

**Creating the Conditions
for Shared Responsibility of Enrolment Outcomes with the
Academic Community**

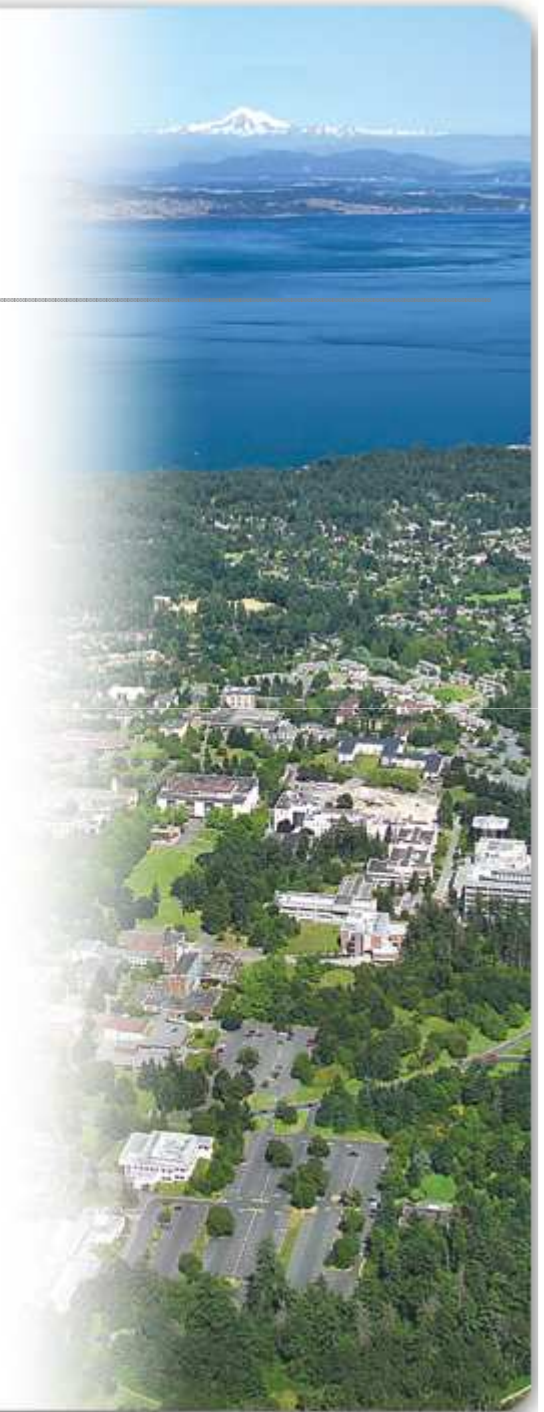
SEM Summit
April 25-26, 2008



University of Victoria

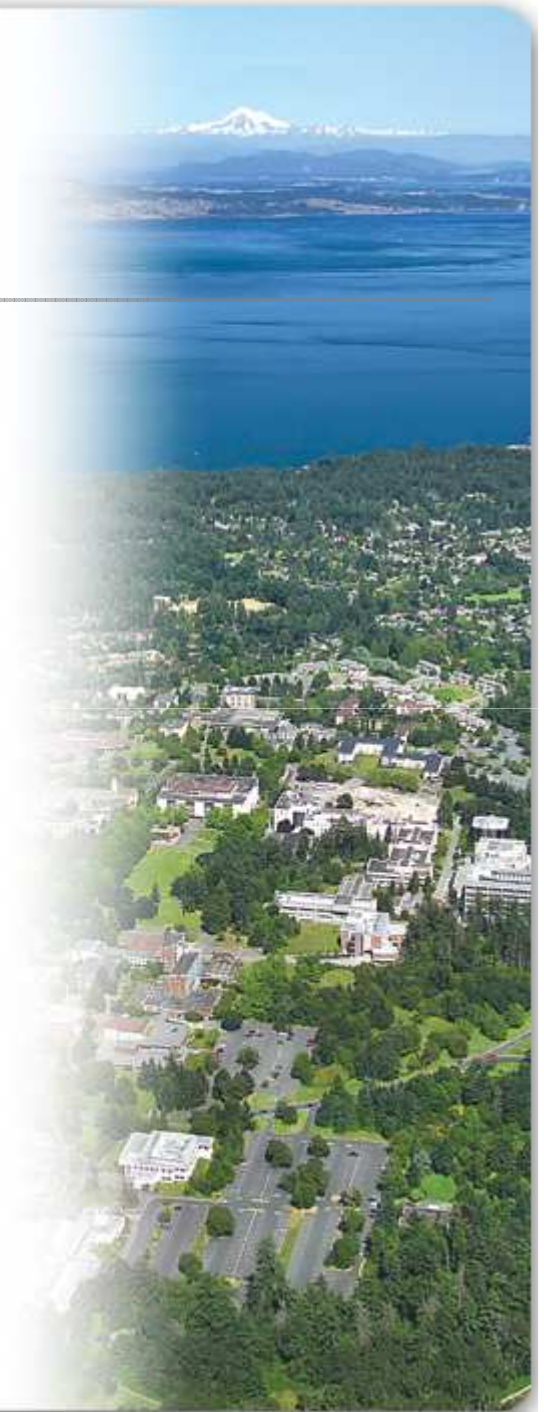
PURPOSE OF STUDY

To develop a deeper understanding of the conditions for success in building shared responsibility for enrolment outcomes with the academic community at medium-sized research-focused universities.



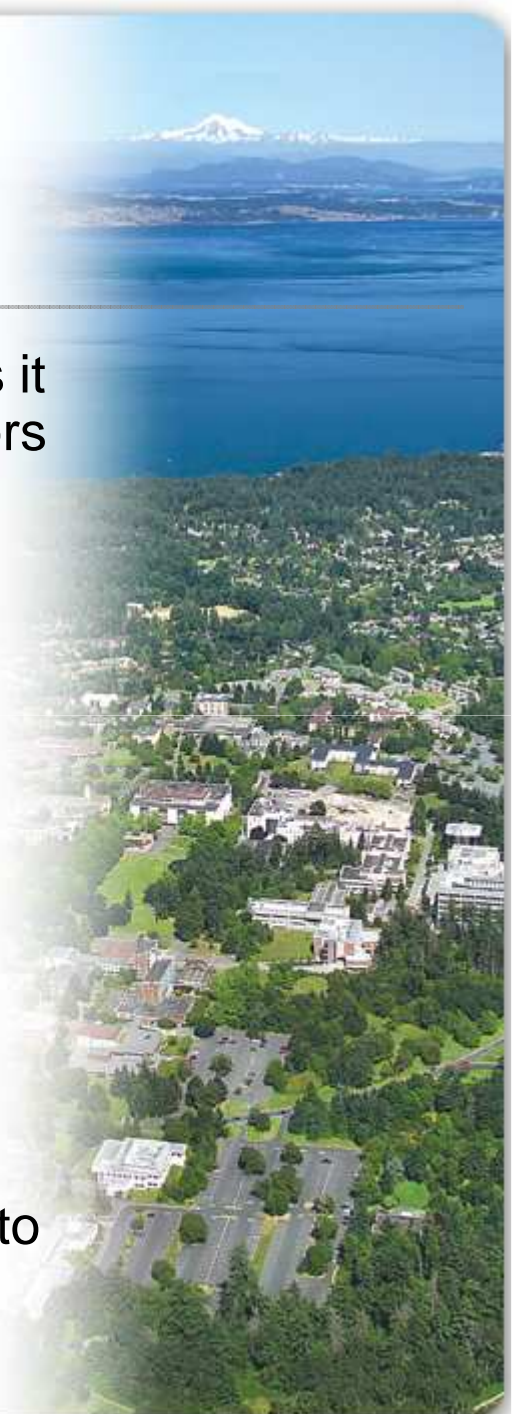
PRIMARY RESEARCH QUESTION

What processes and procedures were associated with successful SEM planning processes at research-focused institutions, in which the term 'successful' was defined by the ability to effect positive change through active participation by academic administrators and faculty in the process?



SECONDARY RESEARCH QUESTIONS

1. At what stages of the SEM planning process was it most important to engage academic administrators and faculty?
2. What were the intended objectives for promoting academic engagement, and the associated outcomes and measures of success?
3. What strategies were employed, and with what success?
4. What were the conditions underlying success?
5. How relevant was the application of SEM theory to professional practice?



METHODOLOGY

Sample

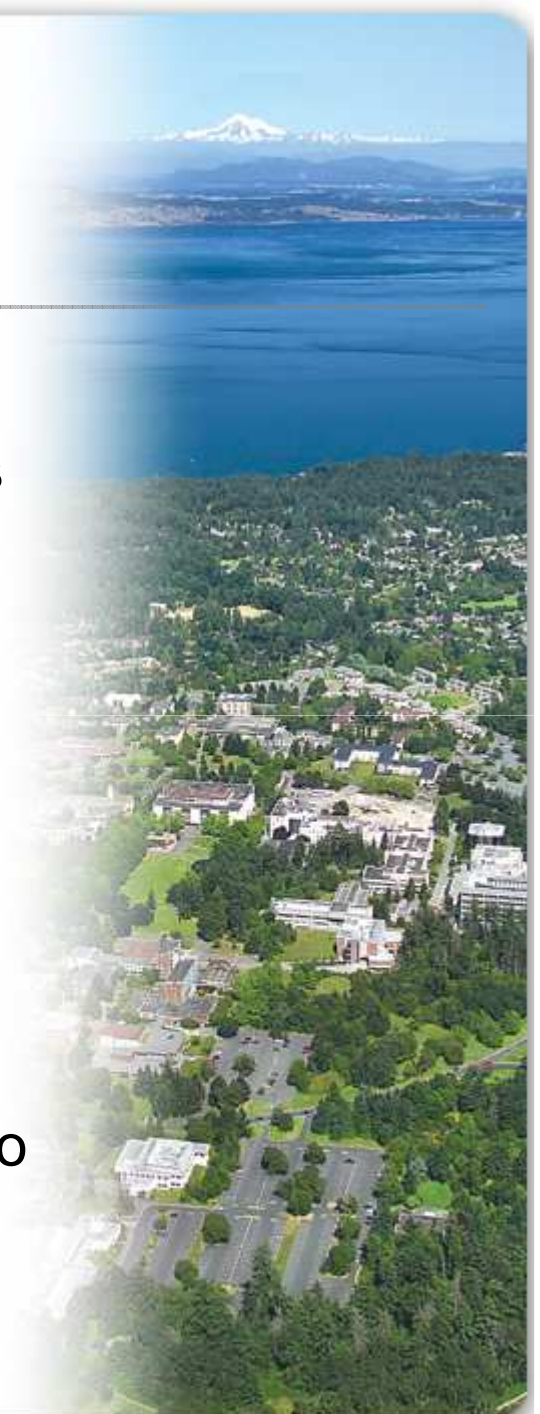
- Purposive network sample of 5 SEM leaders

Two-staged research process:

- pre-interview survey
- one-hour semi-structured interview

Theoretical Constructs:

- Bryson's (2004) ten-step Strategic Change Cycle (adapted), and
- Kotter (1995) and Owen (2001) eight steps to introducing transformative change



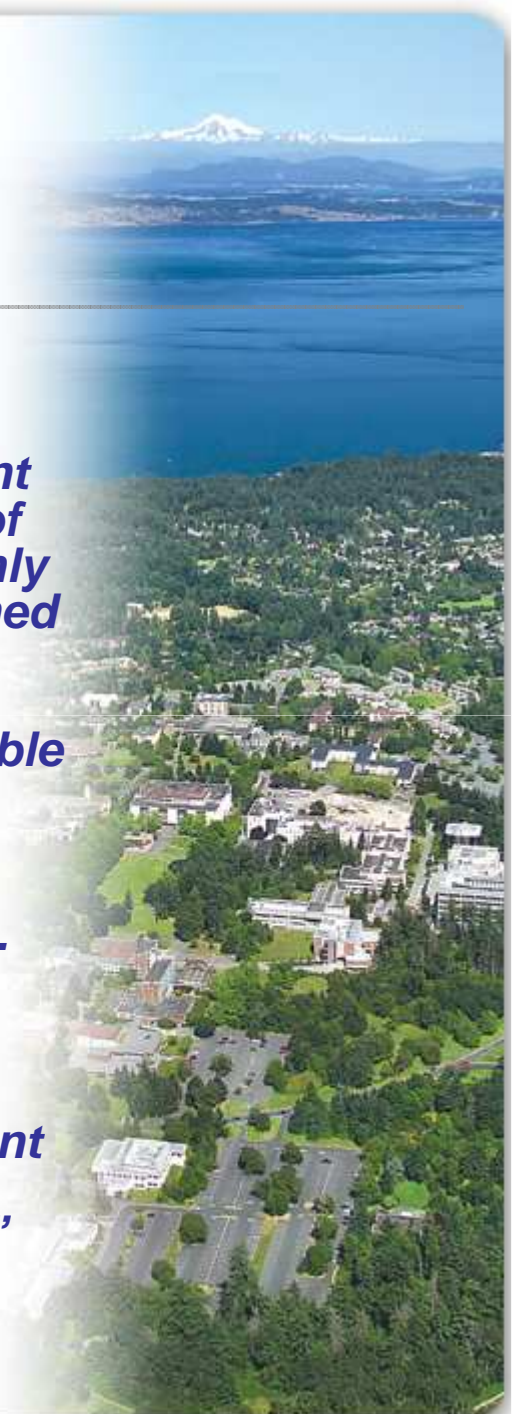
THEORY BEHIND THE PRACTICE

SEM AS A PROCESS

- Linked to academic mission and a component of strategic planning (Bean and Hossler, Massa, Henderson, Dolence)
- Change-oriented (Hossler, Black, Kotter, Owen)

“An institution’s academic program is inexorably co-dependent on its enrollment management. The quality of academic programs can only be developed and maintained in a stable enrollment environment, and stable enrollments are only possible through sound planning, development and management of academic programs” (Dolence, 1997).

“Not all strategic plans address enrollment management, but enrollment management cannot work without strategic planning” (Massa, 2001).

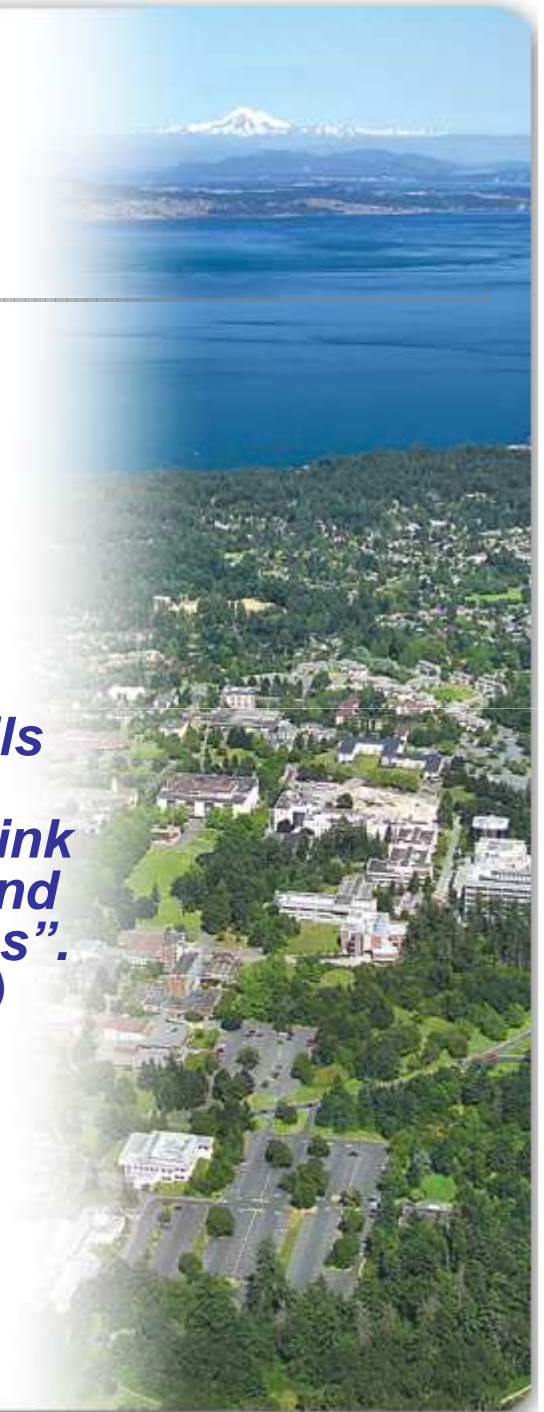


THEORY BEHIND THE PRACTICE

IMPLEMENTING CHANGE

- Compelling reason that resonates with the academic enterprise (Black, Henderson, Bontrager)
- Participatory process grounded in research and data- the language of the academic (Black, Henderson)

*“If Enrollment Management starts with institutional mission, it ultimately succeeds or fails based on the strength of its link to academics and student success”.
(Bontrager, 2004)*

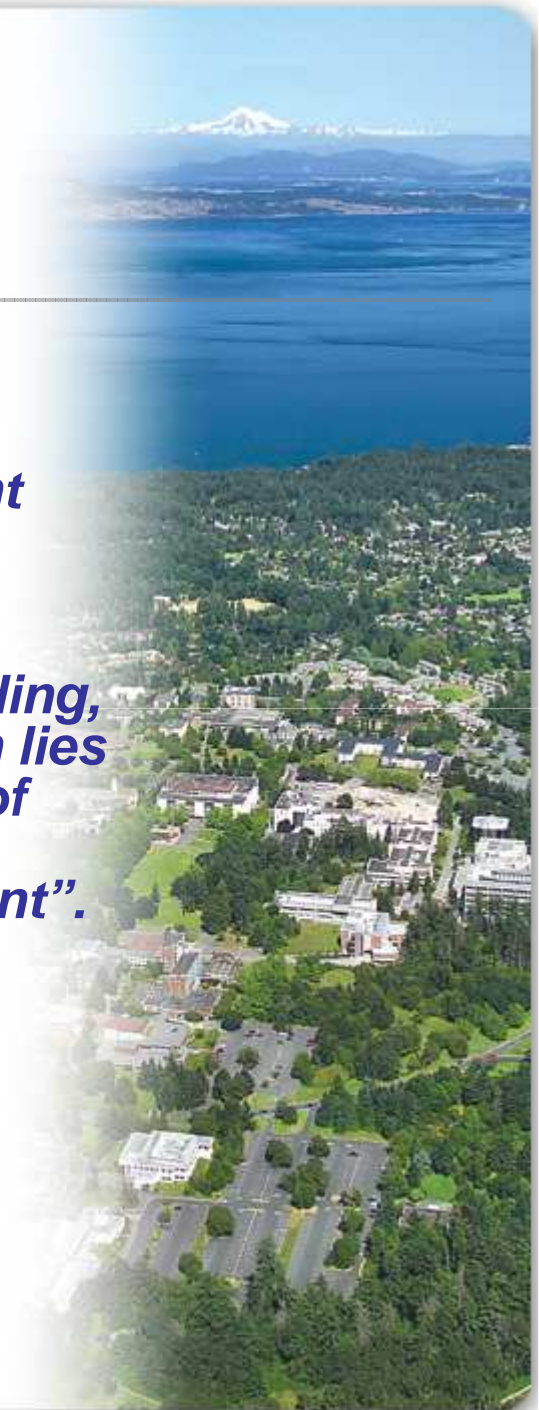


THEORY BEHIND THE PRACTICE

IMPORTANCE OF STRUCTURE

- EM alignment reflects goal-orientation for planning: academic, administrative, market-centred, student-centred (Kalsbeek)
- Enrolment planning structures (e.g., committees) facilitate collaboration and consultation with the academic enterprise (Dolence, Henderson)

*“Enrollment structure follows academic understanding, and therein lies the future of enrollment management”.
(Henderson, 2004)*

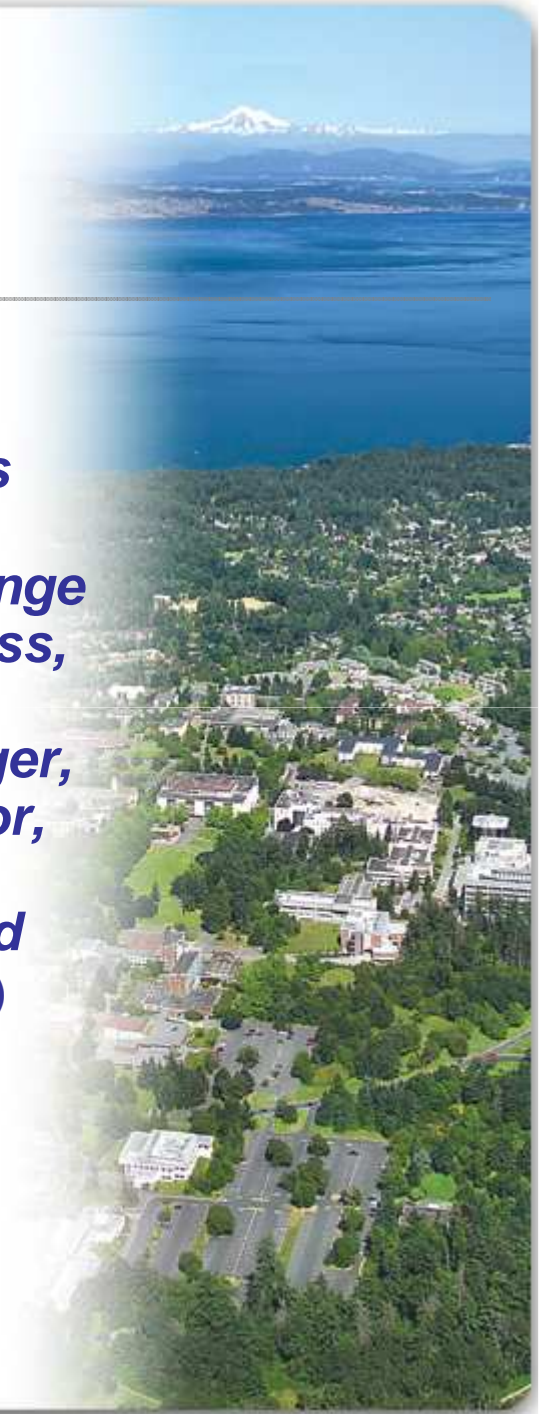


THEORY BEHIND THE PRACTICE

ROLE OF CHIEF ENROLMENT MANAGER (CEM)

- Systems thinkers adept at influencing change who bring into balance the organization with environmental context (Black, Bontrager, Swanson and Weese)

“Enrollment leaders serve many roles throughout the change management process, such as that of a visionary, encourager, storyteller, facilitator, arbitrator, problem solver, manager and coach”. (Black, 2003)



SUCCESS STRATEGIES

Study substantiated the relevance of SEM theories...

Leadership

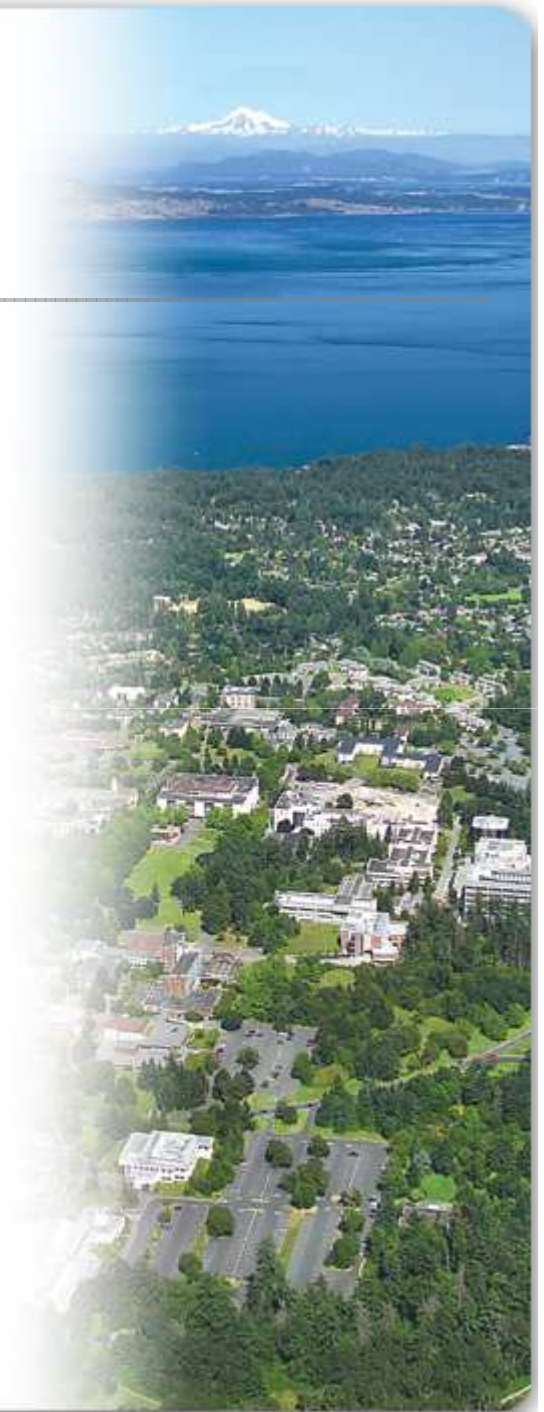
- Visible leadership of Provost -Communicates strategic importance to academic well-being
- Collaborative leadership in setting enrolment goals: Provost, CEM, Deans
- Use of incentives tied to accountability- a process of negotiation



SUCCESS STRATEGIES

SEM Structures

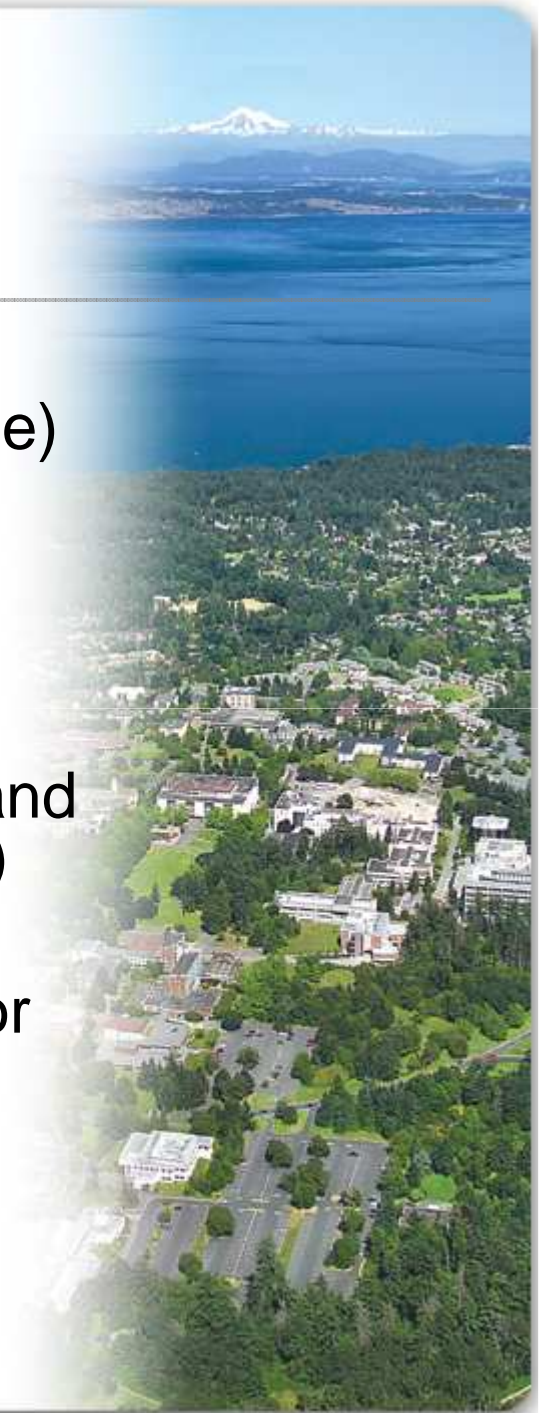
- Varies according to goal-orientation:
 - Academic orientation plus+
 - Other factors: market positioning, financial imperative, prestige, access
 - Exception: *a focus on 'service to students' was neither a primary motivator for, nor an outcome of SEM process*



SUCCESS STRATEGIES

Enrolment Planning Process

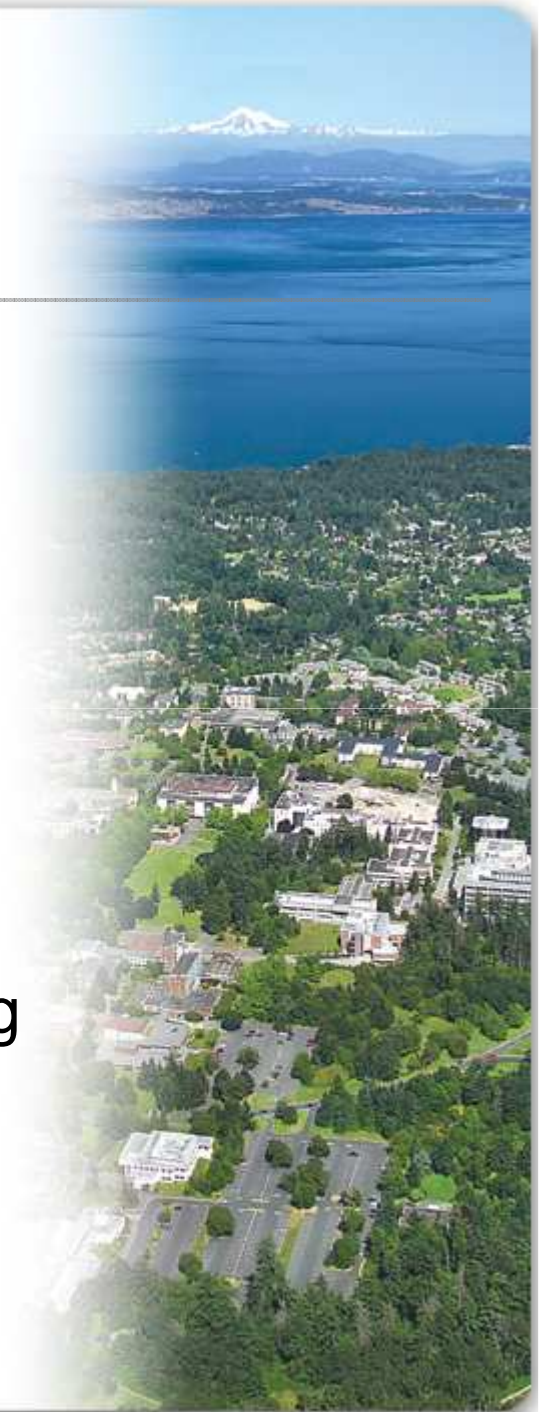
- Right people at the table (e.g., Committee)
- Interactive & participatory process (e.g., discussion papers)
- Direct involvement of deans in defining and executing strategies (e.g., campus visits)
- Respect for leadership styles of deans for engaging faculty
- Invest in quality research and analysis



SUCCESS STRATEGIES

Role of CEM as Change Agent

- Communicates enrolment imperative using research/data
- Collaborative leadership with Provost
- Resource to deans in Faculty-based enrolment planning
- Positions of influence in decision-making



CRITICAL SUCCESS FACTORS

- Visible support of executive leadership
- Investing in quality research and analysis
- Timing- readiness for change
- Tolerance for *challenging the status quo*



LESSONS LEARNED

ADVICE FOR CEMs

1. Maintain a balanced leadership style
2. Be knowledgeable in the business aspects of EM (e.g., recruitment)
3. Be a student of the institution and campus culture
4. Set boundaries between gaining buy-in versus getting things done
5. Maintain a focus on students
6. Have a passion for the work
7. Maintain a sense of humor



REFRAMING SEM FROM THE ACADEMIC LENS

1. Have the academic leaders (i.e., President, Provost) characterized the importance of enrolment as vital to the academic well-being of the institution?
2. Is there a sense of urgency underlying the enrolment planning process that resonates with the academic values of the institution?
3. Are research and data effectively used to substantiate the case for [and outcomes of] change?
4. Is there a willingness among the academic community to consider change?
5. Are the enrolment planning processes designed to be highly interactive and participatory?



REFRAMING SEM FROM THE ACADEMIC LENS

6. Are academic leaders at the level of the dean engaged at critical decision-points in the enrolment planning process?
7. What fora are in place to engage academic leaders at the level of the dean in discussion and decision processes?
8. What communication structures are in place to extend the discussions into the academic units?
9. What incentives and with what consequences are in place to encourage change?
10. Is there collaborative leadership between the Chief Academic Officer and the CEM in the process?



Q & A



University
of Victoria

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