# Marketing and Curriculum Design

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*University* is derived from the Latin universitas, meaning corporation since the first medieval European universities were often groups of scholars-for-hire. en.wikipedia.org/wiki/University.

## INTRODUCTION

This paper looks at marketing and higher education. Because of changes in demographics, universities are finding that they must become customer oriented. However, there are some objections to applying marketing concepts to education since it affects the teacher/student relationship. Students entering university need to be made aware of the services they are buying. Likewise, the curriculum must reflect these changes and teachers become aware of them as well. In addition, students are not education's only customers. Industry also has a stake in the process since it depends on universities to produce and screen potential employees. Therefore, the curriculum must also reflect trends in industry. Finally, the paper looks at some specific examples of marketing and higher education from both the US and Japan to illustrate how it is used. A university is an institution of higher education and of research, which grants academic degrees.

## MARKETING AND CURRICULUM DESIGN

Universities across Japan are finding it necessary to recruit students more aggressively than ever because the number of school-aged children is declining. In fact, soon the number of places will equal the number of applicants[i] meaning that in order to fill classrooms schools will have to accept any student who applies. Given these demographic conditions this seems a rational decision since private schools, like any other business, must maintain a healthy bottom line in order to remain financially viable even if it means keeping classrooms full by lowering standards. Standards are further affected by fluctuations in student numbers, since universities have to resort to flexible staffing by employing more part-time and temporary teachers thus affecting teaching quality since there is little guarantee that good teachers will stay or that new teachers will be able to step in and teach the curriculum unless it has been designed in such as way that anyone can.

Falling standards create other problems for universities and their teachers. Once underachieving students have entered a university, they must be helped through the system one way or another. This may lead to less competition among students for passing grades and

a decline in over all achievement. In the worst case, schools that give out degrees indiscriminatingly in what amounts to a fire sale of their services run the risk of earning a bad reputation and seeing the school's diplomas become worthless.

Despite this potentially disastrous scenario created by the misapplication of business principles, institutions of higher education should rely on marketing techniques and consumer psychology *as they relate to the services they provide*. In fact, marketing has much to offer education. Not only can it help insure the financial viability of the school by getting students into the classroom year after year, but it can also provide a basis for the curriculum design and development process itself.[ii]

Nonetheless, there is resistance to applying business methods to education. Marketing is sometimes associated with the worst kinds of sales practices[iii] and the negative aspects of consumerism. Furthermore, there are legitimate differences between education and other industries. For one, the student/teacher relationship is more complex than most buyer/seller relationships. Likewise, the service provided by education is different from most other products and services in obvious ways; students must actively participate in their education in order to get the maximum benefit from the service they have purchased. In addition, schools must consider more than the student when they design their courses because other groups have a stake in educational outcomes including business and society as a whole.

**WHY MARKETING?**

Obviously, teachers need to be aware of current demographic trends and understand how the school is marketed since it will affect what happens in the classroom. Does the school have a highly competitive student body that demands to be challenged? Or, are the students less than serious about getting an education, need to be motivated to learn and require remedial courses and academic skills training? After all, an important part of the business of education is meeting the needs of potential customers, and schools do this through their teaching staff and the curriculum they design. Schools that fail to meet customer needs, whether it be challenging students or motivating them, will be passed over for other institutions that better meet prospective students' needs.[iv] Quite simply, according to White, Martin, Stimson and Hodge (1991, p. 235) schools must ask themselves: "what does the customer want and can we satisfy it profitably?" Universities must understand what students are looking for as they choose a school to attend and how they can best satisfy students' needs.

Despite the obvious need for marketing, Cheney, McMillan, and Schwartzman (1997) object to the idea of applying such concepts to education.[v] Chief among their objections is that the

market concept excludes students from the educational process and the academic community itself rather than bring them into partnership with their teachers. They also feel that it places too much emphasis on "… momentary customer satisfaction [that] should not be confused with providing a high-quality educational experience or with ongoing educational improvement." They seem to ignore, however, the fact that marketing is in many ways identical to the curriculum design process, the first step of which is needs analysis, the "…gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students" (Brown, 1995 p.35). As with marketing, data is gathered through tests, surveys and casual contact with the student/customer. This data is used not only to evaluate student progress but also to evaluate the effectiveness of the curriculum with the objective of making improvements in teaching.[vi]

Furthermore, it is important not to confuse marketing with sales[vii], which is actually closer to the model most universities currently apply to curriculum design: university professors design courses as they best see fit and then offer them to the students—take it or leave it. Freire (1993) calls this the "banking" concept of education in which "…knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing." Many of these teachers are the same ones who complain of student apathy (see Luce, undated), yet apathy in students is understandable if they are being forced to study something in which they see no value. Loading students down with a bunch of classes (the shotgun approach to curriculum design described by Hanson, 1995) in the hopes that they will get something out of them is nonsense. It is the result of poor curriculum design and a lazy approach to planning. Schools must be aware of what students need to study in order to gain the skills and knowledge to become competent in their field. They must also know how best to teach these skills given their particular student body.

Freire's own position, however, is not necessarily better. He proposes a problem-solving model of education in which students and teachers work together as equals. While some students may find this attractive, many others will not. Indeed, not all students want the kind of partnership Cheney, McMillan, and Schwartzman as well as Freire describe—a dubious induction into the inner circle of academia, one that they say is impossible when students are treated as customers. While this may be the ideal from a scholar's point of view, education for education's sake has always been a pursuit of the leisure class, and this market is small indeed and not likely to grow very much. In fact, many students do not want to be treated as colleagues and prefer instead that teachers simply give them instruction and then a passing grade so they can get on with college life (see below Bauer 1997). Phillips (2001) cites a

study by Levine in which he found that students:

> …prefer a relationship with their college like the one they have with their bank, the telephone company and the supermarket. These transactions are characterized by 'convenience, ease, and lack of problems or hassles.

Nonetheless, packing students into lecture rooms, while apparently economically efficient, can have just as great a negative impact as any other ill-considered approach. Although students say they want a trouble-free relationship with their college, they will, like any customer, expect to receive individualized personal service and to be treated with care and respect (Luce, undated.) And as with any product or service, the focus should be, as Hansen (1995) stresses, on quality and not quantity.

## HOW SCHOOLS ARE MARKETED

From the teachers' point of view much more is expected of students than that they simply be good customers and pay their bills, although the desire for a hassle free relationship may help to explain the character of many students (especially in Japan: also see Jackson below.) Not only should the school's curriculum and teaching practices meet student demands, the students must also be clearly informed of the service they are buying.

First, it must be kept in mind that needs are not necessarily the same as desires and marketing principles must be intelligently applied to this particular industry. There are, after all, some differences between universities and other types of services. For starters, students are not passive recipients of the service provided—they must at least show some signs of learning and this often implies some effort on their part in the form of study. Second, schools do not simply sell a service; schools and students *invest* in each other. All schools want students who will raise or at least maintain the reputation of the school through achievement in life and success in their careers. They want alumni who feel satisfied with their school experience and this is encouraged not only through academics but also through extra-curricular activities and other school events. Every effort is made to help the student identify with the school, and providing services tailored to them can only make the student feel closer to the institution and enjoy their college life.

This is only good marketing practice. A look at the homepage of any US university confirms this; one important sales point for many schools is how enjoyable campus life can be (see University of Wisconsin at Madison below.) Students, for their part, also have a vested interest in their school, or at least its reputation, from the moment they matriculate onwards;

students naturally try to get into the "best" school, that is the school with the highest reputation, they can. This is especially true in Japan where brand is paramount. Maintaining the good name of their alma mater is an important way of protecting their investment since displaying the name of a prestigious university on one's resume has not only status value, but financial value as well in that it can lead to a better paying job.

Yet, students must be made aware of their relationship to their school and should be made willing to work to protect their investment. More importantly schools should not give up control of their service in deference of the student/customer simply to satisfy their desires especially if they contradict good educational practice. Professor Henry H. Bauer's (1997) well-supported essay "Students Who Don't Study" in which he laments the lowering of standards since the 1960s when student surveys were introduced:

> Thus we have been teaching and continue to teach our students that their opinions are worth taking into account on matters that they have no grounds for understanding; that what they feel, even as they have barely begun to learn a subject, is as valid as what experts in the subject have come to understand after a decade or two or more of teaching, studying, and thinking. (Bauer, 1997)

Although collecting opinions from customers is an important part of marketing, asking students vacuous questions such as whether they enjoyed a course or not is worse than meaningless, it is misleading since it confuses learning and enjoyment. Likewise, inane questions that ask students to decide whether and how much they felt they had learned are simply useless—learning requires a certain amount of effort on the part of the student and they may easily misjudge based on the false impression created by a particularly difficult subject. Moreover, even a mediocre exam designed by the average teacher should be able to determine whether a student has learned or not. Bauer concludes that rather than foolishly adopt novices' opinions on education, educators must first help them become experts at learning. He (IBID) continues:

> If now they don't take our advice on how to study and how much to study, that is largely our own fault for continuing to agree that their opinions should count on such matters. (Bauer, 1997)

Obviously a more thoughtful approach to curriculum design than student surveys is necessary. Although finding out what students, the school's customers, want and *need* to learn is an important part of the curriculum development process, it is a more complex process than

simply asking students a few questions[viii]. Schools must constantly evaluate and revise their curriculums in order to provide the best service possible[ix], and needs analysis and course evaluation should not be confused with student surveys. In any case, no intelligent university will base their business entirely on the results of student surveys—they simply do not, as Bauer points out, carry much authority—or design their courses based on the obviously misguided notions of students who only want a degree but not an education[x].

Indeed, needs analysis goes beyond the classroom since the student/consumer is not education's only customer. Industry also relies on it to produce productive employees as Standler (2001) explains:

> In practice, a bachelor's degree is not essential for many jobs. But when the employment office of a large corporation requires a bachelor's degree, that office uses colleges to help sort applicants for a job. Corporations automatically reject those applicants who lack the intelligence or diligence to complete four years of college. Corporations often give preference to college graduates with high grades, again allowing colleges to screen applicants for the corporation.

Furthermore, college grads are assumed to have a number of skills including computer literacy and in Japan a certain level of English proficiency often measured now by the TOEIC test. Computers are now a given part of university education where they were once for a minority who were specializing in the field. Likewise, with the dominance of the US in areas as diverse as business, the arts and science, students will continue to need a certain amount of familiarity with English. Companies are also demanding that university graduates have at least some basic experience in their chosen careers. Understandably, this has created a trend towards internship programs. This trend will both increase the need for as well as facilitate the process of finding out what industry demands from college grades and help universities prepare students for their chosen careers by bringing schools and business into closer partnership.

Unfortunately, some schools seem to be failing in this respect. Botting (2004) reports that every year companies hire university graduates who they feel are not only unprepared to enter the work force but unprepared to be functioning members of society. He quotes a sociologist from Kinki University, Yokuke Takemura who says, "What's more, it's the useless ones that have grown in number most rapidly." The days when college was the last gasp of childhood burst with the economic bubble. It is now the start of adulthood as students prepare for a career. Especially during difficult economic conditions and with rising educational costs,

students should demand more from their schools. They should expect their schools to prepare them to become competent employees with marketable skills that will make them attractive to the companies in the industry from which they are hoping to earn a living.

## HOW THE MARKET AFFECTS SCHOOLS

According to Czinkota (2005) if higher education is allowed to continue as it has, "…the academic industry will either decline into mass institutions of little value or offer higher education only for the select few." On the one hand, as previously argued giving all who apply a place at school and then giving them a degree for having paid their tuition and sat through four years of classes cheapens the value of the degree for all including alumni and those students if any who follow and makes the school no better than a diploma mill. On the other hand, tightening standards would lead back to a more severe form of examination hell and still leaves un-served those who have failed to meet loftier standards but wish to earn a degree. It would also create an even less democratic system where only those who can afford a degree get one. Both would lead to the end of education as a profitable business as the great number of potential students would turn away from institutions of higher education which are either of questionable value or too difficult to enter. Vocational schools would suit these students much better. Industry would also be affected since it has begun to rely on the education system to produce skilled workers ready to be employed with little additional training, would then have to begin employee-training schemes. Realistically, in order to open education to everyone, to keep those enterprises in the business of education healthy, and to fulfill the needs of industry, education must change, and one way of engineering educational policy is through the principles of marketing.

An example of how this has worked in the past can be seen in the historical development of many universities in the US such as Texas A and M which began as an agricultural and mechanical college. According to the school's Web Page (Texas A & M University homepage http://www.tamu.edu/00/data/about.html) the school had outgrown its name. The initials do not emphasis any part of the school's curriculum, but only reflect its history. As the example from Texas A and M shows, schools must adapt to the changing needs of society and cater to the needs of potential students. This will in turn be reflected in their course catalogs. It should also be reflected in the curriculum of specific courses and the teaching methods used.

A broader analysis of needs is also part of the process, and a specific example can be seen in current trends in the work place and how it has affected schools. In Japan, for example, the need for English has been superseded by the need for computer literacy; language labs and native English speaking teachers are no longer a sales point, rather up to date computer

facilities are an important asset to schools trying to appeal to an ever dwindling pool of potential students. Witness the dramatic expansion of computer labs over the past decade in schools everywhere. Another trend can be seen in the previously mentioned internship programs.

White, Martin, Stimson and Hodge (1991 chpt. 8) identify and explain 10 areas of educational service that can be addressed through marketing including items such as the appearance of the school and its teachers, pricing, location, specific marketing activities as well as the actual education the school provides. While some of the items may seem obvious, their affect on schools illustrates how important they really are. For example, many universities in the US, even ones that boast of their academic reputation such as the University of Wisconsin at Madison, use the appearance of their campus as a sales point:

> Campus Beauty How can such a great university be so beautiful, too? The campus rolls along Lake Mendota, encompassing wooded hills, friendly shores, and the busy city streets of downtown Madison, a community consistently ranked among the best places to live in the nation. Relax on the Memorial Union terrace with sailboats, canoes, sailboards, and kayaks in the background…. http://www.admissions.wisc.edu/

Indeed, many students in Japan choose a school based solely on the basis of location. For example, a Shibuya address can be the deciding factor for many high school students as at least one school has discovered.[xi]

More directly related to marketing is the issue of consumer behavior in reaction to advertising, which has been well studied and is surprisingly similar to findings on learner style. As with any other service or product, students can be interested or uninterested in the school because they place high or low value on its course offerings and majors for interpersonal factors such as perceived utility or prestige. These are aspects of consumer behavior according to Wells, Burnett and Moriaty (2000, chpt. 4), which match the affective and personality factors mentioned by Stern (1983, chpt. 17). These factors will determine the effectiveness of the university's recruitment efforts. For example, students may not perceive a need for English conversation and therefore not place much value on schools that make it a feature of their curriculum. They may not take such courses seriously if they find themselves at a school where it is a requirement, and schools that find they have large numbers of students who are having difficulty with that part of their curriculum should seriously consider revising their graduation requirements, especially if the school finds that its graduates do indeed not use or need English in their careers. Furthermore, the methods used in English conversation classes

such as games and video presentations may seem to them less rigorous than lecture course and therefore less important.

Likewise, although the relationship between buyer and seller is different than the relationship between teacher and student, marketing nonetheless plays an important role in the classroom as well. Just as there are a number of factors motivating the purchase of a particular service or product—status, utility, design, quality—students are motivated by various factors to learn, and it is the teacher's job to find out what those are.[xii] One effective way of motivating students, in fact, comes from marketing: the promise of a better job by doing well in school or the threat of loosing a job opportunity by failing. Incentives such as participation in desirable programs such as sports or student exchanges can also motivate students, but unfortunately often these are seen as a right rather than a privilege. Schools that do not use threats to suspend, for example, participation in athletics for poor grades miss a great opportunity to motivate otherwise underachieving students. The school then simply becomes a sports club, and although this may lead to a pro career for some students, for the vast majority it may end with only happy memories.

Unfortunately, many students misunderstand the service, education, which they are buying according to Phillips (2001). "Some students indeed believe they have purchased the right to be a comfortable bystander." She compares higher education to purchasing a motorcycle, "a product one has to work hard to use." An even better analogy might be to a bicycle, yet many students mistake university for a taxi ride. Indeed, as with other products and services it is the consumer who must first be educated so that they truly understand what they are buying (see note 2 again and the reference to the Federal Trade Commission for the Consumer. Phillips (2001) also echoes this idea.) For example, Sevier (2003) notes that "teaching and learning online require skill sets that are different from those taken for granted in the traditional classroom." Even with traditional courses, not all students will know how to study or conduct themselves in university. Likewise, even students at a regular school must be taught to understand the nature of the business of education.

Obviously, students need certain academic skills such as note taking, researching and reporting both through oral presentations and essays, but they also must be made to realize that although they have been given a place at the school, not all of them will be given degrees. This is especially true for highly competitive schools, but can also be used in less competitive schools in one way or another and to a certain degree. To some potential students, the possibility of losing in the competition for a degree may seem a gamble, but the fact is that paying their tuition only gives them the right to compete. Just as competition in sports makes athletes stronger so will competition in academics make students stronger and thereby

improve the school's reputation.

**THE MARKET IN JAPAN**

That schools must change is obvious, but students will not become more competitive all on their own. Japanese students are notoriously passive and know that once they are in the system they will eventually be passed with just a token effort on their part. A system of make-up exams ensures this, and the only way a student will not make it through is if he or she decides to drop out. This image of Japanese students is backed up by Gregg. B. Jackson who paints a rather unflattering picture of students in Japan in his monograph entitled "Japanese Education Reforms of the 1990s" prepared for the Office of Technology Assessment of the Congress of the United States. He reports that:

> The Western image of a full class of intent faces following the teacher's every word is a myth. Japanese educators frequently note that many students do not take their schooling seriously. (Jackson, undated)

Students have come to expect to pass, and it would certainly be an uphill battle for schools to treat their students otherwise. Nonetheless, even though building up a reputation is much more difficult than tearing one down it is essential if a school is to improve its business. Even schools that for one reason or another insist on accepting all students who apply must give their students incentives to study—competitive admissions into attractive internship programs that offer the possibility of future employment for example.

Teachers, however, are not only faced with students who are not serious about their education but also with parental expectations:

> Still another problem is that many parents have placed most of the responsibility for childrearing on the schools. These parents love, cherish, and nurture their children, but they expect the schools to provide most of the personal guidance and discipline. (Jackson, undated)

This burden of guiding students through their last years of adolescence and creating responsible adults out of them extends to university. Here again, work experience in the form of internships offers the greatest potential for maturing students. The world of work, unlike school, is much less forgiving of mistakes. In addition, several universities in the Tokyo area have evolved from vocational schools providing young adults with practical skills and

experience, and now many ordinary unversities are offering courses such as hospitality and bookkeeping, once the exclusive domain of these vocational schools.

Unfortunately, most students see university as a four-year respite between the examination hell of high school and the hell of life as a salaried worker. But rather than make college a vacation, universities should be providing students with a transition from school to company. Again, internship programs come to mind, and in fact, according to an article in the May 5, 2004 *Japan Times*, the number of schools offering credit for internships is increasing. In this sense, universities should be more like technical or trade schools. They must identify the types of industry into which their students will enter and prepare them for such jobs by incorporating the work they will be doing into the classes they teach. This can include the very teaching methodology used as well as the content of the courses themselves, and even the campus and the classrooms can be designed so as to imitate the work environment. Indeed, the very idea of a bachelor's degree becomes meaningless in this context—the only true measure of academic achievement in this sense is whether the student can secure a job with the work he or she has done in university. This is, in fact, what the degree system was originally intended to do, serve as a way to regulate the granting of teaching licenses (*The Catholic Encyclopedia.*)

**CONCLUSION**

Students entering university now have a greater choice than ever and it is important that schools understand why they decide to enter one school and not another. It is no accident that some schools are chosen more often than others, the successful schools being the ones that understand their customers and the market. A take-it-or-leave-it approach to education is especially not possible for schools that accept any student who applies. Not only will their academic reputations suffer, they also run the risk of getting a bad name for customer satisfaction if the actual needs of the majority of students are not met. Therefore, an understanding of marketing and its application to curriculum design and student services is needed to help teachers and administrators plan and implement courses and curriculum.

Furthermore, it should be kept in mind that the first universities were founded for practical purposes, namely the training of clergy, governmental bureaucrats and doctors, and many of them were organized on the principal of the trade guilds (*The Catholic Encyclopedia, Volume XV*.) Of course, civilization has changed. Unfortunately, many universities have not. While there is probably still a market which demands education for educations sake, most students and certainly most of industry are looking to universities to fulfill a practical need, preparing young adults for the world of work.

Paradoxically, despite the falling student population a greater number of children are now entering university. Yet, they face a greater challenge when they leave school; namely, they must compete for jobs, which are becoming more and more scarce. They seek to gain advantage over other job applicants by adding a university degree to their resume. Indeed, many companies expect their employees to have some university education or other qualification, and a university degree, after all, is still desirable since it can lead to a better paying job. Many students who otherwise might not have qualified for a place at university are taking advantage of the relaxed entrance requirements at many schools, even more reason for competition to not end with the entrance test, but to begin there.

Finally, Czinkota (2005) argues that as with other goods and services, education should be part of an open market. Unfortunately, there is:

> …ingrained opposition to competition and market forces. Little confidence exits in the power of the market to assure quality. To the world, the evidence is quite clear that central planning has not worked. Yet for ideological and historical reasons, many universities around the globe remain the last vestiges of central planning.

While the global market will provide schools with new opportunities to cater to an expanding number of students, especially from overseas, it will also widen competition and create new challenges for both universities and students.

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**Endnotes**

[i] “Birthrate benefits future students”, *The Japan Times*: July 24, 2004. Subtitled, “But figures could spell disaster for unpopular institutions.” Available at The Japan Times Online, http://www.japantimes.co.jp/

cgi-bin/getarticle.pl5?nn20040724a2.htm

[ii] Psychology, in fact, has been …"the inspiration of many artists, novelists, teachers and advertising specialists…." and has provided "…new insights into human psychology which were exploited in many ways…" including by torturers and for the improvement of teaching techniques. Roberts, JM (1995) *The Penguin History of the World.* Penguin Books, London. Pp. 989-990.

[iii] There are, of course, many examples. Here are some interesting ones: Roger Russell's *Speaker Wire A History* page http://www.roger-russell.com/ is an entertaining explanation of the truth about speaker wire for the audiophile market, as are Rod Elliot's *Mad as Hell* pages at www.sound.au.com. The aptly titled *Snake Oil!* by Fred Rau in *Road Rider* magazine, August 1992, page 15. is about oil additives. And also worth a look is Hermann Vaske's 1996 film The Fine Art of Separating People From Their Money.

Finally, and most appropriately, is the Federal Trade Commission for the Consumer page at http://www.ftc.gov/bcp/conline/pubs/services/votech.htm, which gives warnings and advice about choosing a career or vocational school.

[iv] This is identical to the concept of school vouchers currently being applied to elementary and secondary education in the US. See Lee, Dwight R. (1996) *The Political Economy of Educational Vouchers*, http://www.libertyhaven.com/ Originally published in The Freeman, a publication of the Foundation for Economic Education, Inc., July 1986, Vol. 36, No. 7.

[v] These are:

1. that the student-as-consumer metaphor actually *distances* students from the very educational process which is supposed to engage them;
2. that the provision of momentary customer satisfaction should not be confused with providing a high-quality educational experience or with ongoing educational improvement;
3. that market-driven, customer-oriented response mechanisms often represent in practice a type of "pseudodemocracy";
4. that the "measurement mania" accompanying the rise of the student-as-consumer metaphor is reductionistic in its conception of the educational process; and that much can be lost in the translation of contemporary business-management fads to the experiences of higher education.

[vi] See Alderson, JC and Beretta, A (1992) *Evaluating Second Language Education*. Cambridge University Press

[vii] While it is easy to become cynical about marketing, there is an important difference between marketing and sales as Perner (Lars Perner, *The Psychology of Consumers* WebPages http://www.consumerpsychologist.com/intro.htm) point out:

> The traditional selling concept emphasizes selling existing products. The philosophy here is that if a product is not selling, more aggressive measures must be taken to sell it—e.g., cutting price, advertising more, or hiring more aggressive (and obnoxious) sales-people. When the railroads started to lose business due to the advent of more effective trucks that could deliver goods right to the customer's door, the railroads cut prices instead of recognizing that the customers ultimately wanted transportation of goods, not necessarily railroad transportation. Smith Corona, a manufacturer of typewriters, was too slow to realize that consumers wanted the ability to process documents and not typewriters per se. The marketing concept, in contrast, focuses on getting consumers what they seek, regardless of whether this entails coming up with entirely new products.

[viii] See for example Benesch, S. (1996). Needs analysis and curriculum development in EAP: An example of a critical approach. TESOL Quarterly, 30, 723-738. or Grognet Allene Guss (1996) Planning, Implementing, and Evaluating Workplace ESL Programs. http://www.cal.org/ncle/DIGESTS/PLANNINGQA.HTM

[ix] As Perner explains: "Marketing involves an ongoing process. The environment is "dynamic." This means that the market tends to change—what customers want today is not necessarily what they want tomorrow." A similar thing can be said about education since mankind adds new knowledge everyday.

[x] There are plenty of degree mills on the Internet that cater to such individuals (see John Bear (2001) *Diploma Mills* University Business http://www.degree.net/html/ diploma_mills.html). Furthermore, Sevier (2003) reminds university administrators who are planning distance education programs that "[s]ometimes, promoting flexibility and convenience makes a program sound like a piece of cake--and conjures up associations with diploma mills, the worst kind of correspondence program. This can do irreparable harm to an institution's good name and image. The online programs should be comparable in terms of quality, and promoted that way, as well."

[xi] One school attempted to move its run-down campus in downtown Tokyo to a beautiful location in the countryside, but found that students, while they complained about the lack of space and the worn appearance of the school, found the Tokyo location more attractive.

[xii] See for example Linda Lumsden Motivating Today's Students, The Same Old Stuff Just Doesn't Work, http://darkwing.uoregon.edu/~obrien/portraits1.2.html. Although it discusses motivating elementary school students, it gives examples of a very important part of teaching: motivating students to learn.