Chapter-1

Introduction

Today the world economy is experiencing an unprecedented change. Few sectors of activity have experienced a transformation as rapid and radical as that of higher education. New developments in science and technology, media revaluation and internationalization of education and the ever expanding competitive environment are revolutionizing the education scene. In just a few years, the stakes have changed; there are new players and new issues. Now business schools and universities play an essential role in our society. They are no longer simply centers of knowledge-production: they are among the keys to innovation, economic development, transmission of ideas, and even territorial planning. A paradigm shift has been noticed in higher education nowadays, from ‘national education’ to ‘global education.’

According to UNESCO (2006)\textsuperscript{1} report, the need for international education will increase from 1.8 million international students in 2000 to 7.2 million international students in 2025. This rise creates huge challenges as well as opportunities. The rising demand for higher education represented by an increase from 100.8 million tertiary students worldwide in 2000 to 173.5 million in 2009. The higher education sector has undergone major changes throughout the world which led to increased competition for institutions in this sector (Kirp, 2003\textsuperscript{2}; Maringe and Gibbs, 2009\textsuperscript{3}). According to UNESCO, “higher education is no longer a luxury; it is essential to national, social and economic development”.

Because of interdependence and integration of world economy in recent years, the higher education system provides a new role and a challenge to the nation and the world at large. Beside this excellent communication is also a way to stand out in the increasingly

\begin{itemize}
\end{itemize}
competitive world of higher education. In short, it’s a whole new game. And that affects the way institutions communicate.

1.1 Higher Education

Global society has entered, or is entering, a knowledge-based development phase. The world economy is changing as knowledge becomes a key source of wealth. As knowledge becomes more important, so, too does higher education (World Bank/OECD, 2006)\(^4\). The education, in particular higher education, is one of the most valuable national assets in any country. Higher education is now not treated as luxury product; it is essential to national, social and economic development (Peril & Promise, 2000\(^5\)). Higher education is an educational level that follows a completion of a school providing a secondary education, such as a high school, secondary school, or gymnasium. Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities. Within the realm of teaching, it includes both the undergraduate level, and beyond that, graduate-level (or postgraduate level).

Quality higher education and training is particularly crucial for economies that want to move up the value chain beyond simple production processes and products. In particular, today’s globalizing economy requires countries to nurture pools of well-educated workers who are able to perform complex tasks and adapt rapidly to their changing environment and the evolving needs of the economy. An international task force on higher education in developing countries suggests that expanding educational opportunities can lead to income growth, skilled labour pools, expanding choices and increasingly relevant skills that can help promote development. (IBRD/World Bank, 2007\(^6\)).

Today, while in terms of enrolment, India is the third largest higher education system in the world (after China and the USA); with 17973 institutions (348 universities and 17625


(colleges) is the largest higher education system in the world in terms of number of institutions\textsuperscript{7}. The number of institutions more than four times the number of institutions both in the United States and entire Europe. Higher education in China having the highest enrolment in the world (nearly 23 million) is organized in only about 2,500 institutions. Whereas, the average enrolment in a higher education institution in India is only about 500-600 students, a higher education institution in the United States and Europe would have 3000-4000 students and in China this would be about 8000-9000 students. This makes system of higher education in India as a highly fragmented system that is far more difficult to manage than any other system of higher education in world. (World Bank & UNESCO, 2000\textsuperscript{8})

1.1.1 The International Dimension

This is the most striking change of all. In the space of a few decades, universities and business schools have extended their boundaries. Of course, they can't all compete directly with Harvard, Cambridge, or MIT. But even the most modest of them can now "craft" a strategy and incorporate the international dimension into the way they operate. They are recruiting more and more international students. They are hiring international faculty. Their course offerings are reflecting a more "global" view of the world. And they are being scrutinized by international organizations responsible for accreditation and rankings.

Graduates, for their part, are increasingly likely to end up on other continents. And this is true for all disciplines: management, engineering, but also medicine, humanities, law, etc. The change is particularly marked for the most prestigious universities; their playing field is the world, and their competitors operate on a global scale. The higher education boom in emerging countries is further proof of the trend towards internationalization. China alone is training half of the world's engineers. The appearance of the Shanghai ranking, the construction of vast campuses in the Middle East (Qatar, Dubai, Abu Dhabi), the organization of international fairs dedicated to education (GETEX in Dubai and the Kingdom of Bahrain), MBA and Masters fairs, etc.), new, high-calibre business schools in Russia, India and Brazil, all illustrate this phenomenon. We are seeing simplification in the nature and format of educational programmes. For example, the rise of the LMD (license, master, doctorat), the equivalent of the Anglo-Saxon undergraduate, postgraduate and doctoral degrees, which is a


reform of the degree structure in higher education and part of the Bologna Process, is rising in Europe. This reform and the MBA boom on all continents are a response to the need for curricula that are easily recognized – and comparable – throughout the world.

Figure 1.1: Top ten higher education markets

Figure 1.1 shows the statistics of the top ten higher education market during the first three quarter of 2013. The higher education market is found in US and Cleveland and Minneapolis, surprisingly, among them – with a tie.

1.1.2 The Era of Competition

Today, young students can choose to spend part of their college years anywhere in the world. Because of this, there is increasingly fierce competition among institutions throughout the world to attract the best students. The same holds true for research professors. There is even competition among schools with different missions: a business school can offer an engineering programme in order to draw the best and brightest. Thus, institutions are committed to excellence at every level – core academics as well as continuing education, research and even ancillary activities, such as graduate placement. Whether we like it or not, higher education has become a global market – particularly for management and the sciences. Although this change brings with it costs and risks, it would be difficult to ignore the trend without running the risk
of being completely marginalized. Thus the need arises to apply marketing ideas to higher education.

1.2 Marketing approaches and core marketing concepts

In order to better analyze how different marketing concepts apply to the higher education sector, this section will succintly overview some of the main general marketing approaches and concepts.

It is widely accepted that the marketing concept has known a number of evolutionary stages in the developed countries and these stages are also known as marketing approaches or marketing philosophies. Some have associated such approaches with the history of the businesses and come up with a number of orientations according to the different aspects emphasized by the organisations in time: the production era, the sales era, the marketing concept era and the societal marketing era (Berkovitz, Kerin and Rudelius, 19899). Similarly, Kotler (1991)10 considers that there are five concepts under which organizations conduct their marketing activity, namely the production concept, the product concept, the selling concept, the marketing concept and the societal marketing concept. Among those, the last two are of interest to us, as they contain the core of the marketing concept, as it is used today by most organizations: „The marketing concept holds that the key to achieving organizational goals consists in determining the needs and wants of target markets and delivering the desired satisfaction more effectively and efficiently than competitors”.

The marketing approach, as opposed to the previous ones places in the center of the organization’s activity the consumer and its wants and needs. Such a consumer focused philosophy (as opposed to the selling philosophy), adds to the approach other concepts specific to the marketing orientation, such as consumer behaviour, market segmentation, positioning, marketing mix activities: product policy, pricing policy, distribution policy and promotion policy:

- In order to satisfy the consumers, organizations have to find out first who are these consumers. Therefore concepts such as market segmentation are used to identify different target markets;


Secondly the organizations have to identify what consumers need and want. The use of the concept of consumer behaviour and the study of the consumers’ behaviour is one way to fulfil the marketing core goal. Usually the steps of the consumer buying decisional process are used to characterize consumer behaviour;

After targeting the market segments of interest the organization decides on the positioning strategy, usually based on differentiation from its competitors;

Further on, based on the information gathered through the previous activities, organizations have to produce what consumers need and want. Such products that satisfy the needs and wants of consumers are to be marketed using the basic marketing mix activities: product, price, distribution and promotion, also called the transactional marketing (Hemsley – Brown & Oplatka, 2006)\textsuperscript{11};

Product policy envisages the offering of products and services in accordance with the consumer expectations. Part of the product policy is also branding, seen as the creation of an attractive image of an institution in the market place (Stensaker & D’Andrea, 2007)\textsuperscript{12};

Pricing policy envisages the exchanges that take place for the ownership of the good or service. However, from the consumers’ perspective pricing refers to the value of the perceived quality received in exchange for the paid price;

Distribution policy refers to the ways through which the organization makes the product/service available to the consumers;

Promotion policy deals with means of communications between the organization and its targeted markets.

Such marketing approaches and concepts have a critical role for the organizations and for society and it is considered that at the present time, marketing rather than production skills have become the key to creating competitive advantage (Doyle, 2000)\textsuperscript{13}. Most of these concepts


\textsuperscript{13} Doyle, P. (2000), Value – Based Marketing., John Wiley and Sons. pp. 45-68
have been conceived in the business environment. Further on we will be analyzing to what extent they are applicable to the higher education sector.

1.2.1 Marketing ideas applied to higher education

Marketing theories and concepts, which have been effective in business, are gradually now being applied by many universities (Hemsley–Brown & Oplatka, 2006; Temple & Shattock, 2007) with the purpose to gain competitive advantage. The higher education sector has two main features that influence, the marketing ideas that can be applied to it. First of all higher education in most countries is a non-profit sector, therefore marketing concepts applied to the sector do not function as in the business sector, where the primary goals is profit making. Second higher education is a service, therefore all peculiarities applicable to the marketing of services apply to higher education.

Considering these two aspects we will be looking to the extent to which the previously mentioned marketing concepts apply to higher education. Taking into discussion the targeted markets in higher education, it is highly accepted that the sector has multi-clients, as students, employers and society are seen to be the main beneficiaries of higher education services (Maringe, 2006). Even though the whole notion of students as consumers attracts criticism (Hemsley–Brown & Goonawardana, 2007), students are the direct and immediate customers of the higher education services. Employers, too, benefit of the results of the higher education processes, as they use the skills and the abilities that graduates acquired during their studies. Some called graduates products of higher education, while the employers were seen as customers (Kotler & Fox, 1985; Conway et al, 1994), but we consider that both students/graduates and employers are consumers of higher education services. While students

---

14 Maringe, F. (2006), University and course choice, International Journal of Educational Management, 20, no. 6, pp. 466-479


17 Conway, T., Mackay, S., Yorke, D. (1994), Strategic planning in higher education: who are the customers? The International Journal of Education Management, 8, no. 6, pp. 29-36
are principal consumers (Stensaker & D’Andrea, 2007), employers can be seen as secondary or indirect consumers of higher education services. Finally the society as a whole benefits of the results of the higher education. The three categories are seen as the main stakeholders of higher education and as the main clients, with the students being the primary ones.

Furthermore, there are other stakeholders, that have an interest in higher education: along, students, employers and society, there are also the parents, the government and other funding bodies, quality assurance agencies and other reglementing authorities, professional bodies (Chapleo, 2004; Voss, Gruber, Szmigin, 2007; Kantanen, 2007). Sometimes the needs and the wants of the different stakeholders do not totally coincide and higher education has to satisfy more constituencies, making its activity more complex. Students as primary clients are usually segmented and treated differently, but all other stakeholders are more difficult to segment. Soutar and Turner (2002) identified for UK three major student market segments: international students, mature students, and high school leavers, segments with different motivations when making their higher education choice and different needs and wants from educational services.

To conclude, market segmentation and targeting works in higher education for the sectors’ primary clients, the students, but there are many more other stakeholders that have to be satisfied and to whom typical marketing segmenting does not fully apply. Thus it is difficult how to communicate the marketing in the field of education.

---


1.2.2 A Difficult Exercise

At the same time, those involved also sense that this is an increasingly difficult assignment. Communication is imperative, yes, but about what? Where to begin? When? How often? Who is the audience? And what is it going to cost? What will be the return on investment? These are the questions that most people in higher education are asking and to which there are as yet no easy answers. Add to this the many factors that complicate matters even further: the digital revolution, the crisis of the newspaper industry's economic model, the arrival on the scene of new players and new tools... In addition to all this, there are the challenges specific to higher education. First of all, the audience is very diverse: students, of course, but also professors, executives, company directors as well as the general public... Plus, thanks to globalization, they are spread out all over the world. As for the media industry, it is also increasingly diverse in nature: there are the traditional media (newspaper, radio, television, posters, etc.), but also student newspapers, websites, blogs, online publications, social networks.

1.2.3 The Challenge of Communications

Faced with all of this upheaval, higher education institutions find themselves playing a high-stakes game. There are intellectual and scientific issues. Wide-reaching and pertinent issues. Even economic and geopolitical issues. It is on university campuses that the future of society is taking shape and the role of universities and business schools in the knowledge economy has given them a new status. But with this status come obligations. Given the strategically important position they occupy in society, universities and business schools owe it to themselves to implement a communications system that is "up to scratch." In other words, one that is professional and in step with the times. In such a competitive context, managing the brand of an institution and communicating its strategy requires very sophisticated management.

Using the tools of yesteryear is no longer an option. Students and professors are among those who use the Web, social networks and multimedia tools the most. So these are the tools that must be used to reach this audience – and to persuade them. Thus, the problem is to how to communicate the marketing by the education institutions.

1.3 Marketing communication

In many countries, apparently, there is still a lack of understanding when it comes to communications and higher education. Even a general feeling of disdain. Many of those
involved in higher education, some quite distinguished, see it as superfluous and a pointless expense. Communication is not something that comes naturally to them. Others who are slightly more motivated tend to think that all they need to do to nurture their image is appear in the media from time to time. Their communications plans often consist of choosing where to place their ads, or giving the occasional interview to the newspaper. Their communications budgets boil down to a few "expenses" for publishing a brochure, or buying advertising space. Whereas experience shows that an evolved approach — one that is adapted to the new order of higher education, as are the approaches of certain Anglo-Saxon universities — is the polar opposite of these practices.

If institutions in the United States, Europe and even Asia manage to make headway while others languish, it is not merely a question of academic excellence; it is also because they have implemented effective communications strategies. Once again, there is not a single entity (business, government, NGO, organization, etc.) today that can get by without communications. And that alone, even when done well, is not enough. It is also necessary to get the message out, explain what the institution does, work on positioning, identity, and the brand. We are living in an era of communications and everyone must play the game to get along. That's how an institution gets results. Excellent communication is also a way to stand out in the increasingly competitive world of higher education. It is the advertisement only through which communication takes place by education institutes.

1.3.1 The role of advertisement in communication

The quality of teaching and research, the creation of knowledge and academic excellence remain the primary concerns of universities and business schools. It is their "core mission." But it is no longer enough. With international competition, institutions that want to "get ahead" must find funding, come up with a strategy and implement an appropriate communications plan. And these three essential elements are and will continue to be, increasingly intertwined. If they fail to address these issues, they risk falling off the map. However, communicating effectively is impossible without adequate advertisement.

When it comes to advertising, an institution wants to send a "message" to a "target audience" of a given size. Addressing a large audience is appropriate for creating awareness about an institution and establishing its brand. For such situations, one can use the generalist media for the general public. On the other hand, to attract candidates (or, even more so, professors), one should look to more specialized media: student newspapers, newspaper read
by managers and executives, education-related sections and supplements, educational TV channels, etc. In reality, all media have unique characteristics and specific audiences, and one needs to know what these are. This is why it is important not to rush in unprepared, but to come up with a "media plan." In any case, it is better to avoid overextending oneself by using too many channels. At the same time, one should avoid putting out a news story only occasionally, because the results can be quite limited. It is advisable, in general, to keep a lower profile, but a consistent presence over a given period (from one week to several months or more).

### 1.3.2 Advertisement expenditure by higher education

Advertising expenditures by colleges and universities continued to pick up steam all of the way through the first three quarters of 2013. In the first half of 2013, colleges and universities placed a robust $570.5 million worth of paid advertising in the U.S. Higher education investment in advertising has been climbing since the recession bottomed out several years ago. Marketing budgets at that point had been slashed by 25%-30% from their pre-recession levels. But recently, colleges and universities have been motivated to reinvigorate their marketing efforts to build awareness and brand equity as well as address stagnant enrollment markets and steadily increasing competition. And while the overall investment by higher education has been rising, the make-up of advertisers has been changing, too.

![Figure 1.2: Advertisement expenditure by higher education institutes in US](image)
Figure 1.2 shows the total advertisement expenditure by higher education institutes in US during quarter1- quarter3, 2013. TV remained the platform of choice to reach college and university audiences, with 27% combined share of the overall ad spend, with Cable TV accounting for an additional 14%. The big story, though, is internet display advertising, which continued to rise in importance as a preferred marketing platform, accounting for 26% of ad spends during the period. Radio was also strong with a combine 12% of overall buys (Local, National Spot, and Network Radio platforms). Outdoor advertising garnered 11% of higher education advertising dollars and Newspaper accounts 6% of the total advertisement expenditure.

Tracking and assessing competitor advertising buys has become an important tool in today’s marketing toolbox. With marketing now a necessity in the college marketplace, it’s important to know what and where competitors are investing in advertising. It’s the kind of information that builds a strong case among senior leaders for maintaining a competitive marketing budget. Competitive data also helps inform and shape your own ad buys. A variety of media is available to advertising higher education but the most common and widely used media is Newspaper.

1.4 The Newspaper throughout the World

In each country, the media functions in their own way and the journalists have their particular working methods and habits. Only practice and experience can provide real insight into the workings of the profession, the way information is approached and treated, its centres of interest. Even the authenticity of information does not necessarily have the same weight everywhere.

There are, however, a few major characteristics that are common to every country. Some of these are:

• In the United States, information must circulate very quickly. So there must be a mechanism for getting information to the intended target fast.

• In the UK, the specialized educational newspaper uses largely freelance journalists;

• In Germany, it's preferable to be concise, get to the point and use concrete facts;
• In China, the newspaper is gradually distancing itself from governmental influence. In addition, it is customary to cover the travel expenses of journalists who attend newspaper conferences;

• In Scandinavian countries, priority is generally given to news items related directly to the country and current events. It should also be noted that most journalists refuse to accept invitations to newspaper trips;

• In Italy, journalists place great stock in the quality of personal relationships;

• In France, the relationship aspect is also very important. So newspaper attachés there play a particularly important role. No matter what, on all continents, a high degree of professionalism is expected.

### 1.5 Advertisement expenditure through newspaper by Indian Education institutes

Since time immemorial, many educational institutions across India have been thriving on brand names, be it promoting the discipline of boarding schools such as Doon School in Dehradun or Sherwood in Nainital, or upholding the anglo filia of St Stephen’s College in the Delhi. Many educational institutions are aggressively promoting their brands through advertisements in print, electronic and the new media.

“It is mainly the newer private educational institutes that are driving the advertisement in education to record levels,” says MG Parmesw-aran, executive director, FCB Ulka, an advertising agency.

It is fantastic that education institutes are aggressively looking at spending heavily on advertisements, says Swapan Seth, chief executive officer, Equus Red Cell, an advertising agency based in Delhi. “It is also important because schools and colleges run on brand names and reputation.”

According to Kolkata-based advertising agencies, educational institutions "" that advertise heavily "" spend at least Rs 5 crore a year on promotions through newspapers, hoardings, television channels and brochures, and their ad spends increase by about 10 per cent per year. Students vie for a good rank in the competitive exams for the Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs) and several coaching
institutions and colleges bank on this. Each, therefore, tries to compete with the other to get as many students on its rolls as possible.

According to advertising agencies, at the time of admission, ad spends by educational institutions go up by as much as 30 per cent and make up for 50 per cent of an institute's overall ad spend for that year. At the time of admission, local dailies and television channels are full of advertisements extolling the virtues of educational institutions. While some advertisements focus on the facilities that the institutions provide, others tom-tom the number of toppers they have produced.

Approximately 6,000 new print advertisers were registered in education sector during Jan-May '07, out of which 59 per cent were educational institutions, according to a recent study by AdEx India, a division of TAM Media Research. The period between January to May 2007 saw a 17 per cent rise in print advertising by the education sector over January-May 2006, notes the report. CIIT-JEE, Chaitanya Educational Institutions, and International Institute of Project Management were the three main contributors. Educational institutions led advertising with 68 per cent share in Jan-May '07, followed by coaching centres with a 15 per cent share. They garnered nearly 70 per cent of ad volumes, while BPO/call centre training institutes saw the maximum growth in ad volumes during the same period.

Last year, the education sector spent a staggering Rs 574 crore on print advertisement. “In print, education is among the top three ad spenders,” says Hitesh Oberoi, chief operating officer, Naukri.com, which in May launched an education portal called www.shik-sha.com to attract the internet-savvy youngsters. “The ad spending on education in print and the electronic medium is very high and we felt that on the websites, despite low advertisements at present, the potential is very high.”

The top 10 advertisers in the print media during the January-May 2007 period included Planman Consultant India, and ICFAI. The top three new players in the print media were NMIMS University, National Institute of Science Education & Research, and Bharath University.

The top 10 accounted for 15 per cent of ad volumes. Publications from South India saw maximum ad volumes by educational institutions, vocational training institutes and computer education centres, while North India recorded high advertising by coaching centres.
The findings also noted that 61 per cent advertising took place in non-metro city newspapers, while advertising by foreign education centres was skewed towards metro city newspapers.

Ad spending on education would only continue to rise and it could increase by as much as 50 per cent over the next five years. “At present, their share in ads is very small. The entire advertisement industry spends around Rs 15,000 crore annually, of this education share is about Rs 600 crore. However, in the future we can expect these figures to witness a steep rise,” says Parmeswaran.

1.6 Tomorrow's communications in higher education

What will communications in higher education be like tomorrow? How important will it be? How will universities and business schools manage their communications? Planning ahead is always tricky, so it's best to approach this with care. Still, observing the current trends – those analyzed here – will help give a general and fairly reliable idea. Here is a brief look at the "next practices," many of which are already in effect in some places.

1.6.1 A. The Major Trends

1. Increasing Importance. In some countries communications in higher education is still in its infancy, but will continue to progress, if for no other reason than because of the constant competition and benchmarking practiced by all institutions. The institutions that have fallen behind in terms of communications will have to catch up or risk being marginalized.

2. Even More Professionalism. Communications will become more and more targeted, sophisticated, evolved. In a word: more professional. One can anticipate a number of changes:

- Communications teams will get larger – and more specialized. A single person cannot simultaneously come up with a media plan, draft newspaper releases, manage graphic designers, produce videos, write a blog, monitor activity on the social networking sites…

  - Their work methods will evolve. There will be closer ties with the institution's administration, identification of clear objectives, serious reflection on the institution's positioning and competitive advantages, brand development activities, adaptation of messages to different targets (high school and university students, alumni, professors, businesses…), evaluation of different communications activities;
• Appearance, at all levels, will receive more attention. Graphic style, logo, videos, photos, website, various booklets and documents will be created with much greater care;
• Communications teams will be better trained. Logically, they should also see an increase in salary;
• Outsourcing of certain activities (graphic design, audiovisual production, audits, consulting, etc.) will increase;

All of these changes should be accompanied by higher budgets that are consistent with the changes.

3. Richer Communications. Communications departments will have available to them a growing selection of tools and media: television, mobile telephones, blogs, videos, podcasts, and social network. At the same time, their messages will reach an even more diverse audience (prospective students, current students, parents, alumni, professors, businesses, etc.) and one that is more fragmented. Three things to expect:

• One of the issues will be coming up with messages and tools appropriate for each audience;
• Originality and differentiation will without a doubt be even more essential than it is today. Naturally, this approach will have to be in keeping with the institution's strategic positioning and brand;
• New types of communications activities will emerge. For example, management games for mobile telephones, advertising via text messages, podcast content, short messages on Twitter.

4. The International is Ever Present. The international dimension will become more important even for institutions without global aspirations.

• Bilingualism (English + the language of the home country), already quite common, will practically be a requirement for many documents and messages put out by institutions especially on their websites.
• Even trilingualism (adding the language of a target country) will increase; -The "communicators" at every institution will have to travel more and participate, among other things, in recruitment or higher education fairs across the globe;
• Although it will become more fragmented, communications in higher education will have to adopt a certain number of standards worldwide and become more uniform.

5. More Internet, Less Intervention. A new era in communications for higher education has begun. Faster, more responsive and more interactive, it increasingly makes it possible for different groups (students, alumni, professors) to express themselves and their opinions, in a more or less spontaneous way, often acting on their own. All of this occurs without the intervention of communications professionals (journalists, communications directors, marketers).

The social networks and diverse "communities" on the Web in particular will experience considerable growth. It is reasonable to imagine that tomorrow; students all over the world will be linked through multiple networks.

As a result, phenomena like buzz marketing and e-reputation, which are still somewhat limited, will gain influence among the student population. Institutions, for their part, will have to pay close attention to their reputations and images on the Web. And be ready to react quickly. But they will not really be able to manage or control these phenomena.

6. The New Era of Communications. So higher education must prepare itself to accept that communications will no longer come from a single source and be disseminated from the top down, but that information will be produced by the recipients themselves (especially students), and, if possible, with them. It will be co-created.

Institutions and students will have to learn to share the communications space and its tools, and to speak the same language. Communications will be scaled down, more dispersed, more "democratic." More participative, less hierarchical. It will also become less serious, more playful, more fun, and more attractive. In short, most of the paradigms of today's model are likely to change.

B. Future Changes

And there's more. In the future, other changes, new projects, will emerge in communications for higher education. Here are a few:

• Increased Importance of Video. Video will expand, particularly via networks like DailyMotion and YouTube. It is at the heart of the growth of the Internet. Already, many institutions in Europe are establishing a true internal television network. In the United States, movie directors are working more and more with higher education.
• **Increased Use of Mobile Tools.** Mobile telephones, smart phones, iPods, personal computers, net books. Content will have to be adapted to all of these tools. Short messages, specific formats and graphics…

• **The Importance of Alumni Networks.** Many institutions are beginning to realize that their alumni can be powerful vectors for communication. They have access to large networks, they are very attached to the image of their alma maters, and they are living all over the world...

• **Positive Communication.** Communications departments will need to be more involved not only with problem solving, but also with generating collective enthusiasm for their institutions and getting people to embrace the values of these institutions.

• **Quality of Equipment and Facilities.** This will increasingly be a condition imposed by students and managers who are in continuing education programmes. This is why it is necessary to invest in real estate, renovate classrooms and lecture halls, provide work and meeting spaces that are comfortable and well equipped.

• **Professor/Ambassadors.** Faculty members will be called on more frequently to express themselves publicly. They are the best candidates to demonstrate the quality of the institution. Already, some universities and colleges readily offer media training to their faculty in order to help them become better communicators.

• **The Rise of Global Communications** and personalized communications throughout the student life cycle: before they apply, during their student years and then beyond graduation and throughout their professional lives.

• **Capitalize on One’s Roots.** A link to a community, which some institutions tend to neglect in favour of their global aspirations, could be reinforced. For many institutions, where they are located can actually be an important selling point. Many students in the world, for example, dream of studying in Paris, London or California. Not all institutions enjoy this added benefit.

• **A Higher Profile in Social Debate.** Universities and business schools could have a much higher profile when it comes to major societal issues. Some, like EDHEC in France, or Bocconi in Italy, have begun to do so. This is a way for them to strengthen their intellectual and moral authority.
1.7 Summary

To sum up, it can be said that with the increased global integration throughout the world, Universities and business schools face a dual challenge, when it comes to communications. They must work towards operating on a larger scale and at the same time, come up with a new model. In truth, higher education is entering the era of global competition.

Global, because its scope now extends to the entire planet. It has to speak to students (and businesses) all over the world. And competition among institutions is now the norm on all five continents. Global, too, because it operates in multiple dimensions: brand strategy, corporate and informal communications, buzz marketing. To cover all this ground, it must use an increasingly wide range of channels and tools, and Internet has increased the number of possible options.

Finally, it is global because it must mobilize all the stakeholders in every institution. Communications departments and managers, of course, but also students, professors, alumni and business partners. They all have a voice and something to contribute. This is the challenge of communications in higher education.