Hitting the Ground Running

Surviving and Thriving in Your First Two Years as Provost

Academic Affairs Forum

Your Hosts

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What Kind of New Provost Are You?

- ❑ New to the role and new to my current institution
- ❑ New to the role but experienced at my current institution
- ❑ Experienced in the role but new to my current institution
- ❑ Serving as an interim provost

How Would You Classify Your Institution?

- ❑ Public
- ❑ Private

- ❑ Baccalaureate
- ❑ Masters
- ❑ Research

EAB

The best practices are the ones that work for **you**.℠

Start with best practices research

- Research Forums for presidents, provosts, chief business officers, and key academic and administrative leaders
- At the core of all we do
- Peer-tested best practices research
- Answers to the most pressing issues

Then hardwire those insights into your organization using our technology & services

Enrollment Management

Our **Royall & Company** division provides data-driven undergraduate and graduate solutions that target qualified prospective students; build relationships throughout the search, application, and yield process; and optimize financial aid resources.

Student Success

Members, including four- and two-year institutions, use the **Student Success Collaborative** combination of analytics, interaction and workflow technology, and consulting to support, retain, and graduate more students.

Growth and Academic Operations

Our **Academic Performance Solutions** group partners with university academic and business leaders to help make smart resource trade-offs, improve academic efficiency, and grow academic program revenues.

1,100+	10,000+	475M+	1.2B+
College and university members	Research interviews per year	Course records in our student success analytic platform	Student interactions annually

Days of Distractions

Hundreds of Competing Demands for Your Time and Attention

7:00-7:30	Respond to urgent **emails**
7:30-8:30	Discuss **new building** with Dean of Engineering
8:30-9:00	**Retention** meeting with star geophysicist
9:00-10:00	Provost office **staff** meeting
10:00-10:30	Emergency meeting to discuss **negative article**
10:30-11:00	Review new **marketing** campaign
11:00-12:00	Discuss **new program ideas** with Dean of A&S
12:00-12:30	**International recruiting** vendor presentation
12:30-1:00	Lunch with **student government** leadership
1:00-2:00	EAB webinar for new provosts
2:00-2:30	Discuss **allegations** against faculty member
2:30-3:00	Delegation to discuss **campus in Ecuador**
3:00-3:30	Plan for **board meeting** with President
3:30-4:00	**Budget Model** Committee presentation
4:00-4:30	Work on presentation to **community group**
4:30-5:00	Respond to urgent **emails**
5:00-5:30	**Search committee** for new Enrollment Manager
5:30-6:30	Meet with student group on **free speech**
6:30-7:00	Call top candidate for English **dept chair search**
7:00-7:30	Congratulate math prof on **award** (call from car)
7:30-10:00	Dinner in the city with **major donor**

The Provost's Challenge(s)

- You cannot be an expert on every issue
- You cannot make every decision yourself
- You cannot make everyone happy
- You cannot accomplish everything on your list

Pick 2-3 goals to accomplish in your first year

- Institutional priorities
- Measurable impact
- Achievable without major new resources or massive culture change

Build your change management infrastructure

- Assess and form your leadership team
- Engage with all stakeholder groups
- Understand your change levers

Most Strategic Plans Aren't Strategic

Public Plans Not a Useful Guide for Where To Focus Your Time

Typical Strategic Plan Goal	Getting Beyond Platitudes	Practical Questions Provosts Need to Ask
Improve the quality of education	• How will you measure quality? • Will you focus on the quality of inputs or outputs?	Where are the biggest gaps in the graduation pipeline?
Enhance faculty scholarship	• Is the goal more publications, more funding, better rankings? • Will you reassign time from instruction to research?	Which programs have the best chance of achieving scholarly preeminence?
Pursue organizational excellence	• Is this code for reducing administrative costs? • Does central admin even control most admin processes?	Which admin processes are the biggest barriers to student and faculty success?
Internationalize the university	• Are all international activities equally valuable? • Is this a public service or a business imperative?	How will increased international activity support institutional goals such as student success, research, and revenue generation?

The Changing Higher Education Landscape

Building a Mental Map of Your Institution's Location and Trajectory

Revenues

- State Funding
- Tuition
- Financial Aid
- Federal Funding
- Philanthropy
- Alt Revenues

Enrollment

- Demographics
- Access
- Affordability
- Credit Transfer
- Competition
- Retention

Research

- Federal Funding
- Corp Partners
- Overhead Costs
- Mega Grants
- Doctoral Education

Student Life

- Mental Health
- Student Activism
- Sexual Misconduct
- Career Services
- Co-Curricular Learning

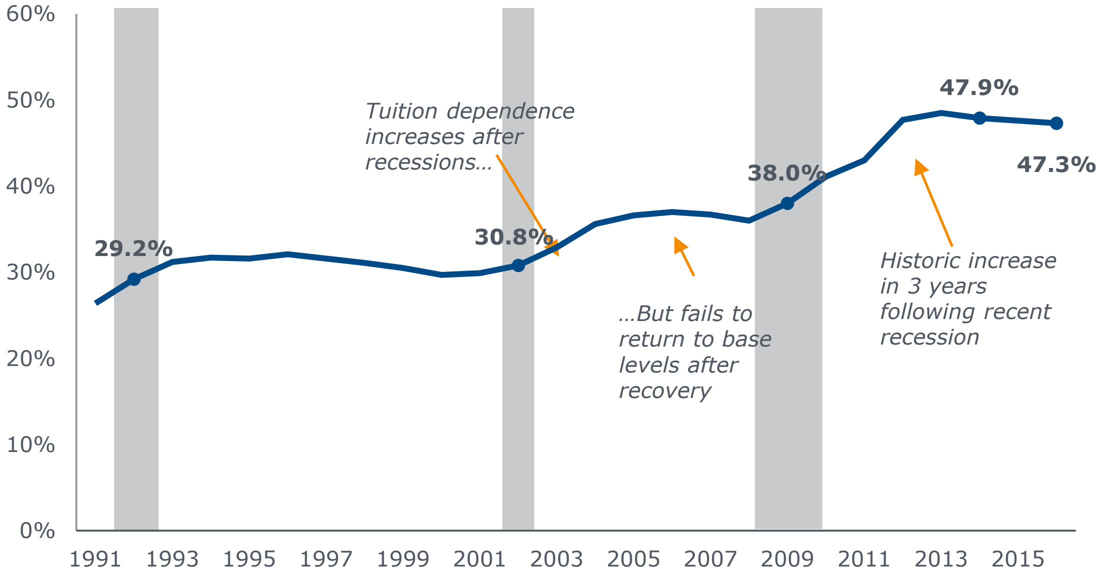
Technology

- IT Security
- Systems Integration
- Instructional Technology
- Business Intelligence

Increasingly Dependent on Tuition

Public Funding Traditionally Fails to Return to Pre-recession Levels

Tuition as a Percentage of Educational Revenues for Public Universities, 1991-2016

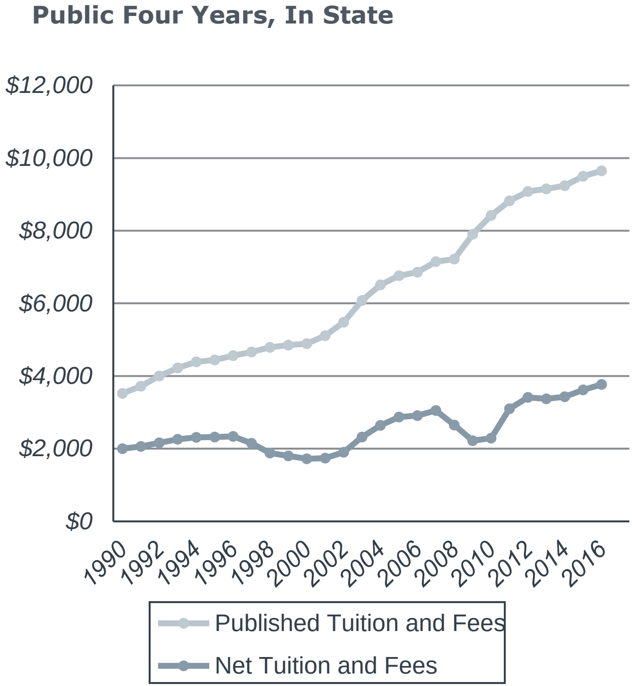


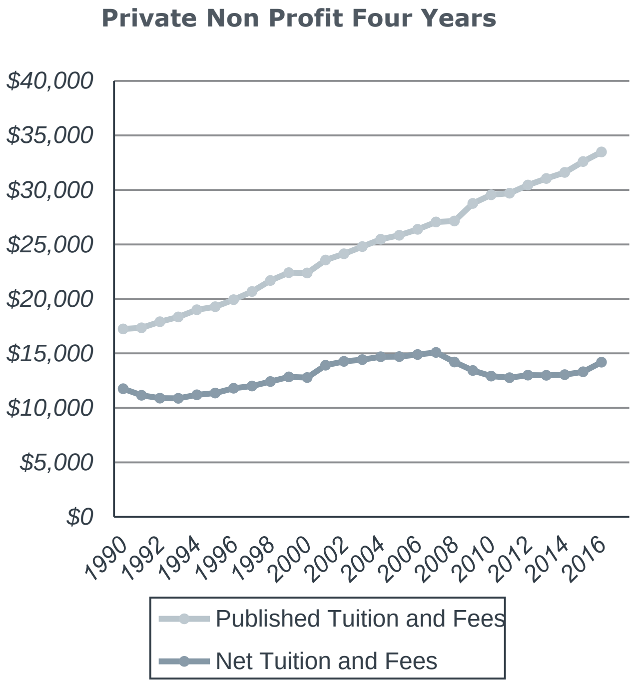
- Shaded areas indicate recessions
- "Educational revenues" includes state and local support for higher education (minus support for research, agriculture, and medicine), and net tuition and fees. It does not include federal grants or contracts.

Sources: SHEEO; "State Higher Education Finance FY 2016"

Public Perception vs Reality on Tuition

Financial Aid Gains Moderate Increases in List Price



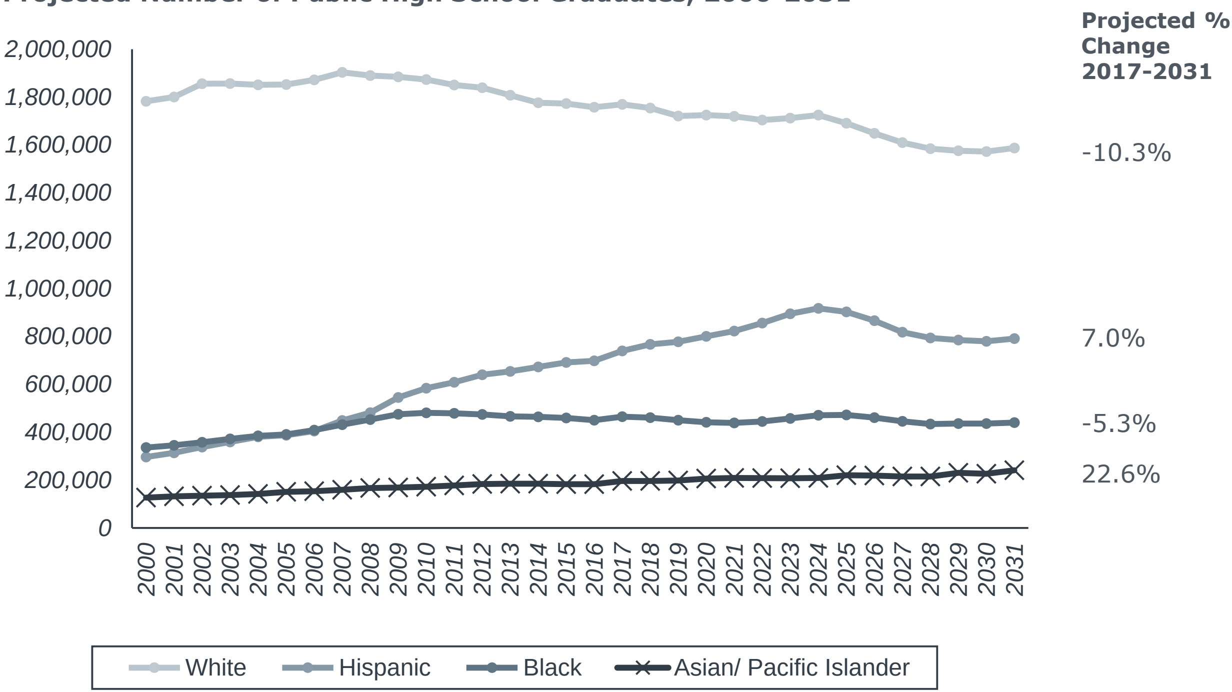


Source: College Board, Trends in Higher Education

Declining Numbers of New High School Grads

Nearly All Growth Projected to Come from Hispanic Students

Projected Number of Public High School Graduates, 2000-2031



Source: WICHE

Five Critical Questions for Each Major Stakeholder

How to Quickly Identify Your Institution's Top Challenges and Opportunities

Chief Business Officer

- How urgently do we need to grow revenues/ reduce costs?
- What are our most important sources of revenue, how have they changed over the last five years, and how do we expect them to change over the next 5 years?
- Which of the colleges are in the best/ worst financial shape and why?
- What are the primary drivers of our tuition revenue?
- To what degree will we need to fund new initiatives through reallocation?

Enrollment Management

- What kind of student are we most successful at recruiting and are there enough of these students for us to meet our recruiting goals?
- What kinds of students are we struggling to recruit and why?
- What are the most important tradeoffs you face in balancing net tuition revenue goals with quality and diversity?
- Who are our biggest competitors and which emerging competitors are you most concerned about?
- What role does retention play in our enrollment projections?

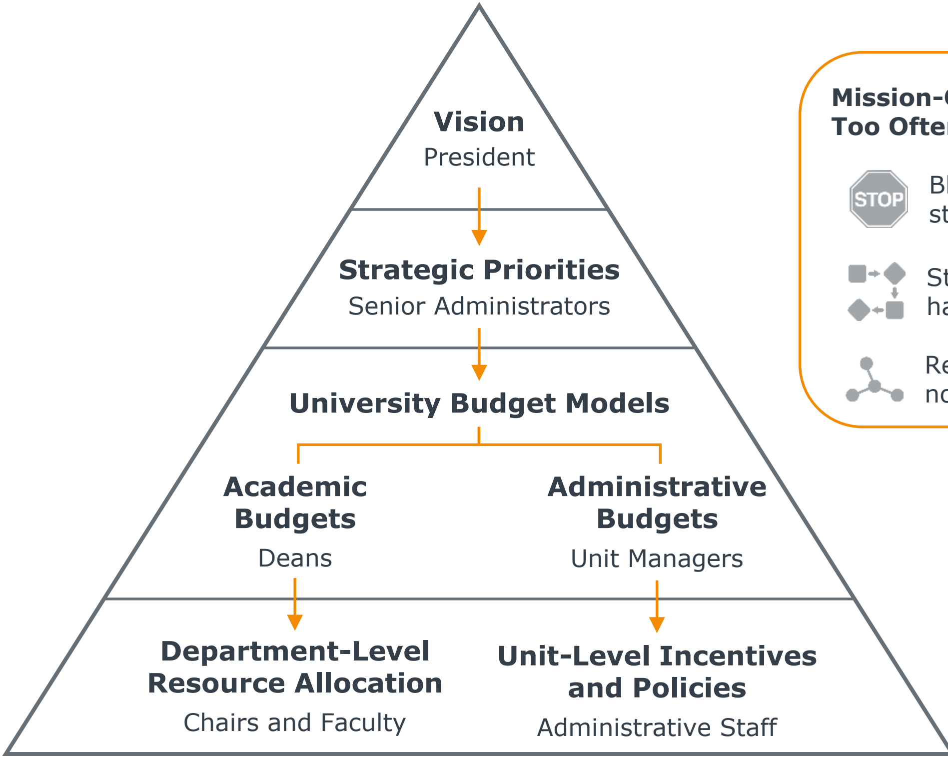
Deans

- What are your top priorities for the next two years?
- What are the biggest obstacles you face in achieving those priorities?
- What are the biggest external risks to your success?
- How confident are you in the leadership abilities of your chairs?
- Which of your programs are the strongest, which are struggling the most?

Source: EAB interviews and analysis

"Vision Without Execution Is Hallucination"

Incentive Alignment Processes Will Ultimately Determine Success or Failure



Mission-Critical Initiatives Too Often…

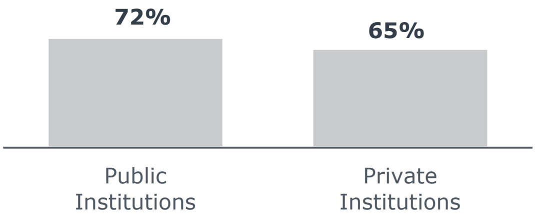
- Blocked by key stakeholders
- Stalled halfway
- Remain as small pockets, not scaling across campus

Source: EAB interviews and analysis.

Vast Majority of Resources Tied Up in Academy

Academic Expenses Too Often Treated As "Non-Discretionary"

Average Percentage of Revenue Dedicated to Academy[1]

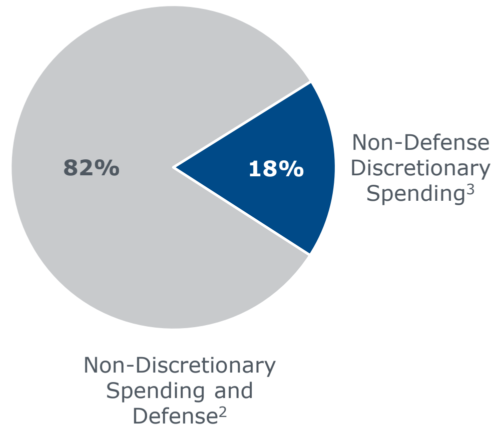


Percent of Leaders Who "Strongly Agree or Agree" That New Spending Will Have to Come From Reallocation, Not New Revenue

57%
Chief Academic Officers

66%
Chief Business Officers

Breakdown of Federal Spending, FY14



Government Mirrors University Reallocation

- Income tax: Central pulls back portion of academic unit's operating budget
- Estate tax: Vacant faculty lines revert to Provost

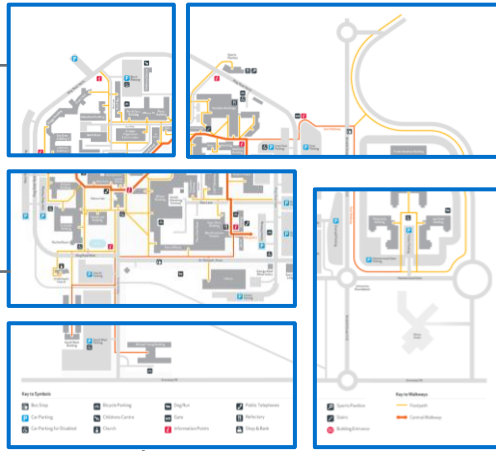
1) Percentage calculated as academic expenses per FTE over total university revenue. Academic expenses include: instruction expenses, research expenses, public service expenses, academic support expenses, and student services expenses. Revenue includes revenue from tuition and fees, state appropriations, local appropriations, government grants and contracts, private gifts, grants, and contracts, investment returns, and other core revenues.
2) Social Security, Medicaid/Medicare, Interest Payments, Defense, Other Benefits
3) Most other familiar forms of federal spending, such as unemployment, research, education, transportation, and most federal agencies

Source: The Integrated Postsecondary Education System, National Center for Education Statistics, https://nces.ed.gov/ipeds/; Business Affairs Forum interviews and analysis.

Curating the Campus Ecosystem

#1 Budget and Resource Allocation Processes
How do we move beyond "plus-ups and plus-downs" to concentrating resources on strategic imperatives – and divesting from others?

#2 Metrics and Performance Management
How do we cascade institutional priorities down to the unit level?



#4 Resourcing Strategic Planning
How do we turn this glossy document into a real plan for differentiation?

Turning Our Attention to Organizational and Structural Questions…

#3 Instructional Capacity Management

Are our "fixed cost" assets where they should be, and are we getting the most from them?

Famous Presidential Laments—What Holds the University Together?

A central heating system

- Robert M. Hutchins, University of Chicago

A common grievance over parking

- Clark Kerr, University of California

Source: EAB interviews and analysis.

Sound Familiar?

Common Signs That Something Is Wrong With Your Budget Model

Inadequate Resources for Institutional Priorities

- [x] Health Sciences lacks resources to grow despite strong demand
- [ ] Provost cannot fund new multidisciplinary research initiative
- [ ] Engineering, Business turn away qualified students due to lack of capacity
- [ ] Researchers have no funding to travel to critical conferences
- [ ] Business dean keeps trying to negotiate for additional funds

Little Transparency About Cost and Revenue Drivers

- [ ] CBO cannot answer board's questions about which departments lose money
- [ ] Department chairs demand resources while restricted funds go unspent
- [ ] Provost can't explain why Physics costs 8x more than Chemistry
- [x] Engineering dean complains that she is subsidizing other colleges

Few Incentives for Revenue Growth or Cost Control

- [ ] A&S dean refuses to launch new revenue generating masters program
- [x] Education keeps refilling positions despite declining student demand
- [ ] Huge increase in photocopier purchases just before end of budget cycle
- [ ] Summer enrollment well below capacity
- [ ] Biology building leaves lights on all night

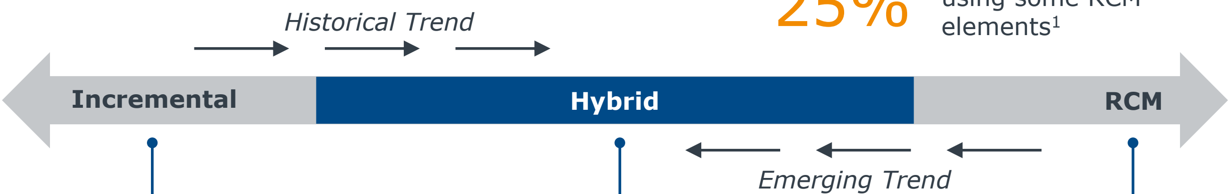
Source: EAB interviews and analysis.

Finding the Middle Ground

Increasing Number of Institutions Moving Towards Hybrid Models

66% Proportion of universities using incremental budgeting

25% Proportion of universities using some RCM elements[1]



Common Limitations:

- Does not incent unit revenue growth or cost control
- Difficult to maintain in periods of stagnant growth
- Do not flexibly accommodate changes in enrollment patterns

Determine which institutional goals are best achieved through decentralized incentives versus central investment and oversight.

Common Limitations:

- Yields few resources for central strategic investment
- Devolves decision-making power to units at expense of central strategic vision
- Shifts resources to units based on market trends and dean performance rather than institutional priorities

1) "2015 Survey of College and University Chief Financial Officers." *Insider Higher Ed.* 2015.

Source: EAB interviews and analysis.

The Periodic Table of Budget Model Elements

Revenue Allocation Methods to allocate university revenue to units

Strategic Funding Sources of funding for strategic objectives

Cost Allocation Methods to assign expenses for university overhead

Performance Targets Mechanisms to inflect unit behavior

SCH Majors Prog Margin Gen. Fund **Ug** Undergraduate Tuition							Gain-Sharing Margin Targets Imprvment Goals **Mr** Unit Margins
SCH Majors Prog Margin Gen. Fund **Gr** Graduate Tuition	SCH Prog. Margin Gen. Fund MOU **Pm** Professional Masters						Degrees Awarded Credit Milestones Unit Goals **Ss** Student Success
PI Dean/Dept VP-R Gen. Fund **Icr** Indirect Cost Recovery	Generating Unit Gen. Fund **Ar** Auxiliary Revenue	Bill to Unit Expense Tax Gen. Fund **Ds** Debt Service	Faculty FTE Staff FTE Revenue Tax Expense Tax Gen. Fund **Gn** General Administration	Student FTE Revenue Tax SCH Gen. Fund **Aa** Academic Affairs	ICR Faculty FTE Rsrch. Expense Tax Gen. Fund **Rs** Research Expense	Revenue Tax Expense Tax Gen. Fund Revenue Capture **Dv** R&D Funding	Budget Control Fund Allocation Strategic Planning **Pr** Priority Setting
SCH Gen. Fund MOU Growth **Su** Summer Term Tuition	SCH Majors Prog. Margin Gen. Fund **Sa** State Appropriation	Bill to Unit Gen. Fund **Wg** Salaries	Faculty FTE Staff FTE Student FTE Gen. Fund **Bs** Business Services	Avg. Rate Bill to Unit **Fa** Financial Aid	Faculty FTE Student FTE Revenue Tax Gen. Fund **Lb** Library	Gen. Fund Revolving Fund Debt Bill to Unit **Ce** Campus Enhancement	Revenue Tax Expense Tax Gen. Fund Diff. Tuition **Sb** Academic Subsidy
SCH MOU Gen. Fund **Xt** Extension Credits	Gen. Fund **Pi** Unrestricted Gifts	MOU Gen. Fund **Nc** Non-credit Revenue	Direct Bill Gen. Fund **Ax** Auxiliary Enterprises	Gen. Fund Gain-Share **Cf** Carry Forwards	Net Ass. Sq. Ft Qual. Ass. Sq. Ft Bill to Unit Staff FTE Gen. Fund **Fc** Facilities	Revolving Fund Gen. Fund Bill to Unit Loan Pool **Pl** Program Launch	Line Capture Vacancy Review **Pc** Position Control

Source: EAB interviews and analysis.

One Size Doesn't Fit All

Overly Top-Down, Uniform Approach to Metrics Alienates Departments

The Traditional Unit "Accountability" Narrative

Central Admin.

"These are our strategic goals – figure out how to get there."

Dean

"I'm evaluating our progress using these metrics."

Department

"Huh? These don't describe what we do at all!"

The Predictable Consequences

1. Unit Culture Poisoned Against Future "Efficiency" Initiatives
2. Deans (and Central) Miss Genuinely Valuable Faculty Input
3. Missed Opportunity to Segment Departmental Missions

Source: Bret Danilowicz, "Bottom-up Strategic Planning," Presentation to the Council of Colleges of Arts & Sciences Committee on Research, November 7, 2013; EAB interviews and analysis

Creating Departmental Accountability

Mission-Adjusted Performance Bonuses Push Units to Improve

University of Wisconsin Eau Claire

Strategic Accountability Matrix

Department	Student Success Metric			
	Example: **Student Credit Hours lost to DFW**			
	Weight	*Expected*	*Actual*	*Score*
Biology	2.0	381	518 ↓	**0.74**
Anthropology	1.0	201	173 ↑	**1.16**

Student success metrics include both outcomes and unit programs / investments

Ratio of actual to expected performance determines share of annual bonus funds ($400,000 pool)

Metric weight adjusted according to unit characteristics (Philosophy judged less on internship placements)

Negotiated by chair, dean, and provost to avoid unjustified alterations to formula

Department performance evaluated across 18 strategic priorities, including:

High-Impact Practices

1. Internships
2. Intercultural immersion
3. Freshmen degree plans
4. Advisee satisfaction

Student Progression

1. Credit hours lost to DFW
2. Midterm grade reports
3. 30 credits first year
4. 60 credits first two years

Source: EAB interviews and analysis.

Measurement Spurs Grassroots Innovation

Departments Quick to React to Now-Visible Performance Gaps

1 Local Curricular Reforms

Aligning pre-requisites with local community colleges: Biology department adjusted introductory curriculum to better suit transfer students

Revitalizing first-year instruction: Low-enrollment science programs shifted from "weeding freshmen out" to more engaged pedagogy

2 Greater Investment in Student Support

Increasing instructional support for at-risk groups: Psychology department added supplemental instruction to address noticeable achievement gap

Requiring four-year degree plans: Share of all first-year students with complete degree plans grew 45% in first two years of assessment

3 Lasting Cultural Change

Clarifying each unit's role in contributing to institutional performance goals: Unprecedented awareness of how the actions of each department add up to ultimate success or failure

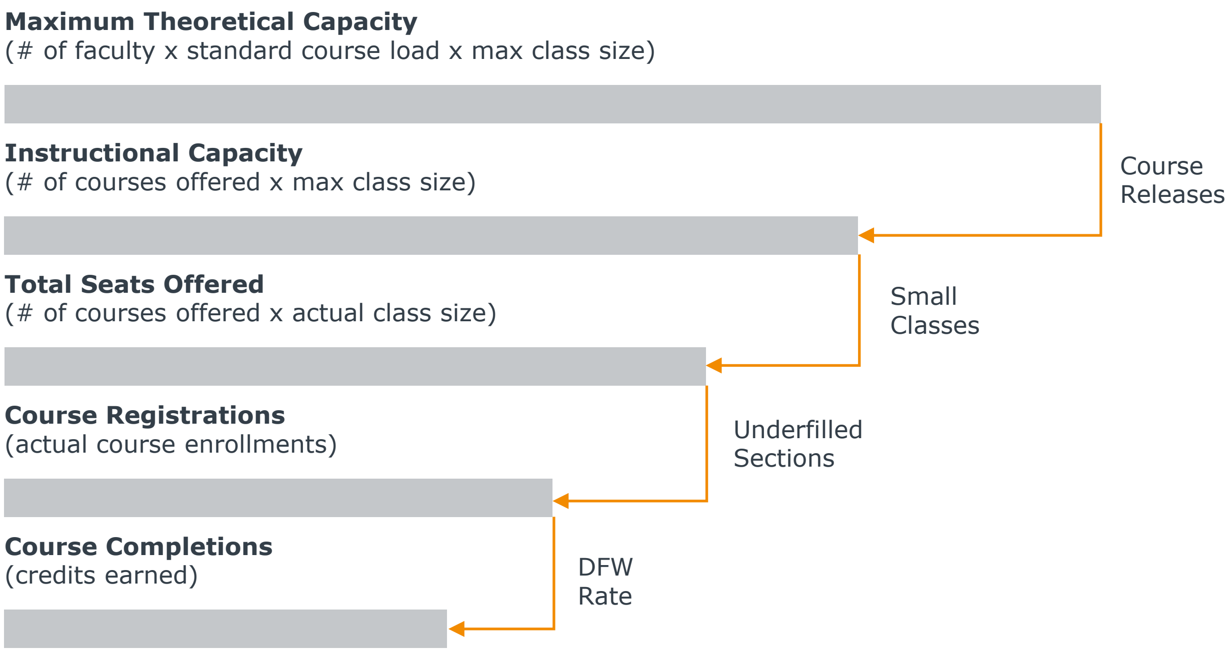
Preempting performance-based funding: Faculty, staff, and unit leaders acclimated to culture of evaluation and focused on continuous improvement, without top-down system dictate

Source: EAB interviews and analysis.

Calculating Excess Capacity

Significant Opportunities to Improve Outcomes With Existing Resources

Factors That Limit Instructional Capacity



Source: EAB interviews and analysis.

The Butterfly Effect

Small Faculty Decisions Lead to Large Institutional Effects

Faculty Perspective →	Chair Decision	← Institutional Consequences
"She is helping with program administration."	Issue an extra course release	25 fewer students complete a major requirement this term
"It was his turn!"	Assign a weak instructor to gateway course	30 students DFW, take one semester longer to graduate
"I always teach this course in the fall…"	Teach lower-division class of five	Other students wait another term for gateway course

Source: EAB interviews and analysis.

Finding and Reallocating Academic Resources

A Roadmap for Realizing Academic Ambitions

Space Utilization

- Identify course access bottlenecks
- Better leverage existing space

50%

Classroom Utilization

Course Offerings

- Consolidate underutilized sections
- Reduce number of small courses

33%

Underutilized Sections

Course Success

- Expand bottleneck courses
- Limit high-DFW courses

20%

Attempted Credits Not Completed

Curricular Focus

- Rationalize major curricula
- Defuse inefficient gen ed reform

30%

Students Graduating with Excess Credits

Faculty Workload

- Maximize capacity utilization
- Differentiate faculty workloads

60%

Faculty Teaching Less than Standard Load

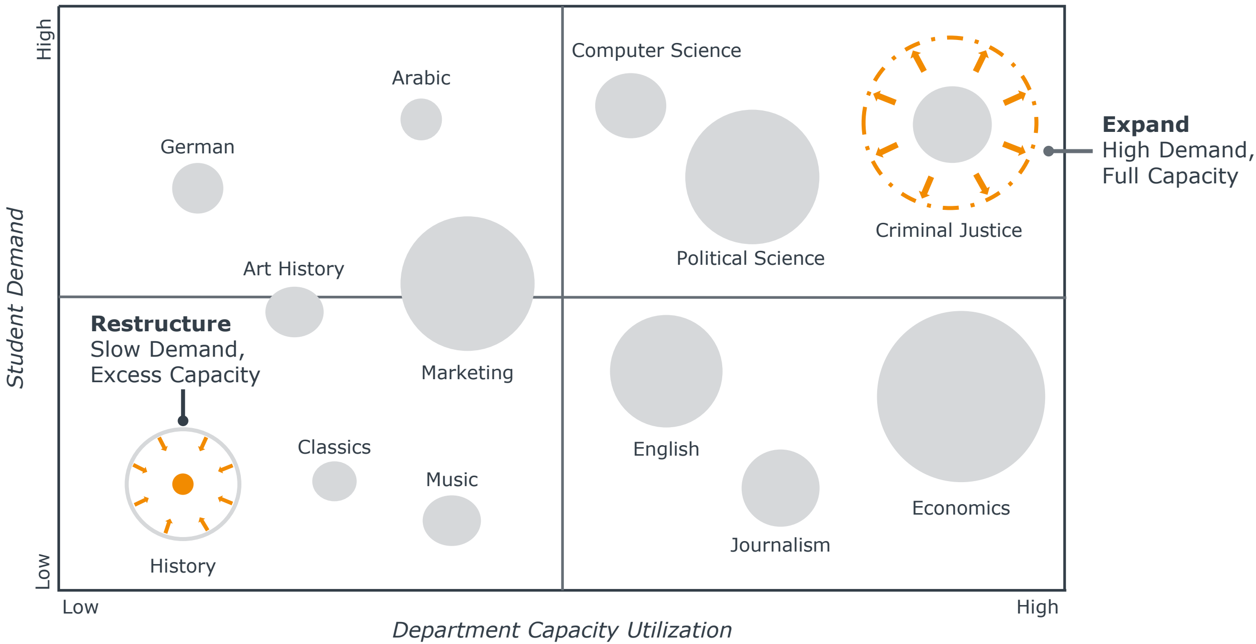
Source: EAB interviews and analysis.

A Structural Imbalance

Intra-Unit Improvement Will Only Get You So Far

Turning the Battleship

Institutional Program Portfolio (Illustrative)



Source: EAB interviews and analysis.

Faculty Line Recapture

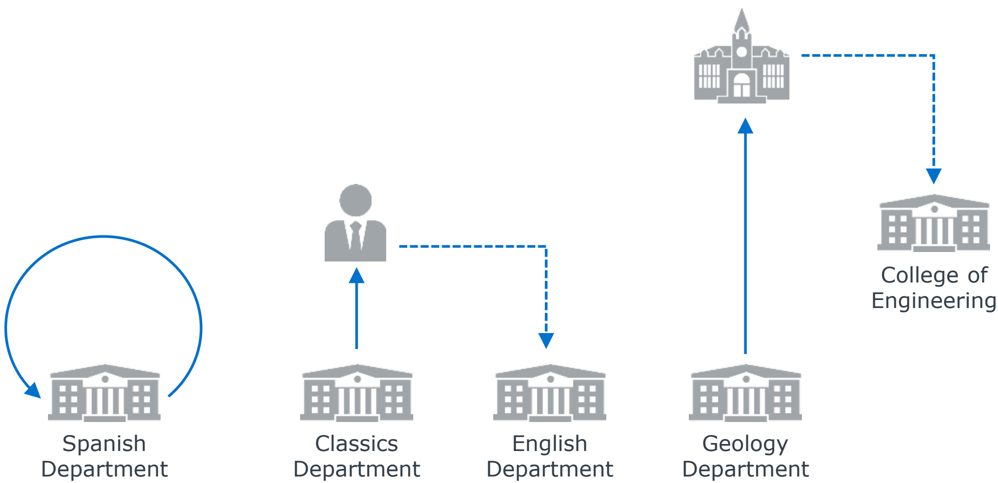
Increasing Pressure to Allocate Lines in Accordance with Priorities

	Faculty Line Stays in Department	Faculty Line Reverts to Dean	Faculty Line Reverts to Provost

Provost

Dean

Department



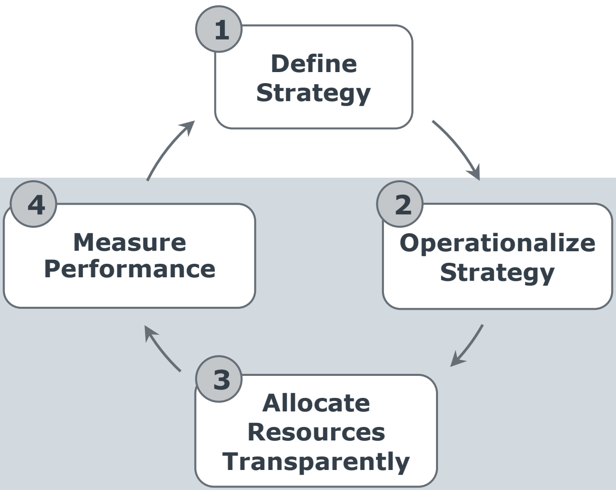
Observed Frequency	40%	40%	20%

Source: EAB interviews and analysis.

Only 25% of The Way There

Attention Must Shift to Implementation and Execution

Optimal Higher Education Strategic Planning Cycle



Most Institutions

Most planning efforts stop at the definition stage, leaving units to complete remaining steps.

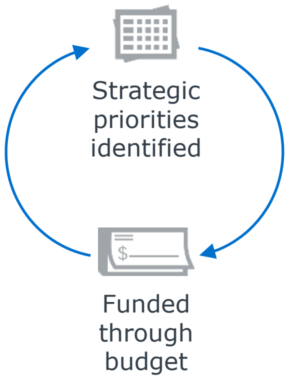
Progressive Institutions

Increased demands and bigger bets push leading institutions to focus additional energies on the execution stages of the planning cycle.

Source: EAB interviews and analysis.

Two Ways to Fund Strategic Priorities

Annual Budgeting Process

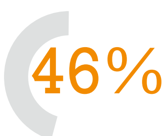


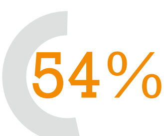
Institution funds strategic priorities directly through annual budgeting process

Strategic Investment Fund

Institution funnels portion of revenue into formal strategic investment fund, used to directly support institutional priorities

Breakdown of Institutions Using Each Approach:





Source: EAB interviews and analysis.

Thinking Like a Venture Capitalist

Deploying Seed Funds to Maximize ROI

Common Challenges with Seed Funding Investments

Lax Screening Processes

Institutions fund low-priority or unproductive initiatives due to informal or unclear evaluation criteria

Sunk Cost for the Institution

Institutions do not require initiative sponsor to repay seed funds, forcing leaders to constantly reload the fund with limited central resources

Funding Provided in Perpetuity

Institutions lack a formal mechanism to sunset unsuccessful initiatives, forcing them to continue funding unproductive investments in perpetuity

Key Characteristics of Successful Seed Funding Programs

Rigorous Vetting Process

Institutions establish clear seed fund criteria and require faculty and staff to build strong business case for initiatives

Compelling Revenue-Sharing Agreements

Institutions establish revenue-sharing agreements that ensure approved initiatives keep reloading the fund

Sunsetting Mechanism for Unsuccessful Initiatives

Institutions ensure seed fund policies empower leaders to sunset funding if initiatives do not hit proposed targets

Source: EAB interviews and analysis.

1. The Hardest Job in Higher Education?
2. Setting Priorities
3. Managing the Levers of Change
4. **Organizing the Provost's Office**
5. Case Studies: Student Success

How’s That Working Out For You?

Frequent Complaints of Provosts in Their First 100 Days

“I spend all day in meetings…”

Stakeholders ignore process and lobby the provost directly through ad-hoc meetings; unclear decision-making framework means everything makes its way to Provost’s desk

“I feel like I have no time to think or plan…”

Provost viewed as chair of a committee of deans, focused on consensus-building horizontally across Cabinet, rather than as executive with own portfolio of priorities and goals, driving results vertically throughout organization

“I don’t know who to hold accountable for things…”

Excessive ownership conflict and role overlap makes it difficult to hold accountable for institutional goals that require contribution from multiple units

“I’m spending all day mediating conflicts and putting out fires….”

New provosts unsure of what they can expect others to resolve versus where they have to personally engage to drive resolution

Source: EAB interviews and analysis.

Structure is the Hardware Your Strategy Relies On

Nobody Credits Their Organizational Model for Success, But They Do Blame It for Failure

Structuralist View that Organization is Everything

- Fetishize endless tinkering of organizational charts, which show only supervisory relationships but not the "informal organization" of personal longstanding relationships and interdependencies
- Tendency to diagnose all problems as "organizational" ones, as opposed to personnel, operational, resource, strategy, or culture ones
- Leads to death by reorganization

"Great Man" Theory of Academic Change

- Assumes individuals on special assignment with responsibility but no authority can parachute into calcified hierarchy, sell ideas to varying constituencies, and drive results with no personnel or budget authority
- Allow bureaucratic systems to calcify that stifle innovation, discourage collaboration, and diffuse accountability
- Not sustainable without stars

Source: EAB interviews and analysis.

First, Do No Harm

Assess Your Leadership Team

Conduct a Root-Cause Analysis of Greatest Institutional Challenges and Opportunities

Don’t Confuse Organizational and Operational Ones

- Reorganizations can only solve *organizational* problems, like misaligned incentives or inhibited access to important shared resources
- They’re typically not effective at solving *operational* issues like institution-wide processes or unit-level personnel, performance, or resource issues
- Will individuals have the sponsorship and authority to reach desired outcomes in a realistic timeframe?

Assess Your Leadership Team’s Readiness for Next Three Years

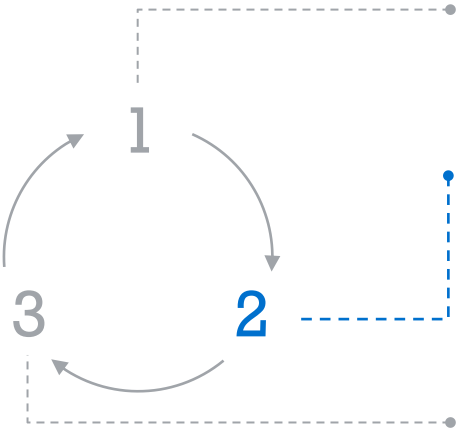
Does Your Structure Have the Bandwidth to Take on Items of Critical Focus?

- Do your key senior roles *lead* your organization’s key priorities or *lag* its old priorities?
- Are priorities appropriately distributed across your leadership team, and not concentrated in one or two people?
- Do the members of your leadership team have the expertise and skills to pursue their goals?
- Individual by individual, do you understand their strengths and motivations?

Source: EAB interviews and analysis.

Reconsider Your Next Reorganization

Before Rearranging the Deck Chairs, Ask Yourself This



What do I have to believe to be true to have confidence this reorganization will be helpful?

- Analyze the underlying assumptions to dig into granular problem-solving, especially where creating roles outside hierarchy

What are the possible costs of this reorganization? (They're not free!)

- How extensive will the effects of this reorganization be on morale, stability, trust, and operating effectiveness/constituent service of the office during a switch?
- Impacts on employee retention and attrition

Is there a more A->B "path of least resistance" to clearly-desired outcomes?

- Stronger individual accountability, more regular reporting or meeting on the topic
- Hardwiring collaboration through cross-functional plan development, standing meetings, etc.

Source: EAB interviews and analysis.

"The Personnel is Political"

Other Lessons Learned from the Bleeding Edge on Making Organizational Changes

Administrative Considerations

- Budget and financial feasibility of new and upgraded roles
- Communications plan for new organizational structures
- Balance between near-term operating effectiveness and long-term development of leadership bench
- Highly-visible feedback and consultation effort

Personal Considerations

- Individual skill sets and subject matter knowledge
- Preserving managerial relationships and managing personality dynamics
- Vacancy strategy: "promote from within," rely on interim and acting titles, and leverage national searches for either credibility or true outsider
- Attractive job design (i.e., realistic span of control, balance of responsibilities, externally recruitable)

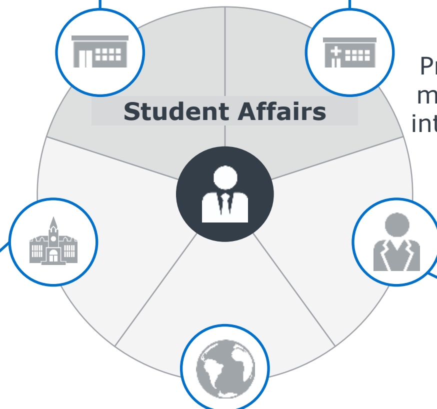
Four Models for Shared Responsibilities

Division of Labor for Enterprise Functions Between President's and Provost's Portfolio

Independent Model	Shared responsibility reports directly to president	*Vice President for Enrollment Management reports to President, but meets with Provost monthly*
Integrated Model	Shared responsibility reports directly to provost	*Vice President for Student Affairs reports to Provost, but also sits on President's Cabinet*
Dual Model	Dual reporting line shared between president and provost	*Budget Director reports to both President and Provost and coordinates between leaders*
Distributed Model	Split certain functions between president's and provost oversight	*Chief Information Officer reports to President while Chief Academic Technology Officer reports to Provost*

The Expanding Role of Student Affairs

Changes in the Student Services Portfolio and Scope of Leadership Role Lead to Overlap with Other Responsibilities



Auxiliaries

Residential Education

Faculty fellows programs and living-learning communities program clash with revenue-generating priorities of auxiliary units

Student Safety & Wellness

External Stakeholders

Promotion of student wellness and maintenance of student safety and integrity of student judicial process under more external scrutiny, spending more time coordinating with PR & General Counsel

Academic Affairs

Special Population Support

Holistic services for international students, adult learners, and other segments must co-integrate with curriculum

Enrollment Management

Student Success

Shared responsibilities for academic advising, first-year experience, orientation, and other programs require collaboration

Outreach & Engagement

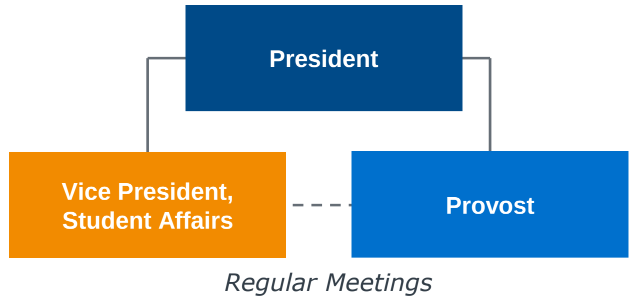
Service-learning and adult outreach and extension programs border on external-facing mission

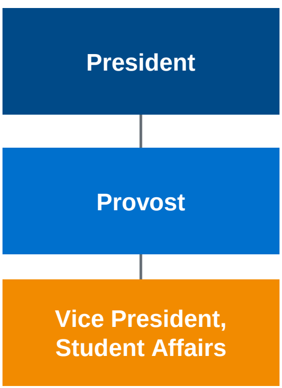
Student Affairs Organizational Structure

Considerations for Reporting Lines and Oversight

Student Affairs Reports to President

- Conveys importance of rank
- Presidential attention to student concerns
- Less collaboration with faculty



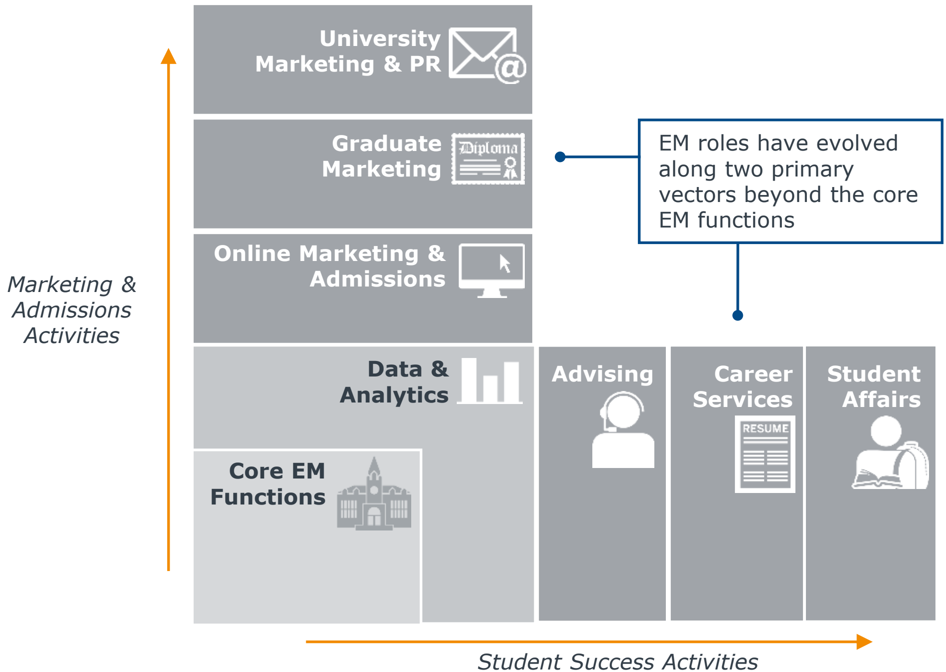


Student Affairs Reports to Provost

- Programming aligned with academic mission and goals
- Benefits from provost's specialized knowledge
- Less budgetary autonomy

Evolution of Enrollment Management

Expanding Upon Core Functions to Achieve Strategic Goals



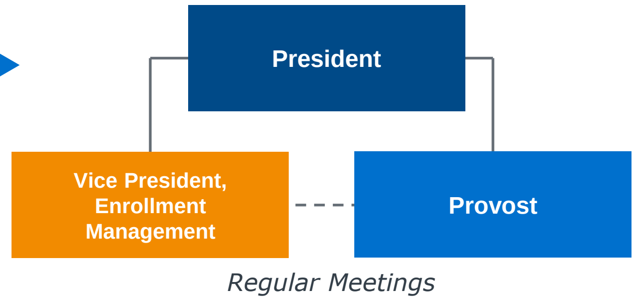
Source: EAB interviews and analysis.

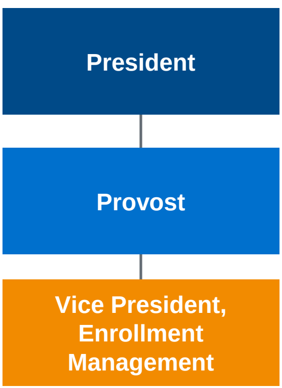
Enrollment Management Organizational Structure

Considerations for Reporting Lines and Oversight

Enrollment Manager Reports to President

- Conveys importance of rank
- More opportunities to collaborate with advancement, finance divisions





Enrollment Manager Reports to Provost

- Enrollment management aligned with student lifecycle needs, (often) student affairs programming
- Increased collaboration and trust-building with faculty
- Less connection directly to president, requires regular meeting to ensure alignment with high-level priorities
- More input into academic program development

1. The Hardest Job in Higher Education?
2. Setting Priorities
3. Managing the Levers of Change
4. Organizing the Provost’s Office
5. **Case Studies: Student Success**

A Top 3 Priority for Every Institution

Eight Reasons Why Improving Student Success Is More Urgent Than Ever

1. Increasing dependence on tuition revenue
2. Declining enrollments in many regions
3. Increasing public focus on “return on education”
4. Performance based funding models in many states
5. Access is meaningless when large completion gaps by race/ socioeconomic status remain
6. High loan default risk for students who fail to graduate
7. Shift in mentality from ‘blame the student’ to institutional responsibility
8. Faster time to degree can significantly improve affordability (and increase capacity)

A Lifecycle Model of Student Success

Tracking Progress to Completion and Beyond

Phase	Pre-Enrollment	Course/ Major Selection	Course Completion	Re-enrollment	Transfer	Graduation	Placement
Key Metrics	High school GPA First Generation Low Income Late Registration	Degree Plan Completion Credit Velocity Program Fit	Attendance Mid-Term Grades Courses with High Failure Rates Term GPA	Registration for Following Term Persistence/ Retention Rate	Program In-Flow and Out-Flow Time to Degree for Transfer Students	Four-Year Graduation Rate Six-Year Graduation Rate Excess Credits at Graduation	% Attending Graduate School Job Placement Rate Average Salary

A Lifecycle Model of Student Success

Tracking Progress to Completion and Beyond

Phase	Pre-Enrollment	Course/ Major Selection	Course Completion	Re-enrollment	Transfer	Graduation	Placement
Tactics	Predictive Analytics Orientation Summer Bridge End Late Registration Mindset Priming	Meta-Majors Guided Pathways 15 to Finish Campaigns Summer/ Online Sessions	Early Alerts High Impact Practices Supple-mental Instruction Course Redesign	Multi-Term Registration Call Center Outreach to Non-Registered Students Microgrants	Advising Clusters Plan B Majors Credit Articulation Agreements	Degree Plans Last-Mile Advising Recruit Back Programs	Co-Curricular Major Maps Career Exploration Courses Internship/ Coop Skills Articulation

Mini Case #1: Re-enrollment Campaign

Sometimes a Small Nudge Is Enough to Bring Students Back

Key Metric

Number of current students not enrolled for the following term

Root Causes

Financial, academic mental health, personal issues, transfer

Solution

Reach out to unenrolled students to identify barriers and resolve if possible

Change Levers

Better access to data, additional resources for front-line advisors

Two Enrollment-Related Challenges

- Students wait too long to register and aren't able to get into the courses they need to make timely progress
- Students do not register at all for the upcoming semester because they are not sure if they will return

Solution: Proactive Identification and Outreach

Re-enrollment campaigns are focused efforts to identify and proactively reach out to unenrolled students

South Dakota State University

71

College of Arts and Sciences students re-enrolled in Fall 2015 for **$218,800** in tuition revenue

University of Wisconsin UWMilwaukee

97

Students recruited back with a re-enrollment campaign in 2016 for **$200,000+** in tuition revenue

Strategic Financial Aid

Microgrants of $1,000 or Less Can Make a Huge Difference

Strategic grants of **$1,000 or less** are repeatedly shown to improve outcomes

Funded by:

- President or trustees
- Unspent endowment
- Alumni fundraising
- Aid returned by stop-outs

Seattle University
Grants awarded for GPA and progress
+5% retention

Xavier University
Discretionary emergency grants
+5%-8% retention

Georgia State University
Qualified bursar balance forgiveness
70% graduate

The University of New Mexico
Reenrollment grants for senior stop-outs
71% graduate

Mini Case #2: Course Redesign

A Handful of Gateway Courses May Be Blocking Progress for Many Students

Key Metric

% of attempted credits that are not completed (DFW rate)

Root Causes

Academic preparation, mindset, instructor variation

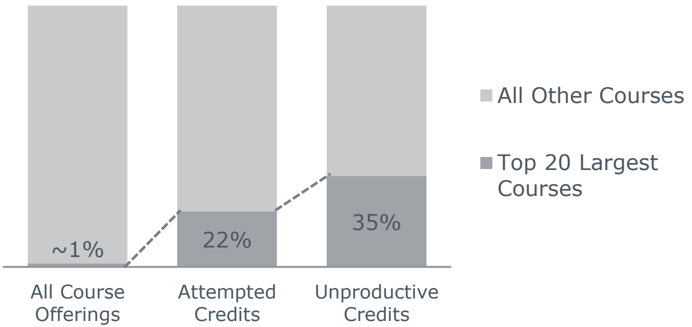
Solution

Provide additional support for struggling students and for instructors

Change Levers

Transparency around problematic courses, Data on consequences of DFWs, disparate impact analysis, grant competitions for redesign, faculty learning communities

A Handful of Large Courses Generate Large Share of Unproductive Credits



"Pass rates varied widely from instructor to instructor, creating a strong sense in the minds of students and faculty that 'Who you took' mattered more than 'What you learned'."

Bullock D, et al "Coherent Calculus Course Design: Creating Faculty Buy-in for Student Success", that 122nd ASEE Annual Conference & Exposition 2015

A Spectrum of Approaches to Improve Courses

From the Simple to the Complicated

Reduce Withdrawals

- Limit course repeats
- Withdrawal advising prompt
- Accelerated catch-up terms

Identify At-Risk Students Early

- Absence tracking
- Early alert systems
- Early, low-stakes assessment
- LMS-integrated support in online courses
- Pre-enrollment risk scoring

Provide Additional Support

- Adaptive learning modules
- Digital coaches
- Supplemental instruction
- Summer pathways
- Cohort-based special sections

Improve Consistency Across Sections

- Shared materials and assessments
- Clearer learning outcomes
- Pedagogical training for new instructors
- Reassign struggling instructors to non-gateway courses

Course Redesign

- In-classroom active learning
- Blended classroom pedagogy
- Course redesign prioritization criteria
- Faculty-led course redesign

Next Steps

Tell Us How We Can Be Most Helpful

Help us prioritize by selecting the follow-up steps you would find most useful:

- ❑ One-on-one strategy session with EAB experts
- ❑ EAB strategy session with your executive leadership team (VIP Day)
- ❑ Peer conversations with other new provosts
- ❑ Institutional diagnostic tool
- ❑ Personalized webinar series for you and your team

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