UNICON – The International University Consortium for Executive Education

UNICON is a global consortium of business-school-based executive education organizations. Its primary activities include conferences, research, benchmarking, sharing of best practices, staff development, recruitment/job postings, information-sharing, and extensive networking among members, all centered on the business and practice of business-school-based executive education.

The UNICON Research Committee

The UNICON Research Committee advises the UNICON Board of Directors on research priorities, cultivates a network of research resources and manages the overall research pipeline and projects. The Research Committee is made up of volunteers from UNICON’s member organizations.


Alumni are a hugely important constituency to colleges and universities for many reasons. UNICON commissioned this report to explore how university-based non-degree executive education offices can better engage university alumni in their programs, in part to support the mission of lifelong learning and development. Recent developments in the industry suggest this is a timely subject and may provide valuable input for decision-makers within UNICON member schools.

Because UNICON is a diverse and global organization, we asked the researchers to take a broad perspective, collecting data from schools around the world. As noted before, the ability to represent many perspectives in executive education is a great strength of the UNICON, a source of continued learning and vitality in the field of executive education, and means that there is no single “UNICON perspective” on its commissioned research topics. Ultimately we hope that members will learn from others, and each other, through research projects such as this one.

The interpretations and perspectives expressed in Leveraging Alumni Relationships are those of the researchers, Pat Cataldo and Bob Stilliard, who have many years of experience in the executive education field with their schools and in the industry (both are former Board Members and Chairs of UNICON). UNICON hopes that readers find this report a thorough and useful treatment of what university-based executive education providers have done to engage their alumni, and might do in ways that are effective and appropriate to the context of their particular schools.

23 October 2015
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RESEARCH SUMMARY

The research project, Leveraging Alumni Relationships, can best be summarized from a statement made by a UNICON school representative who said, “How did this research topic come about? Dealing with alumni has always been a lingering issue for executive education organizations (and maybe other organizations in the university as well) and it’s good to see it finally being addressed.”

Alumni represent a large, potential resource for executive education. Since a number of university alumni attain a senior level position at some point in their career, they are graduates who have distinguished themselves as well as their alma mater. No matter what the degree, the most successful alumni rise to higher level positions in various industries and companies around the world. Along this promotional path come bigger titles, more responsibility, additional decision making authority, and organizational influence. Whether positions are middle management or ones with C-suite status, these graduates represent alumni with the potential to help executive education organizations.

So the question can be asked: Is an opportunity being overlooked with individuals who know the institution, progressed in their career, attained a position of decision influence, and may be in need of additional education to improve skills or further their career?

And a logical answer is: Alumni represent a resource that may be the most underutilized audience in the marketing mix. From the schools involved in this project alone, there were over 5,000,000 alumni identified (Appendix 3). While clearly not all of these would be potential prospects for open or custom programs, if just 1% were, that would represent over 50,000 names to contact. The challenge, therefore, is to identify them, obtain contact information, reach out to make connections, and determine whether their individual or organizational needs are in alignment with what executive education offers.

The collection of data was triangulated from a variety of sources familiar with executive education as well as the processes and procedures for engaging alumni. The interview dialog and the information obtained suggest the use of alumni resources to help develop executive education business has been underdeveloped, sometimes neglected, and not maximized in a strategically important way. There were a select number of schools who invested in alumni connections, had initiatives in place, measured the outcomes, and were justifiably proud of their results. However, the majority of school representatives acknowledged that more could and should be done with their own alumni.

In presenting the findings and recommendations, alumni offer both upside economic and non-economic potential. From the business prospective, they represent the ability to contribute directly as participants, provide referrals, or sponsor custom programs. One interviewee commented, “We have had an alumni sponsor a customized program for their organization which has been running now for the past fifteen years. It’s been a great relationship.” From an institutional perspective, executive education offers a lifelong learning benefit. It provides alumni with an opportunity to return to campus to gain valuable knowledge and reconnect with their alma mater. Involvement with former graduates allows executive education to promote their programs, promote the school, and identify other opportunities where they might be involved in a meaningful (guest speaker, potential advisory member, etc.) or philanthropic way.
Some highlights from the data collected are as follows:

**Alumni Segmentation** - There were very few respondents who indicated there was much segmentation to provide for targeted contacts. The feedback received indicated that many times all alumni receive all communications. Without segmentation by data cut as to years since graduation, industry, company, title, function, etc., material or messages are being distributed in an unfiltered way. Without previewing names in advance, alumni contacts could include those who would not be prospects – males and females no longer in the workforce, recent graduates, or individuals who work for companies that don’t have the capacity or capability to invest in a university executive education learning experience.

**Alumni Measurements** - Interviewee information showed that there is a lack of specific measurement regarding alumni attending programs. The data may exist but is not being looked at routinely. If there is no data field on the registration form to indicate alumni and year of graduation, the information may be more difficult to collect. Whatever the reason, most schools did not track alumni attending programs on a regular or consistent manner.

**Alumni Status** - In general, school commitment is always greatest at the undergraduate level. However, those executive education programs who were able to offer alumni status using selective criteria felt that it had a very positive effect on the participants’ affinity to the school. Those alumni were willing to stay connected and valued the relationship.

**Alumni Discounts** - The impact of alumni discounting or incentives did not appear to be a significant factor in generating additional business and seen more as a must do rather than a want to do. The fee reduction offered ranged from 10% to 20% on average. One interviewee commented, “Our discount wasn’t enough to even move the needle and is being readdressed.” Executive education organizations that provide this benefit have a marketing challenge to ensure that the greatest number of alumni know the offer is available to them.

**School Branding** - While the issue of branding had most respondents talking from a single institution’s perspective, the general sense was that a well-known brand did feel like it would generate more alumni commitment. Schools with greater brand recognition from either sports or academics saw it as an additional opportunity for engagement. Executives and HR interviewees pointed to the fact that brand (reputation) played an important role in the decision process for selecting an executive education partner.

**School Support** - The question of support from senior school officers generated expected responses. In the main, school officers were seen at least as sympathetic to the work of executive education and at best highly active in promoting their work to alumni. The greater the familiarity with executive education, the more chance they would mention it.

**Decision Influences** – Information from a very senior group of international business executives with nearly 30 years of total work experience provided insights into school selection criteria, the role C-suite executives play in awarding executive education business, and what schools might consider doing to get more alumni involved.
A series of recommendations are provided at the end of this paper. These should be beneficial to all schools – those who currently have active alumni programs in place, those who have done very little, and even those who have not focused on alumni at all. Along with these recommendations is a Framework for Leveraging Alumni Relationships and a list of questions (Appendix 1) which schools can use to promote discussion on engaging alumni. The questions provide a catalyst for discussing the obstacles and opportunities involved in bringing more attention and action to establishing alumni relationships. Other appendices include helpful information and data that support the research.

The researchers did not start out with a premise yet one developed during the interviews. 

*Alumni (both from the business school as well as from the university) appear to be a very good source of leads for both open enrollment and custom programs yet most executive education organizations have not used or successfully penetrated these resources - WHY?*

It became obvious from additional school interviews that the topic of alumni engagement may not have been one previously pursued in-depth. As the research progressed, the premise was further tested and the issues of “WHY” identified and examined in more detail. Using the information and suggestions in this paper, the opportunity exists to maximize alumni relationships making them a more important part of the executive education business in the future.

**PROJECT OVERVIEW**

The research proposal for *Leveraging Alumni Relationships: Best Practices to Support Executive Education* was commissioned by the UNICON Research Committee to help UNICON member schools create, enhance, or improve alumni engagement in educative education. This study is part of the Committee’s ongoing responsibility to its members to provide information that can be useful in the operational running of the business. The research focused on soliciting data, obtaining feedback, and gaining perspectives on how to best engage school alumni to be supporters of executive education’s products and services. Information was received from interviews with:

- UNICON executive education professionals engaged in the day-to-day running of the business and who had knowledge of their alumni engagement activities.
- Senior level executives and Human Resources professionals who have experience attending and approving external talent development programs provided by universities or other providers.
- School alumni development professionals familiar with the processes and procedures used to engage alumni working with other campus groups.

The research intent was to hear directly from a variety of international sources on the question of *Leveraging Alumni Relationships:* who does it, how is it done, how effective is it, and what can be done to improve the alumni involvement process.

The project was conducted over a three-month period of time starting on July 1, 2015 and finishing on October 1, 2015.
BACKGROUND

Executive education organizations are continually looking for better ways to promote and market their open enrollment offerings and custom program capabilities. While there are efforts to pursue alumni for their involvement and support, these activities have been done more sporadically than on a regular basis and as a result, with mixed results. Identifying the right alumni and approaching them as potential sources for clients or referrals can be an avenue for incremental business. Offering lifelong learning opportunities for university graduates and their organizations is a value added proposition with numerous benefits. For the university, it highlights an effort to provide graduates with incremental educational opportunities; for alumni, it offers courses, programs, and learning to increase their skills and knowledge throughout their career; and for executive education, it provides contacts for additional business by offering open and custom programs featuring the best faculty with relevant content.

ALUMNI – A UNIVERSITY’S MOST IMPORTANT RESOURCE

The classic definition of *alumnus* is a graduate or former student of a specific school, college, or university. While different institutions develop their own definitions of what alumnus means, most restrict the term for use by those who have graduated and earned a degree. Some university executive education programs have been able to grant alumni status to participants for attending non-credit programs. This is usually based on the total number of days attending non-credit programs (normally at least two weeks plus) or an accumulation of total days of completed programs.

Alumni represent a key and critical resource for many reasons:

- Alumni are an institution’s most loyal supporters
- Alumni generate invaluable word-of-mouth marketing among their social and professional networks
- Alumni can benefit an institution with their skills and experience
- Alumni are great role models for current students and are often well placed to offer practical support as they start their careers
- Alumni are often in the position to engage the expertise of the institution in their professional lives
- Alumni are domestic and international ambassadors. They take the knowledge of the institution to their hometowns and countries and into their professional and social networks
- Alumni are sources of guest speakers, recruiters of students, providers of internships, and for the direct hiring of graduates
- Alumni are candidates for advisory councils, task forces, boards, etc.
- Alumni are references for future students, participants, and programs
- Alumni are fundraising prospects and supporters

Maintaining a positive relationship with alumni helps ensure that the messages they share about their institution are current – and also positive. Continual communication with
alumni means they are kept informed. These efforts result in making them part of the institution’s future and not just part of its past.

All alumni are prospects ... primarily for university fundraising (a traditional U.S. model rather than one adopted internationally) but also as potential resources for a number of other areas including executive education. Alumni, as they advance in their careers, develop an increased sense of gratitude and concern for their institution. In doing so, they derive a personal and professional business benefit from being involved and having contacts at their university. When higher level positions are reached, greater alumni interest is shown. One executive commented, “I have been around and available to my alma mater for many years. During the early years after graduation, no one from my school showed much interest. Now as the CEO and President of a very successful real estate development company, I think I have finally been discovered after 20 years. I am on their radar and now get calls constantly.”

Good interactions with past graduates benefit both alumni as well as the institution. Supporting alumni in their professional and personal lives keeps them interested and engaged. This can take a number of forms: activities such as the facilitation of social and professional networks, preferential access to on-campus expertise and facilities, negotiated benefits with third-party suppliers, and lifelong learning opportunities. The ability to offer alumni a variety of benefits is likely to keep them as loyal, life-long supporters. These efforts may also help alumni achieve positions of success and influence which in turn benefits them as well as their institution. By helping the institution become bigger, stronger and more successful, alumni are also enhancing the value of their own degree.

RESEARCH PROCESS

The research conducted included a literature review and personal one-on-one interviews. No questionnaire was used for this project in response from many UNICON member schools over the use of this survey method for previous research projects. Interviews included participants from schools (Appendix 2) in UNICON’s five geographic regions - Africa/Middle East, Europe, US/Canada, Asia/Oceanic, and Latin America (including Mexico and Central America).

The literature review conducted reviewed information from published articles and studies on the engagement of alumni. Interviews were conducted with international executive education professionals to identify and understand the best practices and policies for engaging alumni. The questions covered what is known about the various processes for identifying key alumni, techniques on ways to contact and involve senior level alumni, and candidate characteristics for supporting executive education.
UNICON prime representatives were contacted with an invitation to participate in the research study. Those schools who responded provided names of marketing or other professionals to contribute to the Leveraging Alumni Relationships project. These representatives were contacted and interviewed via phone, Skype, or in person. A select number of senior executives and HR development professionals were identified and interviewed in a similar manner as to their criteria for supporting their own alma mater, using other schools, and for selecting executive education providers. Alumni development professionals from various universities was identified and interviewed as well for their comments on the process and procedures used for alumni engagement. The research provided answers, comments, or concerns to questions in the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
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<tbody>
<tr>
<td>ENGAGING ALUMNI</td>
<td>How is this done, what is the frequency of contact, what are the most effective practices, and what doesn’t work?</td>
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<tr>
<td>ALUMNI CONTACTS</td>
<td>What are the policies and practices of alumni engagement dealing with business school and university-wide organizations?</td>
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<tr>
<td>OFFERS AND APPROACHES</td>
<td>What are executive education organizations doing to attract alumni for involvement in their business?</td>
</tr>
<tr>
<td>INCENTIVES AND DISCOUNTS</td>
<td>What offers are made to alumni and do they generate incremental business?</td>
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<tr>
<td>ALUMNI COMMITMENT - POWER OF BRAND</td>
<td>Are alumni from strongly branded programs more committed to their schools than those less branded?</td>
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<tr>
<td>ALUMNI STATUS</td>
<td>After completion of an executive development program, are participants granted any form of alumni status?</td>
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<tr>
<td>SCHOOL SUPPORT AND FACULTY</td>
<td>Do school officials actively help to promote executive education? Are faculty engaged in courting alumni?</td>
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<tr>
<td>ALUMNI ORGANIZATION STRUCTURE</td>
<td>Does the structure help or hinder efforts? How would you describe the relationship with the alumni office?</td>
</tr>
<tr>
<td>SCHOOL SELECTION CRITERIA</td>
<td>What selection criteria are used when deciding where to go for an executive education program?</td>
</tr>
<tr>
<td>DECISION INFLUENCES</td>
<td>Do executives try to influence the selection of schools?</td>
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INTERVIEWEE INFORMATION

At the beginning of each research discussion, the interviewees were asked a series of questions regarding their work experience, the nature of their executive education database, the classification of their business scope, and the size of their operation. Those who participated were self-nominated or nominated by their primary representative. We spoke with a very senior group of professionals in terms of number of years with their current employer and their total years of work experience. The interviewees had deep experience with their current school as well as in the working world either in academia or in corporations, governments, non-profits, or a combination of both.

Each of the interviews included a question about whether their database included other alumni apart from executive education participants. The responses were evenly split with 50% indicating the database only included executive education participants while 50% said it included school alumni as well as executive education attendees.
Another question determined if their business was mostly domestic (participants in country) or international (participants from other countries) in scope. The results showed 48% identifying themselves are being domestic providers and 52% as being international providers of executive education open and custom programs.

 Schools also identified themselves by size of revenue for the past fiscal year. Six revenue bands were provided and the data compiled to show the ranges for respondents.
The schools participating were located across the five UNICON regions.

The quotations included in this report are only a representative sample of comments received from the 58 interviews. From a review of all of the information collected, the interviewers extracted comments that best represented alumni engagement for executive education. The research team selected each quotation to signify a summary of major themes, unique pieces of information, or a personal view expressed by interviewees. The majority of those who participated in the research requested to remain anonymous. Some did not want to be named as they did not feel they were representing an approved point of view from their respective institution or organization. Others wanted the opportunity to speak freely on the subject without being quoted. We have acknowledged these requests so any possible reference to an individual interviewee has been removed while preserving the message they wanted to communicate.

ENGAGING ALUMNI

The questions relating to whether school alumni are being actively engaged on a regular basis to promote executive education and how this was done drew an interesting set of responses. Fifty percent of the schools reported actively working to contact alumni, 25% said they were partially engaged but not on any regular or consistent basis, and a final 25% said that they did not pursue alumni as prospects.

Alumni engagement took many forms. Most prevalent was the use of emails, if addresses were available, attending alumni events, articles in alumni newsletters, advertising in alumni magazines, conferences, seminars, or through direct personal contact. The frequency of contact with alumni ranged from a high of 20 to 25 messages or more a month to an overall average of between 3 to 4 times per year.
“Word of mouth and direct contact have been the most successful ways of courting alumni. If we can do an email from a faculty member, that is also effective since they know them.”

“We have a strong corporate focused strategy when targeting alumni. We assess them by their influence factor – the higher the title, the more the influence.”

“Most effective way for us to contact alumni is to reach out one-on-one. We do this by email and phone. When they come to alumni events on campus or chapter meetings, we go and meet them to make contacts we can follow-up on later.”

As a means of identifying which alumni to contact, interviewees were asked about alumni segmentations to reach the right audience. When determining alumni to be contacted, a number of factors were considered. A primary one for business school alums was the number of years since graduation. For MBAs and eMBAs, schools look to connect with those who had been out of school for a minimum of 5 years and upwards of 20 to 25 years.

A number of other schools looked more at company and industry as their key identifier along with title and function. The latter was especially useful for programs looking to attract an audience from functions such as human resources, finance, marketing, or supply chain. The focus on identifying alumni professionals in targeted companies was a direct result of understanding the marketing dynamics for executive education. Companies repeat while participants don’t repeat. The exception is when participants are involved in a certificate program requiring the completion of a series of programs. Seeking alumni from prospected companies was noted for two reasons: finding alumni within the company who may attend or finding alumni who may act as an internal champion to promote programs and encourage others in their company to attend.

Several executive education respondents mentioned that although they had direct control over the message or preferred method of contact, many had no control over list segmentation (or lack thereof) as this was determined by the alumni organization. Some even commented that many times they did not even know which alumni were receiving their message.

The most effective practices to gain alumni attention and participation varied by interviewee and by school but did provide a theme that flowed through the responses. There most effective form of alumni contact was by making a direct and personal connection either by phone or face-to-face. If contact was by other means such as email, personal letter, or invitation, the message had to be customized and include a reason for connecting. Letters to business executives were noted as being effective if they were personally addressed, on university letterhead, and individually signed by the sender.
While this form of contact may be time consuming, it was effective because it normally made it through the executive C-suite screen and onto the executive’s desk. Also, most other marketers don’t take the time to do personal letters anymore preferring the use of more technology or social media avenues. A number of schools focused their communication with alumni on “hot topics and new content” knowing that MBA and eMBA business alums may have already seen or had the same faculty teaching in their program.

“What has worked best for us is to have a senior level champion (decision maker) in the company. They don’t need it for themselves but know the school and faculty and can refer programs to others.

“Our best opportunity has been working through the alumni clubs. They are more motivated to help the school and stay in touch. Your call reminds me that we should measure this more closely to determine what the success has been for open and custom programs.”

“We started offering executive education preview session in a major metropolitan area for alumni. These were breakfast or lunch events where faculty members offered samples of what they were teaching. This worked and was well received. Alumni pre-qualified themselves by coming as most were very busy business executives.”

“We engage alumni by providing them with information on upcoming programs that are the next steps in their career development. We use direct email and executive events. We target eMBAs as well.”

“Our most effective process is engaging alumni with messages that acknowledge their previous educational experience with us and reinforce our commitment to help them get to the next stage in their professional career.”

While schools commented on their need to contact the right alumni with the right message, when asked if this had worked to get open or custom business, the results were not conclusive. Many said that it wasn’t measured in a consistent way, they didn’t know, and provided answers that were only anecdotal.

What hasn’t worked in reaching alumni generated a variety of different answers but no overall theme. Schools mentioned not being effective with their alumni newsletters, special executive education alumni events, contacting alumni ten years out of school, the obstacles encountered trying to get to the school’s alumni database, one-on-many events, advertising, partnering with regional alumni groups, and not defining or pre-qualifying alumni.
“What hasn’t worked was the ability to get to all university alumni. We have done some digital advertising and piggy-backed on other alumni events. We have attended these sessions but putting a table up to attract people hasn’t worked for us.”

“What hasn’t worked is we use to do sessions during homecoming weekend. On Friday morning, we would highlight our executive education professors. We didn’t get any bang for the buck since the majority of the people in the session were not the right audience – mostly retired so it was not a good use of our time.”

“We were asked and attended alumni events to support the Dean and business school. These didn’t produce the quality of contacts we had hoped. We are now more selective in which sessions we may or may not support.”

ALUMNI CONTACTS

Conversations with interviewees became animated when discussing the ability of executive education to freely contact school alumni. There were only 25% of the respondents who said that they were totally free to contact all school alumni. Another 29% of the respondents said they were free to contact only business school alumni. And 46%, nearly half of the schools interviewed, said that they were not allowed to contact any university alumni – some not at all but most could only make contact by asking permission.

At universities, it is often the case that very close control is kept over the alumni database and contacts with alumni. Alumni development, sometimes called alumni advancement or alumni affairs, is normally the keeper of the database. Having this key responsibility puts them in a strong position to either facilitate or contain contact with all alumni. While some try and do strictly control this, the most thoughtful think that more contact with alumni is better than less. They help structure processes and procedures to allow contacts to happen. They ensure that all alumni requests are considered and coordinated with other alumni activities. Without a progressive and collaborative attitude, development or advancement offices have created negative feelings for other parts of the university wanting to engage alumni. When this happens, it can have a number of consequences: 1) university entities find their own creative ways to contact and engage alumni and when they do, they are reluctant to share this information with the development office. Or 2) they determine that the obstacles for contacting and engaging alumni are so onerous that they no longer bother.

A bond between alumni and the institution based on a single point of contact will be weaker than a bond based on multiple points of university engagement. Good alumni relationships should be flexible enough to allow an alumnus to maintain positive links, not only with the alumni office, but also with former faculty, tutors, coaches, advisors, and other personnel. This broader network experience is far more enriching for both individual alumni and for the institution.
“We can connect to anybody at the university. What we normally do is target a company or industry and use the alumni list to see who is a graduate in the company. However, while we have access to the total alumni list, we don’t use it much.”

“The alumni association rents their list to internal university organizations but we have not chosen to use this to engage alumni for executive education.”

“The alumni group is pretty flexible with us. They have a comprehensive list of alumni names, titles, companies, degrees, dates, etc., but the major problem is that the data doesn’t get updated regularly. When it does, it is done by student interns who may or may not enter the data correctly.”

“We are free to contact eMBA alumni but no other university alumni without approval. In earlier years, we tried to reach out to university alumni but we don’t try anymore.”

“Not free to contact university alumni at all. Pulled the plug on this many years ago and we do nothing with them. We don’t bother anymore as the alumni list or any part of it is off limits. Our business school alumni office helps and is cooperative with us.”

“Alumni are very important sources of leads and referrals for executive education and then we ran into the alumni development group. Their only focus was on getting donors and contributions. In both universities I was with, they were extremely protective about any contact at all with alumni and they made it so difficult that the discussions didn’t go anywhere. I finally had to get the Dean involved to intervene. Just when I thought we had made progress, there were questions about privacy and whether access to these names was something we would be allowed to have - and yet all we wanted to do was to have our messages included in other alumni communications.”

Former head of executive education

OFFERS AND APPROACHES

Do schools sell to alumni differently and what techniques do they use for approaching alumni? The research indicated that the approach to alumni engagement used by most executive education professionals was more indirect than direct and measured. The initial design of the interaction came from a standpoint that you know us; you have gone here and came in the form of a request for help rather than a sales proposition with an added value benefit. Seeking a connection back to the school first followed by a discussion of executive education was the primary approach. Once a connection was established, the offer was for the alumni’s help – either by coming back to enhance their own individual skills or by referrals of executive education programs and custom capabilities to others in their organization or network.
“When contacting alumni for engagement, we use a personal approach to invite them as speakers or for referrals. This has worked well for us.”

“One of our alumni, a senior executive with a big international company, didn’t even know executive education existed. While that’s not unusual, getting awareness among alumni has always been a challenge. Even the most committed alumni can’t promote what they don’t know. We have to do a better job with our alumni engagement process and activities.”

“Our approach to get referrals from alumni has been the most effective way we have engaged them. Our process is to identify well-placed alumni in companies we are looking to target. We have found that degree alumni many times are far more willing to refer others than come themselves.”

“What we try to look at is what’s new and what’s fresh for alumni that they can use and put into practice back on the job. We are always working on a learning curve for them on what we are doing and how they can benefit from it.”

“We use a lot of conferences with our top faculty to connect with alumni. We invite them by email. The last conference was well attended and the auditorium was full with 150 people attending.”

INCENTIVES AND DISCOUNTS

The good news was nearly 90% of the interviewees noted that their institution offered alumni a special reduced price for attending an executive education program. The most common pricing for an alumni discount was in the 10% to 20% range. Viewing alumni discounts totally from a financial perspective as a loss of revenue may be shortsighted. There are numerous non-economic factors for offering special pricing incentives. For one, it signals the importance of being an alumnus. For another, it allows the offer to be promoted on the executive education web site as well as on the school alumni web site. This provides more exposure to executive education programs and capabilities. While discounts may be viewed as a motivation for alumni to act, many interviewees commented that they serve other purposes as well. Alumni attendance provides additional public relations possibilities for both executive education and the alumni office. Some alumni
discount or incentive programs we found were quite unique like those offered by the University of Michigan and Columbia University.

The University of Michigan and the Ross School of Business have taken alumni education benefits to a whole new level through a program called Alumni Advantage.

The Gift of Lifelong Learning

The University of Michigan and Ross School of Business alumni can now take advantage of special scholarships to enhance their professional development through a new program called Alumni Advantage. Ross alumni now have Free Lifetime Access to Executive Education open enrollment programs in Ann Arbor and other locations around the world. These programs help business leaders develop their skills in areas like general management, leadership, and human resources. While the total program cost, as noted on the Ross Executive Education website, is waived, administrative and accommodation fees charged at a daily rate are extra. Ross alumni can also offer Partial Scholarships to Others - up to two partial scholarships (50 percent off the total program cost for open enrollment programs) per year to colleagues, friends, and family to support their own personal development.

Alumni Advantage also benefits all university alumni. University of Michigan graduates (including the Dearborn and Flint campuses), now have lifetime access to open enrollment programs via Partial Scholarships (50 percent off the total program cost).

Alumni Advantage offers Ross and University of Michigan alumni a portfolio of 23 executive education programs across five locations. The fees are from $3,450 to $24,500.

Columbia University provides a 25 percent tuition reduction benefit for alumni and up to four of their colleagues for executive education programs lasting up to seven days. In addition, alumni who graduated in 2008 or later have the benefit of applying any bidding...
points remaining upon graduation as tuition dollars. This can be for programs lasting up to seven days with points used to cover up to 50% of the tuition.

Alumni Tuition Benefit

As part of Columbia Business School's commitment to lifelong learning, our alumni are provided with a variety of opportunities to access the School's thought leadership for their own professional development, as well as the opportunity to share it with their teams. As an additional benefit, you have the distinct opportunity to utilize the alumni discount as well as a discount exclusive to the classes of 2008 and later to reduce the cost of many popular Executive Education programs.
“As an alumnus/a of the School, you are entitled to the Alumni Tuition Benefit which offers a 25 percent tuition benefit for you and up to four of your colleagues on non-degree Executive Education programs lasting up to seven days.

Alumni who graduated in 2008 or later have the additional tuition benefit of applying any bidding points they had remaining upon graduation as tuition dollars toward a non-degree program lasting up to seven days. Each bidding point is equal to $1 of tuition, and may be used to cover up to 50 percent of the program’s tuition. These points are not transferable to colleagues. Family Wealth Management is not eligible for the benefit.

The bidding points benefit may be combined with the Alumni Tuition Benefit to cover up to 75 percent of the tuition cost for alumni at a non-degree program lasting up to seven days. Bidding points are valid for 10 years after graduation.

While your bidding points are non-transferable, please remember that your Alumni Tuition Benefit of 25 percent extends to up to four colleagues for programs lasting up to seven days. This benefit is an opportunity to provide the Columbia Business School thought leadership you’ve known to your teams and colleagues.”

Four schools said that they did not offer alumni discounts. The primary reason was they saw the interaction being a Business to Business rather than a Business to Consumer transaction. These schools said that the vast majority of their open enrollments fees were paid by a participant’s organization. Only on rare occasions did they have any individuals attending who paid their own way. Therefore, from a strictly business perspective, the institutions that did not offer alumni discounts developed a justification for their decision. However, many of the interviewees from schools who did offer discounts said it was not about the reduction in tuition but rather about other aspects of interacting with alumni:

- “Alumni discounts were more about promoting the mission of the school.”
- “Alumni discounts where a way to show the importance of being a graduate.”
- “Alumni discounts helped get more exposure for executive education: what it is and what it offers. It offered an additional incentive for alumni to return.”
- “Alumni discounts were seen as positive promotion by alumni organizations”

“We don’t offer alumni discounts. Last year we used some alumni discounts but not on a regular basis. When we offer discounts, they get use to them which is not good.”

“We offer a 30% alumni discount but very few take it. We seldom get an MBA back to executive education programs as they feel they have learned everything.”

“The discount program is heavily promoted and marketed but hardly used at all.”

“It’s not the amount of discount that works, it is because the alumni believe they are being treated special.”
Did incentives and discounts generate incremental business? What are the results of various pricing alternatives that have been used to attract alumni? In answering these questions, the vast majority of the schools (80%) did not know whether the incentives offered to alumni were effective or not. Many answered that they did not believe the alumni discount was effective. Others said it had minimal or marginal impact, they didn’t know, or their answer was conjecture. The primary reason for many of the responses was alumni discounts were not measured or consistently tracked. Most schools could not offer solid figures as to the exact number of alumni who attended their programs. However, 38% of the schools believed that number was 5% or less. Interestingly, when looking at different cuts of the data, 70% of non-U.S. schools did believe that their alumni discount had a positive effect on driving more enrollments. Furthermore, some schools not only measured it but also were able to provide a specific business increase (i.e. 2% to 7%) of total revenues. Conversely, only 22% of U.S. schools believed it had a positive effect.

“I’m not sure yet whether the alumni discounts are effective or not. We had one class since June 1st when participants talked about their backgrounds (where they were from, company, title, etc.,) and 50% of the class was alums. Interesting though, hardly any of them knew about the alumni discount.”

“Last year we had 12% of our participants as former school alumni … and this percentage has been going up over the years.”

ALUMNI COMMITMENT - POWER OF BRAND

An interesting question to interviewees was on school brand and brand perceptions. Are alumni from schools with strong brands (i.e. either strong sports or academic brands) more committed to their school than those without strongly branded programs? Over 50% of the interviewees responding felt strongly that brand was very important for the institution as well as for marketing executive education. Many of the larger schools had very strong feelings about the role that brand played for attracting both alumni and non-alumni participants. The question of brand was also noted in conversations with executives and HR professionals as being an important consideration when looking for an open enrollment or custom program provider. They noted that a school’s ranking and notoriety played an important role in selection. This was especially evident when major leadership or functional initiatives, associated with large expenditures, required C-suite approval or Board review. During the review process, many times executives or Board members would ask who had been considered if they did not see familiar school names being recommended.

“It may not be the brand as much as it is the quality of the experience you had that makes the difference in terms of commitment.”
ALUMNI STATUS

When asked about the granting of alumni status for attendance at executive education non-credit programs, 38% responded that their institution did grant full or some form of alumni status. However, most stated that it was restricted to the completion of certain programs - specifically longer, high-level programs or an accumulation of executive education program days. Some noted that previous program attendees were quiet passionate about their association and became active in alumni clubs or events. While there is a significant difference in the awarding of alumni status to those who receive a degree, there was not much concern expressed by them as to the granting of executive education alumni status. While it was mentioned that some degree alumni may have questioned it, most accepted that it was the institution’s responsibility to determine their own definition of what an alumnus means and grant the status accordingly.

An example of the alumni status that is granted and how it is promoted on the web site are the four programs at Harvard Business School Executive Education.
Executive education alumni receive the very same benefits as degreed HBS alumni.

Harvard Business School provides alumni benefits for AMP, GMP, OPM, and PLD programs of 8 weeks or more. Some programs have both on and off-campus modules spaced over time. In addition, they also conduct a GMP alumni reunion which is run in different locations around the world every other year. This event provides alumni with content updates as well as continues their connection with the school.

For those attendees of programs that were not granted any alumni status, most interviewees indicated that LinkedIn was the primary vehicle used after program completion to keep participants connected to the school. However, the results on the use and success of LinkedIn were inconclusive. Most noted that these efforts, where attendees expressed interest to participate during a program, waned over time. A number believed the drop off was due to people being too busy back on the job, not willing to invest the time, or the site not being updated by the school for any incremental learning benefit. While 47% said they do or had used LinkedIn, these same schools noted that they had not seen much ongoing interest and needed to more closely measure its real effectiveness.

“Closed our LinkedIn group and have switched to offering free webinars and tickets to events to show appreciation for those attending our programs. Webinars well received. We’re not doing these events to make money but to keep past participants involved and excited by the school. Well attended but haven’t measured it.”

“LinkedIn – plenty are excited and sign up but after that, aren’t very active.”

“Will do some webinars as well as LinkedIn and Facebook to keep people connected. They are good at the start but tend to dip. Hard to maintain interest over time.”

**BENEFITS DETAILS**

- **HBS Alumni Network** – Join a global network of more than 78,000 MBA and Executive Education alumni in 167 countries
- **HBS Alumni Clubs and Associations** – Connect with members of 85 Alumni Clubs and Associations worldwide on diverse business and social levels. Besides strengthening alumni relationships and offering opportunities for continued learning, many Alumni Clubs and Associations provide community service, reinforcing the HBS mission to educate leaders who make a difference in the world
- **Baker Library/Bloomberg Center Services** – Access a comprehensive online collection of content assets and thought leadership pieces on wide-ranging aspects of management and leadership
- **The HBS Publishing Alumni Plus Program** – Get a 20 percent discount on regularly priced items when you identify yourself as an alumni member. This includes HBS Press books, Harvard Business Review article reprints, and case studies (subscriptions not included). If other discounts are offered, such as quantity or special pricing, the deepest available discount will apply
- **Open-Enrollment Programs Discount** – Receive 30 percent off all HBS Executive Education open-enrollment programs
- **Email** – Enjoy a lifelong HBS email forwarding address
SCHOOL SUPPORT

Most every school interviewed maintained very active alumni organizations responsible for connecting with prior graduates. Alumni events and activities were normally sponsored or attended by senior school officials. At these sessions, the question was raised as to whether these officials (i.e. President, Dean, alumni association leaders, etc.) actively helped to promote and market executive education. There were 39% of the schools saying they did get mentions during talks to alumni. Most noted that if and when the promotion occurred, it was mostly by the Dean of the Business School or someone from the alumni organization. On only rare occasions did the head of the university or school mention executive education as an additional benefit to alumni.

“Good relations exist. The Alumni director reports into the Dean along with the Director of Executive Education. The Alumni office is co-located within the exec-ed office space and so it all feels part of the same team.”

“Cordial relations with the broader university alumni office and now there is even more active discussion on how the school can collaborate further.”

“Very cordial – exec-ed participants are valued as much as longer-term alumni from degree programmes.”

“Good collaboration now at the business school level. This happened over the past few years. Relationship is cooperative and collaborative. What changed it was me. The guy who is heading it up now and I made a concerted effort to do more together. Alumni organization was originally viewed with an asterisk and we changed that.”

“Yes, it helps us. Relationship is very friendly – I used to work in the communications office and the alumni office depends on this so I think my association helps.”

“My boss and I were previously on the alumni board which I call the “big organization” and they always want to help us. When I first got here, however, there was no access to the list.”

“Both the current and the past Alumni directors came from exec-ed so they are very well integrated as an exec-ed organization.”

If support was done, why? Economically, it was promoted because it’s a revenue stream for the school and a source of additional discretionary funds for the Dean. Additionally, it’s promoted as a lifelong learning benefit that brings alumni back to

If support wasn’t done, why not? The biggest reason stated was the other high priority areas that the Deans and other senior school executives had on their agendas. Executive education was normally not mentioned as a top item to be promoted.
ALUMNI STRUCTURE

As part of the discussion with school representatives, they were asked to comment on whether the alumni organization structure at the university helped or hindered them. They were also asked how they would describe the association they had with the alumni office. There were 63% of the interviewees who saw the alumni structure within their school as being helpful, 15% said it neither helped nor hindered, and 22% said it hindered their ability to engage alumni. There was clearly a polarity in responses. Those who believed they had a very good relationship with the alumni organization expressed very positive comments while those that did not were quite critical.

The theme that was clear from the overall comments was it is not only the structure or being located in different buildings on campus but the people and personalities involved. The more positive the individuals, the more they listened to each other’s perspectives. The more they worked together, the greater the opportunity for collaboration. Conversely, those who thought the alumni organization hindered their efforts did not have a successful experience trying to work together to achieve goals for alumni contact.

Again the theme was people and perspectives along with policies and procedures rather than structure. It pointed to an opportunity for more communications in order to find a mutually common ground of agreement on what could and could not be done. Finally, there were some who had tried and given up believing that groups were too far apart for any meaningful collaboration.

“For our situation, it doesn’t exist. People do their own thing.”

“Hinder – The problem is we are not in the top three priorities of the Dean or the school ... therefore, we don’t get the kind of time and attention we know we should get.”

“They are here to help us ... they think they help us but don’t actively reach out to alumni for us. While the relationship is friendly, they reject us due to other priorities.”

“We haven’t found the recipe to communicate so that we can put our best foot forward.”

“Probably neutral at best. There is a very long lead time and we have to get in line and that’s not helpful given the responsiveness required to support our business.”

CONNECTING FACULTY

Is there anything you do with your executive education faculty who teach in your programs to connect them with alumni? If so, how and what is being done? While 37% of the school representatives said that they did not do anything with the faculty to connect them with alumni, a solid 63% gave positive references for faculty engagement and
involvement. This took the form of speaking to alumni groups when they were traveling to different cities or overseas, presentations at special alumni breakfast, lunch, or dinner events, offering short programs for alumni as samples of what they taught, and meeting with alumni while they were on campus. For the most part, while faculty who teach in executive education programs were clearly the most well-known and sought after resources, they were seen as very committed to their institutions. When called upon, faculty were willing to help executive education or the alumni office as requested.

“Faculty are very helpful with events where they present and meet alumni as prospects.”

SCHOOL SELECTION CRITERIA

In the process of this research effort, interviews were conducted with senior executives, HR professionals, and consultants responsible for executive education recommendations to their respective organizations. As an indication of the significance of various decision criteria, they were asked to force rank a series of statements as to the most important factors when determining a provider for executive education. The three top choices were: reputation of the business school, content of the program, and faculty reputation.

Please Rank Order - Criteria (1 = Most Important with 10 = Least Important)

<table>
<thead>
<tr>
<th>Rank</th>
<th>criterion</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Positive past experience</td>
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<tr>
<td>2</td>
<td>Content of the program</td>
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<tr>
<td>3</td>
<td>Faculty reputation</td>
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<tr>
<td>4</td>
<td>Location of the program</td>
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<td>5</td>
<td>Price of the program</td>
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<tr>
<td>6</td>
<td>Quality of the facilities</td>
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<td>7</td>
<td>Location of the program</td>
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<tr>
<td>8</td>
<td>Peer involvement (inputs from other colleagues)</td>
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<tr>
<td>9</td>
<td>Personal involvement with the school</td>
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<tr>
<td>10</td>
<td>Regular communications from the school</td>
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</table>

(N.B. This same study has been done many times over the years with very senior level decision makers. The results have always listed the top three responses as content of the program, reputation of the business school, and faculty reputation.)
**DECISION INFLUENCES**

The senior level executives, HR professionals, and consultants interviewed provided some unique insights into the decision making process. Their criteria for selecting an executive education provider clearly indicates the importance of reputation (or brand) of the school, content of the program, and distinguished faculty. While these factors may be more well-known considerations, they also shared some lesser-known considerations that go into the decision making process. The group interviewed was very senior having been in their jobs an average of 5 years with 29 total years of work experience. In addition, each one had been to a university executive education program (some to multiple programs), sponsored custom programs, and sent participants to open programs. They were asked to comment on the role a CEO and other C-suite executives can play when they are active supporters of their own alma mater. Each commented that executives at various levels would mention their school to ensure it was there for consideration. One senior talent manager commented, “*Whether the CEO mentioned their school or not, if it was known that they were involved with their alma mater, it was just smart business to have it on the consideration list assuming it had an executive education component.*”

“The Chairman was a very active and involved alumnus at his alma mater and wanted me to recommend using his school as our executive education provider. This was more pressure at a multi-billion dollar company than I otherwise would have expected. I would never push my alma mater if I didn’t think it was a good fit.”

*Senior Executive Officer – F 100 Company*

A question posed to each interviewee in this group was to seek their opinions, thoughts, and suggestions on what universities or schools can do to get more of their alumni involved in executive education. Below is a selection of recommendations they offered. One CEO mentioned getting mail from schools but never getting a phone call to connect.

“Go see the right people; deliver a solid message either face-to-face or with a phone call. Develop a relationship with the alum and their business. Invite alums to experience a program either by scholarship, offering a free seat, or an audit session.”

“Marketing at the right time is key and critical. Strategic planning is normally finalized by September in many large organizations. These plans are then used to drive the annual budget process which follows. If organizations close their books on December 31st, contacting influential alumni during the August–September–October timeframe provides the best opportunity to get it into the new budget. Providing information at the right time can help get it funded.”
“Well, the first thing they can do is ask for my help and support. They can seek me out and they should be keeping track of me. I have a point of view I can offer which can help. I think I just fell off their radar. They could benefit from personal communications, reaching out, and doing that early enough in the process.”

“My suggestion for what executive education organizations can do is not to let up on the alumni business development piece. Continually stay in touch. During my tenure, I had an external meeting scheduled every day which included former alumni.”

“Interesting. I have been to multiple executive education programs and only hear from one of them once per quarter through their magazine. I also hear from them via mail but have never gotten a phone call ... never! If contacted, I expect there would be an appeal for me to attend and refer others but I never get a call with that request.”

“The alum is the “point of entry” and can be your Internal Champion. Ask the alum to introduce you to the decision-makers for executive education. Sponsor periodic targeted alumni retreats for understanding their needs, thoughts, and suggestions for advanced learning. Use this information to enhance your program.”

“You can’t promote what you don’t know. Educating alumni on what executive education is and has to offer is probably the biggest challenge. This takes constant and consistent communication. It’s a blended approach of personal outreach ... first by mail or email followed-up with a phone contact.”

“Even though I did not graduate from Harvard, I attend Harvard alumni events in my country quite often. In these events, there are degree alumni as well as people who attended executive courses. I think it is a quite effective marketing system to attract participants to their executive courses and also to attract children of them to their business school and also undergraduate courses. I think other schools can do a similar thing. And it seems that they treat graduates of their executive courses the same as graduates of their undergraduate and graduate courses. As I said, I think it is an extremely effective system to attract students for the whole school.”

“Just FYI, US government has US trade centers or cultural centers in many countries. They allow alumni organizations of US universities to use these facilities for free or at a nominal charge.”
ALUMNI ORGANIZATIONS

Interviews were conducted with a number of global alumni development professionals. These conversations were insightful in many respects. At most U.S. universities, there are a number of different alumni organizations. Alumni development at large universities have a core central group as well as representatives at colleges throughout the university. Their mission is fundraising. Alumni relations groups focus on getting and keeping alumni involved and coming back to campus and not fundraising. The alumni association coordinates alumni clubs in various cities around the world – again not focused on fundraising. If any fundraising does occur from alumni relations or alumni associations, it is considered to be minimal. The alumni model expressed by the interviewees at non-U.S. universities was more focused on building connections than fundraising.

Comments from the interviews are summarized under four topics:

ALUMNI DATABASE - The quality of the alumni data files continues to be an ongoing challenge. When individuals move or change jobs, the school or university isn’t always notified. Many alumni organizations attempt to keep up with this through researchers but it continues to be an ongoing issue of “list cleaning and updating” of the database. Alumni organizations can extract any data they need from the database system. However, outside these organizations, in most universities, no access is granted. A very select number of interviewees said executive education had access to the complete database. However for most executive education groups, a request was required for either names or a list. The alumni group would produce a list along with strict parameters for its use. The executive education message had to be submitted, reviewed, and once approved, the alumni office would send out the information on the agreed date.

INFORMATION SHARING - Throughout the conversations with school representatives as well as alumni development professionals, cooperation and collaboration on the sharing of alumni contacts and information was very limited. There was frustration expressed from both sides when requesting information and not having it provided.

WHAT WORKS - Most noted one-on-one conversations or personal meetings were the most productive for both alumni organizations as well as executive education. And both groups agreed that running large events, while understandably necessary, were the least productive.

MISSION - A former head of executive education that was now in international alumni development offered an interesting perspective. He commented, “You have to look at it beyond just the transactional nature and margin on the educational experience. It’s more about what message you’re sending to alumni regarding a lifelong relationship with their alma mater. While only a low percentage may take advantage of any incentives offered, the goal is to get 100% to know about it. From a holistic point, executive education can be just as myopic as other peers in the university by not realizing their power to drive alumni relationships.”

Executive education offers both a strategic and valuable lifelong learning benefit. It has institutional significance in providing alumni with opportunities to stay connected with their school. Providing advanced programs from the school’s most distinguished faculty allows them to connect in a favorable way to the overall experience of the school.
“We asked a number of times for information on what alumni were attending programs and it was never provided. At least let us know who is on campus. It was a pattern – a real lack of cooperation unless they wanted something from us.”

“Structure of the alumni operation doesn’t hinder anything probably because executive education doesn’t have access to the main database and we don’t have access to their records. They are not sharing and we are not asking.”

Each web site for the schools participating in the research was visited to see how the alumni discount and alumni status (if granted) was featured. The school’s alumni web site was also visited to see how the discount was being offered. In most cases, there was a direct tie to the promotion on the executive education page with what was offered by the alumni organization. In some cases, while the information may have been on the web site, it could not be found and was so noted. Pages from web sites visited are in Appendix 8.

RECOMMENDATIONS

The following recommendations were formulated after analyzing the data collected from the literature search and from the 58 personal interviews conducted. It was clear from the many conversations that this was a topic interviewees were interested in discussing. While they may not have had definitive answers to all questions, they provided what they knew and were interested in what they could learn from the study.

Along with the recommendations are a Framework for Leveraging Alumni Relationships and a series of questions (Addendum 1) for schools to consider. The questions should prompt additional discussion within executive education and with other university counterparts when evaluating alumni engagement. The results will help evaluate whether the current program is sufficient, in need of modification, or ready for major revision.

ENGAGING ALUMNI

☐ Make alumni part of the strategic planning discussion for executive education.
☐ Evaluate the portfolio for the most likely programs alumni might participate in or provide referrals.
☐ Evaluate alumni engagement activities to determine the completeness, consistency, and frequency of contact. Is it acceptable or should improvements be made?
☐ Set specific goals for the number of alumni enrollments annually – 10% of total enrollments may be a reasonable number to be achieved for most schools.
☐ Promote alumni returning to programs internally. Leverage PR opportunities.
ALUMNI CONTACTS

- Request alumni office help and suggestions for identifying the most qualified alumni. Determine what avenues are open for promotion of executive education either separately or in concert with other offerings.
- Ask for a list of alumni name counts by various segments: C-suite executives with titles of CEO, COO, CFO, etc., alumni by company, alumni by function (i.e. HR), alumni by geographic location, etc.
- Consider undergraduate as well as graduate alumni from the business school and from other schools across the university.

OFFERS AND APPROACHES

- Consider multiple channels of direct contact - email, personal letter, phone, Skype, or meeting. Determine which approach works best and why.
- Target the message – program promotion versus support for referrals, sponsorships, guest speakers, advisory roles, etc.
- Promote what’s new and updated especially for MBA and eMBA alumni. Change the perception it’s the same faculty with the same content they have had previously.
- Be persistent. Plan a second or third contact attempt if the first does not get a reply.
- Track progress of all activities. Carefully monitor and measure the results. Use data gathered to continue to refine the connection process.
- Depending on the size of the alumni list, divide contacts into waves (i.e. wave #1 – 25-50 alumni names, wave #2 – 25-50 alumni names, etc.) This method provides a focus on making a personal connection without overloading the system.
- Review the web site. How are alumni offers presented? Visit the alumni link to ensure that messages are consistent with the executive education site.
- Check marketing messages on executive education and alumni sites to ensure they reference how programs can address the needs of alumni businesses and the career development needs of individual alumni.

INCENTIVES AND DISCOUNTS

- Review the current alumni discount offered. Is it enough to generate interest?
- Consider both the financial and non-financial benefits of alumni discounts. What is the true cost of an unfilled seat versus having alumni learning back on campus?
- Review the discount with the alumni office. Seek suggestions and recommendations for maintaining or changing it to be more impactful.
- Consider extending the alumni discount offer to a defined number of the alumni’s associates within their company or organization.
- Put measurements in place to determine the use of alumni discounts.

SENIOR LEVEL DISCUSSIONS

- Meet with senior alumni office professionals at the business school and university level. Explain your needs. Listen to their requirements. Identify a common ground for working together. If a relationship is in place and working, evaluate it for enhancements and improvements.
Meet with the business school Dean (or highest level person responsible for executive education). Specifically discuss contacting alumni to support executive education. Get their thoughts and ideas. Determine the priority placed on alumni interaction to support the school’s overall alumni outreach efforts.

Address or re-address the possibilities for granting alumni status for longer or certificate programs (especially alumni status through the business school). Consider creating the title of Associate Alumni and offering them limited benefits.

RESULTS AND MEASUREMENTS

- Evaluate the measurement system in place for alumni contacts activities, open program attendance, or custom program sponsorship.
- Use alumni attendance for testimonials in alumni magazines and newsletters.
- Consider doing alumni research. An alumni survey or focus group can help determine individual or organizational learning needs. Evaluate the current portfolio against these results.
- Share alumni names of executive education attendees with the alumni office.

The following is a framework for Leveraging Alumni Relationships. The structure includes four areas. Research is beneficial in determining what is needed in an alumni engagement program for success. It creates a forum to discuss individual as well as organizational learning needs and provides information which can be included in the executive education strategic plan. Connections involve working with alumni development, alumni relations, and the alumni association to obtain targeted lists. These names should be segmented (title, company, location, function, years since graduation, etc.) to ensure a maximum opportunity for favorable responses. Approach looks at incentives as well as client development. The alumni discount should be sufficient enough to gain attention and response. Marketing activities should include a personal, direct alumni contact along with reasons for returning to their alma mater for advanced education. Follow-up requires focus and attention so executive education alumni engagement is communicated internally as well as externally. A successful engagement program provides updates to school officials as to the levels, companies, and numbers of alumni coming back for programs. This alumni benefit contributes significantly to the school’s learning mission.

**Framework for Leveraging Alumni Relationships**

<table>
<thead>
<tr>
<th>Research</th>
<th>Connection</th>
<th>Approach</th>
<th>Follow-up</th>
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<tbody>
<tr>
<td>Do research with alumni to understand what motivates them to become engaged. Identify their learning needs and what they are prepared to do to further their school involvement.</td>
<td>Meet with the alumni office. Understand the alumni list process and segmentation. Obtain agreement on levels of support for executive education.</td>
<td>Ensure the alumni discount is enough to gain attention and action. Follow all targeted alumni marketing (e.g. emails) with a direct, personal contact.</td>
<td>Provide regular updates to the Dean and Alumni office on alumni (name, title, organization, etc.) attending programs to support the school’s mission.</td>
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APPENDIX 1 - ENGAGEMENT QUESTIONS

The following series of questions can be used to stimulate discussion among executive education as well as with other interested groups on Leveraging Alumni Relationships.

<table>
<thead>
<tr>
<th>QUESTIONS FOR LEVERAGING ALUMNI RELATIONSHIPS</th>
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<tbody>
<tr>
<td>1. Is identifying and contacting alumni part of the strategic plan?</td>
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<tr>
<td>2. Has executive education met recently with the school alumni organization?</td>
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<tr>
<td>3. Is there an understanding of what fields are in the alumni database?</td>
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<tr>
<td>4. Is a measurement system in place to tell if alumni are responding/attending?</td>
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<tr>
<td>5. What is done to promote alumni internally who attend programs?</td>
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<tr>
<td>6. Have alumni discounts been reviewed to determine their effectiveness?</td>
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<td>7. Has an alumni focus group been conducted to determine educational needs?</td>
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<td>8. Has an alumni survey been done to rank the importance of alumni benefits?</td>
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<td>9. Is there a willingness to share alumni enrollment data with the alumni office and in turn, have them share alumni information with executive education?</td>
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<td>10. What priority do school officials place on alumni and how can EE help?</td>
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<tr>
<td>11. Is there a data field on the enrollment form for “Alumni and Year of Graduation”?</td>
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<tr>
<td>12. Are referrals measured as part of alumni supporting their alma mater?</td>
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### APPENDIX 2 - LIST OF SCHOOLS

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<thead>
<tr>
<th>Ashridge</th>
<th>Stanford University</th>
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<tr>
<td>BI Norwegian Business School</td>
<td>Stockholm School of Economics</td>
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<tr>
<td>Carnegie Mellon University</td>
<td>Tecnológico de Monterrey (ITESM)</td>
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<tr>
<td>Columbia University</td>
<td>The University of Tennessee - Haslam College</td>
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<tr>
<td>Cranfield School of Management</td>
<td>University of Alberta</td>
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<tr>
<td>Dartmouth College - Tuck</td>
<td>University of Cape Town</td>
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<tr>
<td>ESADE Business School</td>
<td>University of Chicago - Booth</td>
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<td>Fundação Dom Cabral</td>
<td>University of Georgia - Terry College</td>
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<td>Hong Kong University of Science and Technology</td>
<td>University of North Carolina at Chapel Hill- Kenan-Flagler</td>
</tr>
<tr>
<td>IE Business School</td>
<td>University of Notre Dame - Mendoza</td>
</tr>
<tr>
<td>IMD</td>
<td>University of Reading - Henley</td>
</tr>
<tr>
<td>INCAE Business School</td>
<td>University of Southern California - Marshall School</td>
</tr>
<tr>
<td>INSPER Institute of Education and Research</td>
<td>University of Toronto- Rotman</td>
</tr>
<tr>
<td>ITAM - Instituto Tecnológico Autónomo de México</td>
<td>University of Virginia - Darden</td>
</tr>
<tr>
<td></td>
<td>UNSW Australia</td>
</tr>
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</table>
## APPENDIX 3 - ALUMNI COUNT BY SCHOOL

<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td>University of Michigan - Ross</td>
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<td>University of Toronto - Rotman</td>
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<td>University of Southern California - Marshall School</td>
<td>365,000</td>
<td>70,000</td>
<td></td>
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<td>Harvard Business School</td>
<td>323,000</td>
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<td>29,944</td>
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<tr>
<td>Columbia University</td>
<td>313,000</td>
<td>39,000</td>
<td></td>
</tr>
<tr>
<td>University of Georgia - Terry College</td>
<td>300,000</td>
<td>61,156</td>
<td></td>
</tr>
<tr>
<td>University of North Carolina at Chapel Hill - Kenan-Flagler</td>
<td>292,500</td>
<td>33,245</td>
<td></td>
</tr>
<tr>
<td>Tecnológico de Monterrey (ITESM)</td>
<td>267,444</td>
<td>12,000</td>
<td></td>
</tr>
<tr>
<td>University of Alberta</td>
<td>260,000</td>
<td>25,000</td>
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</tr>
<tr>
<td>UNSW Australia</td>
<td>250,000</td>
<td>76,800</td>
<td></td>
</tr>
<tr>
<td>The University of Tennessee - Haslam College</td>
<td>225,000</td>
<td>41,300</td>
<td></td>
</tr>
<tr>
<td>University of Virginia - Darden</td>
<td>221,103</td>
<td>14,136</td>
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<tr>
<td>Stanford University</td>
<td>217,311</td>
<td>27,705</td>
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<tr>
<td>Georgetown University - McDonough</td>
<td>160,000</td>
<td>19,000</td>
<td></td>
</tr>
<tr>
<td>University of Chicago - Booth</td>
<td>150,000</td>
<td>50,000</td>
<td></td>
</tr>
<tr>
<td>University of Notre Dame - Mendoza</td>
<td>130,000</td>
<td>12,000</td>
<td></td>
</tr>
<tr>
<td>Carnegie Mellon University</td>
<td>100,000</td>
<td>15,000</td>
<td></td>
</tr>
<tr>
<td>University of Cape Town</td>
<td>100,000</td>
<td>7,100</td>
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<tr>
<td>IMD</td>
<td>80,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundação Dom Cabral</td>
<td>80,000</td>
<td>12,000</td>
<td>4,500</td>
</tr>
<tr>
<td>Dartmouth College - Tuck</td>
<td>77,235</td>
<td>9,720</td>
<td></td>
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<tr>
<td>Hong Kong University of Science and Technology</td>
<td>63,871</td>
<td>23,263</td>
<td></td>
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<tr>
<td>University of Reading - Henley</td>
<td>150,000</td>
<td>70,000</td>
<td></td>
</tr>
<tr>
<td>Cranfield School of Management</td>
<td>55,000</td>
<td>17,000</td>
<td></td>
</tr>
<tr>
<td>University of Manchester</td>
<td>50,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashridge</td>
<td>40,000</td>
<td>1,050</td>
<td></td>
</tr>
<tr>
<td>ITAM - Instituto Tecnológico Autónomo de México</td>
<td>21,500</td>
<td>11,300</td>
<td>30,000</td>
</tr>
<tr>
<td>INSPER Institute of Education and Research</td>
<td>11,120</td>
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<tr>
<td>INCAE Business School</td>
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<td></td>
<td>13,000</td>
</tr>
<tr>
<td>IE Business School</td>
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<td></td>
<td>39,619</td>
</tr>
<tr>
<td>Stockholm School of Economics</td>
<td></td>
<td></td>
<td>14,000</td>
</tr>
<tr>
<td>BI Norwegian Business School</td>
<td></td>
<td></td>
<td>65,000</td>
</tr>
<tr>
<td>ESADE Business School</td>
<td></td>
<td></td>
<td>48,500</td>
</tr>
<tr>
<td>Total Alumni Population</td>
<td>5,405,2562</td>
<td>858,577</td>
<td>64,444</td>
</tr>
</tbody>
</table>
APPENDIX 4 - EXECUTIVES, HR PROFESSIONALS, AND ALUMNI DEVELOPMENT

Adjunct Professor – Latin America
Advisor, University Relations – Middle East
Alumni Relations Coordinator – Africa/Middle East
Associate Professor – Europe
Business Advisor and Corporate Educator - Canada
Career Services Director - Europe
CEO – $3B Consumer Retail Company
Chairman – Non-profit Association - Japan
Co-founder and President – Alumni Services
Dean and Professor
Deputy Minister - Canada
Director of Gift Planning
Director of Organizational Development
Director of Professional and Academic Programs
Director, Alumni Programs
Director, Development and Alumni Relations
Former Associate Dean and Consultant
Former Chief Talent Management Officer and Author
Founding Partner - Geneva
Head of Alumni - Europe
Head of Alumni Relations – Asia/Oceania
Managing Director, International Development
Senior Vice President Marketing – Commercial Security
Sr. Manager of Talent Management – $5.3B F 500 Company
Training and Education Consultant – West Coast
Vice President of Development
Vice President, Human Resources - $10.4 B Business Services Company
APPENDIX 5 - REFERENCES


APPENDIX 6 - INTERVIEW QUESTIONS

Interview Questions for Executive Education Professionals

Background Questions:
Name: ____________________________________________________________________________________________________
Title: _____________________________________________________________________________________________________
Organization: __________________________________________________________________________________________
Years with current employer: _______________________________________________________________________
Total years of work experience: _____________________________________________________________________

Does your database include other alumni apart from Exec. Ed. participants? __________

Do you consider executive education to be mostly domestic or international in scope?

What was your (Non-Degree) gross annual executive education revenue ($US) for July 2013-June 2014?
  o Up to $3 Million
  o Over $3 Million up to $7 Million
  o Over $7 Million up to $12 Million
  o Over $12 Million up to $20 Million
  o Over $20 Million up to $30 Million
  o Over $30 Million

*******************************************************************************

Research Questions – Leveraging Alumni Relationships

1. Are school alumni being engaged on a regular basis to promote exec. ed. business?
   a) If so, how is this done?
   b) What criteria do you use when identifying what alumni to contact? (Age, title, company?)
   c) What is the frequency of contact (mailings or phone or other)?

2. What are the most effective practices for you to gain alumni participation?
   a) Has this worked to get open or custom business?
   b) What hasn’t worked?

3. Is executive education free to contact school alumni or just business school alumni?
   a) What are the policies and practices of engagement with university-wide alumni?
   b) If there are any restrictions for contacting alumni, how are they overcome?

4. Do schools sell to alumni differently?
   a) What are the offers and approaches for executive education alumni engagement (i.e. for open programs, custom programs, guest speakers, panels, taskforces, referrals, classroom presenters, etc.?)

5. Are incentives or discounts offered for alumni to attend programs?
   a) If so, do these offers generate incremental business? Have you measured it?
   b) Would you consider the use of various pricing incentives or discounts to be effective?
      What measurement(s) do you use to determine this?

6. What % of your annual open enrollment participants are former school alumni?
7. Do you think alumni, from schools with strong brands (i.e. sports brands or possibly better known academic brands) are more committed to their school than those without strongly branded programs?

8. Are executive education participants granted any university alumni status after program completion?
   a) Are alumni networks created for former executive education participants? How do alumni perceptions differ between degree and non-degree?

9. Do school officials who regularly meet with alumni (i.e. President, Dean, alumni association leaders, etc.) actively help to promote and market executive education?
   a) If so, why?
   b) If not, why not?

10. Does the alumni organization structure at the university help or hinder you?
    a) How would you describe the association you have at your school with the alumni office? Was it friendly, cordial, and cooperative or less than that?

11. Is there anything you do with your executive education faculty who teach in your programs to connect them with alumni? If so, how and what is being done?

12. What would you, as a UNICON member, find most interesting about how to use alumni to prospect and pursue more business for executive education? (Please rank order with 1 being most important and 6 being least important)

   (   ) Determine whether approaches vary by different categories – size of school, alumni age, job levels of alumni, gender, degree, exec. ed. program, etc.?
   (   ) Understand whether alumni pricing incentives are effective?
   (   ) Information on success factors and measurements?
   (   ) Information from alumni on what factors were key for them to become involved with their school’s executive education programs?
   (   ) Information on what engagement approach(s) has worked and what hasn’t?
   (   ) Other information: ________________________________________________________________?
Interview Questions for Executives and HR Professionals

Name: ________________________________________________________________________________
Title: ________________________________________________________________________________
Organization: _______________________________________________________________________
Years with current employer: __________________________________________________________
Total years of work experience: ______________________________________________________

Questions:

1. Have you been to an executive education program?
   a) If so, where?
   b) When?

2. Have you recommended or approved a university executive education program?
   a) If so, which one?

3. Do you receive regular information/mailings on executive education programs?
   a) If so, from your alma mater? (Y or N) or from other schools? (Y or N)

4. How do executives (you) view using their alma mater for executive education versus using other schools?

5. What decision criteria do they (you) consider for school selection?

6. Are heads of corporate universities or HR professionals, who are involved in decisions regarding executive education, influenced by company executives in their selection of universities to be considered?

7. When the CEO or most senior executive is an alumnus of a school, does this affect the decision regarding selection for open or custom executive education programs?
   a) Does the same apply to other C-suite executives?

8. Would you describe yourself as being actively involved with your alma mater?

9. What do you think universities can do to get more of their alumni involved in executive education programs?

10. Which of the following criteria do you consider to be most important when selecting a provider for executive education? Please Rank Order Criteria (1 = Most Important 10 = Least Important)

   | 1. Peer Involvement (inputs from other colleagues) |
   | 2. Faculty reputation |
   | 3. Price of the program |
   | 4. Quality of the facilities |
   | 5. Content of the program |
   | 6. Location of the program |
   | 7. Positive past experience |
   | 8. Reputation of the business school |
   | 9. Personal involvement with the school |
   | 10. Regular communications from the school |
Interview Questions for Alumni Development Professionals

Name: _________________________________________________________________________________________
Title: _________________________________________________________________________________________
Organization: ________________________________________________________________________________
Education and degrees: _________________________________________________________________________
Years with current employer: ___________________________________________________________________
Total years of work experience: __________________________________________________________________
Do you have an executive education alumni database? ______________________________

1. Does the executive education organization work with you in contacting alumni?
   a) If so, how is this done?
   b) What is the frequency of contact (mailings)?

2. Is executive education free to contact school alumni or just business school alumni?
   a) What are the policies and practices of engagement with university-wide alumni?
   b) If there any restrictions for contacting alumni, how are they overcome?

3. What are the most effective practices to gain alumni participation and business?
   a) What doesn’t work?
   b) What measurements of success do you have in place?

4. Are incentives or discounts offered for alumni to attend programs?
   a) If so, do these offers generate incremental business?
   b) What are the results of various pricing alternatives that have been used to attract alumni?
   c) What measurements are in place to determine the success of discounts?

5. Do you think alumni from schools with possibly better known academic brands are more committed to their school (and to possibly going to an executive education program) than those without strongly branded programs?

6. Are executive education participants granted any university alumni status after program completion?

7. How do alumni perceptions differ between degree and non-degree?

8. Do school officials who regularly meet with alumni (i.e. President, Dean, alumni association leaders, etc.) actively help to promote and market executive education?
   a) If so, why?
   b) If not, why not?

9. Does the alumni organization structure help or hinder executive education efforts?

10. What do you believe executive education organizations can do to more effectively communicate with alumni for open and custom programs?
APPENDIX 7 - AUTHORS

Pat Cataldo is an independent consultant and researcher. He is the former Managing Director for Executive Development at UNC-Chapel Hill where he currently serves as an executive education advisor and consultant for various clients. Prior to UNC, he was the Associate Dean for Executive Programs for the Smeal College of Business at The Pennsylvania State University. Before joining academia in 2004, Pat had extensive corporate experience with global Fortune 500 organizations as a Chief Learning Officer and the senior executive for customer training, employee education, and leadership development. He has worked in the telecommunications, retail, and computer industries with SAIC (Science Applications International Corporation) /Telcordia Technologies, Home Depot, and Digital Equipment Corporation.

He received an honorary doctorate degree from Grand Valley State University in Grand Rapids, Michigan and has completed The Executive Program at the University of Virginia’s Darden School of Business. He has an MBA degree from Boston College in Chestnut Hill, MA and his undergraduate degree in economics from Saint Francis University in Loretto, Pennsylvania.

Pat is a former Chair of the Board for UNICON and an Emeritus Board Member. He is a former board member of the American Society for Training and Development (ASTD) and the Professional Society for Sales and Marketing Training (formerly NSSTE). ASTD has recognized him with the Distinguished Contributions to an Employer award and the International Trainer of the Year award.

Bob Stilliard, BSc (Econ), CertEd, ACMA, CGMA, is an Associate and Client Director at Ashridge. During his Ashridge career, Bob has been Director of Finance programmes and Director of the Advanced Management Programme, Ashridge’s flagship general management programme, as well as leading Ashridge’s Open Programme business and leading faculty groups. He served as a member of the Management Board for seventeen years. His current interests in finance are in how organisations approach the creation of value and in how decisions with significant financial impact are made. Outside finance, his interests are in developing managers’ abilities to take an integrated, cross-functional approach to business problems.

After graduating, Bob taught Economics for two years and then moved into industry to qualify as an accountant. He held a number of financial management posts within the BAT Industries Group. His experience covered the full range of financial management functions, with a concentration on developing and implementing integrated accounting and management information systems.

Bob has been involved in leading a number of major, customized, executive development initiatives in large organisations such as the BBC, Rexam Plc and Continental AG. During 2006 – 2007, Bob was Chair of UNICON, the International University Consortium for Executive Education, and is currently an Emeritus Board member.

He has his degree in economics from the University of London. Bob has authored numerous articles and presentations (Emerging Best Practice in Executive Education, ROI - Bringing the client’s voice into the debate, Methodologies for ROI in Executive Education, etc.) as well as co-authored the Executive Education Handbook: A Guide to International Executive Development Programmes with Roderick Millar.
### APPENDIX 8 - WEB SITES

#### Sites: Mentions of Alumni Discounts/Alumni Status for Executive Education Schools

<table>
<thead>
<tr>
<th>University of Toronto - Rotman</th>
<th>University of Manchester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgetown University - McDonough</td>
<td>Cranfield School of Management</td>
</tr>
<tr>
<td>Stanford University</td>
<td>Hong Kong University of Science and Technology</td>
</tr>
<tr>
<td>University of Cape Town</td>
<td>Harvard Business School</td>
</tr>
<tr>
<td>Carnegie Mellon University</td>
<td>Fundação Dom Cabral</td>
</tr>
<tr>
<td>University of Georgia – Terry College</td>
<td>Columbia University</td>
</tr>
<tr>
<td>ITAM - Instituto Tecnológico Autónomo de México</td>
<td>INSPER Institute of Education and Research</td>
</tr>
<tr>
<td>The University of Tennessee - Haslam College</td>
<td>University of North Carolina at Chapel Hill - Kenan-Flagler</td>
</tr>
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<td>BI Norwegian Business School</td>
<td>University of Chicago - Booth</td>
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<tr>
<td>Stockholm School of Economics</td>
<td>University of Notre Dame - Mendoza</td>
</tr>
<tr>
<td>University of Reading - Henley</td>
<td>Dartmouth College - Tuck</td>
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<tr>
<td>University of Southern California – Marshall School</td>
<td>IE Business School</td>
</tr>
<tr>
<td>University of Michigan - Ross</td>
<td>University of Virginia - Darden</td>
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<tr>
<td>UNSW Australia</td>
<td>ESADE Business School</td>
</tr>
<tr>
<td>University of Albert</td>
<td>IMD</td>
</tr>
<tr>
<td>INCAE</td>
<td>Ashridge</td>
</tr>
<tr>
<td></td>
<td>Tecnológico de Monterrey (ITESM)</td>
</tr>
</tbody>
</table>

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**Fee Reduction**

Rotman Executive Program graduates or Rotman MBA / EMBA alumni are eligible for a discount equivalent to 10% of the Program tuition. In addition, partner discounts are also offered for some programs. Where program applicants are eligible for more than one fee reduction, only the greater discount will be applied towards the tuition fee. Discounts are not redeemable for cash.
Pricing Structure and Group Registration

- Single registrant - published price
- Georgetown University alumni - 20% fee reduction
- NGO, government, or organization with multiple participants to the same class - 10% fee reduction - Program discounts cannot be combined for one participant.

Q. Do you offer any discounts? A. Yes. A 15% discount is offered for any registered non-profit or governmental organization.
Q. Will I have alumni privileges? A. No. The only program offered in Stanford GSB Executive Education that grants alumni status is the six-week, residential Stanford Executive Program.

**GSB Alumni Status**

All participants in the Stanford Executive Program ($63K – 6 weeks) are considered alumni of the Stanford Graduate School of Business and are eligible for lifetime membership in the Alumni Association. The Alumni Association provides participants with endless opportunities for further learning, networking, and enjoyment.

******************************************************************************

**Alumni Benefits - Alumni Opportunities and Discounts**

As an alumnus of the school, you are entitled to: 10% discount on GSB Executive Education courses
Global Leadership Executive Program

Date: May 26 – June 18, 2015; 2016 dates TBD  Fee: $35,900

Enrollment Fee: The participant program fee of $35,900 covers tuition, lodging, course materials, campus athletic facilities, daily shuttle, transportation for organized social events, and most meals. Companies sending three or more participants, organizations with fewer than 500 employees, non-profits, and the government sector receive a 10% discount.

Alumni discounts are available for only certain programs. Discounts can be found under course details.

Early Registration: $4,750
Alumni: $4,750
General: $4,950
Per Class: $995
Under Access to institutional benefits and "Promotions Plan" - Up to 20% in executive programs (restrictions apply)

Preferred pricing is available for multiple attendees from the same organization, and for current students and alumni of the Executive-Level MBA programs.
Preferred Pricing

A preferred pricing status within the Graduate & Executive Education applies to current students and alumni of any of the Executive-Level MBA Programs.

These programs include:
Aerospace & Defense Executive MBA
Executive MBA for Strategic Leadership
Executive MBA for Global Supply Chain
Executive MBA for Healthcare Leadership
Physician Executive MBA
Professional MBA

Discount on Executive Short Programmes: Alumni get 20% member discount on all Executive Short Programmes. Your colleagues can benefit from your alumni member discount.

BI Alumni is for all the students who have completed their Bachelor-/Master degree at BI.

As one of BI Norwegian Business School Alumni, you'll be part of a diverse community of high achievers connected by a shared experience.

With more than 65,000 alumni in over 80 countries, our global network offers you a wealth of knowledge, resources and networking opportunities.
Nothing could be found on the web site that lists a 10% discount for alumni for exec. ed. programs.
Nothing could be found on the web site that lists a 10% discount for alumni for exec. ed. programs.

----------------------------------------------------------------------------------

Fees

$2,950 per person includes tuition, course materials and parking. There is a 10% discount for three or more registrants from the same company. Nothing could be found on the web for any alumni discounts.
ALUMNI ADVANTAGE

Your degree has value for a lifetime.

There is no charge, no enrollment process, no online sign-up. If you are a U-M or Ross alum, you are eligible to take advantage of these offers immediately. Alumni Advantage features special Michigan Ross events, programs, courses, and resources that you can access throughout your life – HERE, THERE, EVERYWHERE.

HERE.

From executive education scholarships to access to Ross courses, take advantage of what Michigan Ross offers you on campus in Ann Arbor.

Executive Education

Michigan Ross alumni receive full scholarships and discounts for staff and colleagues. University of Michigan alumni receive partial scholarships.

Audit a Ross Course

Michigan Ross alumni can enroll to audit a course in Ann Arbor to enhance your knowledge in today’s business trends. Email Ross Academic Services for more information.

ROSS Innovation Jams

Teams of students will have 36 hours to develop innovative solutions to some of the world’s toughest problems, which are submitted by Ross alumni. The first

THE BEST LEADERS NEVER STOP LEARNING

Michigan Ross helps leaders around the world prepare for what lies ahead.
Led by world-class faculty armed with proven research and the most innovative application methods, Michigan Ross provides participants with the strategies, network, and confidence to drive individual and organizational results. And now, as a University of Michigan and Ross alumnus, you can enhance your professional development with special scholarships available through Alumni Advantage.

Here’s How it Works

ROSS ALUMNI – FULL TUITION SCHOLARSHIPS FOR YOU
Invest in yourself via lifetime access to Ross Executive Education open enrollment programs in Ann Arbor and other locations around the world.

GET STARTED

ROSS ALUMNI – PARTIAL SCHOLARSHIPS FOR OTHERS

Your Cost

While the total program cost as noted on the Ross Executive Education website will be waived, administrative and accommodation fees charged at a daily rate are extra. Below is an example of a typical five day program:

<table>
<thead>
<tr>
<th></th>
<th>Commuter (local)</th>
<th>Non-commuter (non local)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample program price</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Ross alumni discount</td>
<td>-10,000</td>
<td>-10,000</td>
</tr>
<tr>
<td>Fees</td>
<td>+$1,250 ($250/day)</td>
<td>+$2000 ($400/day)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,250</td>
<td>$2000</td>
</tr>
</tbody>
</table>

ROSS ALUMNI – PARTIAL SCHOLARSHIPS FOR OTHERS
Invest in others by offering up to two partial scholarships (50 percent off the total program cost) for open enrollment programs per year to colleagues, friends, and family to support their development.

GET STARTED

UM ALUMNI – PARTIAL SCHOLARSHIPS FOR YOU
As a University of Michigan graduate (including the Dearborn and Flint campuses), you have lifetime access to open enrollment programs via partial scholarships (50 percent off the total program cost).

For partial scholarships, recipients receive 50 percent off the total program price as noted on the Ross Executive Education website. Below is an example of a typical five day program:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample program price</td>
<td>$10,000</td>
</tr>
<tr>
<td>Ross alumni gift discount (1/2 price)</td>
<td>-5,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$5,000</td>
</tr>
</tbody>
</table>
Nothing could be found on the web site that mentioned executive education discounts for alumni.

Nothing could be found on the web for any alumni discounts.
Programa de Alta Gerencia (Modular)

El PAG combina la experiencia empresarial con conocimientos y herramientas de vanguardia

29 de Octubre al 4 de Noviembre, 2015 - Guayaquil  
26 de Noviembre al 2 de Diciembre, 2015 - Quito  
19 al 26 de Febrero, 2016 - Costa Rica
Needed a password to log in for discounts under the alumni tag so was unable to access it.

Cranfield University Alumni

Completion of a Cranfield General Management Programme entitles you to automatic lifelong membership of the alumni.

With over 20,000 professional managers in more than 120 countries worldwide, the Alumni Network is a powerful resource. We have alumni from all industries, backgrounds, job functions and professions. Networking is an important feature of business today, and we provide you with opportunities to remain in touch with fellow participants.
Is there any special offer?
For short programs, you can enjoy the Early Bird/ Alumni rate and Corporate rate/ Group discount (for 3 or more concurrent registrations).
→ Alumni Benefits

AN EXECUTIVE EDUCATION DISCOUNT

Now you can further your personal and professional growth, while also benefiting from an exclusive 30-percent discount on all open-enrollment HBS Executive Education programs. HBS offers more than 80 executive development opportunities for alumni to return to the campus to reconnect with HBS faculty, recharge their leadership capacity, and interact with an array of leading executives from around the world.

This offer is available to HBS alumni* only, is nontransferable to colleagues, partners, or other company executives, and is subject to the standard HBS Executive Education cancellation and admission policies. The discount is applicable to HBS Executive Education open-enrollment programs only, and cannot be applied to alumni-only programs such as:

Breakthrough Insights
Charting Your Course: Discovering Working Options

This discount also is not available for the following off-campus programs:
Global CEO Program for China (CEIBS, Shanghai, China; IESE, Barcelona, Spain; HBS, Boston, MA USA)
Leading Change and Organizational Renewal (Stanford Graduate School of Business)
Senior Executive Program for China (Tsinghua-SEM, Beijing, China; CEIBS, Shanghai, China; HBS, Boston, MA USA)

* Please view the Alumni Discount Frequently Asked Questions below for more information about this alumni benefit.

Under the program description for the Advanced Management Program, the following is noted:

Upon Completion … Upon completion, participants will become alumni of Harvard Business School.
Nothing could be found on the web site that lists an alumni discount.

Under alumni benefits on the business school site, the following is advertised:

**Go Back to Class**

*Alumni Benefits*

As you know, just because you've had a chance to put your degree to use in the field doesn't mean you're done learning. There's always more you can do to develop your skills, improve your on-the-job performance, or take the next step in your career. Luckily, as a Columbia Business School alumnus, you have unique access to further education.
**Alumni Tuition Benefit** - If you're looking to upgrade your career with one of our Executive Education courses, Columbia Business School alumni and up to four colleagues receive a 25 percent tuition benefit for programs lasting up to seven days. A 10 percent tuition benefit is available for graduates of other schools within Columbia University.

In addition, participants receive these **Columbia Business School alumni benefits** upon completing The Advanced Management Program:

- A 25 percent tuition benefit for yourself and up to four colleagues each year for programs lasting up to seven days.
- Invitations to alumni events and programs around the world
- Global networking opportunities
- Lifetime Columbia Business School e-mail address
- Access to Columbia Business School Alumni Career Services resources
- Subscriptions to all Columbia Business School alumni publications
- Eligibility to join a Columbia Business School alumni club
Nothing could be found on the web site that lists an alumni discount.
U Chicago Executive Education does not offer alumni discounts. However, they have just introduced a new scholarship for Harry B. Davis Executive Education Scholarship for Nonprofit Leaders.

NEW - The **Harry L. Davis Executive Education Scholarship for Nonprofit Leaders**
The scholarship covers the tuition, books and instructional materials, lunches, and coffee breaks for a weeklong Executive Education program at the University Of Chicago Booth School Of Business, unless otherwise noted in the course description. The scholarship recipient must apply it towards an Executive Education program within one year of notification.
While nothing is listed on the Mendoza Executive Education site regarding an alumni discount, the new program: The Digital Marketing Certificate Program does provide a 10% alumni discount offer in the program description. Two other programs do provide for alumni discounts but the information does not appear in the program description.

Nothing could be found on the web site that lists an alumni discount.
This information was on the IE Executive Education web site but nothing listed on could be found for an alumni discount.

The IE Foundation offers a unique fund of scholarship specifically for our Executive Education funds. These scholarships are made possible by the generous donations of alumni, private corporations and non-profit organizations.
While the Darden alumni page listed Executive education courses, clicking on the link took you to the above Executive Education splash page and but no mention of a discount was offered either on the Executive Education site or the Darden alumni site.

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All programs have an alumni discount established for each program on the tuition fee page.

**AMP program tuition**

Program tuition: €19,200

**ESADE Alumni members:** €17,280
Nothing could be found for an alumni discount on either the IMD Executive Education site or the IMD alumni site
Ashridge Executive Education offers a 10% alumni discount on all open programmes.

Although 10-15% discounts are offered to alumni, nothing could be found on the web site.