Enrollment Management 101

Understanding EM in the Academic Context

Lamar University
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August 16, 2011
REDEFINING HIGHER ED

*Industrial Age*
- Teaching franchise
- Information infrastructure as a support tool
- Separate learning systems
- Silos
- Bureaucratic systems
- Rigid pre-designed processes

*Information Age*
- Learning franchise
- Information infrastructure as instrument of transformation
- Fused learning systems
- Big tent
- Self-informing, self-correcting systems
- Families of transactions customized to needs of learners, faculty, staff
TRANSFORMING ORGANIZATIONS

- Realign the organization with its changing environment
- Redesign the organization, its structure and tools
- Redefine individual roles and responsibilities
- Reengineer processes in the transformational context
THEY LOOK DIFFERENT
THEY ACT DIFFERENT

THE MILLENNIALS GO TO COLLEGE
DEFINING MOMENTS OF THE MILLENNIALS’ TIMES

- Oklahoma City bombing
- Schoolyard shootings
- OJ Simpson arrest
- Columbine
- Contested presidential election
- 9/11 and the War on Terror
- 2 sets of parents, 4 sets of grandparents
- Technology pervasive
COMMON EXPERIENCES SHAPE COMMON VALUES

- Special
- Sheltered
- Confident
- Team-oriented
- Conventional
- Pressured
- Achieving
9/11 REINFORCES WHAT MILLENNIALS ALREADY EXHIBITED

- Orientation to personal safety
- Family closeness
- Community action
- Long-term planning
MILLENNIAL COLLEGE STUDENTS...

- Have “helicopter parents” who will scrutinize what goes on in the classroom and on campus
- Assume they will be successful
- Expect one-on-one attention that “no child left behind” instills
- Expect technology to be integrated into the classroom
MILLENNIAL COLLEGE STUDENTS

- Perceive greater danger and less reward in being creatively different
- Are risk averse
- Want and expect team teaching and team grading of team projects
- Are less likely to “cheat” but may have difficulty defining “cheating”—is it plagiarism or is it information morphing?
- Expect and want high academic standards but also expect A’s
MESSAGES THAT MOTIVATE MILLENNIALS

- “You’ll be working with other bright, creative people.”
- “Your professor is in his/her late sixties” (the later, the better!).
- “You and your team can help turn this place around/accomplish this task/finish this project.”
- “You can be a hero here.”
JUST HOW DIFFERENT ARE THE MILLENNIALS?

- “H-e-e-e-e-e-re’s Johnny” is a scary greeting from Jack Nicholson, not a warm welcome from Ed McMahon
- Second hand smoke has always been a carcinogen
- There has always been a Rock and Roll Hall of Fame
- Robert Downey, Jr., has always been in trouble
- A purple dinosaur has always supplanted Barney Google and Barney Fife
DIFFERENT, INDEED

- Rogaine has always been available for the follicularly challenged
- Computers have always suffered from viruses
- The country has never approved of the job Congress is doing
- They have always been comfortable with gay characters on television.
A New Approach to Enrollment at Lamar

- Where yesterday, recruitment was the “job” of the office of recruitment and retention was the “job” of retention personnel; today, recruitment and retention—and all other facets of student success—are our issues. Every one of us can make a difference. And, we will.

- Goals will be strategic; decisions will be data-driven and quickly enacted; and each of us will be a key element in what will become a new campus culture.
  
  • Dr. James Simmons, August 15, 2011
What is EM?
The Historical Enrollment Management

As a concept, Enrollment Management was born nearly 40 years ago in the early 1970s at Boston College.
EM in the 1980s was marked by:

- The growing research & theories of student departure (retention)
- The emerging sensitivity to marketing in student recruitment & in higher education generally
- A focus on the traditional full-time undergraduate students
- The 1980s enrollment crisis in higher education
EM in the 1990s was marked by…

- An emphasis on integrating financial aid, pricing, and net revenue planning
- Inclusion of adult, part-time, & graduate enrollments
- The explosion of information technology
- Increasing and changing competition
- A mushrooming consulting industry
Merging Theory (1980s) and Practice (1990s)

- As a professional literature, Enrollment Management emerged in the 1980s

- Enrollment Management evolved in the mid-1990s to a practice “on the brink of a profession”

- In the new millennium, Enrollment Management will evolve as a strategic component of institutional planning....
Enrollment Management is just now coming of age....

- Over the first 10 years of the new millennium, what is Enrollment Management being marked by the increased emphasis on ???
  - Programs and services designed with intentionality, purpose, integration of effort, service efficiency, and positive interventions with students.
  - Integrated cross-campus collaborations and partnerships between faculty, administrators, and staff.
  - Use of assessment and information-driven decision making.
  - Understanding how campus cultures impact enrollment management efforts.
  - Importance of shared leadership at multiple levels.
A Working Definition of EM

- A comprehensive approach to integrating all of the university’s programs, practices, policies, and planning related to achieving the optimal recruitment, retention, and graduation of students.
An Institutional Balancing Act

- Enrollment goals
- Quest for quality
- Increased diversity
- Ensured access and affordability
- Increased net tuition revenue
- Increased retention and graduation rates
- Improved student learning outcomes
- Improved student engagement
STRATEGIC Enrollment Management

- Comprehensive process
- Achieving and maintaining optimal recruitment, retention, and graduation rates
- *Optimum defined in academic context*
- Institution-wide process that touches every aspect of institutional function and culture
- Academics are an umbrella concept
  - M. Dolence, 1993
The Three Faces of SEM

- SEM as an administrative effort
- SEM as a planning process
- SEM as a leadership effort
Administrative Effort of SEM

- Focuses on the management and administration of those departments and functions formally charged with achieving the institution’s enrollment goals

- SEM decision focuses on optimal resource allocation to achieve enrollment goals
  - Marketing and recruitment priorities
  - Need-based versus merit-based FA packaging
  - Course offerings and scheduling
  - Service efficiency—One-Stop
  - Processing of academic policy
  - Student intervention initiatives
Planning Process of SEM

- Focuses on the outward- and forward-looking at activities that guide an institution’s pursuit of its preferred future in a constantly changing and competitive environment

- Focuses on long-range planning and institution-wide strategy development
  - New curricula and academic programs
  - Facilities development and renovation
  - Marketing and image campaigns
  - Investments in technology
  - Pricing decisions
  - Retention planning programs
Leadership Model of SEM

- Focuses on leadership as a shared responsibility occurring at all levels and deeply embedded in the way the institution works as an organization on a day-to-day basis
- Engender trust from those they lead
- Communicate a sense of purpose
- Motivate people to set goals, develop strategies, and assess
- No silos
- Enabling leadership at multiple levels
- Servant leadership
Integrating the Three Faces of SEM

- Requires a focus not on individual functions and departments, but on the entire enrollment process
We would be inattentive if we didn’t introduce the enrollment funnel in our planning effort.....but, it does not provide sufficient attention to “continuing” students’ experience.
Prospects
Inquiries
Applicants
Depositors
Enrollees
Continuing Students
Graduates
Alumni

Continued Cultivation
Turning the enrollment funnel on its side.....to express progression forward....and emphasize the multi-dimensional processes that exist.
Moving from the traditional enrollment management perspective....

Traditional Enrollment Perspective

Student's Experiences

Recruitment / Marketing
Orientation
Admission
Financial support

Classroom experience
Academic support
Retention

Co-curricular support

Degree/goal attainment

Alumni
...to a fully integrated strategic enrollment management perspective.

The SEM Perspective

Recruitment / Marketing  Orientation  Classroom experience  Co-curricular support  Degree/goal attainment

Student’s Experiences

Admission  Financial support  Academic support  Retention  Alumni
“An institution’s academic program is inexorably co-dependent on enrollment management. The quality of the academic program can only be developed and maintained in a stable environment, and stable enrollments are only possible through sound planning…”

Dolence
THE THEORY

The Academic Context of Enrollment Management
CONCEPTS AND GOALS
What’s Behind EM?

*Concept:* Determining, achieving, maintaining optimum enrollment

- *Goal:* Stabilize enrollment

*Concept:* Better student access, transition, and persistence

- *Goal:* Reduce vulnerability to environment

*Concept:* Supporting the delivery of effective academic programs

- *Goal:* Link academic programs and SEM
CONCEPTS and GOALS
The EM Foundation

Concept: Generating additional net revenue
- Goal: Stabilize finances

Concept: Enabling effective financial planning
- Goal: Optimize resources

Concept: Increasing process and organizational efficiency
- Goal: Improve quality
CONCEPTS and GOALS

EM Defined

*Concept*: Improving service levels to all stakeholders

- *Goal*: Improve services

*Concept*: Creating data-rich environment

- *Goal*: Evaluate strategies and tactics

*Concept*: Building linkages with functions across campus

- *Goal*: Improve access to information
WHAT EM IS NOT

- Not a quick fix
- Not all about structure
- Not glorified admissions and marketing
- Not function that operates separately from academic mission of the institution
Composition of SEM Organizations (Conceptual, not definitive)

- Admissions
- Financial Aid
- Orientation
- Registrar
- Enrollment Research
- Retention
Composition of SEM Organizations

**BASIC**
- Admissions
- Financial Aid
- Orientation
- Registrar
- Enrollment Research
- Retention

**EXPANDED**
- Pre-College Programs
- Academic Support Programs
- Academic Advising
- Career Services
## Composition of SEM Organizations

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<th>BASIC</th>
<th>EXPANDED</th>
<th>COMPREHENSIVE</th>
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<td>Institutional Research</td>
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CONCENTRATION on STRUCTURE

- Bringing offices together to accomplish a more purposeful approach to enrollment
- Maguire’s “Grand design” to bring independent offices into common purpose
- “I had them report to you because I didn’t want them reporting to me”
- Building a structure for structure in Cincinnati
STRUCTURE as DEVELOPMENT

- The “marching millions” committee
- The “let’s-give-the-director-of-admissions-something-more-to-do” coordinator
- The “conflict avoidance” matrix
- The “now-we’re-serious” division
- Structure based on difficulty of campus change
  - Kemerer, Baldridge, and Green, 1982
CHANGE MODELS

- EM organizations develop according to the urgency of the need for change
  - Stable enrollments yield incremental change, probably through a committee
  - A crisis with plummeting enrollments might bring a new division

Hossler, 1986
TAKING THE EASY ROAD

- Structure gives a sense of false reality
- Steering committees, planning groups, working groups become the embodiment of SEM
- Easier to concentrate on structure than to deal with the really hard work of staying in touch with the academic context
Dolence’s SEMcon Levels
The Evolution of Structure

- Level One: Nominal or “Aha” stage
- Level Two: Structural stage
  - Focused on effectiveness and efficiency
  - Integration of recruitment and retention through some kind of structural development
  - Emphasis on processes and procedures to streamline and improve service
  - Holds academics at arms length
  - Easy to get stuck in structure
What Most Miss

- Level Three: Tactical stage where strategies such as financial aid leveraging appear—academics and EM are in collaboration—EM has become comprehensive

- Level Four: Strategic stage where EM and academics are fused—EM has become a philosophy embedded in the institution
Perception is Reality

- Just *including* faculty and other staff in work groups and communications about enrollment isn’t enough to *engage* them
- A *member* doesn’t feel accountable
- Make academic administrators and faculty and other staff feel *responsible* for SEM
- Build in shared governance
- Results: more engaged and accountable campus
Through the Academic Lens
THE ACADEMIC CONTEXT NURTURES THE EM STRUCTURE

- DePaul model of cradle to endowment, literally, with pre-college programs leading to traditional enrollment units, to career services, and alumni/development affairs under an umbrella of marketing and branding.

- Faculty view: Grew out of the academic needs and context of the institution.
Looking at EM from the Academic Perspective

- West Shore Community College sought faculty buy-in by identifying faculty needs and ideas. Result: From an institution that provides instruction to one that exists to produce learning.

- University of Missouri at Kansas City went after all the right people and used them to develop an incentive plan for growing colleges to enhance enrollment while supporting capped enrollment units.
When in the Academy,…

- University of North Carolina at Greensboro deans voted a financial tax on themselves to support EM after they came to believe they could not otherwise achieve their academic goals

- Dickinson College identified EM needs through understanding its roots, identity, purpose and mission so it could seek students who were the right fit, meet their expectations, and send them out sharing the college’s vision as alumni
Through the Academic Lens Emerges an EM Ethos

- The EM Ethos is the underlying character and spirit of an institution’s academic culture
- The Ethos puts the EM emphasis back on the academic culture
- Makes structure the servant, not the master, of enrollment policy and strategy
- The academic lens touches every aspect of institutional culture and function
Guiding Principles for the EM Ethos
EM for the Long Haul

- EM is long-term and never finished
- Academic foundation is fluid; so must EM be
- Academic disciplines change with new research, new paradigms, new interests
- Changes cannot be instantaneous
- There needs to be a run up to the take-off point
- EM must follow the deliberate path of the long-term academic, not the quick fix of the repairman
Shared Responsibility

- If EM reflects institutional identity, culture, it becomes an institution-wide strategy owned by each member of the community
- No individual or office is responsible for enrollment strategy or outcomes
- Each member of community takes responsibility for nurturing EM Ethos
Integrated Institutional Planning

- As an academic enterprise, EM can be easily integrated into institutional planning
- If it’s academically centered, EM will be a defining part of institutional positioning
- If EM isn’t part of strategic planning, not much can be accomplished
Key Performance Indicators

- Enrollment managers struggle with notion of KPIs as indices of institutional health
- In reality, KPIs are placeholders for institutional values
- Bodies, not student fit, approach is out of synch with the academic values of the institution
- If the enrollment manager has an academic understanding of the place, KPIs set themselves
Research and Evaluation

- With EM Ethos EM has to have research and evaluation plan
- EM staff are “people people”
- More and more industry standard is data and research—tools of the academy
- EM units cannot continue to do “feel good” programs that can’t show support for academic goals
Focus on Service

- In EM Ethos processes and procedures are more important than structure
- Academic foundation dictates business practices
- Business practices need to be aligned with academic mission
- Institutions want to test students’ talents in the classroom, not their patience in navigating institutional business practices
They Recruit (and Retain) Best Who Serve Best
Imbedding Service—Exceeding Expectations

- Remove unnecessary barriers.
- Review policies and procedures regularly.
- Anticipate student needs.
- Simplify, simplify, simplify.
- Shift roles from regulators to educators.

Jim Black, UNC-Greensboro, 1998
Service in the Students’ Hands

- Facilitate student mastery of processes
- Provide convenient services (telephone, Web, kiosk)
- Become invisible to the student user

- Jim Black, 1998
The Generations of Service

- Stop and go—Traditional
  - Go here, go there

- One-stop—Transitional
  - Blending and cross-training

- Self Service—Early Transformational
  - They'll do it without us

- Non-Stop Service—Advanced Transformational
  - 24/7 in their jammies

- Cyber Service—Transcendental
  - We haven’t even thought of it yet

--J. D. Williams, 1997
Students’ Seamless View

- Students see enrollment as a seamless process, not as a railroad track with multiple station stops.
- Enrollment is non-stop rather than stop and go (or even one-stop).
- EM is a big tent view of student expectations: everything is there, but they don’t want to touch what they don’t need.
Intuitive Service

- It doesn’t matter if it makes sense to us: does it make sense to the students?
- Why is the student in the institution?
- The only way he/she stays in school is for an academic reason
- Retention is academic success
- Processes and procedures should enhance academic success
The EM Blueprint: A Refocusing of EM
The Elusive EM Template

- Every enrollment manager wants one
- We all say it doesn’t exist, there’s no one-size-fits-all approach
- It’s not very helpful to tell the young enrollment manager that she has to get to know her institution
- In fact, the EM Ethos *does* provide a template
Leadership articulates the **strategic** academic aspirations, goals, needs, and strategies of faculty and students.

If the CEO says, “Enrollment is paramount,” and fails to say, “to the academic mission,” EM fails.

All must understand that academic well-being is linked to enrollment health.
Template: Lateral Communication

- Top-down communication is necessary to set the tone, but successful implementation of EM requires lateral communication across campus.
- EM needs lateral communication to ensure adherence to the institution’s academic ethos.
- Colleges to enrollment units and enrollment units to colleges: the tentacles of an octopus.
- Communication has to become a part of the culture; it has to express the ethos of the place.
Template: Structure for Participation

- The institutional academic ethos will set the structure to provide a means for faculty, staff, and students to contribute to EM

- EM structure grows out of the core of an individual institution; it cannot be transplanted from institution X or Y

- The structure cannot be more important than the cultural foundation itself
Template: Matching Structure to Mission

- A community college may have a campus-wide structure
- The research extensive university may have multiple structures in academic units
- The wise enrollment manager will seek to know the academic grounding of the institution and then seek a structure based on that foundation
The Academic EM Skill Set

The Enrollment Manager’s Basket of Jams and Jellies
Communication

- Effective communication requires an academic grounding
- EM units cannot afford to be focused uni-dimensionally on their functional purpose
- Academic discussions will provide better understanding of what is important to an institution
Collaboration

- Academic institutions pride themselves on collaborative governance and decision-making
- EM will thrive where it actively seeks multiple academic Campus Partners
- It’s not structure that leads to a master recruiting calendar; it’s realization that all units benefit from the collaboration
Data

- Data is the *lingua franca* for EM
- Deans respond to data strategically and reasonably
- Positions without research support are more likely to be challenged
- Faculty will want to survey their own students even if there is national research to support your position
Planning

- Balancing access, quality, and net revenue are flagship concepts, liable to be rejected by most institutions as impractical.
- On too many campuses the focus is on the bottom line: how many students are there?
- Need a shared understanding of what students are the best fit for a given campus.
- The enrollment manager needs academic leadership to get the message out: it takes an academic village to shape a university.
THE PRACTICE

Examples of Enrollment Management at Work in an Academic World
RECRUITMENT BEST PRACTICES--Traditional

- Campus visit days for high school students
- Offering no-need, merit scholarships
- Recruiting publications
- Using currently enrolled students
- Telecounseling
- High school visits by admissions reps
- E-mail communication with prospects
- Institutional participation in College Nights
- Recruiting by athletic department or coaches

Noel-Levitz, 1999
RECRUITMENT
BEST PRACTICES
Non-traditional

- Mass media—print, radio/TV, billboards, direct mail, internet, fax
- Word of mouth
- Events on campus
- Scholarships
- Business partnerships
RETENTION BEST PRACTICES--Traditional

- Assess student outcomes
- Develop a seamless intake system
- Extend your orientation system
- Involve faculty in orientation
- Develop an early alert system
- Enhance teaching and learning strategies
- Focus on involvement and affiliation
- Promote on-campus student employment
- Develop a quality service initiative
- Expand your honors program

Noel-Levitz, 2001
RETENTION BEST PRACTICES Non-traditional

- Help with setting realistic goals
- Help with balancing work/family/education
- Class assignments that are meaningful to the world of work
- Easy access to student services
- Constant communication
STRATEGY ISSUES

- Academic offerings and support services
- Marketing
- Security
- Buildings and grounds—the Million Dollar Walk
- Student services and activities
- Recruitment/admissions/enrollment
- Information technology
- KPIs/data/research/evaluation
PROCESS AS A YIELD ACTIVITY

- Combining admission app with honors, scholarships
- Streamline process for faster review and admission of targeted groups
- Research shows that the first school to respond has an edge in the final decision
PERSONALIZING THROUGH TECHNOLOGY

- Predictive modeling identifies students most likely to attend
- Grading allows prioritization of recruited students
- Interactive web sites allow students to mine information
- Portals allow students to customize info
- Tele-counseling connects the prospect
RETENTION FOR MORE THAN A DAY

- Data identifies and tracks the at-risk groups
- Research identifies the services that can keep students successful
- Recruiting for retention identifies and admits the students most likely to match the institutional Ethos and to succeed
- Service helps retention
What’s an Institution to Do?

Practical Thoughts on the Retention Agenda
The Sex Appeal of Recruitment

- Campuses obsess over freshmen numbers
- The glitz and glamour of recruitment lives in the fast lane
- Retention is the gray lady of enrollment management
- Enrollment Management as the tortoise and the hare—steady wins the race
The Value of Value

- Autopsy studies always show students leave for academic, financial, or personal reasons.
- These may be placeholders for students’ perceptions that they are not getting enough value for the time, money, effort they are putting in.
- Price elasticity studies show cost is not as important in decision as perceived value.
Build Value and They Will Stay

- The retention research agenda should be directed at what leads students to perceive value in their education.
- Value provides a new definition of retention built around what motivates students.
- Perhaps the high ability, third generation student can more readily see value in school.
Clarifying Roles

Structuring Retention
Muddied Leadership Waters

- On too many campuses responsibility for retention (and recruitment) in academic units is assigned to academic advisors
- Deans are AWOL on retention issues
- The wrong people are running the retention ship into the ground
Leadership not Delegation

- SENIOR OFFICERS AND DEANS
  - Strategic Planners
  - Decision-makers
  - Leaders
  - Communicators

- Agree on broad direction, general strategies University-wide; lead setting of unit recruitment/retention goals; ensure academic program design and scheduling meet student demand; create climate of collaboration
The Creative Juices

- ASSOCIATE DEANS, DIRECTORS, CHAIRS
  - Designers/planners
  - Coordinators
  - Collaborators
  - Communicators

- Design/plan activities/events to put meat on bones of general strategies; coordinate unit recruitment/retention activities/events; seek opportunities for collaboration with and between academic and EMSL units; facilitate reaching of unit recruitment/retention goals
Supporters not Policy Makers

- ADVISORS
  - Specialists
  - Implementers
  - Supporters
  - Communicators

- Serve as retention specialists working for student-centered academic progress; implement unit recruitment/retention activities/events; provide support for University recruitment/retention activities
Whose Job Is It Anyway?

- Academic Affairs? The faculty have the most contact with the student
- Student Affairs? Over 50% of what you learn in college is learned outside of class
- What about the Enrollment Units—Admissions and Recruitment, Financial Aid?
It’s a Partnership

- The faculty need to take responsibility for engaging the student, whether in the co-curriculum or the academic realm of class, co-op, or research
- The student life professional needs to take responsibility for the academic success of students—every student activity or organization is a retention unit
- Retention begins with recruitment: the enrollment professionals need to ensure students know how services can support them once they are on campus
The Blended Outlook

- Retention is a quintessentially academic enterprise
- Still, at the end of the day, it is about individual student academic success
- And it is supported by administrative changes to policies and procedures that make it difficult for students to navigate the campus
Tilling the Soil

Directions for Future Research
Service as Retention

- Retention improvement comes from improved business practices
  - B. Bontrager
- Seamless enrollment processes provide perception of value
- Let students’ talents be challenged in the classroom rather than have their patience tested in navigating the institutional bureaucracy
Engagement as Retention

- Involvement redefined
- What keeps the student going to class, doing the assignments, passing the tests?
- For some, extracurricular activities
- For others, internships and co-op
- For still others, undergraduate research
- For a few, study abroad
- Don’t forget what they do in their community—how can that be harnessed to the campus?
Linking Recruitment and Retention

- Market the opportunity for every student to be engaged by individualizing the opportunities to capture student interest by guaranteeing student engagement
- Study retention rates by counselor territory: where they fall below the class average, gear recruitment to retention services
Building Buy-in to Value

- Parents want to be reassured they sent their student to the right place—tell them that regularly, at least during the freshman year.

- If the student is unhappy or unfocussed, the parents who have been told repeatedly they did the right thing may be more likely to support the student in staying the course.
MERGERS AND PARTNERS Through the SEM Lens

- Improving service as a template for partnership development.
- Reviewing processes and procedures on an annual basis.
- Building a culture of education, not regulation.
- Cross-training and blending.
THE ROAD AHEAD

SEM IN THE FUTURE
SEM IN THE FUTURE

- SEM operates where there is a blending of responsibilities between traditional EM, the Faculty, Information Technology, and Student Services. Traditional offices find their walls receding and disappearing as functions merge and all faculty and staff become accountable for recruitment and retention.
SEM CRITICAL SUCCESS FACTORS IN THE FUTURE

- Strategic planning goes beyond senior institutional officers.
- Research and evaluation drive all activity.
- Academic foundation ceases to be purview only of faculty and academic administrators.
- Academic context becomes student-service centered.
SEM AND SERVICE IN THE FUTURE

- Information technology is the engine and servant of service.
- Comprehensiveness means merger of functions.
- Leadership is team- and service-centered rather than office- and function-centered.
SEM: THE SUM OF ITS PARTS

- SEM is theory, practice, and environment. Each shapes and drives the others.
- The SEM theoretician will be a slave to the rigidity of theory.
- The SEM practitioner will lose sight of the strategic.
- The SEM environmentalist will be the perpetual victim of events.
INCREMENTAL PROGRESS

- The SEM professional will merge the three and thereby find the means to manage the politics and achieve progress.
- The result many times will be incremental change and growth, so often a whipping post for both the true believer and the finger pointer.
- But incrementalism in the pursuit of progress is no vice.
THE BEGINNING

- Take the lessons of Lamar’s legacy and season them with the salt of today’s environment.
- Look for low-hanging fruit as you practice the theory of SEM.
- Develop SEM through the process of collaboration.
- Understand that culture does not change easily, but progress comes to those who dare to begin.
QUESTIONS and DISCUSSION

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