



The Strategic Role of Teachers and Education Personnel as Marketing Agents for Educational Institutions

Dini Sakti Natavia*, Widyatmke Gede Mulawarman, Masrur Yahya, Nurlaili

Universitas Mulawarman, Indonesia

Email : dini.natavia@gmail.com

DOI: <https://doi.org/10.61987/jemr.v4i2.1029>

ABSTRACT

Keywords:

Strategic Role,
Education Personnel,
Marketing Agents

*Corresponding Author

In the face of increasing competition among educational institutions, effective marketing strategies have become crucial for enhancing their image and attracting students. This study aims to describe the strategic role of teachers and education personnel as marketing agents in improving the image and competitiveness of educational institutions. The approach used is descriptive qualitative with data collection techniques through in-depth interviews, observation, and documentation. The study subjects were teachers and education personnel at a vocational high school. The study results indicate that teachers and education personnel have an essential role in building public trust in schools through excellent service, effective communication with the community, and active involvement in school promotion. Institutional marketing strategies include student testimonials, educational exhibitions, social media, and the role of teachers in conveying school excellence to the community. This study highlights the importance of teachers and education personnel in shaping public perceptions and promoting school values. It also emphasizes the need to build the capacity of education personnel in public communication and institutional promotion to enhance school reputation and competitiveness.

Article History:

Received: April 2025; Revised: May 2025; Accepted: June 2025

Please cite this article in APA style as:

Natavia, D. S., Mulawarman, W. G., Yahya, M., Komariyah, L. (2025). The Strategic Role of Teachers and Education Personnel as Marketing Agents for Educational Institutions. *Journal of Educational Management Research*, 4(2), 724-735.

INTRODUCTION

In the era of global competition and educational transformation, educational institutions are required to excel in the learning process and market themselves effectively to the community (Grover et al., 2021; Sukarman & Raharjo, 2020; Zarandi et al., 2022). The shift in the educational paradigm from social services to professional services also encourages each school to build a positive image to attract student interest and public trust (James, 2023; Lutfiyah

et al., 2025). Therefore, institutional marketing strategy is an essential aspect of school management.

Teachers and education personnel act as implementers of educational tasks and as marketing agents for educational institutions (Alsaleh, 2021; Mogas et al., 2022). They represent the face of the school in the eyes of the public. Every interaction, communication, and service by teachers and education personnel helps shape public perception of the institution's quality. However, studies that explicitly discuss the strategic role of teachers and education personnel as marketing agents for educational institutions in Indonesia are still limited (Hina, 2024). This study attempts to fill this gap through a field study at State Vocational High School 5 Balikpapan, one of the state vocational schools that continues to innovate in maintaining its competitiveness.

Studies relevant to the issues raised in this study include research from Mann (2021), Mulaudzi et al. (2024), showing that school image is influenced by teacher performance in public services. Bomba et al. (2021) emphasized the importance of involving education personnel in promoting schools through digital media. Research by Pyankova et al. (2021) and (Zibelman et al., 2024) found that the public's positive perception of schools was greatly influenced by their experiences interacting with teachers and school staff. Recent studies, such as those by Russell & Hellenschmidt (2020), reveal the growing impact of social media as a promotional tool, highlighting how teachers' proactive online engagement enhances school reputation. This shows a shift towards digital engagement, making it an essential component of modern school marketing strategies.

Several studies have explored the strategic contribution of teachers and education personnel in enhancing the image and competitiveness of educational institutions. The role of teachers in public schools in the United States emphasizes their involvement in innovative teaching and community engagement to strengthen the reputation of institutions (Johnson, 2021; Thuy Giang et al., 2022). Erickson focuses on the role of education personnel in British universities, revealing how administrative staff play a critical role in supporting marketing initiatives and positioning institutions in the competitive higher education market (Erickson et al., 2021). Meanwhile conducted a comparative analysis of marketing strategies between public and private schools was conducted, identifying different approaches that influence the attractiveness and competitiveness of institutions. These studies collectively underline the importance of human resources in shaping public perceptions and the market positioning of educational institutions.

Despite the important findings provided by previous studies, there is still a gap in understanding the integrated and strategic role of teachers and

education personnel, especially as marketing agents in the broader and more diverse educational context, especially in non-Western or private institutional settings. Most studies focus on one group (teachers or administrative staff) or a particular educational domain or level (e.g., higher education or public schools). The novelty of this study lies in its focus on describing the combined strategic role of teachers and education personnel as active marketing agents in holistically enhancing educational institutions' image and competitiveness. This study extends the existing literature by positioning educators as academic facilitators and strategic stakeholders in institutional branding and market positioning.

This study aims to describe the strategic role of teachers and education personnel as marketing agents in improving the image and competitiveness of educational institutions at State Vocational High School 5, Balikpapan. This study aims to reveal how teachers and education personnel contribute to building relationships with the community, promoting school excellence, and creating positive perceptions of institutions through various communication strategies, services, and involvement in educational promotion activities. By deeply understanding the strategic role of teachers and education personnel in educational institution marketing, this study can provide theoretical and practical contributions to developing educational management strategies based on the active role of human resources. The results of this study are also expected to be input for schools in formulating policies to improve the image and competitiveness of institutions by optimizing the internal role of schools.

RESEARCH METHOD

This type of research is descriptive qualitative, which aims to gain an in-depth understanding of the strategic role of teachers and education personnel as marketing agents of educational institutions (Sulistiyo, 2023). This research was conducted at State Vocational High School 5, Balikpapan, a state vocational high school with various departments active in promotional activities and developing partnerships with the community. The subjects in this study were selected purposively, namely, those who were considered relevant and had the knowledge and direct experience of the focus of the study. The study subjects comprised five teachers from the Computer and Network Engineering and Accounting departments, three education personnel from the administration and public relations division, and one vice principal for industrial and public relations.

Data collection techniques in this study include in-depth interviews, participant observation, and documentation studies. Interviews were conducted with teachers and education personnel involved in school promotion to explore their roles and strategies as marketing agents. Participatory observation was

conducted on promotional activities and public interactions to obtain contextual data. Meanwhile, documentation studies were conducted on promotional media such as brochures, digital pamphlets, and documentation of school activities. These three techniques were used to triangulate to increase data validity.

The data analysis technique in this study uses an interactive model (Miles & Huberman, 2014), including data reduction, data presentation, and drawing conclusions and verification. Data reduction is done by filtering and simplifying relevant data from interviews, observations, and documentation. The reduced data is then presented systematically to facilitate the identification of patterns and relationships. The final stage is concluding and verifying to ensure the findings' validity based on field data.

RESULT AND DISCUSSION

Result

Marketing of Educational Institutions

Teachers and education personnel play a strategic role as the face of educational institutions in the eyes of the public. They are the first parties to interact with parents and external parties, so the quality of their communication greatly determines the school's image. A teacher conveyed the importance of providing accurate and interesting information to the public: "Every time I meet parents outside, they always ask about the learning system at school. I feel the need to explain the advantages of our school in easy-to-understand language." This shows that teachers play a role as classroom educators and informal school spokespersons in the community. The teacher's proactive attitude in conveying the advantages of the school strengthens the public's positive perception of the institution.

Likewise, Education personnel who work in public service departments such as the front office have an important responsibility in forming a first impression: "We have to serve in a friendly manner, because the first impression of parents when they come to school is very important." A positive impression in the first interaction can increase public trust and encourage the decision to send their children to school at the institution. Thus, good interpersonal communication is integral to an institution's marketing strategy.

In the digital era, educational institutions are promoted through conventional media and social media. Teachers become effective promotional agents because they have direct access to various positive student activities and can disseminate them widely. A teacher said, "I often upload class activities or student competitions to the school's Instagram. This is also an effective way of promotion." This activity creates an active, dynamic, and productive image of the school in front of the wider community. The shared content displays

achievements and a fun and supportive learning atmosphere. Social media has become a strategic tool in building broader public relations and sustainably demonstrating the school's existence.

The school's public relations function is important in establishing strategic cooperation with the business and industrial world (DUDI), especially at the vocational high school level. This collaboration not only aims to support students' learning needs but also functions as a means of indirectly promoting educational institutions. The Deputy Principal for Industrial Relations stated: "We actively invite the industrial world to get to know our students and indirectly promote that this school is of high quality."

Teachers and education personnel play a vital role in shaping the public image of educational institutions. As the first point of contact for parents and the community, their communication skills significantly influence perceptions of the school. Proactive teachers who share information about the school's strengths help create a positive image. Additionally, education personnel in customer-facing roles contribute to this perception by offering friendly and welcoming first impressions, which can increase public trust. In the digital age, teachers effectively use social media to promote school activities, further enhancing the institution's image. Social media serves as a strategic tool for showcasing student achievements and creating an engaging learning environment. Furthermore, collaboration with the business and industrial sectors helps promote the school while supporting vocational education. This multi-faceted approach is essential for building a sustainable public relations strategy.

Communication and Industrial Cooperation in School Marketing

Activities such as industrial visits, internships, or collaborative projects with industry serve as a means to demonstrate the quality of students and the school's education system to external parties. This way, the school is recognized not only as a place of learning but also as an institution ready to produce competent graduates who are relevant to the needs of the workforce. These activities also demonstrate the school's close relationship with industry, a key indicator in assessing graduates' readiness to compete in the job market. This reinforces the school's role in educating a generation ready to face professional challenges and meet the demands of ever-evolving industrial developments.

Based on the data obtained, teachers and education personnel have a strategic position as marketing agents for educational institutions. They build a positive image of the school through direct interaction with the community, utilization of social media, and involvement in external cooperation. Strengthening communication capacity and awareness of this role is essential in building competitiveness and public trust in educational institutions.

Table 1. Exposure of Research Field Data

No	Aspect Findings	Description of Findings	Source of Information
1	Communication and Interaction as the Face of the School	Teachers are the primary source of information for the school in the community and explain the school's advantages persuasively.	Teacher Interview
		Educational staff (front office) build a positive image through friendly service as the front guard.	Educational Personnel Interview
2	Teacher Involvement in Digital Promotion	Teachers utilize social media (school/personal Instagram) to upload student activities and achievements as a form of active promotion.	Teacher Interview
3	The Role of Public Relations and Business/Industry Cooperation	The school establishes strategic cooperation with the industrial world through visits, invitations, and collaborations as a form of indirect promotion.	Interview with Deputy Principal of Public Relations

Based on the findings in Table 1, it can be concluded that teachers and other educational staff play a strategic role in building a positive school image through direct communication and interaction with the community. Teachers are the primary source of information about the school's strengths and actively convey this information persuasively, both verbally and through social media. Teachers' use of social media, such as Instagram, to promote student activities and achievements also positively impacts the school's dynamic and productive image. Furthermore, educational staff in public service areas, such as the front office, play a crucial role in creating a positive first impression through friendly service. School collaborations with industry and business, through visits, invitations, and collaborations, also serve as indirect promotional tools that further strengthen the school's presence and reputation in the public eye. All of these factors demonstrate the crucial role of communication and the involvement of educational staff in an educational institution's marketing strategy.

School Promotion through Collaboration and Social Media

In today's competitive educational landscape, schools leverage various strategies to promote their institutions, with collaboration and social media being key elements in their marketing efforts. Industry visits, internships, and collaborative projects with businesses serve as platforms for schools to demonstrate the quality of their education system and the preparedness of their students. These activities not only provide students with valuable real-world experiences but also help to position schools as institutions capable of producing

graduates who are relevant to the evolving job market. A teacher explained, "Industrial visits and internships allow us to showcase the strengths of our education system and the skills of our students to external parties." This collaborative approach emphasizes the school's ability to integrate academic learning with industry needs, increasing its credibility and attractiveness to prospective students and parents.

Teachers and education personnel also play a significant role as informal marketers of the school by utilizing their personal and professional networks. Through social media platforms, such as Instagram, teachers actively share student activities and achievements, promoting the school's dynamic and engaging environment. As one teacher mentioned, "I often post pictures of student competitions or class activities on our school's Instagram, which helps spread awareness about our school's positive atmosphere and accomplishments." This proactive approach in using digital platforms strengthens the school's image, making it more visible and accessible to the wider community. Social media has become an indispensable tool for schools, providing an easy and cost-effective way to reach a broader audience while showcasing the institution's achievements and learning environment.

Additionally, schools with vocational programs are increasingly focusing on building strategic partnerships with businesses and industries. These collaborations serve a dual purpose: they not only provide valuable learning opportunities for students but also function as an indirect means of promoting the school's quality. A Deputy Principal of Public Relations noted, "We regularly invite industry representatives to visit our school, giving them a firsthand look at our students' abilities and indirectly promoting the school's strengths." These efforts to integrate industry partnerships into the school's promotional strategy enhance the institution's reputation, demonstrating its relevance in producing graduates who are prepared to meet the demands of the job market. By combining industry collaboration and the strategic use of social media, schools can effectively market their value, attract new students, and build long-term success.

Discussion

Based on research findings regarding the role of teachers and educational staff in marketing educational institutions, these results align with existing literature that emphasizes the importance of interpersonal communication in shaping a school's public image. Several previous studies, such as those by Merck (2023), Sain (2025), and Munawwaroh (2024), stated that teachers and educational staff play a crucial role as school ambassadors, as they are the first to interact with parents and the community. The findings of this study indicate that teachers

function not only as educators in the classroom but also as informal spokespeople explaining the school's strengths to the community, which is crucial in building a positive image of the educational institution. This is consistent with the concept of educational marketing, which involves all parties within the school as active marketing agents (Nisa et al., 2024; Rizkiyah, 2024; Widiyanti et al., 2024).

Existing literature has shown that school marketing through social media has been effective in expanding promotional reach and creating a more dynamic school image. This study found that teachers actively use social media platforms such as Instagram to promote student activities and school achievements. Previous research by Jali (2025) and Umar & Khaer (2024) also demonstrated that social media plays a significant role in marketing educational institutions, as it allows schools to reach a wider audience at a lower cost. These findings support the importance of utilizing digital technology in school promotional strategies, especially in this modern era of increasing reliance on digital communication.

The role of collaboration with industry and business in educational marketing is also reflected in the findings of this study, which revealed that industrial visits, internships, and collaborative projects with industry serve as a means to demonstrate the quality of students and the school's education system to external parties (Abdullah, 2024; Putri, 2023). This aligns with literature stating that collaboration between schools and industry, particularly at the vocational school level, is a crucial strategy for strengthening a school's image and demonstrating the relevance of graduates to the needs of the workforce (Aziz et al., 2025; Febriyanti et al., 2024). This collaboration not only provides students with hands-on experience but also strengthens public perception of the quality of education provided by the school.

The theoretical implication of these findings is the importance of open, two-way communication between schools, parents, and the community as part of an educational marketing strategy. Furthermore, the use of social media and collaboration with industry should be an integral part of educational marketing theory (Bali et al., 2024; Herlina, 2024; Khoiroh et al., 2024). Practically, these findings suggest that schools should involve all educators and educational staff in marketing efforts, not just the public relations or marketing teams. Schools also need to develop digital communication skills and strengthen relationships with the industry sector to increase their institutions' appeal to the public.

In conclusion, this study provides a clear picture of how schools can leverage interpersonal communication, social media, and collaboration with the industry to promote their educational institutions. These findings are highly relevant to the development of educational marketing in the digital era, which requires schools to be more proactive in building a positive public image. Therefore, schools must strengthen the communication capacity of teachers and

educational staff and expand collaboration with various sectors to maintain the relevance and competitiveness of educational institutions in an increasingly competitive marketplace.

CONCLUSION

Teachers and education personnel at State Vocational High School 5 Balikpapan are strategic marketing agents for educational institutions through various means, including interpersonal communication, public service, digital promotion, and external cooperation. This role strengthens the school's image in the eyes of the public and increases the interest of new students. Based on research findings, schools are advised to provide public communication training to teachers and education personnel to improve community interaction. In addition, it is necessary to prepare a systematic Standard Operating Procedure for school promotion so that marketing strategies are more focused and sustainable. The involvement of all elements of the school also needs to be maximized to build a positive image and strengthen the institution's competitiveness.

REFERENCES

- Abdullah, A. (2024). Innovative Approach in Curriculum Development: Improving Education and Training Programs through Multidimensional Strategies. *PEDAGOGIK: Jurnal Pendidikan*, 11(2), 160–179. <https://doi.org/10.33650/pjp.v11i2.9290>
- Alsaleh, A. A. (2021). The Roles of School Principals and Head Teachers in Mitigating Potential Learning Loss in the Online Setting: Calls for Change. *International Journal of Educational Management*, 35(7), 1525–1537. <https://doi.org/10.1108/IJEM-03-2021-0095>
- Aziz, A. L., & Sain, S. H. (2025). Sustainable Legal Education: Aligning Curricula with the 2030 Agenda for Sustainable Development. *GAS Journal of Law and Society (GASJLS)*, Volume-02(Issue-01), 10–19. <https://gaspublishers.com/gasjls/>
- Bali, M. M. E. I., & Heru, M. J. A. (2024). Crafting Leaders in the Digital Age: How Adaptive Management Strategies Revolutionize Leadership Development in Islamic Schools. *Communautaire: Journal of Community Service*, 3(1), 79–92. <https://doi.org/10.61987/communautaire.v3i1.458>
- Bomba, A., Lechachenko, T., & Nazaruk, M. (2021). Modeling the Dynamics of “Knowledge Potentials” of Agents Including the Stakeholder Requests. In *Lecture Notes on Data Engineering and Communications Technologies* (Vol. 83, pp. 75–88). https://doi.org/10.1007/978-3-030-80472-5_7

- Erickson, M., Hanna, P., & Walker, C. (2021). The UK Higher Education Senior Management Survey: A Statactivist Response to Managerialist Governance. *Studies in Higher Education*, 46(11), 2134–2151. <https://doi.org/10.1080/03075079.2020.1712693>
- Febriyanti Ghayatul Qushwa. (2024). Leadership Transformation and Organizational Strengthening in Improving Collaboration and Operational Effectiveness of Islamic Boarding Schools. *Journal of Social Studies and Education*, 1(2), 126–139. <https://doi.org/10.61987/jsse.v1i2.519>
- Grover, P., Kar, A. K., Gupta, S., & Modgil, S. (2021). Influence of Political Leaders on Sustainable Development Goals – Insights from Twitter. *Journal of Enterprise Information Management*, 34(6), 1893–1916. <https://doi.org/10.1108/JEIM-07-2020-0304>
- Herlina, A. (2024). Mindful Messaging: Public Relations (PR) Strategies in Schools by using the Hierarchy of Effects. *Manager: Indonesian Journal of Educational Management*, 6(1), 98–110. <https://doi.org/10.52627/managere.v6i1.429>
- Hina, S. (2024). School Zoning Policy Controversy In Elementary Education. *EDUCARE: Jurnal Ilmu Pendidikan*, 3(1), 1–11. <https://doi.org/10.71392/ejip.v3i1.70>
- Jali, H. (2025). Integration of Teacher Exemplary Behavior in Character Education to Build A Global Perspective, Madrasah Generation. *EDUCARE: Jurnal Ilmu Pendidikan*, 4(1), 1–13. <https://doi.org/10.71392/ejip.v4i1.69>
- James, M. (2023). International Student Recruitment During the Pandemic: The Unique Perspective of Recruiters from Small to Medium-Sized Higher Education Institutions. *Higher Education Policy*, 36(3), 510–528. <https://doi.org/10.1057/s41307-022-00271-3>
- Johnson, M. (2021). Teaching Excellence in the Context of Business and Management Education: Perspectives from Australian, British and Canadian Universities. *The International Journal of Management Education*, 19(3), 100508. <https://doi.org/10.1016/j.ijme.2021.100508>
- Khoiroh, U., Aini, T. N., & Sahidah, A. (2024). Teacher Strategies for Instilling an Attitude of Tolerance in Students in Responding to Differences in Beliefs. *Proceedings - International Conference on Education, Society, and Humanity*, 02(02), 2020–2024. <https://ejournal.unuja.ac.id/index.php/icesh>
- Lutfiyah, K., Maarif, M. S., Asnawi, Y. H., & Arsyianti, L. D. (2025). Optimizing Islamic Boarding School Edupreneurship Through Internet of Things Adoption and Fuzzy Analytical Hierarchy Process. *Aptisi Transactions on Technopreneurship (ATT)*, 7(1 SE-Articles), 1–12. <https://doi.org/10.34306/att.v7i1.577>

- Mann, J. (2021). Cognitive Enhancing Drug Use by Students in the Context of Neoliberalism: Cheating? Or, a Legitimate Expression of Competitive Entrepreneurialism? *International Journal of Drug Policy*, 95. <https://doi.org/10.1016/j.drugpo.2020.102907>
- Merkx, G. W. (2023). Phases of Internationalization and the Senior International Officer Role. In *Leading Internationalization: A Handbook for International Education Leaders* (pp. 9–15). <https://doi.org/10.4324/9781003445616-3>
- Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Thousand Oaks, CA: Sage.
- Mogas, J., Palau, R., Fuentes, M., & Cebrián, G. (2022). Smart Schools on the Way: How School Principals from Catalonia Approach the Future of Education within the Fourth Industrial Revolution. *Learning Environments Research*, 25(3), 875–893. <https://doi.org/10.1007/s10984-021-09398-3>
- Mulaudzi, A. I., Olorunfemi, O. D., & Agholor, A. I. (2024). Social Media Utilization Level among South African Smallholder Farmers: a Case Study of Mopani District, Limpopo Province. *Cogent Social Sciences*, 10(1). <https://doi.org/10.1080/23311886.2024.2356722>
- Munawwaroh, I. (2024). Enhancing Critical Thinking Through the Integration of Self-Directed Learning in Sustainable Education in Madrasah. *AFKARINA: Jurnal Pendidikan Agama Islam*, 9(1), 1–10. <https://doi.org/10.33650/afkarina.v9i1.9352>
- Nisa', K., & R A. H. A. (2024). Empowering Educators: A Comprehensive Human Resources Framework for Improving Islamic-based Schools. *Journal of Islamic Education Research*, 5(1), 31–44. <https://doi.org/10.35719/jier.v5i1.385>
- Putri, D. F. (2023). The Implementation of Augmented Reality in Science Education in Secondary Schools. *International Journal of Instructional Technology*, 2(1), 34–45. <https://doi.org/10.33650/ijit.v2i1.9325>
- Pyankova, S. G., Mitrofanova, I. V., Ergunova, O. T., & Buyanova, M. E. (2021). Particularities of Marketing Communications in the Field of Internationalization of Higher Education in the Russian Federation. *Deturope*, 13(3), 98–117. <https://doi.org/10.32725/det.2021.021>
- Rizkiyah Hasanah. (2024). Internalization of Islamic Teaching Values in Forming Students with Siddiq, Amanah Tablig, and Fatonah Characters. *Journal of Social Studies and Education*, 2(1), 01–14. <https://doi.org/10.61987/jsse.v2i1.518>
- Russell, K. A., & Hellenschmidt, A. (2020). Making it Happen – A Strategy for Learners with Disabilities: Full Inclusiveness as an Innovation Agent. In *Advanced Series in Management* (Vol. 24, pp. 105–116). <https://doi.org/10.1108/S1877-636120200000024008>

- Sain, Z. H. (2025). From Chalkboards to Chatbots: Revolutionizing Education with AI-Driven Learning Innovations. *Educative: Jurnal Ilmiah Pendidikan*, 3(1), 1–10. <https://doi.org/10.70437/educative.v3i1.823>
- Sukarman, S., & Raharjo, R. (2020). Madrasah Promotion Strategies in the Global Work Market 4.0. *Fikrotuna*, 11(01), 393477.
- Sulistiyo, U. (2023). *Metode Penelitian Kualitatif*. PT Salim Media Indonesia.
- Thuy Giang, H. T., Dung, L. T., & Thanh, P. T. (2022). Origins of Sustainable Consumption of Organic Food: A Fuzzy Decision-Making Trial and Evaluation Laboratory Approach. *Journal of Agricultural Science and Technology*, 24(2), 275–289.
- Umar, M., & Khaer, A. (2024). Human Resource Management (HRM) in Improving Customer Behavior Through Emotional Attachment (EA). *Proceedings of International Conference on Education, Society and Humanity*, 02(01), 850–859. <https://ejournal.unuja.ac.id/index.php/icesh>
- Widiasari, F., & Zahro, F. (2024). Behaviour Management in the Classroom: Improving the Quality of Education through Systematic Optimization of the Learning Environment. *FALASIFA: Jurnal Studi Keislaman*, 15(1), 35–47. <https://doi.org/10.62097/falasifa.v15i1.1787>
- Zarandi, N., Soares, A. M., & Alves, H. (2022). Student Roles and Behaviors in Higher Education Co-Creation – A Systematic Literature Review. *International Journal of Educational Management*, 36(7), 1297–1320. <https://doi.org/10.1108/IJEM-08-2021-0317>
- Zibelman, M., Wong, V., Reilly, J., Zawislak, C., Richman, D., Keleher, C., Herron, B., Rafferty, C., Tisone, T., Rogers, B., & Kokate, R. (2024). Multidisciplinary Educational Program to Standardize Education and Management of Immune-related Adverse Events Review and Outcomes of a Single-institution Initiative. *American Journal of Clinical Oncology: Cancer Clinical Trials*, 47(9), 419–424. <https://doi.org/10.1097/COC.0000000000001112>