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Academic Marketing

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Academic Marketing

Ecaterina Daniela ZECA¹

Abstract

Academic Marketing is an investment in a future dominated by The Forth Industrial Revolution and Globalization and not an expense. This aspect will basically alter our way to teach and to learn. In its dimensions, arguably changes will be like anything we has seen before. We try to assess how will be all unfold but, anyway, academic field response at this challenge should be integrated and comprehensive, involving all stakeholders both public and private sectors, because these changes herald upheaval of whole organizations. The educational service is a special one, delivered today but with effects in the future, the future of the individual, the future of generation, the future of nations. The educational service policy adapted to the requirements of time, brings to the front the opportunity of academic marketing. To analyze demand in a professional way, to measure trends and correlated university programs with the forecast demand for jobs, it is the subject. In the case of academic education, we are talking also about cost, distribution and promotion policies, but being a special service we also discuss about ethic boundaries. This work is an open chapter focusing studies on academic megamarketing, the work keeping up with the pace of change, students enrolment mobility, overtakes job market, and an imposed win-win-win formula, applied for students, local community and academic field.

Keywords: *academic megamarketing, keeping up with the pace of change, , overtakes job market, win-win-win, Big data.*

1. Introduction

The borders between scientifically fields have been blurred and the pace of scientific and technological development, all the while, continues unabated [3].

Velocity of transmission and expansion of the information, due to digitization of all fields of our life are hastening both job creation and ravage.

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Exist assess that have evaluated the risk of computerization as high as almost half of nowadays jobs.

It is sure that all jobs will go through transformations, so on average 33% of the skillsets required to perform current's jobs will be quite different by 2020 [4].

Can the academic world keep up with these changes? Can the academic world be changed inside of it, so to overtake job market? Because in the end all comes to students and value, High Education (HE) must be ready to equip them with proper theoretical and practical skills, but to make so that to know about entrepreneur request, in real time. If not, the knowledge gained by students will be useless and, because reshaping academic borders, many study programs will be jeopardized, and student will become nomadic, looking for the best High Educational syllabus to have rewarding jobs!

Arguably, academic field has accountability to dare upheaval enthroned tenets.

Studies are about opportunities to break down old assumptions, and bring front the suitable ideas that are smoothing the path for positive breach. In the same time it is about collaboration with academic and nonacademic stakeholders within strategic coordinates.

Based on Eurostat studies and on studies carry out by me, results that, although there are more jobs than the number of graduates with higher education, there is still a high level of unemployment. This issue compels us to redefine the answer at WHAT, WHY, HOW, FOR WHOM? is High Education, and so adapt it's backbone for strategically development and ethic boundaries. This is Academic (Mega)marketing.

It is true that the educational service is a special one, delivered today but with effects in the future. The future of the individual, the future of generation, the future of nations.

This article is concerned about above problem, but solutions must derive from integrated studies conducted by all over the world task of scholars.

The educational service policy adapted to the requirements of time as well as cost, price and distribution of High Educational platforms it is an open chapter for a larger study. The following chapters are based on my opinion, fundamented on specialized literature, my own surveys applied on a 112 persons target group and for data processed I have used statistic function, graphic function and pivot table as tools belonging to Excel .

2. High Education in Europe and Romania

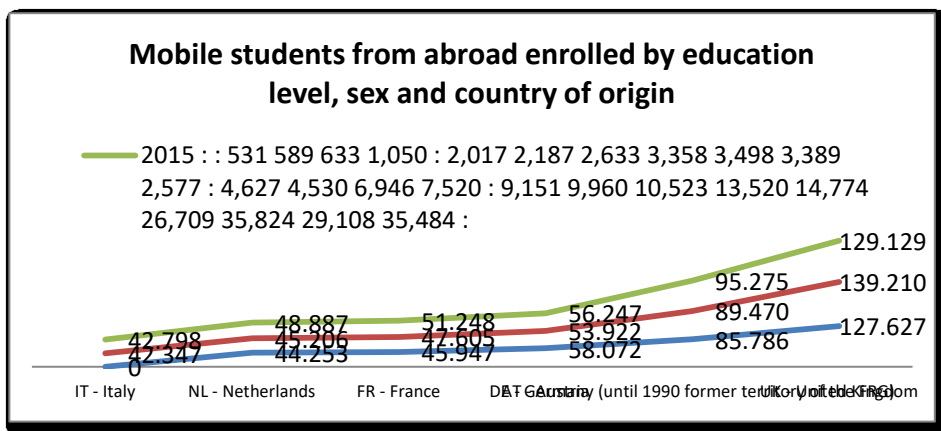
2.1 Evolution of students mobility in Europe and Romania

(What, Why)

Analysing the data published by Eurostat, it is clear that the dynamics of student mobility had an upward trend between 2013-2015 in Italy, the Netherlands, France, Austria and Germany, but significant values are recorded by the United Kingdom.

A simple explanation for this aspect being that of the teaching in the English language and obviously, unanimously recognized the prestige, as well as good educational and research infrastructure of the English HE(Graphic 1).

Graphic 1. Mobile students from abroad enrolled by HE



Source: based on data published by <http://ec.europa.eu/eurostat/statistics>

For Romania, the evolution of enrollment students from abroad is an angular one, with a strong downward slope towards 2015, due to some of aspects:

- lack of a coherent concern of the Romanian academic environment and stakeholders for reinforcement and professional promotion of the good academic achievement of the research ;
- lack of responsibility to dare to revive enthroned principles in the Romanian ;
- due to improper practices and 4P in Romanian Universities.

Versus:

- marketing and recruitment professionally conducted by Western universities, and less by;
- the desire of future students to associate their name with that of a great university brand as a guarantee of finding rewarding job;
- the wish of increasing prestige within the community they come from, for students who have opted for Western universities.
and on the other hand:

This angular sign (Graphic 2) of foreign student's enrolment in Romania, but especially the sliding tendency may be a reason for reflection and seriously taken into account by the forward thinking policy makers.

How to reshape the tendency and not only for foreign student's?

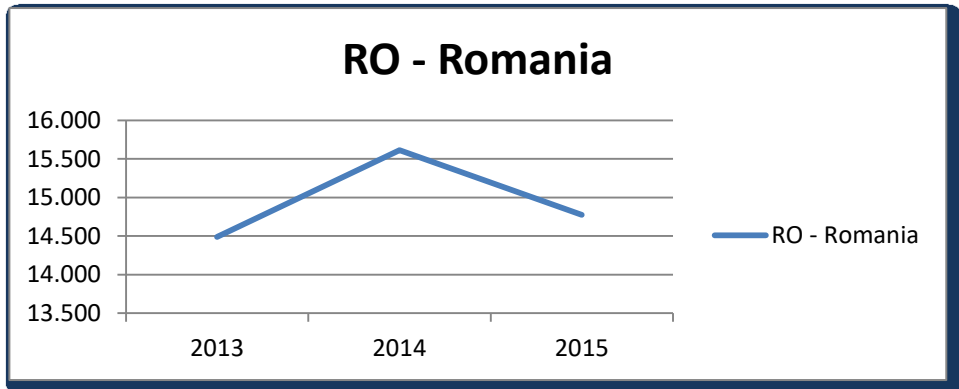
These means that to transform the tendency of the evolution of student's enrollment upward, it is necessary a holistic program, so that policy design to include long-term planning as fundamental tenets:

- flexible curricula centred on what employers are looking for, involving all stakeholders, academia, society, employers;
- a professionalized teaching workforce for robust and respected education;
- dethroned forms of false progress encouraged because mistakes modalities of assessments ;
- early exposure to the workplace through efficient internshipping;
- HE research spin-off innovative, to motivate both students and scholars to be up to date;
- a new deal on students teaching;
- digital fluency;
- foreign language fluency;
- openness to education innovation ;
- new scientific frontier areas, difficult now to be included in current university programs due to inertia and bureaucracy;
- critically thinking.

It is not about refacing, in fact the discussion here it is about to transform radically, integrated and comprehensive including even mentality, into what the core aspects means and obviously to turn Romanian academic marketing into professional activity, making others know how performing research centers Romania has, and what is the capacity of educational infrastructure, human and technological, , creativity and teamwork, because these will be the skill that the future companies will request the most.

But How? The notion here is that, while you can't control a trend, a frame, it can be shaped its progress over time and “accelerate learning within the system, so that the system becomes more and more effective in terms of addressing the challenges and opportunities...” [4].

Graphic 2 Mobile students from abroad enrolled by the Romanian High Education



Source: based on the dates published by <http://ec.europa.eu/eurostat/statistics>

Why training students coming from abroad?

Training of students coming from abroad means not only the educational service and the recognition of the Romanian university's reputation, because it undoubtedly it exists, but it also means something more important such as: cultural exchange and customs, good understanding which leads to the harmonization of the relations between people and increasing mutual respect.

Another aspect, which should be taken into account by decision-makers, is that the future specialist trained in Romanian universities will become good ambassadors of Romanian Economy, Research, Nanotechnologies, Biotechnologies, Medicine, wherever they will work.

A third aspect is the pragmatism of the local community in which the university exists.

The goal for cause should always be WIN-WIN-WIN. “The academic cause, and students can all win with a well-designed curriculum. In the end, the community also wins by having businesses and people engaged in causes...”[3]

But, of course, a negative aspect is risk of importation of terrorism [1]. But fear does not remove the danger, are necessary only to impose effective procedures tailored to the situation and applied by those who have

done it. The concern of the academic environment is to educate and to research.

2.2 Evolution of Doctoral study mobility

Evolution of Doctoral study mobility is almost flattened for Romania although the Romanian Doctoral School has great achievements. (Graphic 3).

This low incoming is again due to a unprofessional and underfunded academic marketplace, mostly in SE European countries.

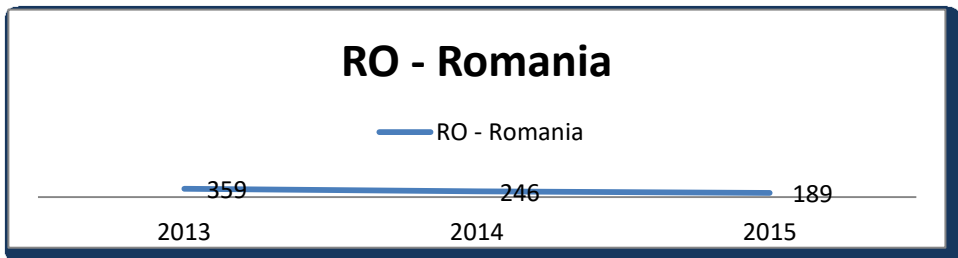
Some of the Romanian research centres are remarkable, especially since they are equipped with very modern technology funded by European projects.

The development of coherent activities related to strategic plans drawn from the national and European plans as well as the creation of mixed teams of researchers would lead, through the results obtained and working shoulder to shoulder of Romanian and foreign researchers, to increase the trust and visibility of the Romanian Academic School.

The persuasive promotion of these results, with professionalism and appropriate Academic marketing tools puts the academic environment in the position it deserves.

In a globalized world, this should be the trend of the Romanian academic school, without losing its identity.

Graphic 3. Mobile PhD. students from abroad enrolled by the Romanian High Education



Source: based on dates published by <http://ec.europa.eu/eurostat/statistics>

3. Academic Megamarketing Seeking Foreign Expansion, Introduce New Services to Broaden Students Demands

Academic megamarketing expanding educational proffer into external markets. This, in turn, makes it conducive to universities seeking

foreign expansion to introduce new services to broaden both students and employers demands.

It is good to keep in mind that in essence, megamarketing seeks to transform the types of universities that are prevalent in an existing academic market, however, these changes can often come at the expense of over imposing on others [4].

Megamarketing, according to Kotler, but adapted ad-hoc for High Education is about how to manage elements of the university's external environment like governments, the socialmedia, groups,.

It is determinative this "tool" for future reshaped directions of (Romanian) High Education syllabus and curriculum and for adapting them to the demands of the times the study bellow and trends in the most demanded scientific fields of study (Figure 4).

Figure 4 Tertiary education students from abroad by field

	All fields	Education	Humanities and arts	Social sciences, business and law	Science, mathematics and computing	Engineering, manufacturing and construction	Agriculture and veterinary	Health and welfare	Services
EU-28 (*)	7.9	3.0	14.1	35.9	12.9	16.3	1.6	12.2	2.6
Belgium	11.2	3.2	12.5	21.3	7.8	11.2	4.8	32.9	1.9
Bulgaria	4.0	5.3	4.4	14.2	3.6	16.2	2.1	48.1	4.7
Czech Republic	9.8	1.8	9.7	35.6	16.8	12.0	2.4	17.2	4.2
Denmark	9.9	3.6	9.6	40.2	11.9	20.2	3.2	10.1	1.2
Germany	7.2	5.2	18.0	25.6	15.1	25.7	1.7	6.4	1.5
Estonia	3.7	0.3	15.2	56.6	9.0	6.7	6.6	5.1	0.5
Ireland	7.0	0.4	11.7	23.9	14.2	9.3	0.6	29.6	2.1
Greece	-	-	-	-	-	-	-	-	-
Spain (*)	2.9	3.9	9.3	29.7	7.8	15.1	1.3	26.4	6.6
France (*)	9.8	1.4	17.5	38.5	17.7	14.3	0.3	6.7	1.6
Croatia	0.4	0.2	10.6	20.7	5.9	4.2	2.0	53.7	2.7
Italy	4.8	2.6	21.8	29.4	6.3	20.7	1.8	13.2	1.7
Cyprus	14.3	6.8	5.6	71.6	4.1	6.3	0.4	3.6	1.6
Latvia	5.0	1.4	5.7	43.5	6.0	9.3	0.1	25.9	8.2
Lithuania	3.0	3.1	15.0	51.7	2.3	8.5	0.8	17.9	0.7
Luxembourg	43.9	4.9	9.4	60.8	17.1	3.2	1.0	3.5	0.0
Hungary	7.0	2.7	8.7	17.1	3.5	5.9	6.6	36.0	2.1
Malta	5.8	3.2	10.6	34.2	6.4	2.9	0.0	33.9	8.9
Netherlands	10.1	2.7	11.8	43.0	7.1	11.2	1.5	12.7	8.0
Austria	15.5	6.0	15.8	37.9	12.9	15.2	1.8	8.4	1.7
Poland (*)	2.0	2.4	10.3	42.7	7.2	7.0	1.2	19.6	9.7
Portugal	4.1	8.6	10.8	34.4	11.5	18.8	0.9	8.7	6.3
Romania	4.1	0.2	7.7	19.2	2.9	12.3	13.4	42.5	2.9
Slovenia	2.7	4.7	10.8	38.0	14.3	16.8	2.7	7.9	4.9
Slovakia	5.6	9.0	5.2	20.1	4.8	5.0	1.9	52.1	1.9
Finland	7.4	2.1	10.6	26.6	11.1	31.0	1.8	11.0	5.9
Sweden	5.9	2.9	12.4	25.7	19.7	24.9	0.8	11.7	1.8
United Kingdom	18.2	2.4	12.5	45.0	14.6	14.8	0.8	7.6	1.8
Iceland (*)	6.5	6.7	39.8	25.5	13.9	5.8	2.3	5.0	1.0
Norway	3.5	4.5	16.6	25.5	14.6	11.5	1.6	9.5	5.5
Switzerland	17.1	4.8	14.9	34.1	17.4	17.4	0.5	7.3	2.2
FYR of Macedonia	2.9	5.1	18.2	28.8	16.2	7.3	0.2	21.1	3.1
Serbia	3.7	3.7	10.2	30.5	9.9	22.7	4.8	12.3	5.9
Turkey	0.9	6.8	12.3	32.4	7.3	23.0	1.7	11.7	2.6

Note: Based on country of usual residence unless otherwise stated; based on country of upper secondary diploma in Belgium, Croatia, Cyprus, Luxembourg, the Netherlands, Austria, Poland, Portugal and Norway; based on country of citizenship in Bulgaria, the Czech Republic, France, Italy, Hungary, Malta, Slovakia and Turkey; based on country of prior education in Denmark, Germany, Lithuania, Latvia, Finland and Switzerland; based on country of previous residence: Denmark and Sweden.
 (*) Estimated with the available data.
 (**) 2013.
 (**) Definition differs for 'Humanities and arts', 'Engineering, manufacturing and construction' and 'Agriculture and veterinary'.

Source http://ec.europa.eu/eurostat/statistics-explained/images/e/e3/Share_of_tertiary_education_students_from_abroad_by_field%2C_2014_%28%25_of_all_tertiary_education_students_from_abroad%29.png

So, based on dates above I have worked the pivot table presented bellow (Table 1); it presents For What field and Where focus on students from abroad.

4. Marketing Most Significant Tools, Tailored to the Specifics of the High Education Environment

Marketing most significant tools, tailored to the specifics of the high education environment should be described in three steps:

1. Connected and combined platforms with great visibility and very credible as performance can play a significant role in accelerating learning through things like providing more “real-time feedback loops”, where system participants can see what they are interested for, not only results their current actions are producing for analysis and refine based on real-time feedback, but also concern.

Table 1. WHERE and FOR WHAT field most focus on students from abroad

EU the most, demanded fields and where	Romania
Iceland, 39,8 %, Humanity and Arts	7,7%
Luxembourg, 60, 8%, Social Sciences and Law	18,2%
Sweden,19,7% and Computing Science, Mathematics	2,9%
Finland, 31% Engineering, Manufacturing and construction	12,3%
Romania, 13,4%, Veterinary Agriculture and	13,4%
Romania, 42,5%, Medicine Helth and Welafare,	42,5%
Poland, 9,7% Services	2,9%

2. Education ecosystems. Most education systems are so far behind the target and requests and on keeping up with the pace of change today and so disconnected from labour markets that a fundamental overhaul will suffice with proper marketing tools.

3. Global education ecosystems should reinvent eplatforms not create another because are too much, and too much informations is as frustrating as her lack; so, on reshaped e-platforms, HE not only to posted e-courses and promote their offers, but to synchronize what employers ask with what the academia needs and student concern, by using Big Data, to be just in time with Educational offer in terms of skills, using 4P and 3C.

It's the harder path to follow, there's no doubt about it. Transforming education ecosystems, refacing economy and managing the

passing to a global world of work require innovative, open minds, political will, and not to be neglected, new financing models.

Academic marketing means not only educational service, promote and distribution policies, but also cost policies that involve multistakeholders.

5. Conclusions

Central and Eastern Europe can warrant a better future for High Educational ecosystems, being in this part of the continent both human intelligent and research infrastructure that have untapped potential.

A point of turning, worthy of note, is that Romania High Education have a future that is much brighter than being among the second half of the students' preferences.

Stakeholders should be preoccupied by the 4P of Academic (mega)marketing adapt to the trends of the globalized, digitized world that go through the industrial revolution with everything it brings.

Curriculum, syllabus should be undergone tremendous changes.

Intelligent specialization should be reflected in the region's education systems, as well as in its legislative frameworks.

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