ul style="list-style-type: none"> Innovative PE/R8 Innovation V Forward thinking (P1)/TE1 3 HE Lit
Purposeful <ul style="list-style-type: none"> Serious R3 Committed R6 Creating the Future SL/R3 		Enterprise - Davies (2004) Passion 1	Purposeful <ul style="list-style-type: none"> Purposeful PE/R3 Enterprise V 8 Enthusiastic (P1) Passionate (P1)/R1 Commitment R3ND
Progressive <ul style="list-style-type: none"> Forward looking (P1)/R7 1 Progressive ND/(P1) 2 			Progressive <ul style="list-style-type: none"> Forward looking PE HE Lit
	Dynamic 3 HE Lit <ul style="list-style-type: none"> Aggressive R4 Force PR/R5 	Ruthlessness - Davies (2004)	
Intensity <ul style="list-style-type: none"> Intensity R6 	Heavily 1		Intensity <ul style="list-style-type: none"> Powerhouse (P1)
Imaginative Creative HE Lit			

CHARACTERISTIC DIMENSIONS cont.

DURHAM	MANCHESTER	BEDFORDSHIRE	BROOKES
INSPIRATIONAL DIMENSION			
	Inspirational <ul style="list-style-type: none"> Inspiring (P1) 3 HE Lit 	Inspirational <ul style="list-style-type: none"> Inspiring TS/(P1) 	Inspirational <ul style="list-style-type: none"> Inspiring (P1) Inspirational (P1)
	Engaging <ul style="list-style-type: none"> Engaging VS 		
		Discovery <ul style="list-style-type: none"> Explore PR 	
VIBRANCY DIMENSION			
Vibrancy <ul style="list-style-type: none"> Vibrant (P1)/R6 HE Lit Lively (P1) } 5 <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> Enterprise - Davies (2004) Excitement- Aaker (1997) </div>	Vibrancy <ul style="list-style-type: none"> Vibrant PR/(R2) Exciting PE/(P3)/R5/R1 6 Hip and happening (P1) <p align="center">Spirited – HE Lit</p>	Vibrancy <ul style="list-style-type: none"> Vibrant M/(P2) Lively (P1) Colourful (P1) Thriving (P1) 5 	Vibrancy <ul style="list-style-type: none"> Vibrant VS/(P2) 15 Lively PE/(P1)/R3 Exciting VS/R4 Busy (P1)/TE1
RELATIONSHIP DIMENSION			
		Partnership <ul style="list-style-type: none"> Partnership V/(P1) Together PR 	Partnership <ul style="list-style-type: none"> Partnership VS
Intimacy <ul style="list-style-type: none"> Personal PR/V/R3 Close-knitnes ER7 Intimate R6 Interpersonal R2 		Intimacy <ul style="list-style-type: none"> Personal (P1) Close (P1) 	Intimacy <ul style="list-style-type: none"> Personal (P1)/R3/R7/R8 First-hand (P1) One-to-one R3
	Network <ul style="list-style-type: none"> Links R6 	Network <ul style="list-style-type: none"> Links (P2) 	Network <ul style="list-style-type: none"> Links (P1)/R4/R6
INCLUSION DIMENSION			
Cosmopolitan <ul style="list-style-type: none"> Cosmopolitan T 	Cosmopolitan <ul style="list-style-type: none"> Cosmopolitan (P2) 	Cosmopolitan <ul style="list-style-type: none"> Cosmopolitan (P3) 	Cosmopolitan <ul style="list-style-type: none"> Cosmopolitan (P1)
Diversity <ul style="list-style-type: none"> Multicultural (P1) 3 Diverse (P1) } 15 HE Lit Inclusive R6 HE Lit Diversity V Diversifying VS 	Diversity <ul style="list-style-type: none"> Inclusive VS/(P1) 	Diversity <ul style="list-style-type: none"> Multicultural M/(P2) Diverse (P1) Culturally diverse (P1) Widening participation R4 	Diversity <ul style="list-style-type: none"> Multicultural (P1) Inclusive R10
<div style="border: 1px solid black; padding: 2px;"> Agreeableness - Davies (2004) </div>	Accessibility <ul style="list-style-type: none"> Accessible NT/R5 HE Lit Accessibility NDR1 Open R3 HE Lit 	Accessibility <ul style="list-style-type: none"> Accessible R1 Accessibility R6/R7 Open R8 Access V/(P1)/R2/R6 	
ETHICAL DIMENSION			
Honesty <ul style="list-style-type: none"> Trustworthy T <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> Agreeableness - Davies (2004) </div>	Honesty <ul style="list-style-type: none"> Straightforward NT 		
Responsibility <ul style="list-style-type: none"> Responsible (P1) HE Lit Social responsibility R6 	Responsibility <ul style="list-style-type: none"> Responsible (P1)/R1 Global responsibility R1 	<div style="border: 1px solid black; padding: 2px;"> Agreeableness - Davies (2004) </div>	Responsibility <ul style="list-style-type: none"> Social responsibility V/R8
Contribution <ul style="list-style-type: none"> Contribution NDVS 	Contribution <ul style="list-style-type: none"> Contribution NDVS 		Contribution <ul style="list-style-type: none"> Contribution M/VS/R6/R8
Sustainability <ul style="list-style-type: none"> Sustainable VS 		Sustainability <ul style="list-style-type: none"> Sustainable R4 	Sustainability <ul style="list-style-type: none"> Sustainability R2/R4/R9
Societal <ul style="list-style-type: none"> Community R6 			Societal <ul style="list-style-type: none"> Community R8 Social M/R6
Equality <ul style="list-style-type: none"> Equality V 			Equality <ul style="list-style-type: none"> Equality V
	Citizenship <ul style="list-style-type: none"> Global Citizenship R1 		

CHARACTERISTIC DIMENSIONS cont.

DURHAM	MANCHESTER	BEDFORDSHIRE	BROOKES
ORIGIN DIMENSION			
Age <ul style="list-style-type: none"> Old fashioned R2 HE Lit Oldest (P1)/R2 Young (P1) HE Lit 	Age <ul style="list-style-type: none"> Old R1/R5 } 3 HE Lit 	Age <ul style="list-style-type: none"> Old-world (P1) 	Age <ul style="list-style-type: none"> Old (P1)/TE1
Heritage <ul style="list-style-type: none"> Heraldic L Palatine C World heritage R6 Heritage EIG/R3/R6 Generation R1 Shaped by the Past SL/R3 	Heritage <ul style="list-style-type: none"> Victorian (P1) 	Heritage <ul style="list-style-type: none"> Historic (P1)/R4 Historically R8 	Heritage <ul style="list-style-type: none"> Historic R1 Historical (P1)/TE1 Ancient (P1)
	Founder <ul style="list-style-type: none"> John Rylands (P1) 		Founder <ul style="list-style-type: none"> Brookes N/L/E/R3/R5 Pitt Rivers R3
CONTEMPORARY DIMENSION			
Modernity <ul style="list-style-type: none"> Modern L/VI/(P2) 10 HE Lit 21st Century R3 Contemporary C/R7 2 	Modernity <ul style="list-style-type: none"> Modern L/VI/(P2)/R1 New R1 } 8 HE Lit <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Excitement - Aaker (1997)</div>	Modernity <ul style="list-style-type: none"> Modern (P2) New (P4)/R4/R6 Up-to-date (P1) Brand-new (P1) HE Lit 	Modernity <ul style="list-style-type: none"> Modern PE/(P2)/TE1/R4/R7/R10 New R4/R6 Up-to-date (P2)/TE1 Enterprise - Davies (2004) Up-to-Date - Aaker (1997) Fresh (P1)/TE1
		Advanced 1 HE Lit <ul style="list-style-type: none"> State-of-the-art (P3) 7 HE Lit 	
CONGENIAL DIMENSION			
Supportive <ul style="list-style-type: none"> Supportive T/(P3)/ND7 } 12 Pastoral EIG Pastorally R7 Encouraging R3/R2 	Supportive <ul style="list-style-type: none"> Supportive (P2) HE Lit <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Agreeableness - Davies (2004)</div> <ul style="list-style-type: none"> Encourage R5 Nurturing PR/R1 HE Lit 	Supportive <ul style="list-style-type: none"> Supportive PR/TS/(P3)/R2 Support R4 Helping R1 	Supportive <ul style="list-style-type: none"> Supportive VS/R2 Supporting VS Helpful (P1)/TE1 Caring PE/R3 HE Lit Upgrade (P2)/TE1/R3/R4
Receptive <ul style="list-style-type: none"> Friendly T/(P1) HE Lit Responsive (ND) <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Agreeableness - Davies (2004) Sincerity - Aaker (1997)</div>	Receptive <ul style="list-style-type: none"> Friendly NT/(P1) Warm (P1) HE Lit 	Receptive <ul style="list-style-type: none"> Friendly (P2)/R1/R8 Welcoming PR HE Lit 	Receptive <ul style="list-style-type: none"> Friendly (P6)/TE1 Inviting (P1) HE Lit
	Generosity <ul style="list-style-type: none"> Generous (P1)/R1 2 HE Lit 		
		Suitability <ul style="list-style-type: none"> Right (P1) 	
	Tranquil 1	Serenity <ul style="list-style-type: none"> Peace (P1) Tranquillity (P1) 	
Pleasance <ul style="list-style-type: none"> Pleasant (P1) HE Lit 	Delightful 1	Pleasance <ul style="list-style-type: none"> Pleasant R4 Enjoyable (P1) 	Pleasance <ul style="list-style-type: none"> Nice R6 HE Lit
	Buoyancy <ul style="list-style-type: none"> Cheerful -HE Lit 		
			Flexibility <ul style="list-style-type: none"> Part-time R4 Flexible VS
			Convenience <ul style="list-style-type: none"> Convenient VS

CHARACTERISTIC DIMENSIONS cont.

DURHAM	MANCHESTER	BEDFORDSHIRE	BROOKES
SECTORAL DIMENSION			
Institutional <ul style="list-style-type: none"> University N Collegiate M/ER7/EIG College PR 	Institutional <ul style="list-style-type: none"> University N 	Institutional <ul style="list-style-type: none"> University N 	Institutional <ul style="list-style-type: none"> University N
Academic <ul style="list-style-type: none"> Academic PR/V/ (P1)/R2 Academically strong ER7 Academically excellence HE Lit 	Academic <ul style="list-style-type: none"> Academic E/(P2)/R1/R4 Egyptology R1 		Academic <ul style="list-style-type: none"> Academic VS/(P1) HE Lit
Research <ul style="list-style-type: none"> Research-led V/R1 Research VS 	Research <ul style="list-style-type: none"> Research-led VS/R5 Research R4/R7 		
INDUSTRY DIMENSION			
	Industry <ul style="list-style-type: none"> Industrial (P1) 		Industry <ul style="list-style-type: none"> Silicon Valley R1/R5 White collar R2 Engineering R5 Publishing R5
		Vocational <ul style="list-style-type: none"> Vocational R1/R3 3 Employability V/(P1) Practice-based (P1) 	Vocational <ul style="list-style-type: none"> Vocational E/VSND//R4/R5 Employable (P1) Jobs R4
			Economic <ul style="list-style-type: none"> Economic M/R6 HE Lit Silicon Valley R1/R5
Business <ul style="list-style-type: none"> Business-like HE Lit 			
FINANCIAL DIMENSION			
		Investment <ul style="list-style-type: none"> Investment R3/R4ND £75m (P1) £60m (P1) £134m (P1) £34m (P1) 3.3m (P1) 	
	Affordable 1	Cost <ul style="list-style-type: none"> Free (P2)/R1 1 Cheaper R4 	Cost <ul style="list-style-type: none"> Price sensitive R6
CUSTOMER DIMENSION			
	Customer <ul style="list-style-type: none"> Student (P)/R4 Postgraduate E Undergraduate E 		Customer <ul style="list-style-type: none"> Student R3/R4 Student-friendly (P1) Student-centred (P1)/TE1 2
SOPHISTICATION DIMENSION			
Sophistication <ul style="list-style-type: none"> Elegance R6 	Sophistication - Aaker (1997) Chic - Davies (2004)		Sophistication <ul style="list-style-type: none"> Sophisticated R2
Cultural <ul style="list-style-type: none"> Cultural R4 HE Lit 	Cultural <ul style="list-style-type: none"> Cultural R1 	Cultural <ul style="list-style-type: none"> Cultural (P1) 	
	Style <ul style="list-style-type: none"> Smart (P1) 		
FUSION DIMENSION			
		Fusion <ul style="list-style-type: none"> Blended learning (P1) 	
			Combination <ul style="list-style-type: none"> Combinations END
AESTHETIC DIMENSION			
Aesthetic <ul style="list-style-type: none"> Beautiful R6 8 HE Lit Stunning 1 	Aesthetic <ul style="list-style-type: none"> Beautiful R8 Attractive 4 	Aesthetic <ul style="list-style-type: none"> Picturesque (P2) 1 	Aesthetic <ul style="list-style-type: none"> Beautiful (P1)/TE1 Gorgeous (P1)/TE1

CHARACTERISTIC DIMENSIONS cont.

DURHAM	MANCHESTER	BEDFORDSHIRE	BROOKES
SIZE DIMENSION			
Size <ul style="list-style-type: none"> • Small (P1)/R6/R2 1 • Enormous (P1) • Massive R2 	Size <ul style="list-style-type: none"> • Small (P1) • Big (P2)/R4 • Largest (P1) • Large E } 7 • Mass R4 • Compact (P1) • Biggest R8 • Mini R8 • Volume (P1) 	Size <ul style="list-style-type: none"> • Big-city (P1) • Largest (P1) • Massive (P1) 	<ul style="list-style-type: none"> • Huge 5 • Industrial-scale 1
TIME DIMENSION			
Time <ul style="list-style-type: none"> • Long (P1) 2 	Time <ul style="list-style-type: none"> • Long R6 	Time <ul style="list-style-type: none"> • Long R4/R6/R8 	
QUANTITY DIMENSION			
Scope <ul style="list-style-type: none"> • Most R6 10 • Wide choice (P1) • Wide variety (P1) • All-round (P1) • Breadth 2 • Vast 1 • Variety 2 	Scope <ul style="list-style-type: none"> • Most (R2)/R1 • Extensive (P2) 2 • Range (P1) 30 • Wide E } 10 • Wealth (P1) • Sheer Number (P1) • Broad 4 • Comprehensive 1 	Scope <ul style="list-style-type: none"> • Wide range (P1) • Extensive (P1) • Wider (P1) • Wealth (P1)/TE1 • Rich variety (P1) • Rich (P1) 1 	Scope <ul style="list-style-type: none"> • Most (P1) • Wide range (P2)/R4 • Range (P1) • Amount ND/R1/R4
Numeric <ul style="list-style-type: none"> • 27 (P1) • 24/7 (P1) • 40 R6 • 200 (P1) • 3000 (P1) • Hundreds 2 	Numeric <ul style="list-style-type: none"> • 3 (P1) • Number (P1)/R7 • Half-million (P1) • 1000 R4 	Numeric <ul style="list-style-type: none"> • 3000 (P1) • 25 per cent (P1) • 5000 (P1) • 850 (P1) 	Numeric <ul style="list-style-type: none"> • Six (P1) • 24 (P1)
SECURITY DIMENSION			
Safety <ul style="list-style-type: none"> • Safe 8 			
Stability <ul style="list-style-type: none"> • Stable HE Lit 			
<small>C–Colour E–Evolved Strengths I–Identity IG–Identity Guidelines L–Logo N–Name ND–Dimension contained in the Narrative NT–Narrative Trait M–Mission P–Prospectus (1 is one reference etc.) PE–Personality PR– Proposition R–Respondents (1 is Respondent Ietc.) S–Sensory SL – Selling Line T–Traits TE–Testimonials TS–Non-Specified Trait V–Values VI–Visual Identity VS–Vision <u>Underlined</u>– The characteristic of that dimension is contained in the narrative or words as opposed to adjectives 2 – Number of the 85 website universities } includes similar characteristic HE Lit– characteristic found in the Higher Education Literature</small>			

APPENDIX NN

BRAND PROMISE DEFINITION MODEL DIMENSIONS



Source: Author White – Case Studies Red Case Studies and Literature Yellow – Literature Only Blue – Student Choice (SC) K - Key factor Underlined – Ali-Choudhury et.al.

BRAND PROMISE DEFINITION MODEL DIMENSIONS cont.

