

# ENROLLMENT MANAGER

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## FINDING AND DEVELOPING TOMORROW'S LEADERS

Dr. Marylouise Fennell  
Principal  
Hyatt-Fennell

Dr. Scott Miller  
President  
Bethany College

For many years, we partnered on a program for new presidents sponsored by the Council of Independent Colleges (CIC). Each year, new presidents would gather prior to CIC's Presidents Institute to hear the sound advice of veteran presidents. Early on, we heard feedback about the lack of programs for aspiring college and university leaders. Both the CIC and the American Association of State Colleges and Universities (AASCU), along with the American Academic Leadership Institute (AALI), now offer outstanding leadership courses for aspiring vice presidents and presidents. These programs provide excellent overviews of the skills necessary to lead.

We urge potential vice presidents or presidents to take advantage of these extensive opportunities.

On the other hand, if you're a junior staffer aspiring to a leadership role, here are some time-tested recommendations:

**Adopt a transformational leadership style.** Supervisors promote people who see opportunities for needed changes and im-

provement and then pursue them. A good rule of thumb is never complain about an existing issue unless you also suggest a concrete way to remedy it.

**Identify a good mentor** as early in your career as possible. Successful leaders from all walks of life tend to have this connection in common. Seek someone who will be honest, yet realistic and supportive. If there is no likely candidate within your own organization, look to professional or community groups.

**Display an optimistic outlook.** Naysayers are morale-busters, draining team energy while sapping productivity. Look for creative ways to accomplish organizational goals, rather than reasons *not* to do them; leaders seek innovative ways to advance despite constraints.

**Demonstrate a strong work ethic.** Go the extra mile. This does not necessarily mean working longer hours. Rather, it may mean stretching yourself by taking on new assignments that contribute to your team while growing your career. Emulate the model of nine-time French Open champion Rafael Nadal, who, sportswriters note, still steps into every forehand, even in practice. Find ways to add value to your own career "brand."

**Exhibit a positive, "can-do" attitude.** Resourcefulness, flexibility and ability to prioritize are among the most valuable soft skills you can demonstrate. Senior managers appreciate junior staffers who anticipate organizational needs and get things done in a strategic fashion. Your career will soar if you can accomplish the one or two things most needed to measurably

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## FINDING AND DEVELOPING TOMORROW'S LEADERS CONTINUED:

advance your institution.

**Foster the well-being of others.** Successful leaders look out for the overall health and vitality of the team and individual members. Birthday greetings, occasional personal congratulatory notes, and “atta-boy/girl” shout-outs all demonstrate awareness and concern. Deflect credit from yourself to other team members when appropriate. Be inclusive; always draw your circle larger rather than smaller. A good formula for being a caring listener: ask two questions of others before talking about yourself.

**Capitalize on workshops and seminars on leadership** offered by a variety of professional organizations, including those in your area of specialization. Many are now offered online, making participation affordable for almost all institutions. Identify one or two new strategies or skills that you can immediately utilize in your day-to-day job responsibilities.

**Pursue advanced degrees and certificate programs in your areas of interest and expertise.** An increasing number are now offered online, enabling you to enhance your knowledge while continuing to earn an income. If you're interested in a vice presidency or presidency, an earned doctorate is the best credential. An array of programs focusing on different dimensions of higher education administration is available nationwide.

If you think of yourself and your career objectively as a professional “brand,” you will enhance your ability to think more strategically about your opportunities while adding value to your institution.

*Dr. Scott D. Miller is President and M.M. Professor of Leadership Studies at Bethany College. He was previously President of Wesley College and Lincoln Memorial University. He is Chair of the Board of Directors of Academic Search, Inc.*

*Dr. Marylouise Fennell, RSM, a former president of Carlow University, is senior counsel for the Council of Independent Colleges (CIC) and principal of Hyatt-Fennell, a higher education search firm.*

*They have collaborated on 11 books, including “President to President: Views on Technology in Higher Education” (Volumes I-III)*

*and “Presidential Perspectives” (Volumes I-IX). They edit the popular higher education thought series “Presidential Perspectives” (Aramark Higher Education), now in its ninth year ([www.presidentialperspectives.org](http://www.presidentialperspectives.org)).*

## CROSS-CHANNEL MARKETING IS BECOMING THE NORM

April Clark  
Strategic Sales  
CAS

Once upon a time, direct mail was the only game in town for student communication. Then everyone predicted that direct mail would soon be obsolete. But direct mail didn't die, it was put on the back burner by some, until it was discovered that such communication is both measurable and predictable. If you understand the creative component, select appropriate lists and make the right “offer”... direct mail performs!

The next chapter reveals that lo! And behold! direct mail in combination with other direct marketing channels performs even better. So multi-channel marketing was born and prospers. We find that direct mail in conjunction with email and mobile marketing work well together. Response rates increase and student quotas get filled. All is well in the kingdom. Cross-channel marketing is becoming the norm for college student prospecting and recruiting. The theory being if admissions marketing doesn't reach parents via direct mail, the text may interest the student, if not the text then an email may communicate with the family.

Services such as email append, cell phone append and land-line append are available. You purchase a postal list, and add these pieces of information to the list to allow cross-channel marketing. As long as your subject line is brief and clear, as long as all channels have matching creative content that demonstrates your school “brand”, as long as the mobile creative fits smart phone screens and as long as you reach the right people... you are good to go, right? Wrong – there is a new player in town!

Now you can add display ads that match your marketing efforts, easily and cost-effectively. It is all in the timing. For example, your mail piece goes out – and a week later your matching ad shows up when each person goes on the internet – and enters one of the millions of networked web sites. AND there is the ad for your school. This product is billed by each impression (when it is viewed) so you know it

## CROSS-CHANNEL MARKETING CONTINUED

is being seen. There are detailed reports and you will see the increased response to your mail piece, to your email campaign – because your display ad has a link to a specific school landing page or an invitation to visit your school with a code to use, or some sort of coupon offer – a discount at the campus store??

Here is how display ads work. Computer IP addresses are appended to the postal list. This channel is non-“cookie”, geo-targeted and very effective. The display ad appearance can be pin-point scheduled to start appearing right after a direct mail piece goes out or an email message is sent. The mail or email message has been seen, and then reinforced by the display ad showing up when they access their favorite web sites. Creative includes a call to action, which gets interested students to learn more about your school. We find that response rates for all other marketing channels increase when followed up with a display ad.

The result? Student acquisitions increase with the addition of the display ad channel. Interestingly enough, students like the idea that your college is “with it” and displays your ad this way. It adds another dimension to your marketing. You will agree that the more times and ways you “touch” your prospects, the better chance you have to tell your school’s story and that is the marketing name of the game – the chance to tell your story.

Will this work for you? The best way to know this is to test, test, test – just as with any direct marketing mode. Test against your control campaign and see if it increases your response rate. Test with different lists to see what results you get. Add display ads to your marketing mix and test to see what the results are.

**Call – Click – Visit** means you can offer your prospective families response options. Give them an 800 number to call, give them a link to a web site to click and offer them a chance to visit your campus. All of these response options need to be readily available in all your marketing channels. You can test response by using different 800 numbers for different marketing tests, links to different landing pages, 20% off coupons with a code to the campus store – see what works and measure everything!

You have just 3 seconds to answer the three important questions that will keep your prospects reading more about your school – “What is it?”, “Who’s it about?” and “What

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*Partner*

[chyatt@hyatt-fennell.com](mailto:chyatt@hyatt-fennell.com)

p: 724.242.0476

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do I get?” Notice that answering these questions puts the student in the spotlight quickly. They are scanning for these three answers and bug out if the answers aren’t immediately evident. All your communication channels need to answer them.

College marketing is even more of a challenge today because of rising costs, rumors that a college education doesn’t guarantee higher income, and too many choices. These public perceptions are changing the college student recruiting landscape and your multi-channel marketing plan is the key to winning students and families over. Your goals are to shore up your value proposition and confront your marketing challenges – and cross-channel marketing accomplishes these goals.

For more information on appending landlines, cell phones, email addresses and IP addresses for display advertising – please feel free to call April Clark at CAS, 402-963-2049. I can answer your questions and give you guidance.

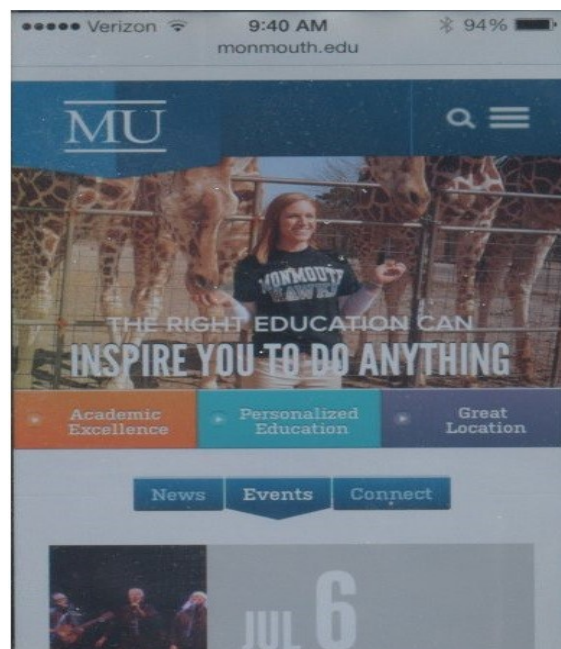
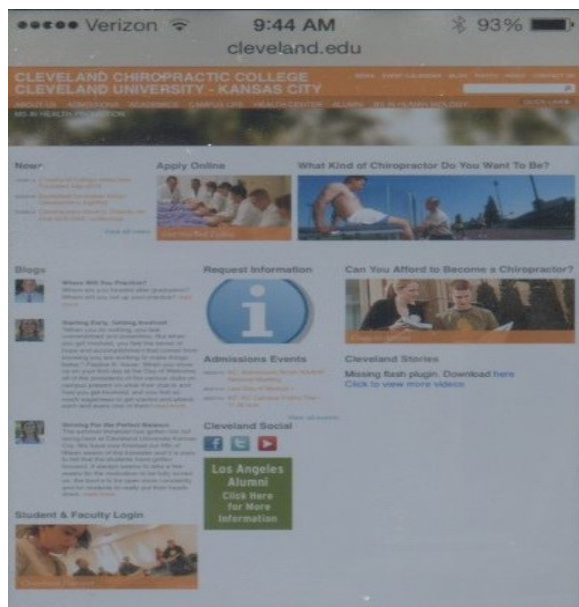
## IS YOUR INSTITUTION'S WEBSITE MOBILE FRIENDLY?

John D. Spadaro  
Vice President for Information Technology  
Premier Collegiate Communications

Most College websites are works of art – enabling students to apply online, watch videos, and query information about scholarships, athletics, housing, and more.

However, the rapidly changing pace of technology has already made some of these websites obsolete. Specifically, these websites were designed for student visits from a desktop or laptop computer. And for these devices, they work well. But, the reality of the technological world is that most 16, 17, and 18 year-old students access college websites via their smart-phone, iPad, Xbox, or some other device that does not comport to the design of a desktop.

Please look at the two iPhone images below. The first one is a college website that was obviously designed for a desktop. When the student visits this website on their smart-phone they will not be able to read it on their 4 inch screen. The second, from Monmouth University, is formatted for a smart-phone and any other mobile device.



So as to contrast the two images above, compare these items:

- Can the text be easily read on a smart-phone?
- Can the text be easily read on an iPad, or some other tablet?
- Have the images and text been adjusted so that the entire webpage is available, but in a revised format to fit the smaller screens of portable devices?
- Can students visit the various links that are on your college website?
- Has the resolution of the pictures and text been tailored to the maximum for the specific device?

According to a recent survey, 90% of teenagers access the web from their mobile device – not their desktop/laptop. They do this while they are walking down the hall between classes, or even at home. So the ability to connect to them on their media of choice is essential.

There are several ways for you to address this issue. Based on the screen resolution of the device, it is possible to determine how the website should be displayed on a mobile device. Unfortunately, some college IT departments can not do this. There are many vendors available that can do it successfully and reformat your website for multiple devices. This reformatting should allow the student to visit the website from their mobile device, apply from their mobile device, and watch any videos or visit links for scholarships, housing, etc.



## IS YOUR INSTITUTION'S WEB SITE MOBILE FRIENDLY? CONTINUED:

There is no doubt that the future holds even more challenges for college technology. Most high school students are on the leading edge of this, and colleges and universities must keep up with advances in communications media and technology.

## ENGAGING FACULTY AS PARTNERS IN THE RETENTION ENTERPRISE

Dr. Kathleen Ross  
President Emerita & Director ISIS  
Heritage University

When the Institute for Student Identity and Success (ISIS) started at Heritage University in 2011, we focused on identifying under-addressed factors in the retention and graduation of *New Majority* (first-gen and/or low-income and/or minority) students. We wanted to identify and then tackle an issue that wasn't currently recognized as vital, rather than merely adding to the innumerable national and institutional initiatives to increase retention. What surfaced in our search was a genuine surprise. We found that very few projects were focusing on faculty practices that responded to the specific challenges which *New Majority* students face in persevering and succeeding in higher education. The Institute for Higher Education Policy (IHEP) came to the same conclusion in 2012 when they published an Issue Brief: "Supporting First Generation Students Through Classroom-Based Practices." (Available at <http://www.ihep.org/Publications/publications-detail.cfm?id=158> ).

What was even more intriguing in our initial research was an observation about faculty that was evident but usually considered irrelevant: most university and college faculty are not themselves First Generation college attendees. For most, at least one parent and at least a few other family members had lived through some college experiences and had first-hand immersion in university culture. Why is this important?

Because it shaped the outlook of most faculty toward his or her own personal experience of entering into, navigating, and successfully negotiating "the college challenge." A faculty member who was a non-first-generation student now looks from that viewpoint at the students sitting in class, seeing them and "reading" them from the standpoint of the faculty member's own experience. And yet there are many subtle or subliminal yet highly significant differences between these two sets of experiences. This is not an academic discipline-related phenomenon. These underlying issues which often shape the faculty member's effectiveness with students are the same whether the professor's field is philosophy or physics.

To explore this issue, we chose a few *New Majority* junior and senior students at Heritage University to serve as Research Assistants and sent them out to their fellow undergraduates with a simple interviewing task. Ask them for examples of faculty members who have "gone above and beyond" to help you succeed, or ask who have been those instructors in whose classes "you have learned the most." Then ask probing questions to find out just what the named faculty member did to facilitate learning and student success. Since the majority of Heritage University students are first-generation and ethnic minorities, and 90 – 95% of Heritage freshmen receive Pell grants, we knew the interviews would be tapping *New Majority* students. We compiled interview transcripts to identify faculty members who were frequently mentioned, or who were described as having innovative strategies. Based on in-depth interviews with these instructors, we began to identify "Breakthrough Strategies." To qualify, a strategy must be something that can be used across various disciplines. It must specifically address a challenging situation that the faculty member frequently encounters with students. It must represent an insight into a barrier or stumbling block associated with being a *New Majority* college student. And it must be a specific faculty strategy that can be shared in a 3 – 4 minute video.

With grant assistance from the College Spark - Washington foundation, our research project has begun to result in professionally-produced short and pithy videos. In each one a faculty member shares a "Breakthrough Strat-

## ENGAGING FACULTY IN RETENTION CONTINUED:

egy” which addresses a specific challenge that the faculty member was experiencing. The videos point out issues which are usually “under the radar screen” for typical faculty and administrators, often due to the difference in a faculty member’s own experience as a college student in comparison with the current experience of students who are first-gen students. Research sometimes identifies this difference as the dissimilarity of life experiences for working class families versus middle class families (including lower middle class). As university professionals we generally presume that attending college is “leveling the playing field.” But we forget that leveling a field only happens after a significant amount of surveying and measuring to determine the precise places that are uneven, the causes for the dips or humps and the best approach to leveling each, and then finding and operating the equipment which actually creates the newly leveled field. This is an apt analogy for what we are trying to accomplish through the “Breakthrough Strategies Videos.”

One example is in the video titled “Time and Place to Study.” In it, the faculty member reminds us that most first-gen students today come from homes where no one ever brings work home, because the typical jobs cannot be done from home (farm labor, house-keeping, construction). Home has by default been defined as a place where constant human interaction takes place, and where all those currently present in the house are engaged in activities for the good of the whole family community. This is not a place where a student can bring home a challenging reading or writing assignment and expect to go into a separate room, undisturbed, to work alone for an extended period of time. In the typical *New Majority* student’s public high school, most learning took place during class time, or in required and scheduled study halls or library time. If this is the mindset of commuter first-gen college students and their families about college learning, how and where and when will they establish new in-depth study patterns which will allow real college-level thinking and learning skills?

To date, we have produced eight short Breakthrough Strategies Videos which are available for viewing free of charge at [www.heritage.edu/ISIS](http://www.heritage.edu/ISIS). Each of them describes and illustrates a focused strategy that has shown good results for *New Majority* students and the faculty who are using them. Three more videos are in production and will be released in early fall. We are also currently working with a two-year college and another four-year university to identify additional effective faculty strategies which we hope to share through future videos.

Faculty are the heart of any college learning experience. It is our hope that the Breakthrough Strategies Videos project will give more faculty insights into the way of life of typical *New Majority* students, their family environments, communication norms and expectations. As they relate this information to contrasting aspects of the traditional academic milieu, faculty can try the strategies described by their peers in the videos. They can send us new ideas for future videos. They can also deepen their own understanding of today’s college classroom and develop their own unique strategies to help their students enter successfully into the college experience. Wouldn’t it be great if the first eight Breakthrough Strategies Videos could be expanded into a library of many more insightful and practical videos, thus equipping faculty everywhere to lead the *New Majority* entering students into tomorrow’s *New Majority* College Graduates?

*Kathleen Ross is the Founding President of Heritage University in the Yakima Valley of Washington State. After 28 years, she transitioned to a new project-the Institute for Student Identity and Success at Heritage University. Her academic background is in Cross-Cultural Studies and Higher Education Management from Georgetown University and Claremont Graduate University. She is a member of the Catholic Sister of the Holy Names of Jesus and Mary. Her email address is ross\_k@heritage.edu.*



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