

## RATIONALITY ANALYSIS OF UNIVERSITY BRAND IMPLEMENTATION PATH

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*Brand is a socio-economic phenomenon. Brand is the product of the development of commodity economy to a certain stage. The generation of brand marks the maturity of the concept in the process of commodity exchange. To simply define a brand, it refers to a name, symbol, symbol or design of a seller or service, highlighting its competitive advantage and being distinguished from its competitors. In tandem with trends toward the popularization, marketization, and internationalization of higher education, brand marketing emerged in the field of higher education in the 1980s. In addition, with improvements in social welfare and new forms of public management, the commercialization and marketization of higher education have attracted increasing attention. The definition of the university brand can be described as that the university brand is the organic combination of representation information (name, noun, mark or design) and profound connotation (value, culture, personality and spirit), so that it is distinguished from competitors and recognized by consumers. Brand strategy is the overall planning and implementation of brand building and future development carried out by brand institutions under the guidance of brand strategic thinking based on their own conditions and analysis of the current situation and future trends of the external competitive environment. The essence of brand strategy is to shape the core expertise of the company, thereby ensuring its long-term development. Brand strategy is to establish a corporate strategy centered on building a strong brand. The core of raising brand building to the business strategy of a company lies in establishing a distinctive brand identity. Through the analysis of the actual situation and future trend of the external competitive environment, according to the guidance of its own conditions, the university conducts the overall planning and implementation of the future development of the university under the guidance of brand strategic thought. The C9 Alliance is the first university alliance between top universities in China. The alliance includes nine universities, including Peking University, Tsinghua University, Zhejiang University, Fudan University, Shanghai Jiao Tong University, Nanjing University, University of Science and Technology of China, Xi'an Jiaotong University and Harbin Institute of Technology. Its development model, development path, talent training and other aspects are the target of many Chinese universities. Centering on the connotation of university brand, this paper analyzes the brand implementation road of "C9 Alliance" university to prove the rationality of the model observation point proposed in this paper, and on this basis, puts forward reference suggestions on the implementation path of ordinary undergraduate university brand.*

**Key words:** university brand, brand strategy, implementation path.

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**Introduction.** In today's rapidly developing information age, many social phenomena are abstracted, conceptualized and symbolized, and brands are no exception. In the social development, brands are not only limited to commercial brands, but also refer to city brands, university brands and other social brands [1]. And this article focuses on the discussion is the university brand, specifically, should be the ordinary undergraduate university brand. The emergence of a university brand cannot be separated from the external environment of the place where the university is located. For example, the backbone university brand discussed in this paper is inseparable from the role of political, economic and cultural external factors in the place where the university belongs. Of course, in addition to the external environment, the generation of university brands also needs internal impetus. The development of university brand strategy is an inevitable choice to adapt to the social development, and it is an inevitable demand to build the university brand in the environment of the rapid development of China's higher education. With the gradual expansion of higher education activities and their influence, the market forces highlighted in higher education have gradually been valued by all sides of the society.

**Research background.** Chinese university from the elite to the popularization process, China's higher education development is facing a basic "dilemma", namely the government's public spending budget increasingly nervous at the same time, the social parties to accept higher education and provide corresponding social services put forward higher requirements and look forward to, and the relative shortage of university funds directly caused by the relative shortage of campus resources has become a university development needs to break through the "bottleneck" [2]. Therefore, in the rapidly developing market environment, universities will inevitably seek other help and seek more high-quality resources for the construction and development of the university itself by turning to the society and the market [3]. At present, the market mechanism has been introduced into the field of higher education. In such a context, the education system shows a new trend, that is, the consumer-led education system is gradually replacing the producer-led model, and the role of consumers in the field of higher education is becoming more and more obvious. How to promote the construction and development of universities in such an environment, the brand strategy just provides a bridge, and well connects and communicates between the universities of non-profit institutions and the market environment. Therefore, if universities can use the brand strategy in marketing according to their actual situation and actively and effectively refer to the business strategy of enterprises, it will produce greater benefits to their university teaching, scientific research and social services.

Since the founding of the People's Republic of China, Chinese universities have had a relatively single source of funding and basically relied on government financial allocation. The biggest benefit of this kind of funding funds is that it can guarantee the most basic funds for the development of universities. Although there are potential problems, this paper mainly discusses the path of university brand con-

struction, so we ignore the research on other issues. For the universities selected for the government construction project sequence, China adopts the form of funding by university level, which is obviously different from that of developed countries. The US is negotiated grant, formula grant, and performance grant; France, the Netherlands; Japan is one; Britain is formula grant and performance grant two [4]. So in the form of Chinese government direct funding, it is with colleges and universities in the government construction project sequence has a great relationship, in the government sequence project means is the construction of national key support, compared with the selected project in colleges and universities, they have various development advantages, one of which is reflected in the national finance for its science and technology funds "extra care". By sorting out the changes in the government investment in science and technology of all the universities ("C9" in the "double first-class" construction, as shown in Table 1), we can find that the number of funding to the government project sequence will far exceed that of the schools that are not included in the project sequence [5].

**Analysis.** As is known to all, the amount of scientific and technological funds directly affects a school's scientific research input and scientific research output, thus affecting the comprehensive strength of the school [6]. It can be seen that entering the government engineering sequence and obtaining direct funding from the government will be the most important source of strength for brand building, and also the first step in the construction of an excellent university in China. Therefore, the framework analysis under the government dimension has its rationality and scientificity [7].

**Table 1 – List of science and technology funding of different types of universities**

Year	Type of university/Total amount of average scientific research expenditure		Multiple [(1)/(2)]
	"211" and Universities jointly Built by Provinces and Ministries (1)	Non-"211" and provincial and Ministry Co-funded undergraduate universities (2)	
2012	666976.26	54612.31	12.21
2013	731836.08	60141.71	12.17
2014	753705.69	62348.13	12.09
2015	753652.37	61826.61	12.19
2016	830704.23	53938.23	15.40
2017	917292.35	56458.01	16.25
2018	1036757.30	64421.63	16.09
2019	1181934.85	75319.52	15.69
2020	1365244.57	95861.86	14.24
2021	1415484.84	96649.48	14.65

**Government dimension.** According to the analysis of universities entering the government project sequence, China has 112 "211" universities, and all these schools are selected in the "double first-class" construction list (world-class universities, first-class disciplines). Among the more than 1,700 institutions of higher learning in China, these 100 universities account for less than 6%, but they undertake about 80% of doctoral students, 60% of master's stu-

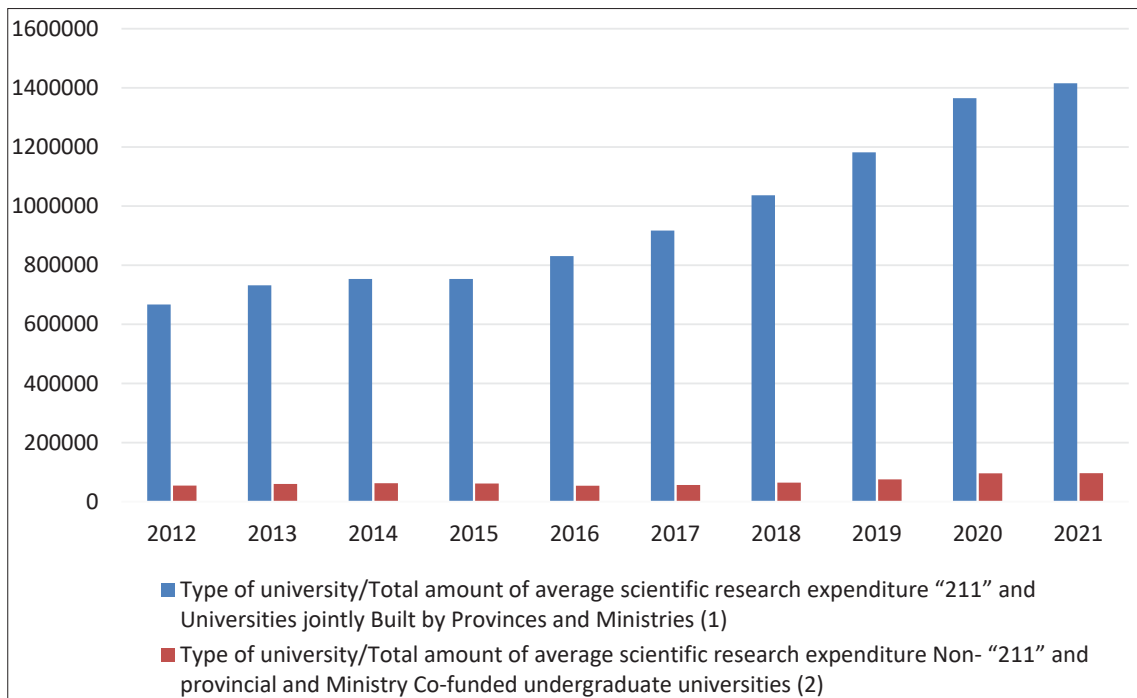


Figure 1 – Comparison of science and technology funding of different types of universities

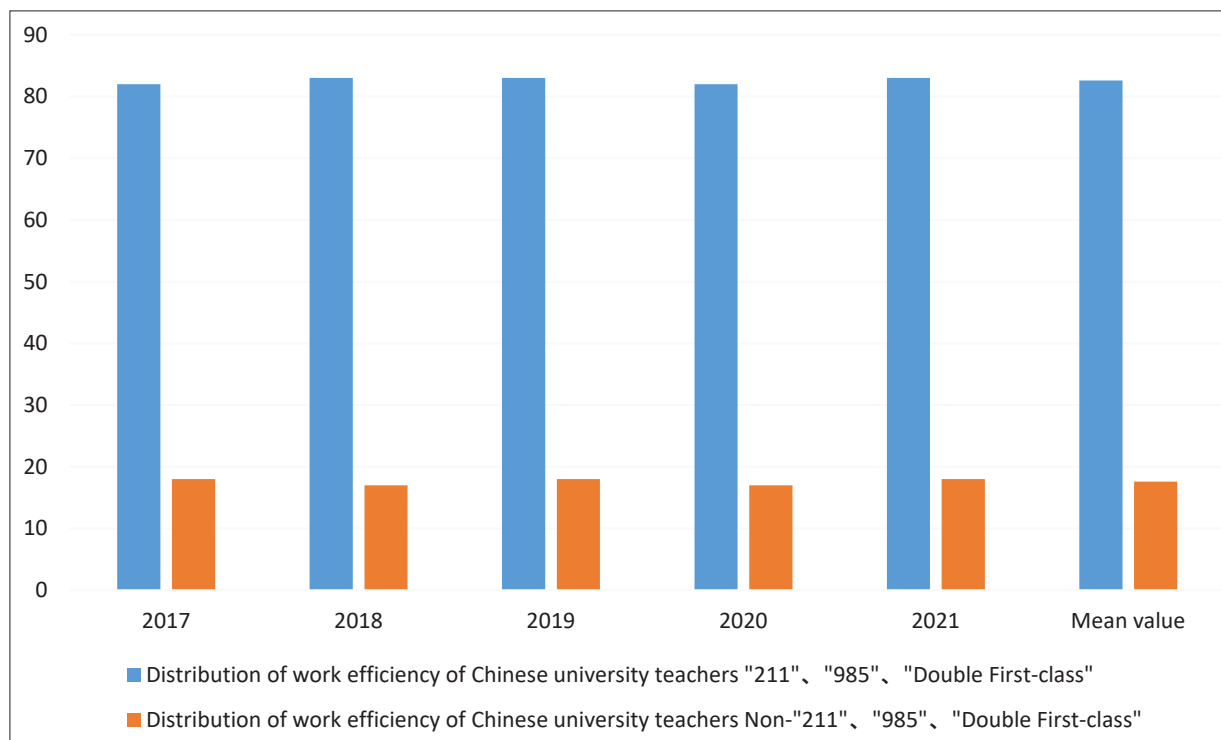
dents, 50% of international students and 30% of undergraduate students. At the same time, less than 6 percent of the universities have 85 percent of the national key disciplines and 96 percent of the key laboratories, accounting for 70 percent of the national research funding. However, the "C9" alliance universities selected in this chapter are the representatives of China's top universities. In China, the number of universities only account for 1%, but they account for nearly one-third of the annual national research funding and nearly 50% of the state key laboratories, and 20% of the master's students and 30% of the doctoral students. Therefore, some education experts have said that the "C9" alliance monopolizes the top educational resources and the top excellent talents in China (Table 1). From the above analysis, we can indeed find that the strength of these universities in China, and such universities are exactly the goal of the local key universities. Similarly, these schools as research objects are analyzed and processed according to the framework of the architecture to verify the rationality of the model, which has good practical significance. It can be analyzed from the above data that in terms of enrollment strength, the universities selected in the engineering sequence far exceed the undergraduate universities that are not selected in the engineering sequence. Accordingly, in the Chinese university market, the admission opportunities of government engineering sequence universities (such as "double first-class", "211", "985", etc.) can reflect the opportunities of candidates to enter high-quality universities (Figure 1).

**Dimensions of teachers and students.** The teacher efficiency ranking of Chinese universities (top 100) is divided into sales score, total number of teachers, total score of teaching and research, and provincial ranking.

Analysis and research in 2014–2018 (considering that the analysis should include different engineering sequences, involving both "211 Project", "985 Project" and the current "double first-class" construction project, so the time span is selected in this paper), the TOP100 distribution of the work efficiency of Chinese university teachers (Table 2). Into the government engineering sequence of university ("C9" universities included) in the top 100 occupied about 82.2, and basic located in the forefront, which said the engineering sequence of teachers efficiency and teaching and scientific research total score relative to other cost engineering sequence of colleges and universities is higher, at the same time also can reasonable speculation: into the engineering sequence of colleges and universities is proportional to the degree of teacher efficiency. At the same time, it shows that teacher efficiency is also one of the ways for a high-quality university to build its brand. Therefore, the framework analysis under the dimension of teachers and students has its rationality (Figure 2).

Table 2 – List of work efficiency of Chinese university teachers (2017 to 2021)

Year	Distribution of work efficiency of Chinese university teachers		Multiple [(1)/(2)]
	"211", "985", "Double First-class"	Non-"211", "985", "Double First-class"	
2017	82	18	4.56
2018	83	17	4.88
2019	83	18	4.61
2020	82	17	4.82
2021	83	18	4.61
Mean value	82.6	17.6	4.69



**Figure 2 – Comparison of work efficiency of Chinese university teachers (2017 to 2021)**

In this paper, “2017 national youth project one thousand plan” officially selected personnel (greater than or equal to 5) the unit found that remove not universities of Zhejiang west lake higher institute, China institute of engineering physics, found that “double top” project in colleges and universities in TOP34 accounted for 31, talent ratio is very high university tendency. Among the “C9” alliance universities, 49 of Tsinghua University were selected, ranking first; followed by Zhejiang University 33 of Fudan University 33, 25 of Peking University and 23 of Shanghai Jiaotong University were selected as “National Thousand Talents Plan Youth Project”, which shows the faculty of “C9” alliance universities (Table 3). Therefore, the analysis framework of the teacher-student dimension has its scientific nature.

**Table 3 – List of the number of teachers enrolled in the “National Thousand Talents Program Youth Program”**

University	Number of candidates	Category	Ranking
Tsinghua University	49	Double First-class	18
Zhejiang University	38	Double First-class	19
Fudan University	33	Double First-class	20
Peking University	25	Double First-class	22
Shanghai Jiao Tong University	25	Double First-class	23
University of Science and Technology of China	23	Double First-class	25
Nanjing University	15	Double First-class	27
Xi'an Jiaotong University	12	Double First-class	31

**Dimensions of cultural inheritance.** Library area in this dimension, we mainly take the internal campus facilities – Library as the core observation point, and study the top 10 libraries (Table 4) and the top 30 books collection (Table 5). As a “knowledge reserve bank” of a university, the library plays a very important role. In this paper, the library is placed in the internal process of the university, mainly to explain the strength of the university based on the degree of library construction. We plan to assume that there is a close connection between the library construction and the engineering sequence of libraries, and confirm the relationship between the two through research and statistics. Library area in a certain extent represents the basic level of university cultural heritage, from table 4 library area of the top 10 analysis, can be found “C9” alliance universities occupy two, respectively is ranked sixth in Beijing university library and seventh of Zhejiang university library, but all the universities are “double top” colleges and universities. This can well show that first-class universities also attach great importance to the construction of libraries.

Library collection list – Facilities construction strength In general, people may ignore the comparison of the library area and the book collection, and focus more on the academic ability of the library. However, the library as the biggest source of academic knowledge (electronic way or paper books), its excellent environment construction and rich collection of books are the best explanation for the knowledge reserve ability of a high-quality university. Through on the table 5 school library list the top 20 analysis, can be found “C9” alliance university for 6, respectively is 1 of Zhejiang university library, third library of Beijing university, 9 of Sun Yat-sen university library, 10 of Nanjing university library, 12 of Tsinghua university library, 19 Xi’an Jiaotong university library. The library ranking of the alliance

**Table 4 – Ranking of library area**

Ranking	University	Library area (square meters)	Category
1	Xiamen University	135,000	Double First-class
2	Sun Yat-sen University	About 110,000	Double First-class
3	Jilin University	97,600	Double First-class
4	Wuhan University	94,700	Double First-class
5	Guizhou University	90,000	Double First-class
6	Peking University	About 90,000	Double First-class
7	Zhejiang University	86,000	Double First-class
8	Zhengzhou University	84,000	Double First-class
9	Dalian University of Technology	83,000	Double First-class
10	Jinan University	80,100	Double First-class

universities is also very high, which just reflects the pursuit of first-class universities for library construction.

**Table 5 – Ranking of Library collection**

Ranking	University	Library collection (ten thousand)
1	Zhejiang University	618
2	Jilin University	544
3	Peking University	535
4	Wuhan University	535
5	Zhengzhou University	530
6	Sichuan University	484
7	Xiamen University Jiakeng College	460
8	Sun Yat-sen University	435
9	Fudan University	433
10	Nanjing University	419
11	Hunan University	400
12	Tsinghua University	400
13	Hebei University	380
14	Southwest University	380
15	Southwest Agricultural University	380
16	Shandong University	380
17	Southwest University of Science and Technology	375
18	Shanghai University	357
19	Xi'an Jiaotong University	356
20	Hebei Normal University	355

Through the above library area and the collection of colleges and universities, can draw the preliminary conclusion, high quality university, the strength of the library also must be its powerful weapon, so, the construction of the library as a core observation point of university brand, also has its great value, namely the high quality brand university and library strength is mutually necessary and sufficient conditions. To sum up, the use of infrastructure

as an analytical framework for cultural inheritance has its rationality.

**Scientific research and social service dimensions.** In this dimension, scientific research is mainly taken as the monitoring point, including the number of scientific and technological projects, the number of scientific research achievements, the number of national awards, and the number of academic papers published in foreign and national journals. This paper shows that the number of science and technology projects and the number of academic papers published in foreign and national journals are both representative and illustrative two framework dimensions, which can reflect the gap between learning and innovation in universities scientifically and reasonably. Similarly, taking the “C9 Alliance” universities as the object of analysis, and analyzing the changes of scientific research in the five years, we can see the obvious differences between the “211”, “985” alliance “and” double first-class “universities and” 211 “,” 985 “and” double first-class “ universities from 2017 to 2021, as shown in Table 6, Figure 3 and Table 7, Figure 4. In conclusion, scientific research and model analysis under the dimension of social services have their rationality.

**Table 6 – Number of scientific and technological projects of different types of universities (2017 to 2021)**

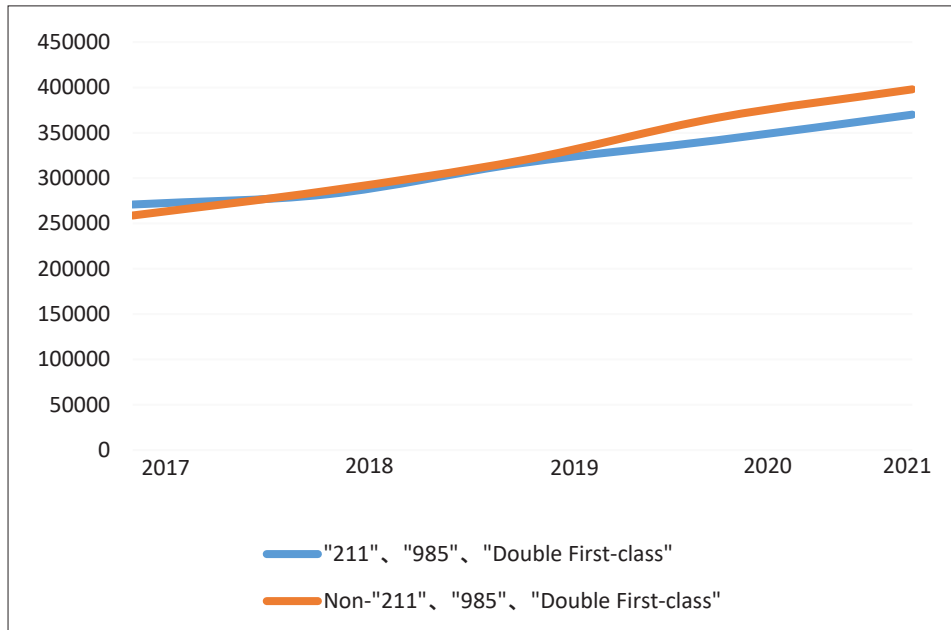
Year	“211”、“985”、“Double First-class” (items)	Non-“211”、“985”、“Double First-class” (itrms)
2017	270893	258779
2018	282236	286062
2019	316709	319770
2020	341815	366545
2021	370034	397935

**Table 7 – Number of academic papers published in foreign and national journals of different types of universities (2017 to 2021)**

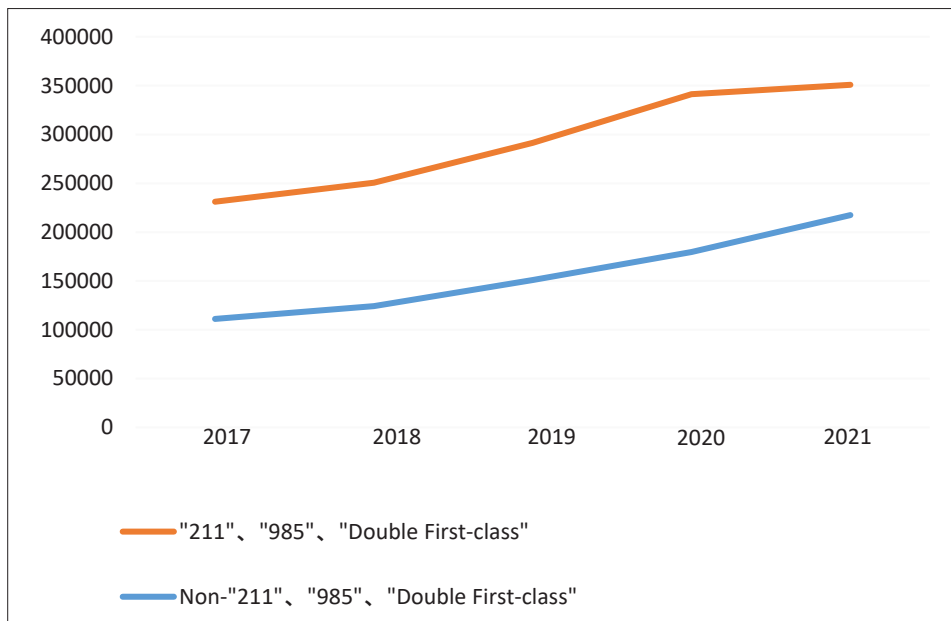
Year	“211”、“985”、“Double First-class”	Non-“211”、“985”、“Double First-class”
2017	231107	111092
2018	250575	124119
2019	291408	150854
2020	341277	179616
2021	350839	217411

**Conclusion.** To sum up, the relevant data of “C9” alliance can be analyzed and supported by the four dimensions and the corresponding framework. The university brand implementation path model constructed in this paper is feasible and has high reference potential, and can be reasonably applied to the university analysis in the later text. At the same time, “C9” Alliance University, as the representative of China’s top universities, is the target level that all Chinese universities are committed to achieve. The brand implementation path shown by the alliance universities also provides necessary reference for the brand construction of ordinary undergraduate universities. Through reasonable comparison, the gap between the regional ordinary undergraduate universities and the top universities in the process of brand construction is analyzed, laying a foundation for the implementation path proposed in the later article.





**Figure 3 – Comparison of the number of science and technology projects in different types of universities**



**Figure 4 – Comparison of the number of academic papers published in foreign and national journals in different types of universities**

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**АНАЛІЗ РАЦІОНАЛЬНОСТІ ШЛЯХУ ВПРОВАДЖЕННЯ БРЕНДУ УНІВЕРСИТЕТУ**

Бренд – це соціально-економічне явище. Бренд є продуктом розвитку товарного господарства до певного етапу. Поява бренду знаменує собою зрілість концепції в процесі товарного обміну. Якщо просто визначити бренд, то він означає назву, символ, знак або дизайн продавця або послуги, що підкреслює його конкурентну перевагу і відрізняє від конкурентів. У тандемі з тенденціями до популяризації, маркетингу та інтернаціоналізації вищої освіти у 1980-х роках у сфері вищої освіти з'явився маркетинг брендів. Крім того, з покращенням соціального добробуту та новими формами державного управління, комерціалізація та маркетингізація вищої освіти привертають все більшу увагу. Визначення бренду університету можна описати так: бренд університету – це органічне поєднання представницької інформації (ім'я, іменник, знак або дизайн) та глибокої конотації (цінність, культура, особистість і дух), завдяки чому він відрізняється від конкурентів і визнається споживачами. Стратегія бренду – це загальне планування та реалізація побудови та майбутнього розвитку бренду, що здійснюється інституціями бренду під керівництвом стратегічного мислення бренду, виходячи з власних умов та аналізу поточної ситуації і майбутніх тенденцій зовнішнього конкурентного середовища. Суть бренд-стратегії полягає у формуванні ключової експертизи компанії, що забезпечує її довгостроковий розвиток. Бренд-стратегія полягає у створенні корпоративної стратегії, орієнтованої на побудову сильного бренду. В основі піднесення побудови бренду до рівня бізнес-стратегії компанії лежить створення виразної ідентичності бренду. На основі аналізу фактичної ситуації та майбутніх тенденцій зовнішнього конкурентного середовища, відповідно до власних умов, університет здійснює загальне планування та реалізацію майбутнього розвитку університету під керівництвом стратегічного мислення бренду. Альянс C9 – це перший університетський альянс між провідними університетами Китаю. До альянсу входять дев'ять університетів, зокрема Пекінський університет, Університет Цінхуа, Чжецзянський університет, Університет Фудань, Шанхайський університет Цзяо Тун, Нанкінський університет, Китайський науково-технічний університет, Сіаньський університет Цзяотун та Харбінський технологічний інститут. Його модель розвитку, шлях розвитку, підготовка талантів та інші аспекти є метою багатьох китайських університетів. Зосереджуючись на конотації університетського бренду, ця стаття аналізує шлях впровадження бренду університету "Альянс C9", щоб довести раціональність моделі спостереження, запропонованої в цій статті, і на цій основі висуває рекомендаційні пропозиції щодо шляху впровадження бренду звичайного бакалаврського університету.

**Ключові слова:** бренд університету, стратегія бренду, шлях впровадження.

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