

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT

Proposal for an On-Campus Equestrian Facility at Oakland University:
A Consumer-Based Approach

Submitted by

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Table of Contents

❖ Summary	3
❖ Introduction	4
❖ Background	4-19
○ History of the OU Equestrian Team	4-5
○ History of IHSA	5-8
○ Colin Campbell's Theories	8-12
○ Locational Benefits	13-19
▪ Comparison to other Collegiate Equestrian Programs	13-14
▪ Equestrian History in Oakland County	15-16
▪ Equestrian History at OU and in the Dodge Family	17-19
❖ Marketable Characteristics and Survey Analysis	20-22
○ Survey Overview	20
○ Survey Results/Takeaways	21-22
❖ Budget	22-33
○ Facility Expenses	22-24
○ Initial Investments	24-26
○ Fixed Expenses	26-27
○ Variable Expenses	27-31
○ Incomes	31-33
❖ Marketing Communications Strategy	33-38
○ Program Introduction	34
○ SWOT Analysis	34-36
○ Target Market	36
○ Brand Positioning	36-37
○ Marketing Communications Strategy	37-38
❖ Conclusion	38
❖ Bibliography	39
❖ Appendix	40-45
○ Appendix A- Survey Results	40-43
○ Appendix B- Survey Charts and Tables	44-49
○ Appendix C- Budgeting Tables	50-51

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT

Summary

This project outlines the benefits of moving the Oakland University Equestrian team from its current off-campus location to a program and facility located on the campus of Oakland University. This is begun by discussing why this process is can and should be pursued. Through using Colin Campbell's theories on consumer behavior, it is proven that collegiate equestrian programs are marketable. Through examining other in-state collegiate equestrian programs, examining the equestrian culture in Oakland and surrounding counties, and through studying the equestrian heritage of the Dodge Family and the Oakland University property, it is shown that Oakland County is an ideal location for such a program.

On-campus interest in the program supported is through a survey that I conducted, and that was taken by college students who are also equestrians. Some of the participants are part of the current team, and some are not. The largest conclusion drawn from the survey results are that the equestrians surveyed are most concerned with balancing their responsibilities as a student with their responsibilities as an equestrian athlete. The survey showed that all participants felt that an on-campus program would be the best way to combat this problem.

Most importantly, the program is outlined in a business plan and budget, as well as a marketing plan. The business plan lays out the basic costs for building an equestrian facility on campus, and what it would cost to upkeep it on a monthly basis. It then discusses the incomes that the program would generate for the university. The marketing communications strategy outlines how to best market the program by means of a SWOT analysis, brand positioning, and a final marketing communication strategy. All of these elements prove that an on-campus equestrian program would benefit the team, but more importantly, that they would benefit Oakland University financially and culturally.

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Introduction

The stimulus for this project is a current problem that the current equestrian team at Oakland University faces. It takes team members over an hour to get from campus to practice every week. The team has lost over ten members due to this problem, and it also makes it difficult for the team to attract new members. Students are willing to commit time to riding, practicing, and competing, but they are not willing to drive almost two and a half hours roundtrip every time there is a team practice. The most convenient solution to this problem is for the team to be hosted on-campus. But, building an equestrian center on a collegiate campus is a massive undertaking. It needs to be proven that such an undertaking would be worthwhile for a university. And, there is no better way to study this than through marketing. Thus, this project was born, and it does exactly that: proves that a collegiate equestrian program is a marketable institution, that an on-campus collegiate equestrian program is ideally located at Oakland University, that there is interest at Oakland University for an on-campus equestrian program, and provides a detailed budget and marketing plan for such a program.

Background

History of the Oakland University Equestrian Team

The Oakland University Equestrian Team was founded in 2006 out of Haverhill Farms in White Lake, MI. The team was small, six or eight girls, and was under the leadership of head coach Christopher Eweck. The former team, like the team today, competed in the hunt seat category of the Intercollegiate Horse Show Association (IHSA). The team maintained its small size during its move to Berwyck Saddle Club in Milford, MI during 2008. The team remained at this location until 2009 where it met its demise. From the time the team was founded in 2006 to the time it dissolved in 2009, the e-board and student leadership on the team did not change or

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plan for the future of the team after their graduations. In 2009, the team was left leaderless and too small to continue with what was left over after the founders graduated. To top it off, the former coach moved to Florida, and the team was forgotten. It was dissolved until I began researching how to restart it in the summer of 2015.

I researched the former team, discovering when and how it had met its unfortunate demise. During the summer before I started at OU, I reached out to the club sports department on campus and researched the guidelines and requirements for starting a new club. Essentially, I needed three other teammates (four in total) to fill the four E-Board offices (president, vice president, secretary, and treasurer), a coach, and a faculty adviser. I already had the coach, I was rallying a small group of fellow equestrians, and I found a professor willing to advise us. And so, the team was reborn.

In September 2015, the Oakland University Equestrian Team was reinstated as a club sport at Oakland University and began practicing at Bayside Equestrian Center in Ira, Michigan. The team consisted of seven riders, one of whom had been a member of the former team. From 2015-2016 this number would fluctuate between seven and thirteen riders. Being a team member consisted of weekly practices, monthly or bi-monthly competitions, fundraising events, and attendance at various events on campus.

History of the Intercollegiate Horse Show Association

There are two primary circuits for collegiate riding in the United States: NCEA (National Collegiate Equestrian Association) and IHSA (Intercollegiate Horse Show Association). As stated, both the former and current teams have been a part of the Intercollegiate Horse Show Association. IHSA was founded by Robert Cacchione while he himself was attending college at Farleigh Dickinson University in New Jersey. He established the program as a research project

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for one of his classes in 1967, and the program was put to the test and quickly starting capturing the attention of universities around the country (IHSA- General Information, 2019). By 1999, IHSA Inc. had been established as a national non-profit. Early shows were judged by equestrian legends such as Michael Page and George Morris, and early competitors included Beezie Madden and Peter Wylde who have since been dubbed Olympic gold medalists.

Cacchione originated the concept of IHSA as a way to continue riding throughout his collegiate years. He began teaching lessons at a local barn in return for the use of their horses for IHSA teams. After graduation, Cacchione worked to build the rapport of his new founded program by networking with equestrian professionals and celebrities. He introduced them to the concept of collegiate riding and asked them to fund and support his initiative. They were intrigued by the idea and the program began to grow (IHSA- General Information, 2019). Last year, I had the pleasure of meeting Bob Cacchione when he attended one of our fall horse shows, as pictured below.



Figure 1. Bob Cacchione, founder of the Intercollegiate Horse Show Association, and me

Today, the IHSA consists of over 400 colleges nationwide. It consists of 40 regions that are divided into 8 zones across the country. IHSA has expanded since its initiation and now

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includes western horsemanship and reining as well as hunt seat equitation. Upper level IHSA competitions are now hosted at elite equestrian facilities such as the Kentucky Horse Park, Tryon Equestrian Resort, and the Los Angeles Equestrian Center.

“The association was founded on the principle that a college student should have the opportunity to participate in equestrian competition regardless of financial status, gender or riding level. The IHSA emphasizes learning and sportsmanship and fosters teamwork,” (IHSA-General Information, 2019). IHSA is able to do this through the format of the program. Teams are hosted by a local equestrian facility or a university riding facility, and team members ride the horses provided by those facilities. They don’t need to own their own horses or equipment in order to participate. When it comes to competition, there are divisions for all levels of riders. There are multiple divisions for first-time riders, and there are divisions for riders who have been competing their whole lives. This caters to the purpose and the founding principle of IHSA which is the availability of an equestrian experience to every college student.

Today, the OU Equestrian Team consists of 10 members and has come home with multiple titles at the regional level. On many occasions the team has brought home the high point team or reserve high point team award, and our riders have brought home the high point rider or reserve high point rider awards. We have a talented group of riders, all of which have extensive show experience through the many venues of equestrian competition available in the Oakland County area. But, we consistently fail to draw and maintain unexperienced riders that are new to the sport. We also have a high turnover rate of experienced riders- people are constantly dropping the team and we have to search for new riders to take their places. This high turnover is part of what prompted the research conducted in this thesis. The most frequent reason for riders dropping the team is lack of time to accommodate the long commute

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT (approximately an hour and fifteen minutes from campus) to practices, and the opportunity cost of that time being used to spend on something else, such as homework or studying. With a three hour practice added to the two and a half hour roundtrip commute, team practices are practically a half-day time commitment. This issue, coupled with the massive opportunity that an on-campus program could bring to Oakland University and Oakland County at large, are the stimuli for this project.

Colin Campbell's Theories on Consumer Behavior and Marketability

The first principle that must be established is that a collegiate equestrian program has marketability, in other words, that such a program can be marketed to a target audience. To prove this, I turned to Colin Campbell's theories on consumption and consumer behavior. These theories arose from the observation that consumption today has not only changed from consumption in the past, but also that consumption today has also massively increased from consumption in the past. Campbell describes and creates theories explaining this shift in his works *The Romantic Ethic and the Spirit of Modern Consumerism* and *Elusive Consumption*, 2018.

In *The Romantic Ethic and the Spirit of Modern Consumerism*, 2018, Campbell begins with evaluating the changes the world has seen from the Industrial Revolution to present day. Economics up-to and during the Industrial Revolution primarily focused on supply trends. As time went on, economists and businessmen alike became aware that supply theories alone were not enough to explain market phenomena and trends, and so began to study the demand aspect, the side of the consumer. All scholars studying these trends during the Industrial Revolution agreed that technology was moving quickly, primarily because funds for it were available. These funds were, of course, generated by drastically increased sales. At first, economists thought this

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was due to an increase in population size, and then they thought it was due to an increased standard of living. Neither of these theories were without blemishes, and they finally concluded that it was due to, "...some changes in those values and attitudes which govern consumption," (Campbell, 2018).

The Industrial Revolution made many people very, very wealthy, and able to afford large amounts of material goods. This caused people to be increasingly defined by what they owned and how up-to-date these things were. The upper-class was the cutting-edge of technology, fashion, and everything material. The middle-class would then imitate the upper-class, and the lower-class would imitate the middle-class. This is considered social imitation, and is called the Veblen Effect (Campbell, 2018). Because of the Veblen Effect, everyone's standard of living was constantly increasing, and constantly being defined by what goods they possessed.

Campbell asserts that pleasure is determined by the senses, most strongly by sight which defines aesthetic pleasure. Because people are constantly seeking pleasure, they have made menial tasks aesthetic and pleasurable, for example, cooking. Cooking satisfies a need (i.e.- eating), but consumers have turned it into an art for their own aesthetic pleasure. The focus on aesthetics connects pleasure to not only the senses, but also to the emotions. Emotional responses are typically stronger and more impulsive than sensory responses, and negative emotional responses are almost always stronger than positive ones. People learn to show emotional restraint to some degree, but frequently make decisions based on the way they feel. Emotional responses are also easier to manipulate than sensory responses, which is where marketing and advertising play such an influential role.

Campbell uses *The Romantic Ethic and the Spirit of Modern Consumerism*, 2018, to assert that the theory of modern consumerism lies on the basis that people wish for things based

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on emotions and aesthetic pleasure (Campbell, 2018). They wish to look, feel, and appear a certain way, and that the more things available to meet these desires, the more they will consume. So, in regards to an equestrian program, students must wish to look, feel, and appear as a collegiate equestrian would. They must have a desire to be a part of such a program because of the way it is presented to them. It must be desirable for them to participate in, and meet their aesthetic standards. For a typical equestrian athlete, this could involve quality of training program, quality of stables, quality of horses, proximity to home, proximity to class, and many other qualities that will be observed later.

Colin Campbell also appears as a co-author in *Elusive Consumption*, 2004, where he discusses a new theory stating that consumers seek for a personal identity in their reactions to certain goods and services. Campbell argues that metaphysics and consumption- two seemingly opposites- are, in fact, heavily related in present day. Metaphysics deals with a state of being and an awareness of being, while consumption deals with the acquisition of things. But, today, people are defined by what they own (e.g. - homes, cars, clothes, etc.). In *The Romantic Ethic and the Spirit of Modern Consumerism*, 2018, Campbell establishes that modern consumerism is rooted in emotion, desire, and individualism. Emotions and desires can be prompted by many things: jealousy, anger, happiness, belonging, etc. Individualism is purely from an individual's characteristics and mind (Ekstrom & Brembeck, 2004).

To illustrate this, consider what a typical response would be to the question, "Who are you?" People would typically respond with physical attributes such as their occupation, hobbies, gender, and demographics. For example, I would describe myself as a senior at Oakland University, an avid equestrian, an employee at Borg Warner, and a soon-to-be law school

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT student. Then maybe I would delve into more metaphysical aspects and characteristics such as organized, positive, and impatient.

People are more likely to first describe themselves in terms of their interests and responsibilities before they use attributes and characteristics. For example, equestrians will describe themselves by the disciplines they ride, the divisions they ride in, where they compete, what kind of horse they ride, etc. In the case of the equestrian team, they may describe themselves as riding for Oakland University, with IHSA, in Zone 6 Region 4, in the Open Flat and Intermediate Fences divisions. Campbell asserts, "Why should people concentrate upon defining themselves in terms of their tastes? Well, I would suggest that it is because these are what we feel define us more clearly than anything else, and that when it comes to the crucial issue of our 'real' identity, then we effectively consider ourselves to be defined by our desires or profiled by our preferences," (Ekstrom & Brembeck, 2004). Whether this is the most correct definition of whom a person is or not, it is the easiest and most effective way for us to describe who we are to another person. Certain hobbies and lifestyles immediately produce an image in a person's mind that implies certain personality traits and characteristics that the individual participating in them is likely to have.

Campbell believes that consumer's personalities can be measured in the ways they respond to goods, versus the goods they actually buy or desire to buy. So, people don't necessarily "buy" their identities, but can learn about themselves and their characteristics by the way that they respond to exposure to certain goods and services. For example, if a person who has been raised in a wealthy home is gifted a Maserati, they may be excited, to a degree. But, if a person who has been raised in a poor home is gifted a Maserati, they would be beyond excited, possibly even hysteric. In contrast, if the person raised in a poor home is gifted a 2003 Jeep, they

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would be extremely excited. If the person raised in a wealthy home was gifted the 2003 Jeep, they would likely be dissatisfied, if not confused. These reactions reflect the character of these people, and can be used to then define their personalities. Therefore, consumption can form a consumer's personal identity, though it is not the only way to do so.

Thinking about this in terms of the proposed equestrian project, committed equestrians are defined by their sport. This lifestyle is available literally from the ground up, and can be incorporated into every aspect of a consumer's life. Competitive equestrian circuits start with ponies, where children can compete from age six through twelve. From there, they enter their junior circuits where they compete until age 18. At 18, they can either "go pro" (i.e. - become professionals), or compete as adult amateurs. There are even divisions for senior riders on some circuits. Equestrianism has facets for all areas of life. There are equestrian showgrounds located on resorts, there are equestrian-themed vacations, and equestrian living communities. There are equestrian companies for fashion, style, magazines, books, podcasts, trucks and trailers, medicines and supplements, veterinary care, chiropractic care, farrier services, and more. It is very easy to see that dedicated equestrians consume massive amounts of equestrian goods and services at high costs, and therefore, can be defined and targeted through the sport. In other words, equestrians will be drawn to the marketing of equestrian programs.

So, it only makes sense that incoming equestrian students would be drawn to an on-campus collegiate equestrian program. They have lived the majority of their lives involved in the sport and the community surrounding it, and if they have the opportunity to continue this throughout their college experience, they will take it.

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Locational Benefits

Comparison to Other Collegiate Equestrian Programs.

It was proven that a collegiate equestrian program could be marketed to a young equestrian community using Colin Campbell's theories on consumer behavior. But, why Oakland University? The value of an on-campus equestrian program can be illustrated in its relevance to the state of Michigan, in its relevance to Oakland County, and in its relevance to the property and culture of Oakland University.

Beginning with the state of Michigan, a collegiate equestrian program would flourish due to the huge statewide market for such a program. Almost all state colleges in Michigan have IHSA equestrian programs, including the University of Michigan, Michigan State University, Grand Valley State University, Saginaw Valley State University, Wayne State University, Ferris State University, Central Michigan University, and Western Michigan University. Many private colleges in Michigan also have IHSA teams, including Albion College, Adrian College, Hillsdale College, and Calvin College. That being said, the only two colleges in Michigan that have equestrian facilities on campus (or within 5 miles from campus) are Michigan State University and Albion College (one state school, one private school).

Coincidentally or not, the only two Michigan colleges to consistently appear in regional, zone, and national IHSA competitions are Michigan State and Albion College. Most equestrians that are seeking out an equestrian program as a first priority, or even just a high priority, typically end up attending one of these two schools. Albion College's equestrian program is hosted in a private collegiate complex about a mile off campus, called the Nancy G. Held Equestrian Center. Not only does the team practice here, but it is the location of an English indoor show series, many clinics for all disciplines, and private student horse boarding (2018-19

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT Albion College Equestrian Roster, 2018). Albion has three intercollegiate teams, two of which compete on the IHSA. These teams are hunt-seat (English, IHSA), stock-seat (Western, IHSA), and dressage. The 2018-2019 roster for the Albion equestrian program boasts of 37 experienced riders, 19 of these coming from Oakland County and surrounding counties (Macomb, Lapeer, etc.) (2018-19 Albion College Equestrian Roster, 2018).



Figure 2. The outside of Nancy G. Held Equestrian Center

Figure 3. The indoor training arena at Nancy G. Held Equestrian Center

Michigan State University not only has an IHSA program, but they also have huge equestrian educational program and a large vet school. These, in accompaniment with the IHSA program, draw many equestrian students from Michigan. The university is home to the MSU Horse Teaching and Research Center, which is four miles off campus, but still owned by the university. It is the site of the majority of equine-related classes, including classes for the MSU animal science equine program and horse management program (MSU Arabians Facility, n.d.). Both of these schools are examples of equestrian populations in the state of Michigan. Yes, both schools draw people outside of the state, but the majority of participants from each program are from Michigan. This shows that there is a massive target for universities in Michigan equestrian culture.

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Equestrian Culture and History in Oakland County.

Narrowing in a little, the highest density (at least 77 licensed equine-related businesses) of equestrian culture in Michigan is located in Oakland County, the same county in which Oakland University is located. From the origin of cities like Metamora to present-day equestrian facilities, Oakland County boasts of the equestrian sport, lifestyle, and opportunities. The history of equestrian culture in Oakland County can be traced through the formation of the Metamora Hunt in 1928 (History | Metamora Hunt Inc, n.d.). Fox hunting is an equestrian sport and a historical memorial at the same time. The purpose is to recreate, to a certain degree, hunts that a noble or lord would attend with his comrades in the middle ages. A select few areas across the United States still celebrate the hunt, these including much of the east coast, as well as Michigan and other Midwestern states.

Fox hunting was popularized in Michigan first when the Grosse Point Hunt Club was founded in 1911. This hunt club still operates today, both as a show grounds and as the host of the foxhunt. The Grosse Point Hunt Club grew throughout the early 20's, and the founders decided to expand by purchasing a stable in Metamora and a stable in Bloomfield Hills. The stable in Metamora that they purchased is now part of present-day Win-A-Gin farms, a major site of rated hunter/jumper shows, horse boarding, and hunter/jumper training programs. The stable in Bloomfield Hills is now present-day Bloomfield Open Hunt, the site of an elite hunter/jumper boarding facility, housing horses owned by Kid Rock and Madonna (History | Metamora Hunt Inc, n.d.). Thus, foxhunting in Michigan led to the emergence of the hunter/jumper discipline in Michigan, and this discipline is what is popularized today.

Through the foxhunting culture, the hunter/jumper discipline found a home in Oakland County, and through the hunter/jumper culture, other disciplines like 3-day eventing and

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT dressage eventually emerged. Today there are at least forty barns in Oakland County that provide boarding and training for English horses and riders, not including private farms (Equestrian Locations in Oakland County, 2019). There are at least two therapeutic riding centers (OATS Alternative Therapy and HOPE Horse Park), at least six feed companies (providing and creating grains and grain mixtures), at least eight tack stores (Arizona Saddlery in Birmingham, Clarkston, and Rochester, Covered Wagon in Oxford, etc.), at least six equine veterinary services, at least fifteen parks with public equine trails, and at least five farms to host registered horse shows (Equestrian Locations in Oakland County, 2019).



Figure 4: A photo of the Metamora Hunt in the October 1974 Detroit Press



Figure 5: A photo of the Metamora Hunt riding past the White Horse Inn in 1968

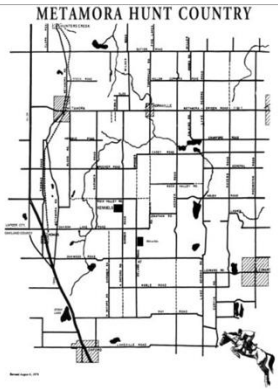


Figure 6. An old map Metamora Hunt Country



Figure 7. A color photo of the Metamora Hunt

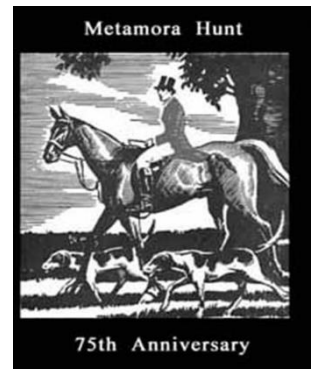


Figure 8. A poster for 75th of anniversary of the Metamora Hunt

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History of Equestrian Sports in the Dodge Family and at Oakland University.

During the same time period that equine sports started emerging in Oakland County, events vital in the emergence of Oakland University were occurring about fifty miles south. On November 27, 1914, Matilda Dodge, founder of Oakland University, gave birth to her first daughter Frances Matilda Dodge. Frances' father, John Dodge, was a wealthy man at the time, having started and sold both a bicycle company and an auto parts company (Lucander, 2018). Unfortunately, John died in the winter of 1920, when Frances was just five. Through her grief, Matilda Dodge befriended Alfred Wilson. The two were eventually married and made plans to build and move into Meadowbrook Mansion, which stands in its beauty today on the campus of Oakland University (Lucander, 2018). It was here where Frances Dodge would first fall in love with horses and the equine business, and from there, run the gauntlet of horsemanship and horse breeding throughout the 1930's through the 1950's.

Frances introduction to the horse world was her black and white Shetland Pony, King Cole, whom she received as a gift at age six. Frances grew from there and began competing at local horse shows, including shows at the Grosse Point Hunt Club (Lucander, 2018). Frances was always accompanied by her mother, Matilda, who also loved horses and owned very many of her own. In the late 1920's, the Wilson-Dodge's built a 24-stall training facility for their horses, behind Meadowbrook Mansion, managed by trainer Jack Blythe. Here, the whole family would partake in equestrian training and, especially Frances would grow to have a heart for the competition (Lucander, 2018).

Through the next five years, Frances would compete with Hackney Ponies, Shetland Ponies, and Belgians. She was no longer competing locally, but nationally, and brought home over 100 blue ribbons. In 1935, at age 25, Frances and Matilda had acquired 80 horses and

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decided to build a new state-of-the-art equestrian facility with stalls, paddocks, outdoor arenas, and a 23,000 sq. ft. indoor arena (Lucander, 2018). They named it the Dodge Stables. Frances spent the next few years not only competing, but now also travelling nationally and internationally to scout the best horses for her stables. She became interested in horse breeding and wished to acquire the best bloodlines for her stables.



Figure 9. Matilda and Frances Dodge attending a horse show together

Frances and her husband Jimmy continued showing horses and had their first child, Judith Frances. Appropriately, Judith also had a Shetland Pony, a chestnut named Num Num (Lucander, 2018). Later, during World War II, Frances produced the best horse she would ever own. Born at Dodge Stables, Wing Commander would dominate the world of Saddlebreds for over a decade. “Wing” would win almost every class he was entered in, regardless of the tier of the show (Lucander, 2018). His record was compared to that of Triple-Crown winner, Citation. Wing was named the “Five-Gaited World’s Grand Champion” six years in a row, from 1948-

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT 1953, and he was the first horse every inducted into the National Horse Show Hall of Fame. Frances would own and breed many successful horses in her lifetime, but none as special as Wing Commander (Lucander, 2018).



Figure 10. Wing Commander with his winnings **Figure 11.** Wing Commander as a Breyer Horse **Figure 12.** Wing Commander

Frances and Jimmy were eventually drawn away from Rochester and fell in love with the equestrian allure of Lexington, Kentucky, where horse farms cover nearly the entire city. In 1945 they purchased Castleton Farm, and by 1949, they had moved their entire equine program to this location, and the legacy of Frances Dodge's equestrian era at Meadowbrook was over. Frances remained active in the horse world until her death in 1971, as would her mother Matilda, who preceded her in death in 1967 (Lucander, 2018). In fact, Matilda passed away while on a trip to Belgium, while horse shopping for warmbloods to import.

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Marketable Characteristics and Survey Analysis

Survey Overview

Since it has been established that an equestrian program can be theoretically marketed to draw students to a university, and that Oakland County and Oakland University are ideally suited for hosting such a program, what remains to discuss is how a program can best be marketed. To develop a marketing plan, the best strategy is to get feedback from the target audience. To do this, I developed a survey in order to gather equestrians' opinions and ideas about the program. The objective of this method of primary research was to discover what characteristics of a collegiate equestrian program potential members value most highly, and how these characteristics could be developed into unique selling points and marketable characteristics.

The survey was issued both in-person and via email to a few participants. The survey consisted of ten questions ranked using alternative forms of Likert scales, meaning that the answers (i.e. - typically strongly disagree through strongly agree) were the same in essence, but reworded in order to best fit each question. An example of questions and scales used are shown below.

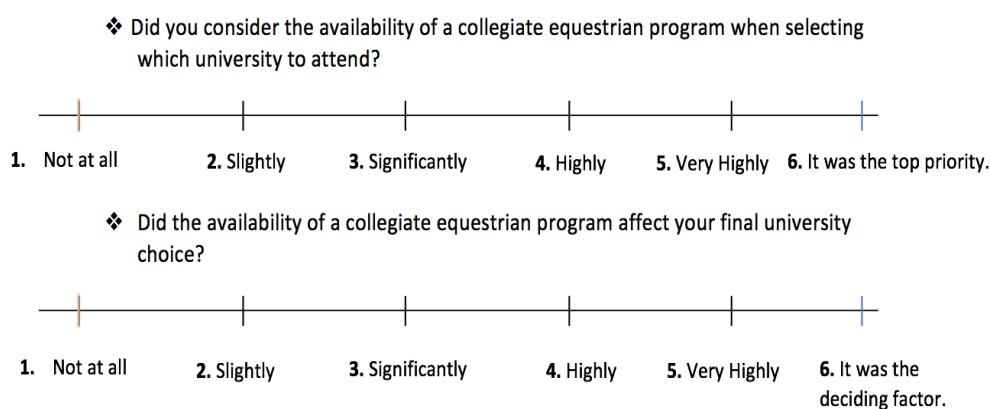


Figure 13. Example Questions from the OUET Marketing Survey

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Survey Results/Takeaways

After the survey was developed, participants were sought out that met the following qualifications: from Michigan, college-age, and involved in equestrian sports. All of these characteristics represent the target audience for this project. The survey was issued to a small sample, but if this program was to be implemented, the survey, or a survey of similar dimensions, would need to be issued to a larger population. For the sake of this project, only the amount necessary to get results and data was used.

The survey indicated that two thirds of participants have ridden competitively, while a third have not. All participants have been involved in equestrian sports. Similarly, two thirds were from Oakland County, and a third was from neighboring counties such as Lapeer. But, all participants were from Michigan. All participants are currently students at Oakland University, some of which ride on the current team. Detailed analysis of survey questions and results can be found in Appendix A, and charts with percentages of results can be found in Appendix B.

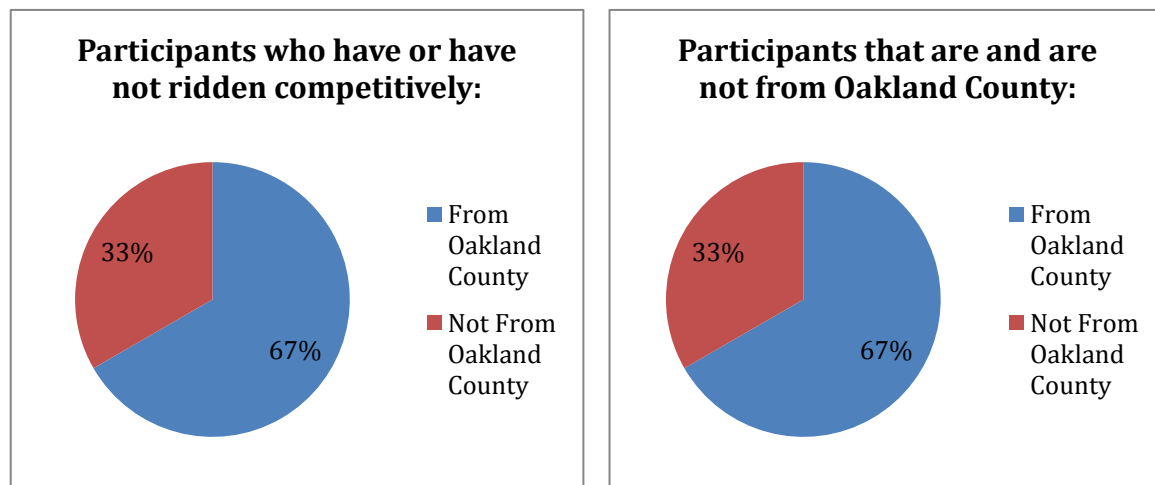


Figure 14-15: Pie Charts Reflecting Demographics from the OUET Market Survey

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Based on the results of this survey, it was concluded that collegiate equestrians, currently part of a collegiate program or riding on their own, are dedicated students that value their riding careers, and are most concerned with managing their riding time in regards to their study time. This illustrates the solution presented in question 9 (see Appendix A), that all participants would be much more likely to participate in an on-campus program. As stated in the background section, current members of the OUET drive an hour and fifteen minutes (one way) to get to practice every week. The current team-members are an extremely dedicated group of individuals, so they continue to make the commute to practice. But, in order to use the team and the proposed program as a marketing facet, the team would need to be moved on-campus.

The ability to walk from class or a dorm building to practice is something that almost all other sports have the luxury of doing, except for the equestrian team. This for the obvious reason that, it would require its own complex. But, if the team and program were to be used as ways to market the university to a relatively untouched target market, it would need to be located on-campus.

Budget

The budget for bringing an equestrian program to campus would, most importantly, involve the cost of building the equestrian facility, including the barns, the arenas, and the pastures. But, it would also involve yearly, monthly, and even weekly maintenance, in the forms of both fixed and variable expenses. It would also involve some significant initial investments. In contrast, the facility and program would begin bringing in an income as soon as it opened. A summary of all expenses, initial and monthly, and incomes can be found in the following sections, and summarized again in Appendix C.

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Facility Expenses

The Chronicle of the Horse magazine, a prominent magazine in the equestrian world, budgets building an equestrian facility between \$15 and \$20 million. (Realistic cost of a multi use equestrian facility, 2011). This would include 40 stalls, tack rooms, feed rooms, indoor and outdoor arenas, automatic waterers, pastures, and the installation of necessary amenities such as plumbing, electric, and heat. There would be two wings of stalls in the facility- one for horses owned by the university and used in the program, and one for privately owned horses, boarded by students or faculty. Some basic images of these are shown on the following page.



Figure 16. Example of a tack room



Figure 17. Example of a feed room



Figure 18. Example of a stall with automatic water

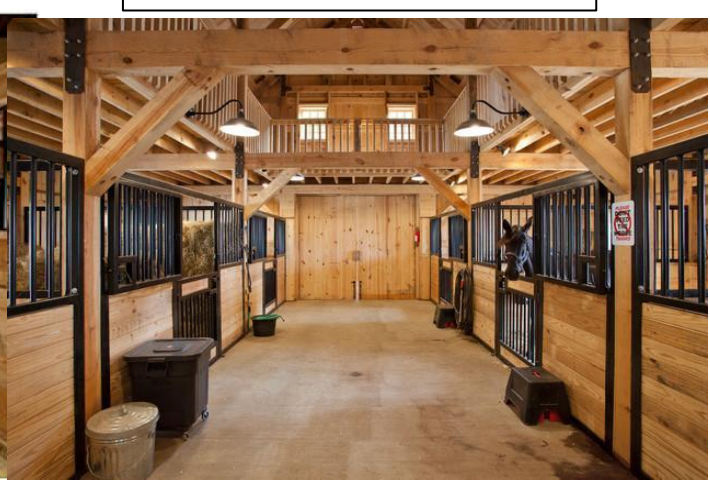


Figure 19. Example of a stable aisle

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Figure 21. Example of an outdoor arena

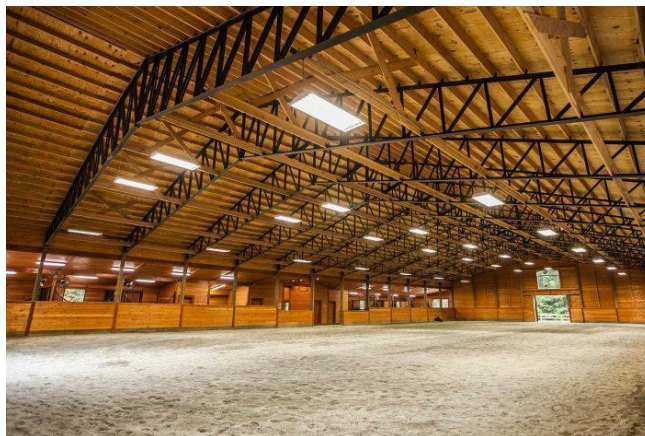


Figure 20. Example of an indoor arena



Figure 22. Example of paddocks for outdoor turnout

Initial Investments Expenses

Outside of the facility, initial investments for the program would include university horses for the team and program to use, tack and supplies for these horses, tractors for moving large amounts of bedding, hay, etc., and a couple of trucks and trailers for transporting horses (Stable Management Expenses, 2016). The most obvious asset of an equestrian team is its horses. While horses can be expensive, the horses of a collegiate equestrian program don't necessarily have to be. There is an opportunity for horse owners to donate their horses to a

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT collegiate program, free of charge, to get a tax write-off. Schools like Albion College and Michigan State have gotten many of horses in this way. Outside of that, horses needed for such a program should run no higher than \$10,000 a piece. Supposing the university needs at least 15 horses for its program, and at least 3 horses could be donated, at least \$120,000 should be allocated to horse purchases before the start of the program. As time goes on, horses will age and need to be replaced in order for the program to continue. This would be something to take into consideration in the years to follow the program's installation.

After horses are acquired, they will need tack. Tack includes a horse's saddle, bridle, bit, saddle pad(s), boots, and more. Saddles, of mediocre quality, will typically run between \$500 and \$900. A typical bridle will cost about \$100. It would be safe to budget \$1,000 in tack per horse acquired by the university. Again, say that this is about 15 horses, so a minimum of \$15,000 would need to be budgeted for tack. It should also be taken into consideration that basic tools such as grooming utensils (brushes, hoof picks, etc.) will be needed for these horses, as well as buckets, and other necessities. If about \$1,000 is budgeted for these items that would conclude in a \$16,000 budget for tack and other necessary gear. This would need to be adjusted should the university choose to acquire more than 15 horses. The university would not provide tack or supplies for privately owned horses.

Other initial investments, include a few trucks, trailers, and tractors, for the necessary movement of horses, and bulk supplies such as bedding, hay, etc. (Stable Management Expenses, 2016). Tractors are also needed for picking stalls, dragging the arena, and other necessary barn chores. Assuming that all of these are to be bought new (in other words, to budget on the high side), the cost will be relatively high. A new truck, either with a capable tow package or a dually, would be approximately \$55,000. Assuming the barn needs at least 2 trucks, the budget

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for trucks would need to be at least \$110,000. The program would need at least two trailers: one large trailer for taking horses to and from shows, and one small trailer for picking up and dropping off individual horses, or for emergency trips to the vet. If the larger trailer was to hold five horses, it should be budgeted at approximately \$65,000, and if the smaller trailer was to hold two horses, it should be budgeted at \$25,000. Assuming the need for two tractors, each should be budgeted at \$30,000 each, for a \$60,000 total. All of these included, the machinery budget should be at least \$260,000, or set at \$300,000 to allow for extra room on prices.

Initial Investment Expenses	
Horses	\$120,000
Tack and Gear	\$16,000
Trucks	\$110,000
Trailers	\$91,000
Tractors	\$60,000
Total (excluding facility expense)	\$397,000
(Approx.)	\$400,000

Figure 23. Summarized table of Initial Investment Expenses

Fixed Expenses

After these initial investments, there will be basic expenses that will need to be paid in order to keep the facility and the program up and running. Some of these fixed expenses include necessary insurance and utilities. Utilities would include electric (lights and heat) and water. The heat would only need to be turned on roughly four months out of the year, so the monthly estimate was calculated taking that into account (Stable Management Expenses, 2016). For the sake of simplicity, a final fixed expense, marketing and advertising, will be assumed to be covered by the university and will not be listed as a facility expense. Fixed expenses (as the

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT
 name implies) would not vary based on percent capacity of filled stalls, so a single estimate is
 summarized below.

Monthly Fixed Expenses		
	Details	Total
Electric	Heat and Lights	\$1,000
Water	Auto-Waterers	\$300
Insurance	Facility and Training	\$1,200
Total		\$2,500

Figure 24. Summarized table of Monthly Fixed Expenses

Variable Expenses

Variable expenses will include feed for the horses (hay, grain, supplements), bedding, labor, veterinary, and farrier costs. The program would be responsible for the veterinary, farrier and supplement expenses, of only the university-owned horses, but it would be responsible for the feed and bedding costs of all horses, university-owned and privately owned, in the barn. These expenses for privately owned horses are covered in the overall board expense paid by owners, which will be discussed at length later, but owners pay veterinary, farrier, and supplement expenses for their own horses.

Feed will depend on the quantity of horses and the type of horses owned by the program and by the university. The costs of this will vary greatly depending on the horse and where the feed is purchased from. At a very rough estimate, it could be said that a horse's grain will cost \$100 a month and its hay will cost \$50 a month. That would mean \$150 per horse, per month. Again, the price of feed can vary greatly depending on what kind of feed each individual horse needs, and how much each horse needs. Some horses eat more than others (consider size differences), and some horses need different ingredients in their feed than others, so it is hard to

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT

say exactly what the cost of feed would be. Some horses also require supplements, in the same way people do, and these can cost anywhere from \$30-\$50 a month.

The cost of bedding is also highly dependent on where it is purchased from and what kind of quantities it is purchased in. But, it costs roughly \$5 for a prepackaged bag of bedding that is meant to fill one stall. This will last a day, after which time the stall needs to be picked and the bedding replaced. So, \$5 for a maximum 40 horses a day could come to a max of \$200 a day, at the absolute highest. Typically, the cost for mass quantities of bedding will be much lower than \$5 per stall, but it depends on where the bedding is purchased and in what quantity. It would be safe to average the bedding cost at about \$3 per horse, per day, if bedding is bought in bulk.

Labor for this program will include basic barn staff as well as a manager and a coach, all of which will be employed by the university. Basic staff will include 4-5 experienced workers who will clean stalls once a day, feed horses twice a day, water horses as much as necessary, and bring horses in and out from the pastures as needed. These staff members may also be asked to perform basic horsemanship tasks such as wrapping/unwrapping horses' legs, changing horses' blankets, etc. Pay for workers like this can range between \$9 and \$11 hour, comparable to the pay at a retail store. The barn staff will most likely work 40 hours a week, and at an average pay of \$10 an hour, their monthly wage would be about \$16,000. Outside of these workers, the coach and manager will be salaried positions, with a minimum income of \$50,000 a year. More frequently than not, the manager will have a higher salary than the head coach. It could be estimated that the manager will make \$70,000 a year, \$5,833 a month, and the coach will make \$65,000 a year, \$5,417 a month. Obviously, these are all variable, as wages will depend on the experience and expertise of the workers. The number of staff members working in the barn (i.e. - not the manager or coach) will depend on the quantity of horses, which dictates the amount of

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT

work. The program may also choose to employ an assistant coach at some point, to assist the coach with his or her responsibilities, and the salary, approximately \$50,000 a year, \$4,167 a month, for this employee would need to be considered as well.

On average, a horse's feet need to be done once every five or six weeks. Some horses are capable of being worked without horse shoes (i.e. - barefoot), some horses only need shoes in the front, and some horses need a full set of four shoes. It depends on the horse, their age, and their background. An average set of four shoes costs about \$150 per farrier visit. But, assuming some horses can go barefoot, and some horses only need a half set, it would be safe to ballpark the average cost of a horse getting its feet done at \$80 a month.

The last variable expense to consider is veterinary. The program would only cover veterinary for the horses owned by the university- owners cover veterinary expenses for privately owned horses. Assuming a healthy horse with no incidents, vet costs should be about \$300 a year, a horse. This can be simplified into \$25 a month, a horse. Horses need at least one check-up a year, with about three rounds of shots throughout the year, although this can vary depending on the vet. An exam is about \$200, and the other two visits for shots will be about \$100, so roughly \$300 a year, a horse, given a healthy horse with no accidents. Yearly veterinary dentistry for horses is about \$200, which can be simplified to approximately \$16.67 a month, per horse. So, the total would be roughly \$500 a horse, a year for both regular veterinary and dentistry.

Assuming still the number of 15 horses owned by the university, this would be roughly \$7,500 a year. Horses will always have special needs and situations, so this number may vary per horse.

Most importantly in terms of veterinary expenses, accidents do happen, and there would need to be a reserve of funds for such accidents. Emergencies like this are just as variable as physical accidents are with people, and can range from a bruised foot, to a broken leg, to an

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT emergency operation. This fund would also need to include the disposal process for a horse that has passed away or been euthanized, which can cost about \$2,000 a horse. It is hard to give an exact number for circumstances like this, because it does depend so heavily on the exact situation, but a reserve fund needs to be available for veterinary emergencies.

Monthly variable expenses are shown below for the facility operating at 75% capacity (as described above, 15 team horses, 15 privately boarded horses), and also for the facility operating at 100% capacity (20 team horses, 20 privately boarded horses).

Monthly Variable Expenses			
	Avg. Qty. Horses	Avg. Price per Horse	Total
Grain	30	100	3,000
Hay	30	50	1,500
Supplements	15	40	600
Bedding	30	90	2,700
Farrier	15	80	1,200
Veterinary	15	25	375
Dentistry	15	17	255
	Avg. Qty. People	Avg. Pay per Person	Total
Barn Staff	4	2,000	8,000
Coach	1	5,833	5,833
Assistant Coach	1	5,000	5,000
Manager	1	6,667	6,667
Grand Total			35,130

Figure 25. Summarized table of Monthly Variable Expenses at 75% Capacity

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT

Monthly Variable Expenses			
	Avg. Qty. Horses	Avg. Price per Horse	Total
Grain	40	100	\$ 4,000
Hay	40	50	\$ 2,000
Supplements	20	40	\$ 800
Bedding	40	90	\$ 3,600
Farrier	20	80	\$ 1,600
Veterinary	20	25	\$ 500
Dentistry	20	17	\$ 340
	Avg. Qty. People	Avg. Pay per Person	Total
Barn Staff	4	1,600	\$ 6,400
Coach	1	5,417	\$ 5,417
Assistant Coach	1	4,167	\$ 4,167
Manager	1	5,833	\$ 5,833
Grand Total			\$ 34,657

Figure 26. Summarized table of Monthly Variable Expenses at 100% Capacity

Income

Given all of these expenses, it is important to observe how the program would make money for the university. The goal would be to at least break-even on yearly expenses with the money generated to the program. This seemingly low bar is due to the fact that the true financial benefit of having this program at Oakland University is the number of students it would draw, and the income that would be generated university-wide through them.

The facility and program would make money in four primary categories: board, lessons, clinics, pro-rides, and other extracurricular programs (Stable Management Expenses, 2016). Board is a monthly fee paid by the owners of the horses that privately board their horses. Board typically ranges from \$500-\$1200 a month, depending on the facility's quality and location, and for a barn in the heart of Rochester Hills and Auburn Hills (though board is restricted to students

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT and faculty of Oakland University), this facility could easily charge \$1,000 a month per horse. At full capacity this would be \$20,000 a month in board alone.

Next would be lessons and pro-rides. Lessons would be mandatory for riders on the competitive team, but could also be available for a limited number of non-competitive students (whether they be non-competitive team members or just normal students), and boarding lessons for students and faculty that board their horses privately at the facility. Lessons run about \$40-\$50 for an hour group lesson. Supposing each group had at least five people in it, lessons ran five days a week, there were three time options a day, and an average cost of \$45 per person, that would be \$3,375 a week profit from lessons. This would be about \$13,500 a month profit from lessons.

In addition to lessons, horse owners often pay for pro-rides, where a professional will ride and “school” their horse for a half hour to an hour, for about the same cost as a lesson. This is a service the team of the coach could provide for boarders. Supposing the program charges \$40 for a pro-ride, and there are at least 3 horses that need pro-rides a day in a five day work week, this would be \$600 a week from pro-rides, and approximately \$2,400 a month. If there were to be more than three pro-rides a day, and/or more than three lessons a day, there would likely be a need for an assistant coach to take over some of these responsibilities, and then that coach’s income would need to be considered in the variable expenses.

Lastly, the program could offer weekend programs for non-competitive students. For example, there could be a program where students could pair up with a team member and get to interact with one of the horses, learning skills like brushing and horse handling. Programs like this could be therapeutic and a source of stress relief for students, and could be an opportunity for community service for team members. A program like this couldn’t cost more than \$30 a

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT person, a session, but it would bring awareness of the program to the OU student population, which could increase the size of the team, and therefore the program. The program could run this program on weekends (Saturday and Sunday), doing about 10 sessions each day, at \$25 a session. This would be \$500 a weekend, so \$2,000 a month.

Below are shown the estimates for the facility operating at 75% capacity (30 horses) and 100% capacity (40 horses). At 75% capacity, the facility will require about \$5,000 from the university to operate monthly, but at 100% capacity, the facility will bring in about \$750 of profit monthly. If the program is given time (3-5 years) to market and establish itself as reputable and trustworthy, it could easily be self-sustainable and even bring in a small profit for the university. The true value of the program, as stated before, is in the students it would draw to the university, but it would be a major asset to the university for the program to also be self-sustaining.

Total Monthly Expenditures		
Total Monthly Incomes	\$	32,900
Total Monthly Expenses	\$	37,630
Total	\$	(4,730)

Figure 27. Summarized table Total Monthly Expenditures at 75% Capacity

Total Monthly Expenditures		
Total Monthly Incomes	\$	37,900
Total Monthly Expenses	\$	37,157
Total	\$	743

Figure 28. Summarized table Total Monthly Expenditures at 100% Capacity

Marketing Communications Strategy

Marketing this program is the key to getting it off the ground in terms of participation, interest, and profit. Given the research presented in earlier sections, the demand for this program is out there, but making sure the people providing that demand hear about this program efficiently and effectively is essential. This is where having a strategic marketing plan will be crucial to the program's success.

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Program Introduction

The first step in creating this marketing plan comes from production definition. The program created will be at an elite collegiate equestrian facility on the campus of Oakland University, providing a practice location for the Oakland University Equestrian Team, as well as private boarding and training for OU faculty and students, and other community involvement initiatives. It will include a 40-stall barn with sufficient pasture space, as well as an outdoor arena and a heated indoor arena. Lessons will be available to team members (competitive and non-competitive) and boarders (faculty and students), and pro-rides will be available for boarders.

Customer Needs- SWOT Analysis

To decide what aspects to of this program are most marketable, a SWOT analysis has been conducted. SWOT stands for strengths, weaknesses, opportunities, and threats. The strengths of this program involve location, high-demand, and its multi-purpose aspect. The location and high-demand in the area make it extremely convenient for equestrians in Oakland and surrounding counties. The multi-purpose aspect (student programs, community programs, etc.) is a strength because it will also draw attention to the program from people outside of the equestrian community.

The weaknesses of this program include its initial investments costs, the variability of working with animals, time accounted for growth period, and the traceability of profits. The initial investments for this project are large, but not much larger than what OU spends on its modern-day building renovations. For example, the upcoming renovations on South Foundation Hall are expected to run \$40M, which is the quoted cost of building this equestrian facility (Broda, 2019). Nevertheless, the cost is still a weakness.

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The variability of working with animals is cause for a weakness due to the costs it can incur (i.e.-emergency vet bills). As stated before, it may take a few years for the program to be running at projected capacity, so lack of profit could be a weakness for the first few years. And, as stated earlier, the true benefit of this program is that it will draw more students to Oakland University. But, the problem is that it will be hard to track the numerical profits from this. Could all expenses incurred by students drawn to the university be credited as profits from the equestrian program? Not only is it hard to say, but it would be hard, if not impossible, to track all expenses paid by a student throughout their entire stay at a college campus.

The opportunities that come from establishing this program are that it would be the only on-campus equestrian facility in south-east Michigan, it would be the only on-campus equestrian facility in Michigan that would be a walkable distance from student dorms, and that it would provide students for Oakland University. While there are a few colleges in Michigan that have “on-campus” equestrian centers, all of these facilities are still a 5-10-minute drive from central campus. Even if the equestrian center was located as far away as Meadowbrook Hall is from central campus, it would still be a walkable distance for students living in the dorms, or students coming from parked cars in any of the lots. And, as discussed earlier, the biggest opportunity for Oakland University through this program is attracting students to the school through it.

The threats to this program are competition in two forms: schools with competitive equestrian programs and schools with advantages outside of equestrian sports. The obvious competition for this program would be other schools with competitive equestrian programs. Directly, this would be schools in Michigan with on-campus equestrian programs such as Albion College and Michigan State. Indirectly, this competition could include the University of Michigan, Grand Valley State University, the University of Findlay, the University of Kentucky;

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT in-state schools with off-campus equestrian programs and out-of-state schools with on-campus equestrian programs. Competition for this program could also come from students choosing other schools for reasons outside of their equestrian programs, such as other athletic programs, location, educational programs, cost, etc.

Target Market

Taking these things into consideration, the target market for this program is quite clear. It will be any student, likely middle-school or high-school aged that is planning on going to college, and these students' families. Predominantly equestrians at this age are female, but can be male as well. These students need to be driven, motivated, and hardworking, and they need to have a proficiency in time-management. At least for the first couple of years, the marketing should be focused on these students in Oakland, Macomb, Lapeer, and Washtenaw counties. And, these students should have some kind of an equestrian background, whether it be competitive or not.

Brand Positioning

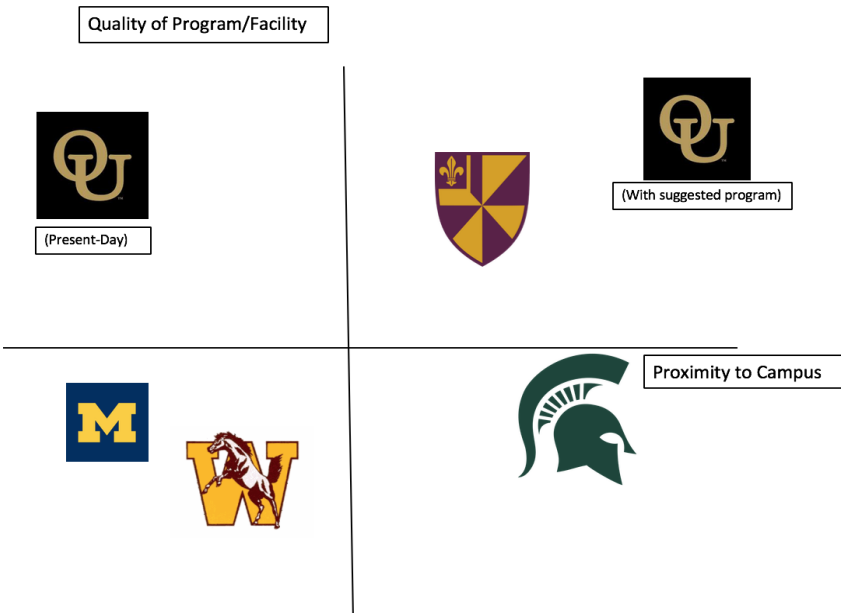


Figure 29. Perceptual Map Indicating where OU stands among its competitors

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The perceptual map below shows where the OU equestrian program would fall amongst its competitors, versus where it falls today. The X-axis represents the proximity of the equestrian program to the university's campus, and the Y-axis represents the quality of the facility the program is hosted at. Today, the program is hosted by a high-end facility, with a high-end coach, but it takes over an hour to get there from campus. With the suggested on-campus facility, the program would be even better, and it would be closer to central campus than any of its competitors.

The Albion College Equestrian Center is about a 5-10-minute drive from central campus, MSU's facility is at least a 15-20-minute drive from central campus, and U of M and Western's commutes aren't much better than OU's current commute. Albion would be the only facility that could match OU's current host-barn, but the proposed facility would be better than both of these, making OU the premier location for collegiate equestrians in Michigan.

Marketing Communication Strategy

The communication message for this program needs to show students that they can ride in a high-end competitive program to which they have convenient access, while getting a quality education. The media strategy for this program would be to sponsor and expand the team's current social media accounts (currently Facebook and Instagram), and to use online banner-ads primarily on equestrian company's websites, such as Dover Saddlery, State Line Tack, Big Dee's Tack, and more. It would have ads on equestrian podcasts such as The PlaidCast and ads in horse magazines such as *The Plaid Horse*, *Sidelines*, and *Horse Illustrated*. All of this would be created and overseen by the team manager, who needs to be proficient in such marketing tools.

Non-traditional media marketing methods for this program would include sponsorships and promotions through equestrian brands, especially ones that are prominent on social media (i.e.-

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT
using social media influencers). It would also include hosting tables at horse shows throughout summer and winter with team-members to answer questions and to hand out free merchandise. Some of these shows would include the World Equestrian Center Winter Series, which draws equestrians from all over the Midwest during the coldest months of the year, MHJA and HJAM (Michigan Hunter/Jumper Association and Hunter/Jumper Association of Michigan) shows throughout the summer, and TEAM and USEA shows (3-day eventing) throughout the summer. There could also be tables at equestrian conventions and events such as the Equine Affaire, hosted in Ohio every year.

There are many elements of this program that make it attractive to its target market: convenience, quality, and more. If these elements are clearly shown to the right people via the right channels, the program will undoubtedly be successful. Through the correct marketing strategy, this can be done, and students will be drawn to the university.

Conclusion

In the end, this project solves the problem of sustaining the current equestrian program at Oakland University, and it provides a platform for the university to capitalize on a sport that is extremely popular in the culture in which the university is situated. The on-campus equestrian program is marketable and appealing to its target audience, and it has the potential to be self-sustaining. The value of this program to its members is the ability it gives them to devote time to both their studies and to their riding, but the value of this program to the university is the people it would draw. This value could be measured in numbers, as laid out in the income section of the budget, and, as predicted, it has the capacity to eventually be self-sustaining. But, the number of students it could bring to the university, if marketed properly, is the true value of implementing this program.

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT

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APPENDIX A. Survey- Individual Question Analysis

Question 1 reads as follows: “How high do you prioritize riding in your personal priority list/time management schedules?” Two thirds of participants said that it was either less important or as important as school, and a third indicated that it was more important than school, and most other time commitments. This indicates that, while all participants value riding and partake in it regularly, they are more committed to their studies and would prioritize this over riding.

Question 2 reads as follows: “On average, how many days a week do you ride?” a third responded 1-2 days, a third responded 2-3, a sixth responded 3-4, and a sixth responded 4-5. Again, this says that participants are committed to riding, and all ride at least once a week, but the majority are not riding every day, and it is safe to assume that this is due to other responsibilities such as school, and work (which inadvertently pays for school and riding).

Question 3 reads as follows: “If you are currently boarding your horse or riding in a training program, how far away is your place of residence?” Half responded 15-20 minutes, a sixth responded 25-30 minutes, and a third responded 45 minutes and over. This statistic is especially staggering: half of participants only expect to drive 15-20 minutes in order to get to their horse. It is one of the largest percentages found in the survey results.

Question 4 reads as follows: “How important is it for your barn to be within 30 minutes of your place of residence?” A third responded that they were either indifferent or that it was mildly important, and two thirds responded that it was important and even very important. This is another staggering statistic, with one of the highest percentages found in the survey results. Another interesting aspect of this question is that there is some overlap of participants that indicated “important” or “very important,” in question 4, and that indicated 45 minutes and over

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in question 3. That indicates that the people whose answers overlap are making some kind of a sacrifice or justification to travel a long distance in contrast with it being important that they not have to travel a long distance.

Question 5 reads as follows: “Did you consider the availability of a collegiate equestrian program when selecting which university?” A sixth of participants responded “not at all,” which really isn’t too surprising, given that they elected to attend Oakland University, where it is not highly known that there is an equestrian program. Two thirds said that they considered it either significantly or highly, and a sixth said they considered it very highly, although no participants indicated that it was their top priority. It can be implied from this that the team is currently drawing people who enjoy riding but not people who are attending university in order to ride on a collegiate equestrian program.

Question 6 reads as follows: “Did the availability of a collegiate equestrian program affect your final university choice?” It was anticipated that responses to 6 would be similar to those from 5, but they were even lower. A sixth said not at all, half said slightly, and a third said either significantly, or highly. No one responded very highly or that it was the deciding factor. This is another staggering percentage, which solidifies the conclusion drawn from 5, that the people the team is currently drawing are seeing the team as an added benefit to their education, rather than seeking out a reputable collegiate equestrian program, and selecting Oakland University as one of their best options.

Question 7 reads as follows: “Do costs/expenses limit your availability to participate in extracurricular activities?” Two-thirds responded with either not at all, or slightly, and a third responded with highly. This was expected, as people who are and have been involved in

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equestrian sports are used to paying the fees and expenses involved in them. But, it solidifies the notion that equestrians are willing to pay to be a part of this program.

Question 8 reads as follows: “Does time/scheduling limit your availability to participate in extracurricular activities?” The assumption for this question, student-athlete lifestyle taken under consideration, was that participants would respond highly positive, and this did turn out to be the case. Half responded highly, and the other half responded with significantly. It can be assumed then, that if somehow time-commitments with the team could be reduced, students would feel more available to participate.

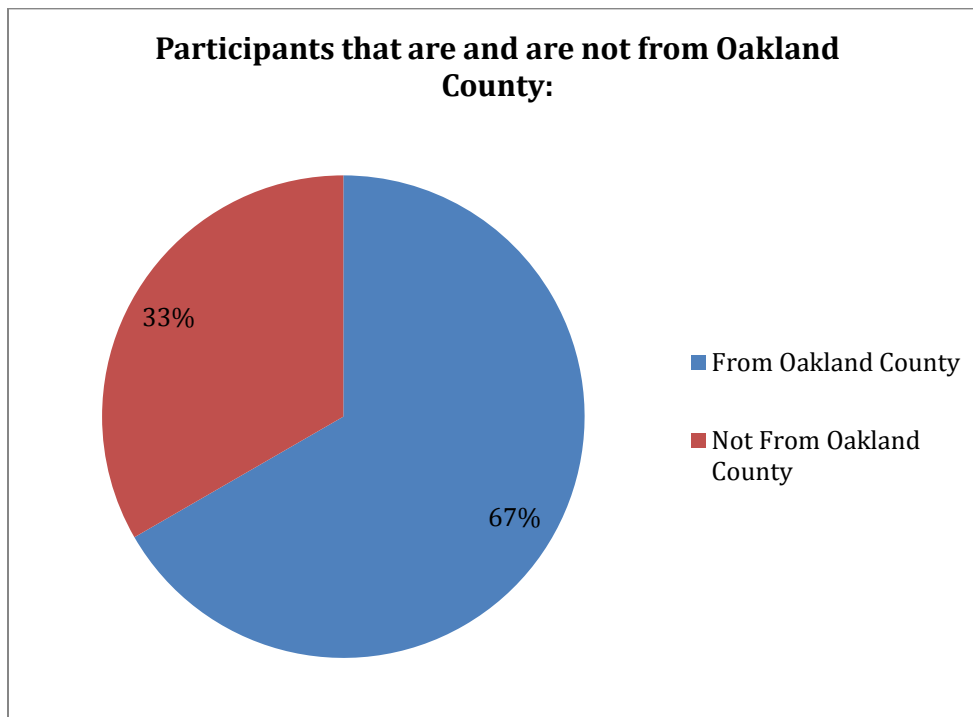
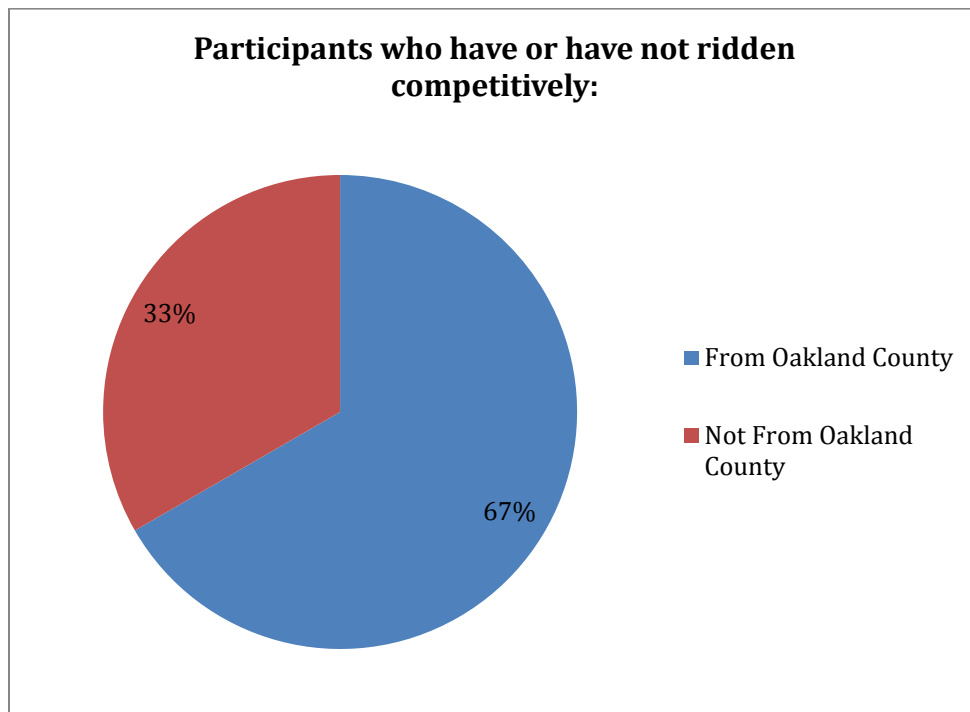
Question 9 reads as follows: “How much more likely would your participation in an equestrian program be if the program was located on your college campus instead of remotely?” This was the “punch line” of the survey, so to speak. If this question got the responses I was hoping it would get, I could continue down my intended line of research. Thankfully, it did. All participants responded that they would be, at least, more likely to participate if the program was located on campus. In the most staggering statistic of the survey, a third of participants responded with the highest ranking on the Likert scale, saying that this would be a deciding factor of their participation. Another third responded with the second highest ranking, that they would be extremely more likely, and the last third fell between being significantly more likely and more likely.

The final question, question 10, reads as follows: “Do you personally feel that riding has positively influenced your career as a student? (time management, work-ethic, discipline, etc.)” In another staggering statistic, half of participants selected the highest ranking on the Likert scale, saying that riding has defined their career as students. Another third responded with very highly, and a sixth responded with highly.

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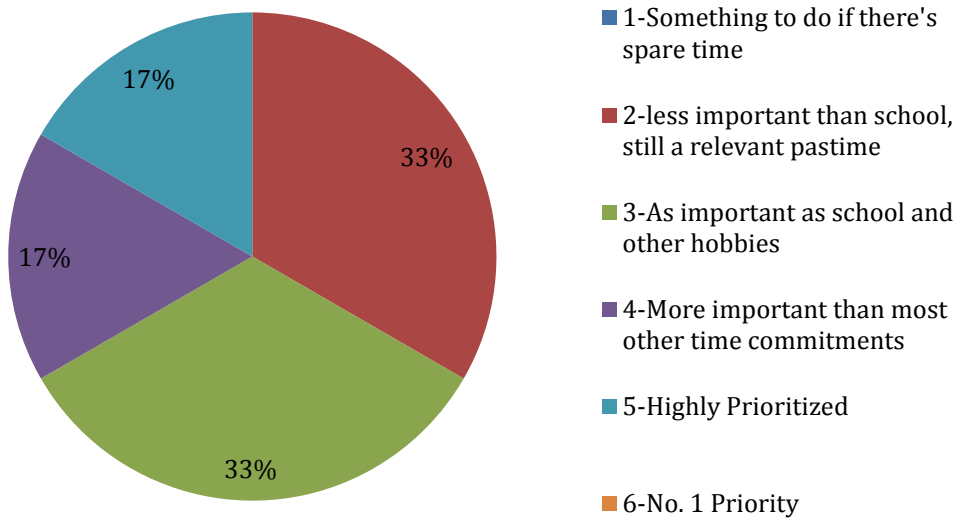
Questions 1, 2, 5, and 6 really define the audience of this survey. The participants were equestrians who prioritize their education before riding. Questions 3 and 4 shared that participants are, in some cases, expected to travel further than desired in order to ride, but that nearly everyone would like to ride close to their place of residence. Questions 7 and 8 say that participants are generally more limited by time commitments than by costs or expenses. Question 9 asks the frank question that the survey has been leading to, and reveals that all participants would be more likely to be involved with a collegiate equestrian program that was located on campus than one that was located remotely. Question 10 then indicates that all participants also believe that riding has positively influenced their careers as students, to a high degree.

APPENDIX B: Survey Result Pie Charts with Percentages

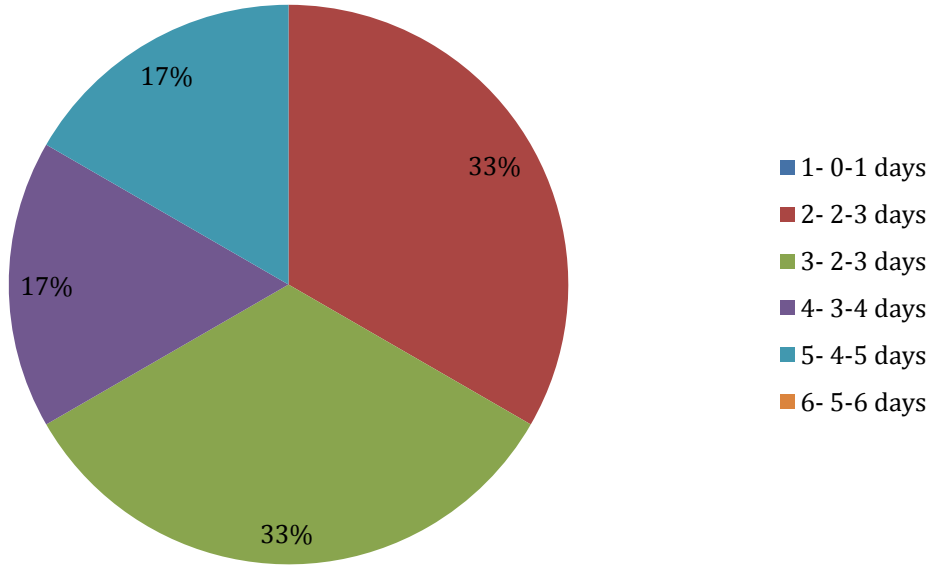


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I. How highly do you prioritize riding in your personal priority list/time management schedule?

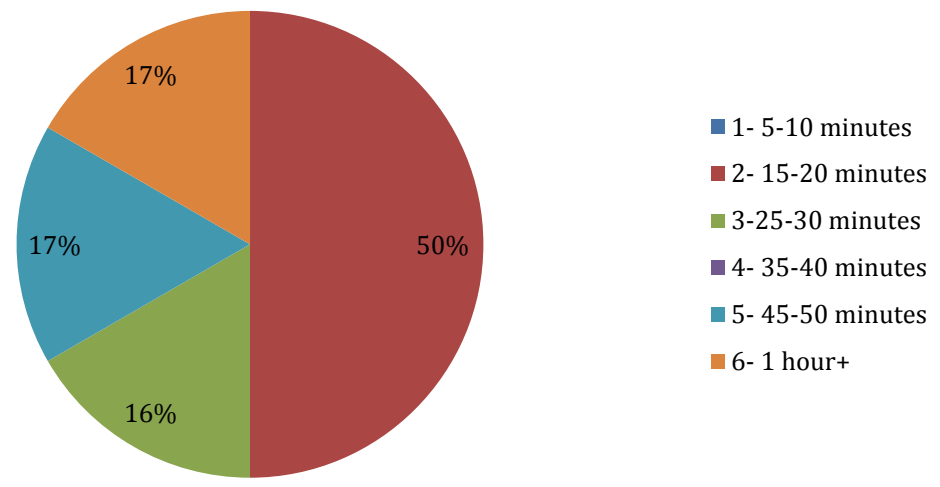


II. On average, how many days a week do you ride?

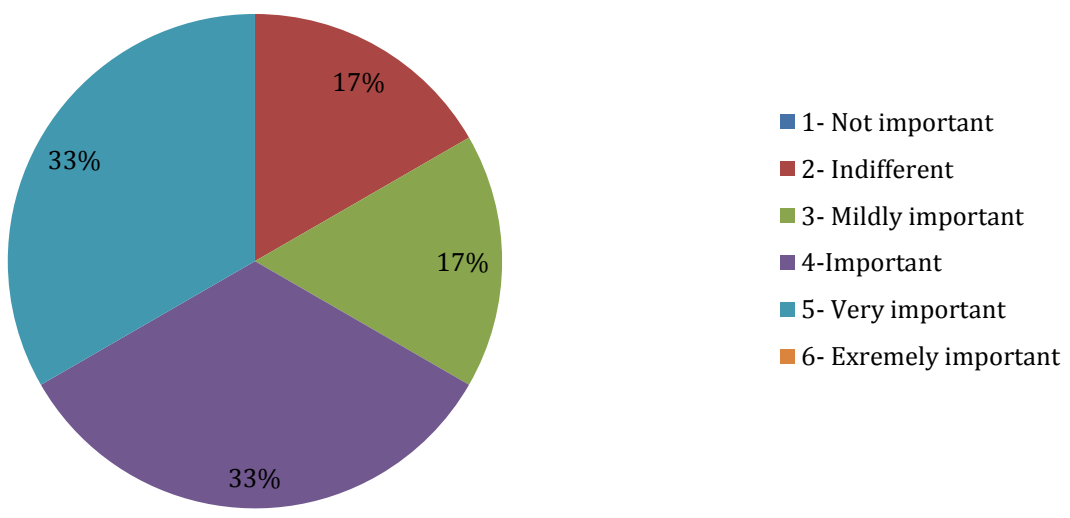


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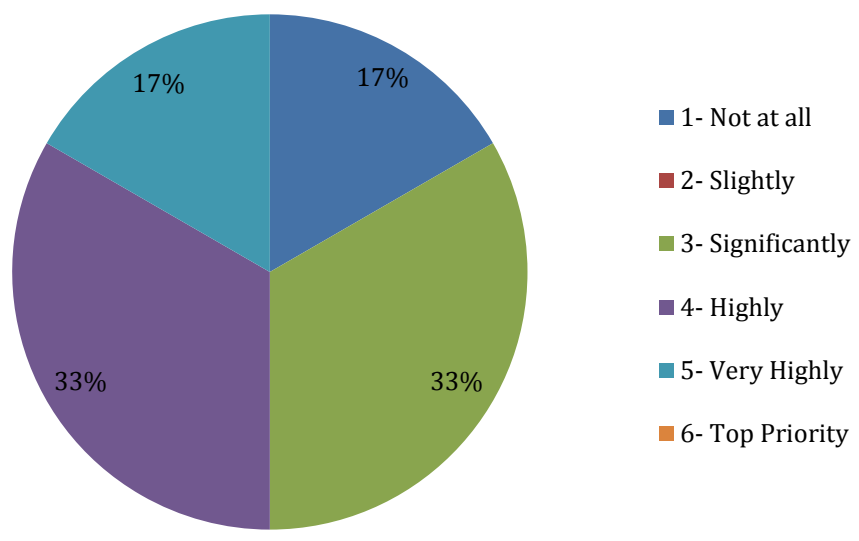
III. If you are currently boarding your horse or riding in a training program, how far away is your place of residence?



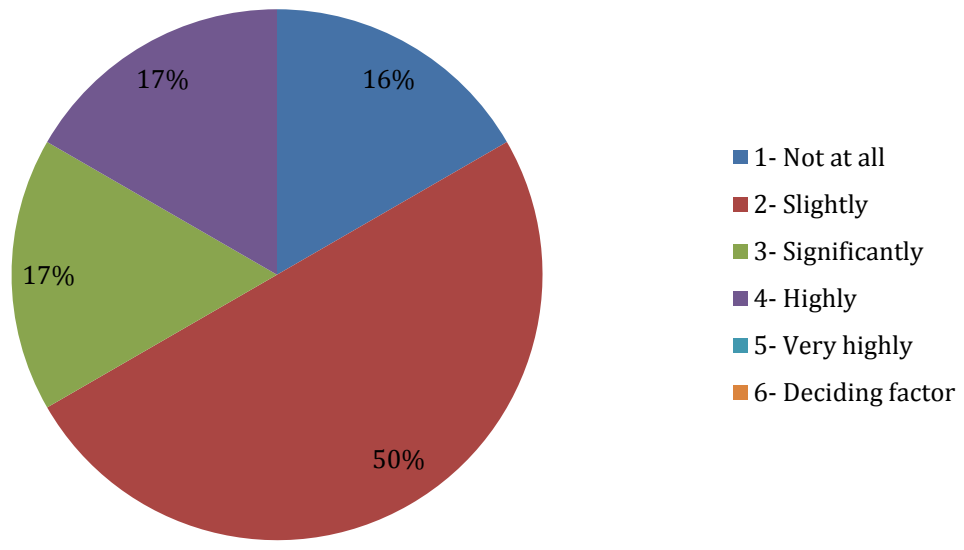
IV. How important is it for your barn to be within 30 minutes of your place of residence?



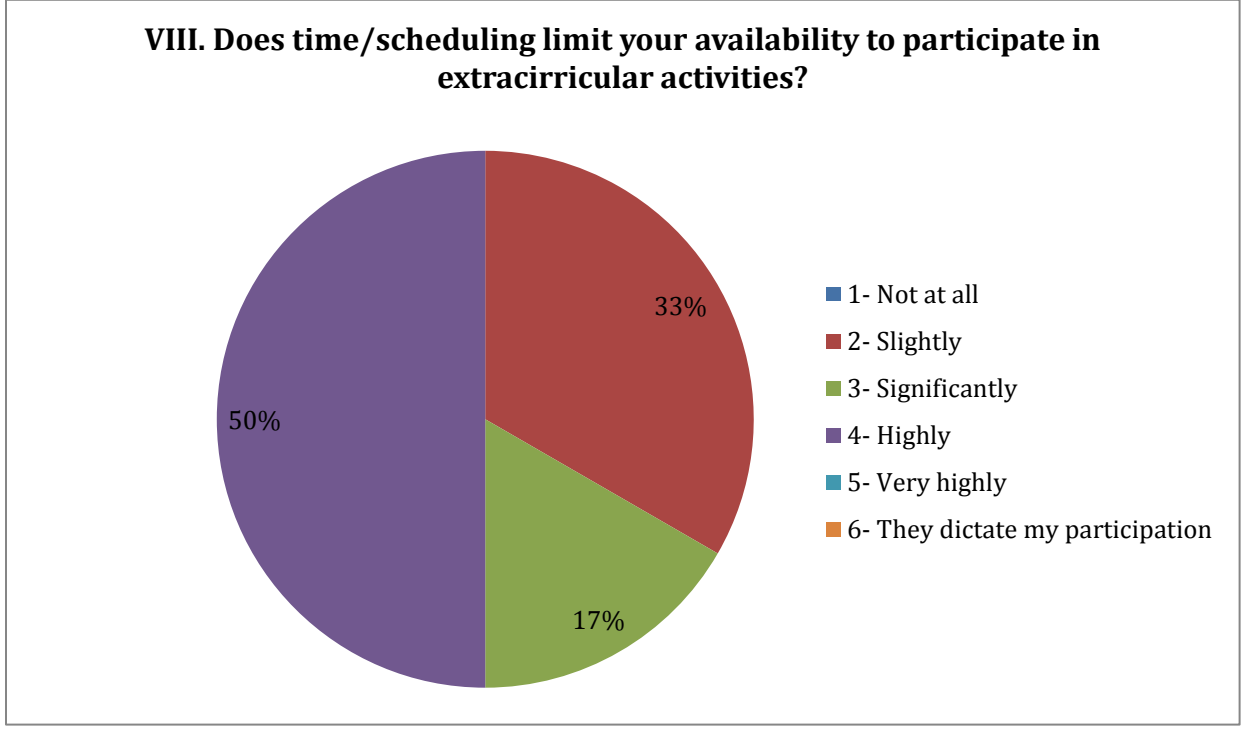
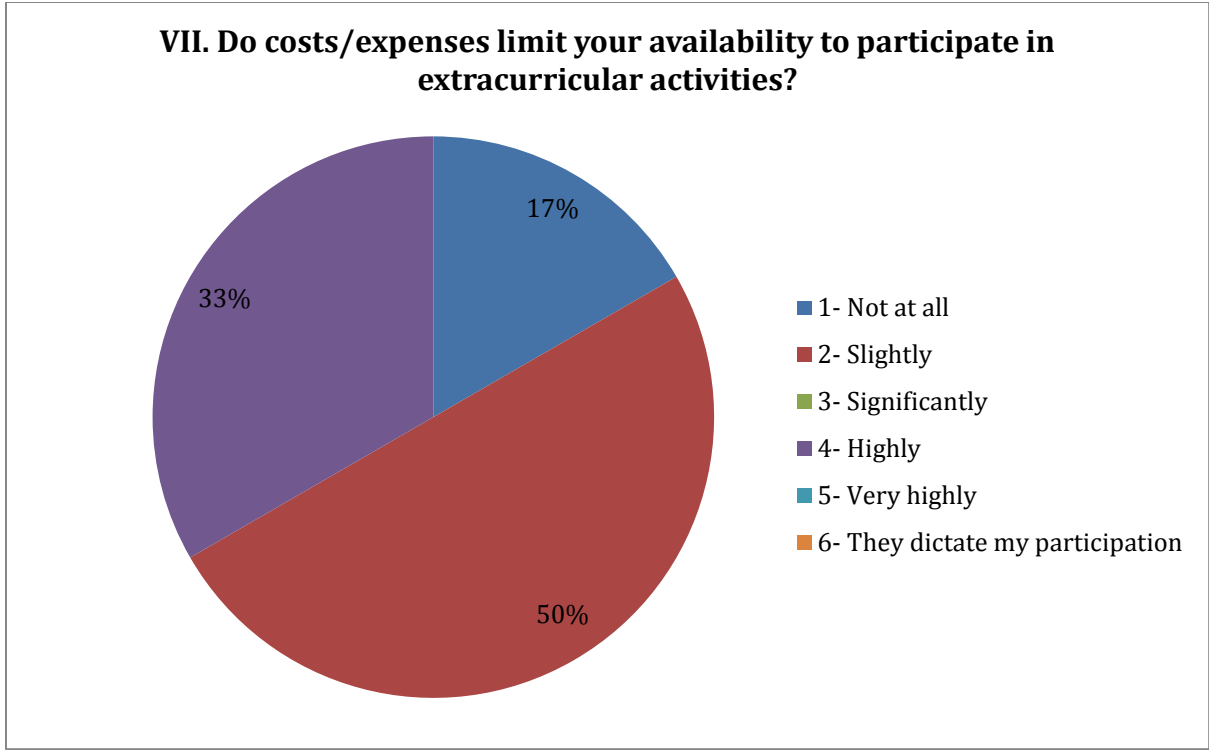
V. Did you consider the availability of a collegiate equestrian program when selecting a university?



VI. Do costs/expenses limit your availability to participate in extracurricular activities?

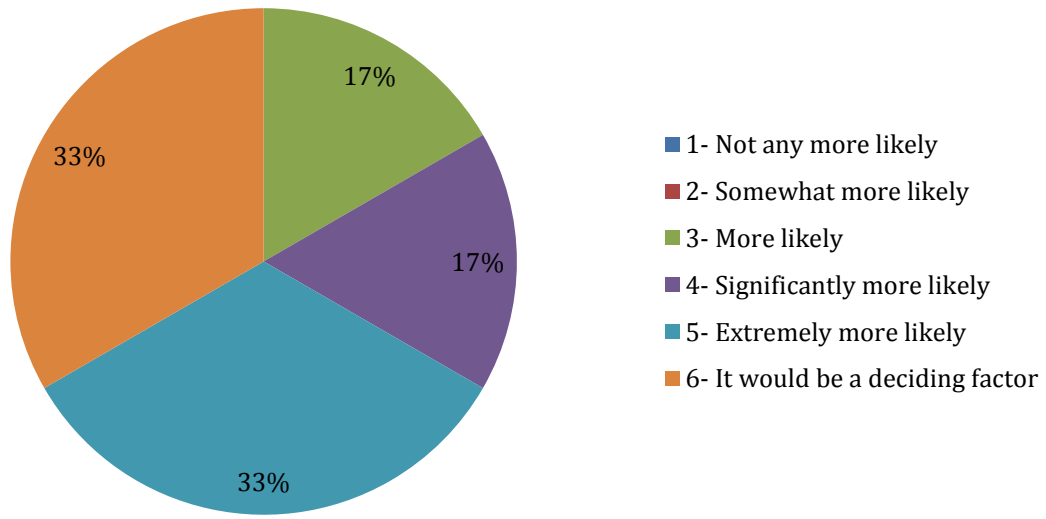


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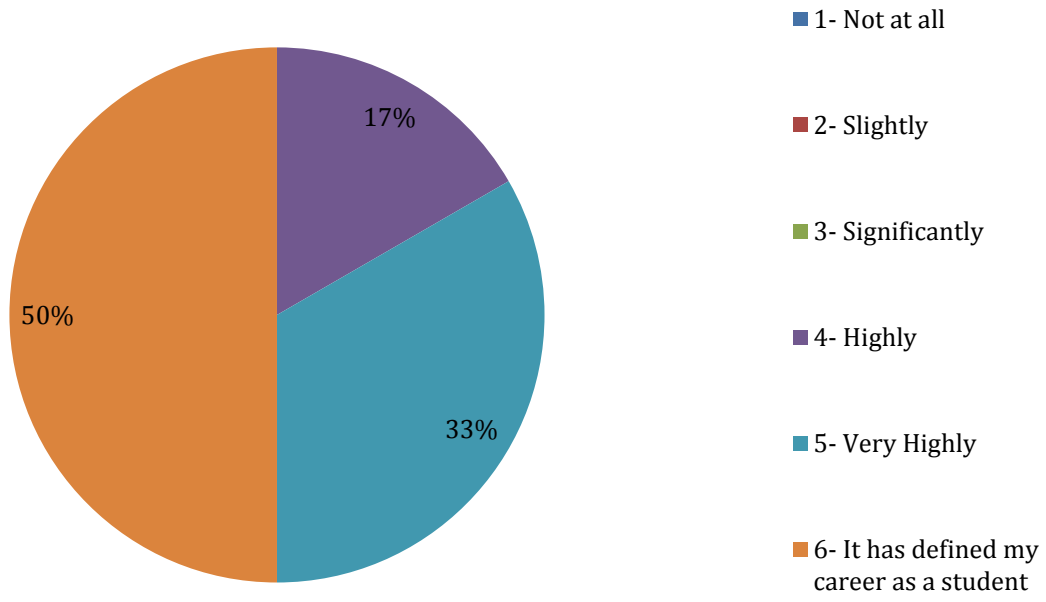


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IX. How much more likely would your participation in an equestrian program be if the program was located on your college campus instead of remotely?



X. Do you feel that riding has positively influenced your career as a student?



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APPENDIX C: Summary of Expenses and Incomes Tables

- a. 75% Capacity (30 horses: 15 team horses, 15 privately owned horses)

Monthly Variable Expenses			
	Avg. Qty. Horses	Avg. Price per Horse	Total
Grain	30	100	\$ 3,000
Hay	30	50	\$ 1,500
Supplements	15	40	\$ 600
Bedding	30	90	\$ 2,700
Farrier	15	80	\$ 1,200
Veterinary	15	25	\$ 375
Dentistry	15	17	\$ 255
	Avg. Qty. People	Avg. Pay per Person	Total
Barn Staff	4	2,000	\$ 8,000
Coach	1	5,833	\$ 5,833
Assistant Coach	1	5,000	\$ 5,000
Manager	1	6,667	\$ 6,667
Grand Total			\$ 35,130

Monthly Fixed Expenses		
	Details	Total
Electric	Heat and Lights	\$1,000
Water	Auto-Waterers	\$300
Insurance	Facility and Training	\$1,200
Total		\$2,500

Monthly Incomes		
	Qty.	Total
Board	15 horses	\$15,000
Lessons	60 lessons	\$13,500
Pro-Rides	60 rides	\$2,400
Extracirriculars	80 sessions	\$2,000
Total		\$32,900

Total Monthly Expenditures		
Total Monthly Incomes	\$	32,900
Total Monthly Expenses	\$	37,630
Total	\$	(4,730)

RUNNING HEAD: PROPOSAL FOR AN ON-CAMPUS EQUESTRIAN FACILITY AT

b. 100% Capacity (40 horses: 20 team horses, 20 privately owned horses)

Monthly Variable Expenses			
	Avg. Qty. Horses	Avg. Price per Horse	Total
Grain	40	100	\$ 4,000
Hay	40	50	\$ 2,000
Supplements	20	40	\$ 800
Bedding	40	90	\$ 3,600
Farrier	20	80	\$ 1,600
Veterinary	20	25	\$ 500
Dentistry	20	17	\$ 340
	Avg. Qty. People	Avg. Pay per Person	Total
Barn Staff	4	1,600	\$ 6,400
Coach	1	5,417	\$ 5,417
Assistant Coach	1	4,167	\$ 4,167
Manager	1	5,833	\$ 5,833
Grand Total			\$ 34,657

Monthly Fixed Expenses		
	Details	Total
Electric	Heat and Lights	\$1,000
Water	Auto-Waterers	\$300
Insurance	Facility and Training	\$1,200
Total		\$2,500

Monthly Incomes		
	Qty.	Total
Board	20 horses	\$20,000
Lessons	60 lessons	\$13,500
Pro-Rides	60 rides	\$2,400
Extracirriculars	80 sessions	\$2,000
Total		\$37,900

Total Monthly Expenditures		
Total Monthly Incomes		\$ 37,900
Total Monthly Expenses		\$ 37,157
Total		\$ 743