

INTERNATIONAL DIALOGUE ON EDUCATION BERLIN

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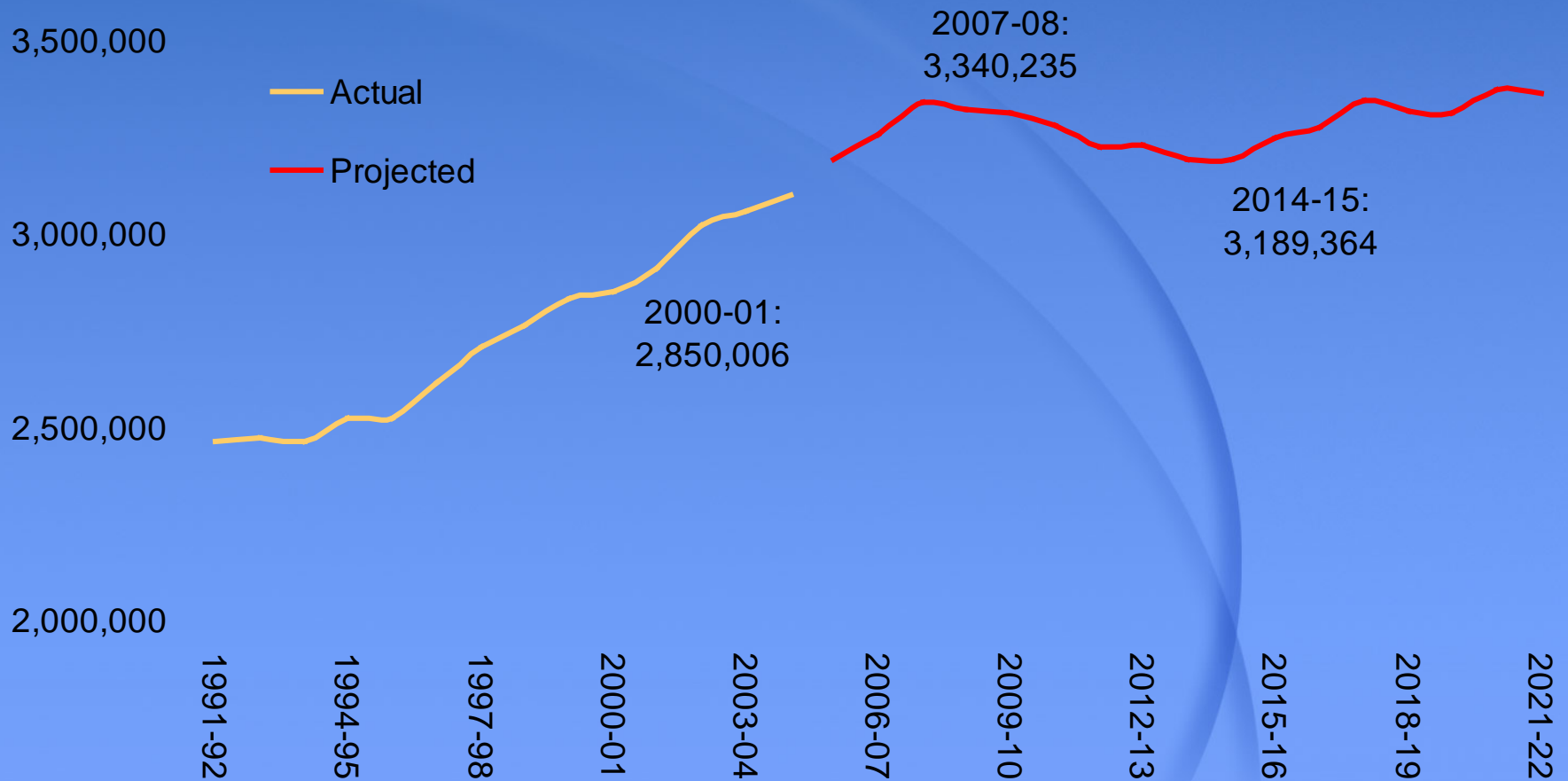
PRESENTATION OUTLINE

- Trends in the Use of Marketing in Academia: the Financial Factor
- Marketing and the Academic Lens
- The Impact of Marketing, Brand Development and Related Competition on U.S. Universities
- How are Brands Used and By Which Universities?
- Where are Marketing Efforts Targeted?
 - Internally
 - Locally/Regionally/Nationally
 - Internationally

Trends in the Use of Marketing in Academia: the Financial Factor

- Decline in the proportion of government funding of U.S. institutions.
- Demographics of high school seniors
- Students as “consumers”
- With shrinking state dollars and endowment support and more savvy students, universities find themselves having to embrace brand development as a means to compete.

The Big News: Number of HS Seniors on the Decline?



Source: WICHE

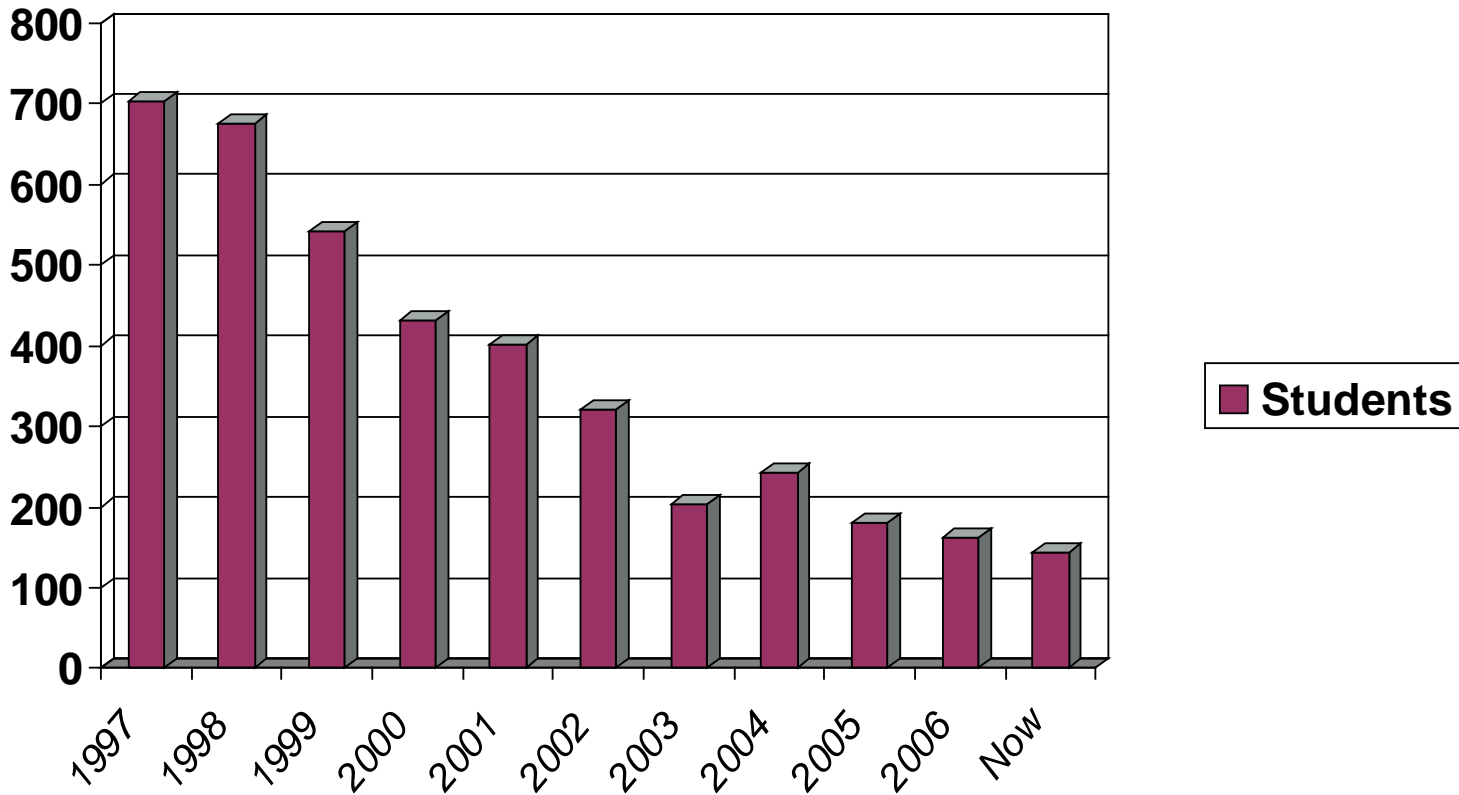
Competition within the U.S.

- Competition for state-resident students among public universities
- Public vs. private universities
- Competition for non-resident students (revenue, diversity, national prestige)
- Competition for faculty
- International students

International Competition

- Post-war growth in U.S. universities, and generous U.S. aid made U.S. universities destination of choice for post-graduate studies.
- U.S. government funded programs (e.g., USAID) allowed universities to have agreements with developing countries to receive international undergraduate students
- 9/11 and its aftermath caused dramatic change

NUMBER OF UNDERGRADUATE INTERNATIONAL STUDENTS ENROLLED AT THE UNIVERSITY OF KENTUCKY



Marketing and the Academic Lens

- There are unique challenges of marketing in the academic landscape:
 - The entire concept of “marketing” reeks of the corporatization of higher education and is antithetical to the academic environment.
 - Among faculty in particular, that corporatization model is seen as one with the president as a CEO, numerous VPs, high compensation, and large PR departments.

Marketing and the Academic Lens

- Academic and marketing philosophies are conflicted. Successful marketing relies on integration of message and function; consistency of message and discipline in saying it the same way in different venues; and in repetition.
- Academia, on the other hand, is highly decentralized. Faculty independence is not only promoted, it is a core value embedded in the culture.

Marketing and the Academic Lens

- Competition is natural to academics (who is the first to discover, and hence to receive the Nobel Prize; who gets the grant; etc.), but until now competition hadn't translated into competition for students, especially from a revenue perspective.
- External circumstances are now forcing this transition. Administrators understand the new landscape, but the faculty lens provides a skeptical view

Marketing and the Academic Lens

- There is a need to combat the fear that the "tail will wag the dog," i.e., resources will flow to whatever is more marketable. Indeed, there is some evidence that the fear is a reality.
- For academic audiences, there is still not enough systematic data collection on the effectiveness of marketing campaigns so it is difficult to generate enthusiasm for committing the funds necessary to support expensive campaigns.

The Impact of Marketing & Related Competition Pressures

- Certain fields and disciplines (e.g., engineering, applied natural science, and agricultural science) become higher priorities because they have stronger market value than the humanities and similar programs.
- Similarly, academic research is increasingly focused on marketable knowledge.
- Public or Private Universities?

How are Brands Used and by Which Universities?

- The most successful universities achieve “reputational equity”. In those cases, the name of the institution is, in and of itself, its brand.
- Those universities simply use their names in marketing materials without related tag lines.
- At institutions still trying to brand their identity or compete with others, you are more likely to see a tag line or slogan.

Of the top 20 universities around the world, very few have obvious marketing (logos and tag lines). Outside the U.S., examples of two universities that do are:

LONDON'S GLOBAL UNIVERSITY



THE UNIVERSITY OF TOKYO



The top ten universities in the U.S. use only their names (and crests) for a brand:



HARVARD UNIVERSITY



CALTECH



Yale University



U.S. Universities using tag lines to create identities in their marketing efforts include:

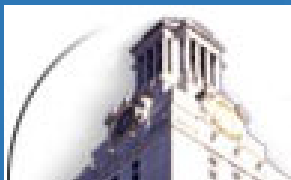
“They do more than pass out knowledge around here.
They create it.”

HERE. NOW.

UCLA

One university in many places

ASU ARIZONA STATE UNIVERSITY



WHAT STARTS HERE CHANGES THE WORLD

THE UNIVERSITY OF TEXAS AT AUSTIN

CSU

The California State University

WORKING FOR CALIFORNIA

UK
UNIVERSITY OF
KENTUCKY
see blue.

Where are U.S. University Marketing Efforts Targeted?

- Within the University
 - For many U.S. universities, there are different brands and graphic identities (i.e., logos) for different units.
 - For example, athletics often has a different logo and, obviously, a completely different external message than does the academic side of the institution.

Logos from the University of Kentucky



UKHealthCare

UK UNIVERSITY OF KENTUCKY
College of Engineering

Gatton
COLLEGE OF BUSINESS & ECONOMICS
UNIVERSITY OF KENTUCKY

UNIVERSITY OF
KENTUCKY
College of Education
"Research and reflection for learning and leading"

UK
UNIVERSITY OF
KENTUCKY
see blue.

Where are U.S. University Marketing Efforts Targeted?

- Within the University
 - While marketing may be best known as communicating to an external audience, communicating with and involving internal audiences is crucial to a successful process.
 - The first step is to engage with faculty, students, alumni and other stakeholders in a discussion about what they understand an institution's core values to be and then, commensurate with that, a discussion about goals for the institution.

Where are U.S. University Marketing Efforts Targeted?

- Within the University
 - As a general rule, faculty respect research and data-driven enterprises. If they trust the methodology, they will be more likely to buy the conclusions reached in the research.
- Locally/Regionally
 - The Case of See Blue.....

The Internationalization Connection

- Thus far, the primary impetus for brand development and marketing has come from intra-U.S. competition.
- International competition has caught up with us, however, and we are now looking at international marketing.
- While the U.S. is still the leading country for international students, we now face greater competition from other countries.

Trends in the Movement of International Students

- International student enrollment in the U.S. peaked in 2002 – 03 and then declined in the following two years.
- A drop in undergraduate enrollment of international students accounted for much of this overall decline.
 - Factors: September 11th; competition from other countries; high cost of U.S. higher education; increasing higher education capacity in countries that historically sent a significant number of students to the U.S.; view of U.S.
- Between 2004/5 and 2007/8, however, the number of international students in the U.S. began to rise again.

Table 1. NEW INTERNATIONAL STUDENT ENROLLMENT, 2007/8
(Source: Institute of International Education, 2009)

Year	Total	% Change
2004/5	131,946	-
2005/6	142,923	8.3
2006/7	157,178	10.0
2007/8	173,121	10.1

Table 2. TOTAL INTERNATIONAL STUDENTS
 (Source: National Center for Education Statistics)

Year	Total Int'l Students	% Change	Total U.S. Higher Education Enrollment	% Change
2004/5	565,039	-1.3	17,272,000	-
2005/6	564,766	-0.05	17,487,000	3.2
2006/7	582,984	3.2	17,672,000	3.3
2007/8	623,805	7.0	17,958,000	3.5

Table 4. Leading Countries of Origin, 2006/7 & 2007/8
 (Source: Institute of International Education, 2009)

Rank	Place of Origin	2007/8 % of Total	% Change
	WORLD TOTAL	100.0	7.0
1	India	15.2	12.8
2	China	13.0	19.8
3	South Korea	11.1	10.8
4	Japan	5.4	-3.7
5	Canada	4.7	2.7
6	Taiwan	4.6	-0.3
7	Mexico	2.4	7.3
8	Turkey	1.9	4.6
9	Saudi Arabia	1.6	25.2
10	Thailand	1.4	1.3
11	Nepal	1.4	15.2
12	Germany	1.4	2.9
13	Vietnam	1.4	45.3
14	United Kingdom	1.3	-0.8
15	Hong Kong	1.3	7.3
16	Indonesia	1.2	4.8
17	Brazil	1.2	6.3
18	France	1.1	5.2
19	Columbia	1.1	-1.3
20	Nigeria	1.0	4.7

Table 7. Sources of Funding for International Students
 (Source: Institute of International Education, 2009)

Primary Source of Funds	% of Total
Personal/Family Funds	62.3
U.S. College/University Funds	25.9
Home Government/University Funds	3.4
U.S. Government Funds	0.5
U.S. Private Sponsor	1.0
Foreign Private Sponsor	1.0
International Organization	0.2
Current Employment	4.7
Other Sources	1.0
Total	100.0