



## **To Market, to market, to be a great school**

---

Sarah E. Eaton, M.A.  
Mount Royal College



## Agenda

---

- Introduction
- Overview - Marketing in educational institutions
- Marketing post-secondary institutions
- Looking towards the future
- Conclusions



## Introduction

---

- Sarah Eaton, M.A.
  - Background
  - *101 Ways to market your language program (2002)*
  - Ph.D. student in Educational Leadership at the U of C.
  
- In the first activity I'll ask you to introduce yourselves to each other.



## Objectives

---

- Discuss marketing of educational institutions in broad terms.
- Discuss perceptions of using business practice and terminology in education.
- Dialogue about current practices.
- Highlight research and current trends in marketing of education.
- Possible implications for the future.



## Overview - Marketing in educational institutions – Activity One

---

Objective: To explore and share your perceptions about marketing of educational programs.

To be done in pairs or groups of 3 or 4.

- Introduce yourself and exchange business cards.
- Briefly discuss why you came to this session today.
- Without going into details about how you market your own institution, take a moment just to talk about what marketing of education means to you. Are you in favour of it? Is it just a necessary evil? Do you love the idea of marketing your school?

Time allotted: 5 minutes.



## Is marketing a dirty word?

---

Michael Woolf points out:

“Since the 1960s, the liberal presumption in much of the developed, free world has been that the interests of business and the interests of academia were in profound and irreconcilable conflict [...] That myth, while being entirely subjective, belongs to the age of innocence.” (Woolf, 2004).



## Marketing as part of management

---

Linda Vining states:

“The word ‘marketing’ used to be a negative concept to educators. Not anymore... School marketing has been transformed into an essential management function.”

(Vining, 2000).



## What is marketing, anyway?

---

The Department of Marketing at Monash University offers this definition of marketing:

"Marketing is a fun, dynamic, complex activity (and discipline) that focuses on providing value to both organisations and consumers. Very simply marketing is about matching what an organisation has (or can do) with someone who wants it. Marketing is about selling, it is about advertising, but it also so much more. The study and practice of the 'so much more' is what makes marketing so interesting..."



## Is it just semantics?

---

Until recently, we have avoided using business terminology to discuss educational administrative practices. That is changing.

The concept of marketing in schools is not new, but the use of business terms to describe it is:

- Private schools have sought to recruit the “right kind of students”, known in business as the “target market”.
- School crests, colors, jackets and rings identify students, faculty and alumni of the school immediately, also known as “branding”.
- We’ve been “marketing” educational institutions for decades, if not centuries. We just haven’t always called it by that name.



## The bottom line is..

---

- ... business and educational management practices are more inter-twined now than ever before.



## Agenda

---

- Introduction
- Overview - Marketing in educational institutions
- Marketing post-secondary institutions
- Looking towards the future
- Conclusions



## Marketing post-secondary institutions – Activity two

---

Objective: To share what you know about marketing at your institution.

To be done in pairs or groups of 3 or 4.

- Discuss how your institution markets itself locally, nationally and internationally.
- Think about websites, brochures, educational trade fairs, recruitment, branding and any “gimmicks” your school uses to attract students.

Time allotted: 5 minutes.



## Marketing in perspective

---

Alberta > Canada > North America > World  
Or better put ...

World > North America > Canada

- Australia and New Zealand lead the way when it comes to marketing educational programs.
- The U.S. isn't far behind.



## Let's see what the neighbors are up to...

---

### **How the U.S. partners with business to lure students:**

- **September 2004 - Duke University gave its freshman students iPods, a digital music player that comes with ear-bud headphones and a mic attachment.**
- **Value: \$500,000 USD. (Carlson, 2004)**

**"Students themselves recognize this as a marketing tactic on the part of the school, but since they benefit from it, they don't protest. (Carlson, 2004)**



## But don't stop there...

---

- State University of New York College of Agriculture and Technology at Morrisville gave 1800 students living in residence free Motorola i205 cell phones. Officials told students that other brands of cell phones would not get a strong signal, or perhaps, no signal at all.
- The University of Maryland at College Park offered 320 students in its M.B.A. program a BlackBerry 7510 personal digital assistant (Value: \$550).
- Winona State University and Mayville State University both offered undergraduate students Gateway M275 tablet PCs (Value: \$1800).
- Samford University offered its 680 freshmen a USB key-chain storage device (Value: \$20 USD).

(Carlson, 2004)



## It's all about the marketing...

---

One significant aspect of this is that universities are partnering with corporations, in theory to benefit students by giving them gadgets they can use in their studies.

Carlson's research suggests that neither students, nor faculty, see these gadgets as having a direct link to their educational experience (Carlson, 2004.)



## The Aussies – Leader of the pack

---

- While Canada and the U.S. may have struggled ethically and morally with the idea of the hybridization of business and education, the Australians have been busy integrating the two at the rapid pace, becoming the world leaders in shifting this paradigm. One way this has been done is through a dramatic increase in international students, to the point where one in every five students at Australia universities is from abroad (Marginson, 2002.)
- This means huge income from external revenue sources for Australian institutions.



## How did they do it?

---

- This shift began in the mid 1980s, at a time when Australian universities received 85% of their funding from public sources and did not charge tuition. The government changed its policy, cutting funding to public institutions, while encouraging them to charge – and retain – full tuition from foreign students, effectively turning education into an industry.
- By 2002, in comparison with the United States, had seventeen times the population of Australia, but less than four times the number of foreign students (Marginson, 2002.)
- While the U.S. may be commercializing by partnering with corporations, Australia has made big business out of marketing to international students.



## An Alberta perspective...

---

Dr. Ron Bond, Vice-President (Academic) and Provost at the University of Calgary points out:

“Recruiting excellent students and providing them with a fulfilling educational experience is key to the university’s success.” (Bond)



## Agenda

---

- **Introduction**
- **Overview - Marketing in educational institutions**
- **Marketing post-secondary institutions**
- Looking towards the future
- Conclusions



## How do we keep up? – Looking towards the future – Activity four

---

Objective: To reflect on what you've learned here today and think about how things may change.

To be done in pairs or groups of 3 or 4.

- Discuss these questions together with your group:
- What part of today's workshop has had the most impact on you?
- How do you think your institution is doing in terms of marketing today?
- How do you think its marketing will change (if at all) in the future?
- What would this mean for your institution?

Time allotted: 5 minutes.



## Agenda

---

- **Introduction**
- **Overview - Marketing in educational institutions**
- **Marketing post-secondary institutions**
- **Looking towards the future**
- Conclusions



## Conclusions

---

- Australia, New Zealand and the U.S. lead the pack.
- Most Canadian schools lag behind other English-speaking countries when it comes to marketing their post-secondaries.
- Schools are partnering with big business more frequently and more aggressively.
- Alberta post-secondaries still have more work to do when it comes to marketing their schools competitively.
- The future awaits us!



## References

---

- Adnett, Nick; Davies, Peter (2002). "Education as a positional good: implications for market-based reforms of state schooling" *British Journal of Educational Studies* v. 50 no. 2 (June 2002) p. 189-205
- Ahonen, Sirkka (2000) "What happens to the common school in the market?" *Journal of Curriculum Studies* v. 32 no. 4 (July/August 2000) p. 483-93
- Apple, Michael W. (2001). "Markets, standards, teaching, and teacher education" *Journal of Teacher Education* v. 52 no. 3 (May/June 2001) p. 182-96
- Bauch, Patricia A. (1990). "School-as-community: implications for marketing" *Momentum* (Washington, D.C.) v. 21 (September 1990) p. 72-4
- Blumenstyk, Goldie (2002). "Companies in the 'education industry' get optimistic revenue predictions" *The Chronicle of Higher Education* v. 48 no. 42 (June 28 2002) p. A27
- Carlson, S. (2004) "With this enrollment, a toy surprise" *Chronicle of Higher Education* 51 (4) p. A29-30.
- Marginson, Simon. (2002) Education in the global market. *Academe*. 88(3) 22-24.
- Robertson, Heather-jane , "Why P3 Schools are D4 Schools or How Private-Public-Partnerships Lead to Disillusionment, Dirty Dealings and Debt". CPA Forum on Public Private Partnerships May 29, 2002 Retrieved January 17, 2005 from <http://www.bctf.ca/notforsale/privatization/WhyP3SchoolsAreD4Schools.html>
- Bond, Ronald. "Raising our Sights: An academic plan for the University of Calgary, 2002-2006" Retrieved January 17, 2004 from <http://www.ucalgary.ca/UofC/events/unicomm/raising/raising.html>
- Vining, Linda. (2000). *Marketing Matters in Schools*. Carlingford, Australia. Centre for Marketing Schools.
- Woolf, Michael, (2004). "Education and Business: It takes Two to Tango" *International Educator*, pp. 33-35, Spring.



## Contact information

---

Sarah Elaine Eaton

Tel: (403) 244-9015

[saraheaton2001@yahoo.ca](mailto:saraheaton2001@yahoo.ca)

[seaton@mtroyal.ab.ca](mailto:seaton@mtroyal.ab.ca)

[seaton@ucalgary.ca](mailto:seaton@ucalgary.ca)