Thesis: Though ivy league schools and historic universities may find it tempting to feature gothic, antiquated architecture in their marketing tools, schools that wish to attract forward-thinking students are abandoning images of their traditional buildings in favor of modern spaces that reflect the current generation of college applicants.

I.               The role of campus architecture

a)     Practical roles

-Colonial period: providing room for classes and study. Focus on function, not necessarily looks

-Residential colleges: Housing students efficiently and as cheaply as possible

-Housing necessary amenities like dining halls

-To adapt to the needs of students and technology (libraries, science buildings)

b)    Symbolic roles

-To recall the tradition of English colleges (Colonial)

-Support: Rudolph

-To recall the traditions of European institutions of learning (Neo-gothic revival 1900s)

-To inspire students and motivate them for serious study

-To bring to mind a particular period of academic history (revival architecture)

-To create a particular feel or look for a campus (Uni of Chicago. Serves as transition to next section.)

2.                 Architecture as a branding tool

a)     Architecture can provide a cohesive tone for the college, or it can show its development over time

b)    Serves to ingrain an image in the public’s mind about that school’s goals and values

-       Support: Mention specific buildings/features used in particular schools’ marketing, such as IU’s entryway.

-       Support: Gaines (1991) states that architecture can “make good fodder for viewbooks”, but that it is not always actually symbolic of the way the college is run.

-       On the positive side, “sometimes a focus or signature will make the whole more legible” (Gaines, 1991). Thus some schools use their Old Main, an entryway, or a distinctive clock tower in brochures.

c)     Allows the student a means to relate to the school

-Support: “The architecture of Higher Education: University spatial models at the start of the 21st century”. Paraphrase section on student/campus relationship.

-Support: “through its physical estate, a university can reinforce high ideals of scholarship and institutional values to create a unique and defining sense of place”(Coulson, Roberts & Taylor, 2010).

d)    Architecture stands for a time period’s ambitions and can thus be nostalgic or suggestive of academic standards.

-Support: “Architectural fashion reflects the hopes and aspirations of the time” (Gaines, 1991).

3.                 How schools deliver their architecture through marketing techniques

a)     Websites- specifically ‘campus life’ pages with photos and blurbs about buildings (Modern)

b)    Creative means like computer wallpaper and Facebook timeline cover pages (Modern)

-Support: Harvard’s website-Wallpaper and facebook cover photos featuring historical campus architecture and statues.

c)     Through brochures and pamphlets (Throughout history of higher ed.)

-Support: Brochures and pamphlets from Harvard, Uni of Chicago, and Goucher College’s archives

d)    Through images in alumni magazines (Since early 1900s)

e)     Through journalists’ articles on higher ed in monthly and weekly periodicals (Turn of the century)

-Support: The images included in Slossan’s (1910) *Great American Universities*.

f)     Through publications like “campus guides”

-Support: Quotes and images celebrating architecture from *The University of Chicago Campus Guide* and *The Harvard Campus Guide,* which chronicle the history of the schools through architecture.

4.                 How schools are changing their use of architecture in marketing to meet student needs

a)     Student’s needs are not the same today as in the colonial period

-They need more technology, expect nicer living spaces, and more social environments on campus

b)    Students may not be as concerned with the historical role or prestige of a campus

c)     As students look for programs that are practical, flexible, and individualized, wise schools are featuring architecture that reflects those values

-Support: Goucher College’s website focus on The Atheneum, which is “the figural heart of our academic community. The building is a high-tech library, a public forum, classrooms, a café, an art gallery, a radio station, a place to meet and converse, and many other spaces-all in one”(Campus Tour page).

-The University of Chicago’s website features Logan Center for the Arts, with myriad pictures of this modern building in use. This is in contrast to Yale and Princeton’s website, which feature predominately pictures of historic buildings and focus on the history of the campuses in their “Campus Life” sections.

Conclusion: As students peruse publicity materials to select a school, they look for schools that will reflect their values, which often include flexibility, cutting-edge technology, individuality, and practicality. Thus, historical campuses that use images of gothic historic buildings in their marketing may appeal to nostalgic ideas of college life, but they do not necessary appeal to students who will produce ground-breaking research or make radical changes in their fields. Universities and colleges that feature modern, collaborative spaces may stand a better chance of attracting students who wish to bring exciting new ideas to campus. Overall, campuses need to be careful in selecting the images of architecture used in marketing tools to ensure that they are attracting the type of student they want at the moment.