The Registry®

27th Annual Seminar

New Directions for the Academy

Key Takeaways

SCOTTSDALE, ARIZONA ★ NOVEMBER 8-10, 2019

The Registry 2019 Annual Seminar Key Themes

The Registry's 27th Annual Seminar was held November 8-10, 2019 in Scottsdale, Arizona. As colleges and universities confront the issue of alternative futures, many are turning to The Registry and Registry Advisory Services for help navigating these waters.

Thanks to the skills, experience, and quality work done by Members, The Registry served more clients than ever over the last year. The prospects are bright for both The Registry and its consulting arm, Registry Advisory Services.

KEY THEMES

- **The future is uncertain for many colleges and universities.** A sharp decrease in traditional college students is expected in the classes of 2030, 2031, and 2032. In addition, over 30% of higher education institutions are feeling the effects of economic and political pressures. Enrollment is dropping at many private institutions. Some predict that as many as 20% of the 1,500 independent, middle-tier institutions will close. At the same time, public state-supported flagship institutions may become more dominant in the coming years.

  Despite the looming "enrollment cliff," institutions must focus on key issues they can influence to increase their pools of potential students. Work is needed to combat the notion that "college" and "debt" are synonymous. Education is available at price points for everyone's budget. Marketing campaigns must underscore the clear evidence that education improves earning potential.

- **In the coming years, the student body will be more diverse than ever.** As early as 2050, the United States will be a country with no majority race. Although the LatinX population is the fastest growing segment in the US, it has disproportionately fewer representatives among college and university presidents, faculty, and administrators. The LGBTQ+ presence on campuses is also expanding as federal and state laws encourage visibility. In addition, the American with Disabilities Act requires accommodations for students otherwise qualified to attend. While some sources of diversity, like socioeconomic factors, are invisible, they still have a major impact on students. Food security, for example, affects student retention and success.

  Institutions are responding to diversity on campus in different ways. Many are investing in Diversity, Equity, and Inclusion offices. To recruit historically underrepresented faculty members, some colleges and universities are engaging in cluster hiring. Faculty of color often become leaders for student organizations and get involved in the outside community. Some institutions are giving this type of service work more weight in the tenure process.

- **Looking ahead, many colleges and universities will face different forms of reorganization.** Political pressure at the federal, state, and local levels will prevent closure of most state-supported institutions. Institutions of all types, however, may need to consider mergers or restructuring. Theological seminaries have already been significantly impacted by changes. Over the past 25 years, there have been around 30 mergers or major affiliation agreements among seminaries.

When significant transformations occur, colleges and universities often hire interim leaders from The Registry. Registry Interims are objective and unencumbered by pre-existing relationships. This frees the Interim to guide change initiatives. As institutional leaders consider mergers or partnerships, they must communicate proactively with their board about the impact of proposed changes on the organization's mission. Alumni and the fundraising team must also be included in exploratory discussions related to mergers.

- **Marketing plans must be based on data.** Before embarking on a new marketing campaign, it is a good idea to audit past enrollment. Use data to evaluate past performance along several dimensions including program, geography, feeder schools, individual counselor, diversity, financial aid awards by EFC band scores, and events. New plans of action should focus on improving metrics. Consistent branding is also essential. Everyone on campus must understand their role as brand ambassadors and share the same narrative.
- **Effective fundraising requires a blend of technology and face-to-face interactions.** Colleges and universities of all sizes are now using technology solutions to conduct donor research and manage fundraising efforts. These tools enable them to track and connect with entry-level donors, realize small to medium-sized monetary gifts, and communicate electronically with donors about fundraising plans and campaigns. Data mining and research are particularly important for identifying potential donors among non-traditional graduates. For major gifts, however, face-to-face meetings are essential. Advancement officers must match institutional leaders' skill sets with prospect-related work. It is a good idea to train university leaders on the role they must play in the fundraising process.
- **Given the major changes institutions face, many expect interims to take on a more activist role.** Many colleges and universities want interims to consult with them as they search for permanent replacements. Provosts or presidents often ask interims to provide confidential reports about the strengths and weaknesses of certain schools, departments, or functions.
- **A strong Statement of Interest humanizes and differentiates an interim candidate.** This 400-word document identifies how a Registry Member's experience is relevant to the needs of the institution and why the Member is a good fit for the position. The goal is for the Member to convey what he or she can do for the college or university. Strong Statements of Interest are specific and include examples of prior work as well as results.
- **Registry Advisory Services offers additional ways for Members to help institutions.** The mission of Registry Advisory Services is to provide innovative and timely consulting services to higher education institutions. These engagements are typically more focused and have a shorter duration than interim assignments. Although Registry Advisory Services competes with other major firms, it has a strong reputation thanks to the high-quality work done by Registry Members.

Orientation Session: Welcome to the Herd

Facilitators: **Galen Hench**, Director of Membership, The Registry; **Nikki Cormier**, Director of Client Support, The Registry; **Mikaela Rodgers**, Executive Assistant, The Registry
Registry Member: **Carla Willis**, Interim Vice President, Advancement & Communication, Saint Leo University

OVERVIEW

Galen Hench, Nikki Cormier, and Mikaela Rodgers discussed the Registry assignment process, including the campus visit and interviews. Registry Member Carla Willis shared her impressions of the selection process and her experience as a Registry Interim.

KEY TAKEAWAYS

- The Registry is strictly an interim service provider. The Registry does not "place up the ladder." Members are notified about positions that clearly align with their past work experience.
- Members are asked to limit their work to Registry assignments. Members can be a candidate for more than one opportunity at a time. A Member's first priority is the first opportunity for which they become a finalist.
- Key member documents The Registry maintains include resumes, Google searches, and references.
- The Registry assignment process typically includes the following components:

  —When an institution reaches out to The Registry, the assigned Registry principal has a transparent conversation to gather details and terms of the opportunity.

  —The Registry drafts a notice and emails it to a list of potential candidates. This list is generated by reviewing Member expertise, availability, and other key criteria. Every notice must remain highly confidential.

  —Email notices provide the position title, institution location, and web address. In some cases, this information may be limited due to confidentiality requirements. Other data may include the annualized salary, start date, terms, housing details, and additional information. Feel free to call the Registry principal for additional information or to discuss your candidacy.

  —Members should respond whether or not they are interested in an opportunity.

  —After confirming interest, Members must submit a statement of interest. These 400-word documents identify how your career experience is relevant to an institution's needs and why you are a good fit for the position. Statements of interest should be in Word or an email.

  —The client reviews candidate materials, selects finalists, and identifies the time frame for finalist selections. Candidates are notified whether or not they are selected as a finalist.

  —Finalists are invited to a campus visit. Visits typically last 24 hours over two consecutive days. At the end of the second day, the Registry Interim is selected. All finalists participate in the same campus visit. They attend meetings together on the first day and private, individual meetings on the second day.

  —During the second day, the Registry principal and client create an Expectations Document which the Registry Interim follows while on assignment. During the agreement stage, the appointed Registry Interim will have the opportunity to review the document.

  —If you are selected as the Registry Interim at the end of day two, you are expected to accept the assignment.

  —An assignment duration can be extended one or more times, but all parties must mutually agree to the new terms.

—At the end of an assignment, you must complete a self-evaluation based on the expectations document. Clients never see self-evaluations.

- Additional opportunities for engagement include referrals, as well as writing articles and book reviews for the newsletter, Registry Chronicles.

ACTION ITEMS

* Always update The Registry about changes to your email address, mailing address, or phone number. Be sure to keep your resume current. "If it's not on your resume, it doesn't exist."
* Keep The Registry apprised of both positive and negative news that could affect your Google search results.
* Change your status to "inactive," if you have a trip planned or other commitment.
* If you know a good candidate for an open assignment, forward that individual's name to The Registry. Never forward a notice email directly to others.
* If you express interest in an opportunity, consider how the assignment will impact your family and personal life. Once a candidate is accepted, the onboarding process begins immediately.
* Before attending a campus visit, be sure to review documents in advance.
* After an assignment, complete your self-evaluation and update your resume while the experience is fresh in your mind.

Maximizing Your Potential: From Statement of Interest to the Campus Visit

Facilitators: **Jim Martin**, Senior Consultant, The Registry; **Bob Smith**, Senior Consultant, The Registry

OVERVIEW

Jim Martin discussed The Registry's process for placing Members in interim assignments. He highlighted ways Members can strengthen their candidacies through the Statement of Interest and interview process.

KEY TAKEAWAYS

- Increasingly, institutions expect interims to take on a more activist role. Over the last 12 months, The Registry has seen three trends:
  1. Some interims are empowered to make personnel changes.
  2. Many institutions want the interim to consult with them as they search for a permanent replacement.
  3. The provost or president often asks the interim to provide a confidential report about the strengths and weaknesses of a school, department, or function.
- A strong Statement of Interest humanizes and differentiates candidates. It conveys to institutions what the candidate can do for them. An effective Statement of Interest:
  - —Explains why the candidate is interested in the position (~ 2 sentences)
  - —Connects the institution's key issues with the candidate's experience
  - —Includes a strong concluding statement (~2 sentences)
  - —Is approximately 400 words
- The Registry principal develops an Expectations Document that outlines the Registry Interim's responsibilities.
  - —The Expectations Document is typically a list of 10-12 bullets. It is incorporated into the contract between The Registry and the Registry Member.
  - —The Expectations Document is a "living plan" and often evolves during the Registry Interim's tenure.
- Some institutions are doing Zoom video interviews with candidates in lieu of on-campus visits. During video interviews, it is harder to gauge the audience's reactions.
- The Registry is developing stronger and clearer relationships with accrediting associations. This year, The Registry will send one or two staff members to every accreditation association's annual meeting.
- Challenging interim positions to fill include Deans of Nursing, Registrars, and Deans of Liberal Arts.

ACTION ITEMS

* In your Statement of Interest, emphasize what you can do for the institution. Be specific. Refer to examples of prior work and relevant results.
* Reach out to The Registry if you would like a principal to review your Statement of Interest.
* If there are documents you would like to review for an assignment, ask the Registry principal if they can be obtained from the institution.
* In many instances, for the right interim candidate, institutions can be flexible about start dates and time off. Share your needs with the Registry principal handling the assignment.
* Develop one or two thoughtful questions to ask at the end of interviews. That often makes a positive impression on interviewers.

Visionaries Panel: Predicting the Future

Facilitator: **Bryan Carlson**, President, The Registry
Registry Members: **E. Joseph Lee**, Interim President, Spring Hill College; **Katherine Douglas**, Former President, Corning Community College; **William Nelsen**, Senior Consultant, The Registry and Former Interim President, Episcopal Divinity School; **Karen Whitney**, Former Chancellor, Pennsylvania State System of Higher Education
Participant: **Jay Gogue**, Interim President, Auburn University

OVERVIEW

Five former college and university presidents predicted the shape and condition of American higher education in 2029 and beyond.

KEY TAKEAWAYS

- After the financial crisis of 2008-09, the annual birth rate dropped precipitously in the United States. This will translate into a sharp decrease in traditional college-age students in the classes of 2030, 2031, and 2032.
- State spending for higher education nationwide decreased from 15% in 1990 to 9% in 2015. Over 30% of all higher education institutions are affected by economic and political pressures.
- Many public institutions have experienced growth over the past decade. However, the warning signs for private institutions are clear, including high discount rates, declining enrollments, a lack of online degree programs, and continued high deficit spending.
- As many as 20% of the 1,500 independent, middle-tier institutions are expected to close. One factor driving this is public perception that the cost of a college education outweighs its benefits. A significant number of institutions are competing for a small pool of students.
- In the community college sector, free tuition scholarships aren't having a significant impact on enrollment. These scholarships focus on the "last dollar" of students' financial obligations. Students must first seek all available federal and state aid. Whatever financial obligation remains may be covered by "free tuition" scholarships. However, many students have financial obligations for things like child care or healthcare. They aren't eligible for federal or state aid, so they never get access to these "free tuition" scholarships.
- Looking ahead, many colleges and universities will face some form of reorganization, rather than closure. Political pressure at the federal, state, and local levels will prevent closure of most state-supported institutions. Regional accreditors will work with system leaders to protect member colleges and universities. They will address challenges associated with accomplishing the institutions' missions.
- Public, state-supported flagship institutions will become more dominant in the coming decade. This will be due, in part, to their ability to set tuition for resident students as low as $5,000 per year.

Saint Francis University Re-Visioned: Transforming a Small Private Catholic University

Facilitator: (Very Rev.) **Malachi Van Tassell**, T.O.R., President, Saint Francis University
Registry Members: **Karan Powell**, Interim Vice President for Academic Affairs, Saint Francis University; **Cindy Sisson**, Interim Vice President for Enrollment Management, Saint Francis University

OVERVIEW

Saint Francis University (SFU) is a small, private, comprehensive Catholic and Franciscan university in Loretto, Pennsylvania. Founded in 1847, it is the oldest Franciscan-sponsored institution of higher learning in the United States. Malachi Van Tassell discussed how SFU is transforming itself with the assistance of two interim leaders from The Registry.

KEY TAKEAWAYS

Background

- From the 1950s through the 1970s, SFU was known as a liberal arts institution. In 1979, Saint Francis University launched the first Physician Assistant Sciences program in the state. Today, most students major in health sciences.
- SFU faced enrollment challenges. A significant number of majors in the Schools of Arts and Letters were under-enrolled. However, the institution rarely discontinued academic programs.
- As early as Fall 2016, the university leadership recognized the need for significant change.
- In Spring 2017, the president mandated budget cuts of $1 million, including the elimination of four positions. During the fiscal years ending June 30, 2017, 2018, and 2019, Saint Francis University experienced budget deficits.

Transforming Academic Affairs

- **In February 2018,** the president turned to The Registry for an Interim Vice President for Academic Affairs (VPAA), instead of a provost. Karan Powell began work as the Interim VPAA in June 2018. She has participated in numerous change initiatives.
- **Mid-June 2018:** The Board of Trustees passed a resolution directing the president and administration to right-size SFU. The board asked for strategies to boost enrollment, enhance revenues, increase productivity, and contain costs without interrupting the student transformation.
- **Late July 2018:** Terminal contracts were issued to several administrators, faculty (tenured and non-tenured), and staff. These changes were announced at a special President's State of the University event in August 2018.
- **August 2018:** The university academic structure was reorganized. The institution downsized from four schools to three, integrated the Department of Continuing Studies into academics, and established a Center for Fine Arts.
- **Mid-August 2018:** During Community Development Week, the university reflected on the summer's events and mobilized the institution to reinvent itself. The "Francis 2020" strategic plan identified 10 presidential priorities:
  1. Engage in discussions about tuition and pricing strategies
  2. Assess and possibly revise the school structure
  3. Assess and revise the general education curriculum
  4. Assess and possibly reallocate resources for academic programs
  5. Engage in a thorough academic program review process
  6. Assess and possibly reallocate athletics resources

7. Recognize the role of athletics as an enrollment driver
8. Assess and revise enrollment management practices
9. Be "all in" with regard to international recruiting
10. Engage in best practices across the institution

Several task forces were established during Community Development Week, including General Education Review; Online Learning Strategy; One Francis: Culture, Leadership, and Communication; Program Review; Graduate Culture; Enrollment Management; and Scholarship and Pricing. These groups provided progress reports to the President and Interim VPAA every six to eight weeks. This enabled the leadership to monitor progress and remove roadblocks.

- The institution implemented several changes for the 2019-2020 academic year:

  —*March 2019:* Implementation of Salesforce for recruitment and enrollment management. This presented challenges with data integrity, training, and data mapping. However, the communication applications in Salesforce have enabled a complete restructuring and improved communication flow to prospective students.

  —*July 2019:* The launch of Francis Worldwide and consolidation of all online initiatives.

  —*January 2020:* Launch of an SFU Leadership Academy.

  —*Fall 2020:* Completion of a faculty-designed and driven program review process. This resulted in multiple programs being suspended, redesigned, or closed. The Center for Languages and Global Learning was also launched.

Transforming Enrollment Management

- In Fall 2019, SFU welcomed a freshman class with 405 students—the largest class in four years. Given the strong enrollment cycle, the president decided to evaluate and revise the institution's enrollment management division. The president engaged The Registry and hired Cindy Sisson as Interim Vice President for Enrollment Management.
- Sisson is charged with evaluating enrollment management, making changes to personnel and processes, and updating practices. Her goal is to prepare the institution for a successful handoff to the next permanent Vice President of Enrollment Management. Sisson is also acting as an advisor during the hiring process for the permanent position.
- The Interim Vice President for Enrollment Management has participated several initiatives:

  —*Organizational Restructuring.* At the end of June 2019, the Director of Admissions and Off-Site Admissions Counselor positions were eliminated. The Director and Dean jobs were combined. A new Data Administrator position was created. An advancement structure for admission counselors was established.

  —*Vendor Relationships.* To prepare for Fall 2020 enrollment, SFU partnered with Capture Higher Education. The goal is to increase applications by a minimum of 200 through digital capabilities for admissions communications.

During the first half of the recruiting cycle for fall 2020, Saint Francis University has seen a 10% increase in applications and acceptances, as well as a 35% increase in deposits.

ACTION ITEMS

* When significant transformation is needed, institutions often hire interim leaders from The Registry. Registry Members are objective and unencumbered by pre-existing relationships. This frees them to guide change initiatives.
* To make a significant impact in a short period of time, Registry Members must be ready to "hit the ground running."

New Directions in Marketing and Enrollment

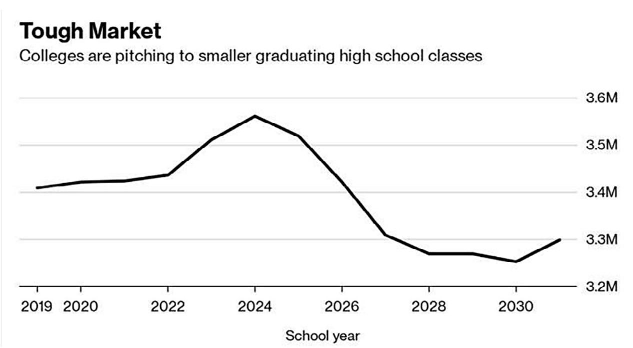
Facilitator: **Alex Parnia**, Former Interim Vice President for Enrollment, North Country Community College
Registry Members: **JoEllen Lindner**, Interim Vice President for Student Affairs and Enrollment, Mansfield University of Pennsylvania; **Stephen Dill**, Interim Director of Marketing and Communications, Mass Bay Community College; **Ian Day**, Interim Vice President for Enrollment Management, Canisius College

OVERVIEW

Demographics changes are inevitable. While it can be tempting to lament the drop in high school graduates, institutions must focus on more important variables that can be used to find new students. The panelists shared new approaches to marketing and growing enrollment.

KEY TAKEAWAYS

- An enrollment cliff is around the corner, as colleges pitch to ever smaller graduating high school classes. Institutions must prepare for a very competitive environment in the higher education space over the next 10 years:



Source: Western Interstate Commission for Higher Education

- Marketing means lead generation. It is important to qualify leads before handing them off to "sales"—that is, Admissions.
- It is impossible for institutions to influence certain factors that affect the enrollment lead pool, such as demographics and the national economy. A better approach is for institutions to focus their time and money on key issues that can increase their lead pool. These include:
  — *How people perceive the value of a college education.* Many still don't understand that education improves earning potential.
  — *The belief that college and debt are synonymous.* Education is available at price points for everyone's budget.
- Before embarking on a new marketing campaign, it is a good idea to audit past enrollment. Use data to evaluate past performance along several dimensions including program, geography, feeder schools, individual counselor, diversity, financial aid awards by EFC band scores, and events. It is also important to analyze qualitative factors like marketing events and ideas.
- New plans should focus on improving metrics and be developed with inclusiveness in mind. Great ideas are often generated by employees who have never been asked for their input. Inclusiveness leads to higher levels of stakeholder buy-in for new plans.
- Adult learners may represent new enrollment opportunities for colleges and universities. Adults return to seek additional education for a variety of reasons ranging from competition in the workforce, job loss or dissatisfaction, a desire to change careers, or financial necessity.
- To attract adult learners, institutions are using alumni stories that resonate, along with creative marketing messages, online/night/weekend programs, credit for experiential learning, and more.
- International students are another segment that institutions would like to attract. They are full-paying students and their presence introduces diversity, transforming campuses into global villages.
- Many small and medium-sized colleges and universities turn to professional recruitment companies to attract international students. It is essential to perform due diligence, however, before partnering with one of these firms.

CASE STUDY:

Canisius College

At Canisius College, the first-year class had declined eight years in a row. The institution found itself in a challenging environment competing with public institutions that could award free tuition to students with family incomes of $125,000 or less.

In response, last year the institution implemented the following multi-pronged strategy:

- Financial Aid. The institution adopted a simplified, transparent approach when awarding Merit Aid. The college also implemented a financial aid award that incentivized applying and visiting campus by December 1st. Complete financial aid packages are now awarded earlier.
- Student Experience. Canisius launched an alumni handwritten note campaign for all admitted students. It also held school-specific "open houses" and focused on showcasing current students and alumni during events.
- Admission Counselor Interactions. The institution started using an intelligence-based approach to counselor follow-up. This utilizes an algorithm that predicts the likelihood of matriculation. Counselors also had knowledge of a students' level of interest through Slate. Each counselor has individual goals, but departmental goals are the priority.
- Partnerships. Canisius College entered partnerships with outside organizations like "Say Yes" to support disadvantaged students. The institution also implemented a School Advisory Board composed of counselors from feeder schools.
- Marketing and Advertising. The institution "re-introduced" print materials and expanded text communication to marketing. An outdoor billboard campaign was launched during yield season, publicizing the college's quality and prestige.

Canisius College increased the year-over-year headcount of the first-year class from 485 to 554 (a 15% increase), while maintaining the academic quality. Total net revenue increased significantly and the percentage of students of color reached the highest percentage in school history. All admissions counselors achieved their individual targets.

One drawback is that there are no performance metrics for each aspect of the strategy. As a result, it is not clear which components worked and which did not. Collectively, however, the strategy was successful.

ACTION ITEMS

- Make sure there is logic behind your marketing decisions and communicate it. Don't change your plans because someone disagrees with your approach.
- Consistent branding is essential. Make sure everyone shares the same narrative and everyone on campus understands their role as brand ambassadors. The language they use, the attitude they demonstrate, and the actions they take all make an impression on people considering investing in your institution.
- Get your hands on every piece of marketing and enrollment data possible. When you find anomalies in the data, ask questions. Data is essential for determining travel, ad placement, and targeted marketing.
- Educate the president and others on campus about recruitment. Interims have fresh eyes and ears—walk around campus and gather your impressions.
- Work closely with financial aid. The sales force must understand and be able to articulate the basics of financial aid.
- Attend as many activities and events as you can. If you want support from stakeholders across campus, you must support them.
- Try at least one new thing each year. For example, involve everyone on campus with the "60 Ideas in 60 Minutes" exercise. Share with others what's already happening in recruitment. "Mystery shoppers" are also effective.
- Outsourcing isn't always a bad thing. However, it is important to understand marketing and enrollment processes yourself and not become overly reliant on outside vendors.

New Directions for Theological Seminaries: Much the Same, or Radically Different Issues for Registry Interims and Advisors?

Facilitator/Member: **William Nelsen**, Senior Consultant, The Registry and Former Interim President, Episcopal Divinity School
Registry Members: **Richard Green**, Interim President, United Lutheran Seminary; **Kent Stucky**, Interim Special Advisor to the Seminary for Advancement, Pittsburgh Theological Seminary
Participants: **Frank Yamada**, Executive Director, Association of Theology Schools and the ATS Commission on Accrediting; **Mark E. Hanshaw**, Associate General Secretary, Division of Higher Education, General Board of Higher Education & Ministry

OVERVIEW

Like colleges and universities, theological seminaries face difficult issues related to decreasing student enrollment, recruiting students from the same church networks, student debt, and internal financial concerns. In response, many seminaries are pursuing new strategic initiatives, partnerships, mergers, and more. Theological education is increasingly seen as a part of expanding university education. The panelists discussed how colleges, universities, and seminaries have much to learn from one another.

KEY TAKEAWAYS

- The Registry is frequently called upon to assist with important issues and strategies at American theological seminaries. In fact, eight Registry Members have been placed in seminaries at various interim administrative levels, including president and vice presidents in the fields of academic affairs, development, finance, and enrollment. A ninth placement will occur soon.
- Most seminaries are small, compared to many colleges and universities. Two implications are: 1) an enrollment drop of just a few students can make a significant difference; and 2) seminaries are unable to make administrative and structural adjustments as easily as larger institutions.
- Over the past 25 years, there have been approximately 30 mergers or major affiliation agreements among seminaries. Approximately 10% of American seminaries are no longer free-standing institutions.
- Master of Divinity degrees, usually requiring 3-4 years of study and internships, have decreased, but two-year master's degrees have increased. Distance learning programs have also grown significantly, with two-thirds of theological seminaries offering some sort of online learning.
- The demographics at seminaries have changed. Previously, students were predominantly white, male, and of the same denomination as the denomination-affiliated seminary. 21st-century students are increasingly of color, older, part-time, local or regional, and not of the same denomination as the seminary. Many already work within a religious context.
- Looking ahead, seminaries must make adjustments toward broader diversity in curricula and delivery systems. They will also need to consider shorter degree programs, different types of partnerships, and structures that deliver better economies of scale.

- Theological training is useful for seminary leaders, but equally important is the ability to bring faculty, administrators, and board members together to serve a common purpose, understand the financial implications of decisions, and explore promising options.
- Similarities between seminaries and other higher education institutions include the importance of broader outreach for fundraising, as well as the need to help board members understand how their roles support vision, planning, and timely action.

Seminaries and Registry Members alike must recognize that administrators and interims can move fairly easily from traditional colleges and universities to the seminary setting.

ACTION ITEMS

* Some seminaries could benefit from adopting "standard" admission procedures, such as gathering names of prospects, careful student tracking, and ongoing data analysis throughout the admissions process.
* Seminaries may want to explore innovative partnerships with other institutions. For instance, the Iliff School of Theology is working closely with the University of Denver on technology sharing and new program opportunities for students. Another example is Claremont School of Theology, which has moved to the campus of Willamette University for economic and program development reasons.

Diversity and Human Resources: New Directions for the Future

Facilitator/Member: **Charlita Shelton**, Interim Associate Chief Diversity Officer, Gonzaga University
Registry Members: **Patricia Hardaway**, Interim Vice President for Human Resources, Trinity College; **Ann Shenethia Manuel**, Interim Director of Human Resources, University of Maryland Eastern Shore
Participant: **Raymond Reyes**, Associate Provost & Chief Diversity Officer, Gonzaga University

OVERVIEW

The facilitator and panelists discussed challenges facing Human Resources, as well as Diversity, Equity, and Inclusion (DEI) offices on campus. They explored issues such as recruiting underrepresented faculty, the relationship between the HR and DEI functions, and more.

KEY TAKEAWAYS

- Human Resources is now seen as a strategic partner in both the corporate sector and in higher education. The old transactional model is giving way to more strategic influence.

  —One challenge is shifting the perception that HR is the "principal's office" or "enforcer." The function needs to be viewed as a partner. HR's role is to protect the institution, employees, and students. The priority given to those areas may shift depending on the circumstances.

- Investment in diversity, equity, and inclusion must come from the top of an institution. Diversity is a matter of fact, inclusion is a practice, and equity a goal.

- Diversity goes beyond race, ethnicity, gender, and culture. It includes sexual orientation, military status, socioeconomic factors, and more.

- Institutions are taking different approaches to recruiting and retaining historically underrepresented faculty members.

  —Some colleges and universities use cluster hiring. They receive a pool of diverse, underrepresented individuals that could serve in a faculty capacity and work in multiple different departments. Cluster hiring is a way to create a community for faculty.

— Eight years ago, Gonzaga formed a partnership with the University of Washington. Through this collaboration, Gonzaga offers a competitive, two-year post-doctoral fellowship program. The post-doctoral program is a pipeline for new faculty, as Baby Boomers retire. Gonzaga wants to be more intentional about knowing three to five years out which faculty will be going on a phased retirement and who will be on sabbatical.

— Sometimes clusters of faculty of color become leaders for student organizations and involved in the outside community. Unfortunately, service to students and the community is often unrecognized during the tenure process. Some liberal arts institutions have started looking at the service component and giving it more value.

- Some institutions are using online learning to educate faculty and staff about diversity, equity, and inclusion.

How HR Partners with Diversity, Equity, and Inclusion: Examples from the Field

The panelists shared how HR works with diversity, equity, and inclusion at their institutions:

- Trinity College. The President and Cabinet recently decided that some parts of HR didn't fit under Finance. As a result, the institution implemented a new organizational structure. The Assistant Vice President for Human Resources reports to two Vice Presidents: the Vice President for Diversity, Equity, and Inclusion, as well as the Vice President for Finance and Administration. Clear communication among all parties is the key to success.
- University of Maryland Eastern Shore. The institution recently established an Institutional Equity office, which does not include diversity and inclusion. Shenethia Manuel is encouraging Human Resources and the Equity office to jointly develop training, activities, and programming. Institutional Equity, Human Resources and the Vice President of Enrollment Management are striving to work together. These three functional areas are collaborating more with the Provost on hiring and faculty professional development.
- Gonzaga University. Last year, The Registry helped Gonzaga with a restructuring. The institution transitioned from an Assistant Vice President model to a Provost model. It has allowed the university to be more intentional about partnerships and relationships. Gonzaga also established a central office for diversity, equity, and inclusion which has a three-person staff. Although the HR office is separate, the two groups are trying to integrate their efforts. For example, new faculty orientation covers inclusive instructional practice, productive discomfort, and classroom management. The search committee is required to take implicit bias training. The admissions office also wants to take implicit bias training.

Not for the Faint of Heart: Student Affairs Priorities for Interim Leaders

Facilitator: **Sheila Murphy**, Practice Leader, Student Affairs, WittKieffer
Registry Members: **Beth Hellwig**, Interim Vice President for Student Affairs, San Francisco State University; **John Graham**, Associate Provost for Student Affairs, (SUNY) State University of New York System Administration; **Brit Katz**, Former Vice President and Senior Dean for Student Life, Millsaps College

OVERVIEW

The facilitator and panelists reviewed national issues facing the student affairs profession. They discussed diverse challenges ranging from intercultural diversity to retention and success, food insecurity, the involvement of student affairs in institutional strategies, and more.

KEY TAKEAWAYS

- The future student body will be more interculturally diverse. As early as 2050, the United States will be a nation with no majority race.
  - The LatinX population is the fastest growing segment of the American population, but it has disproportionately fewer representatives among presidents, faculty, and administrators.
  - The LGBTQ+ presence on campus is expanding as federal and state laws are encouraging visibility.
  - The Americans with Disabilities Act requires accommodations for students otherwise qualified to attend.
  - The Fair Housing Act ensures that service animals will be permitted in residential facilities, along with emotional support animals and psychiatric service animals.
- Data suggests that an increased number of students will bring emotional, mental, and physical health needs to campus.
  - Multiple studies suggest the current and future generations of students are the most stressed, anxious, and lonely generation on record. Licensed therapeutic counseling and active listening are increasingly important for student success.
  - Many students have been traumatized by sexual assault, child abuse, unpleasant divorces, cyber bullying, and more. Educators must be trained to support students through their trauma.
- "Invisible" socioeconomic factors have the potential to segregate affluent and poor students.
- Food insecurity affects student retention and success. New York Governor Andrew Cuomo has mandated that all SUNY/CUNY campuses add a food pantry to their operations.
- All genders need academic and social supports, especially students in minority categories. Institutions must invest in educating faculty and staff about the merits, impacts, and skill sets needed for academic and social supports.
- Federal and/or state legislation impacts student affairs. Workloads are growing because legislation did not include money for augmented staffing, facilities, or programming resources. Examples include Title IX, Fair Housing Act, HIPAA, Financial Aid, NCAA, Clery Act, Campus Freedom of Expression, and Fraternity/Sorority Life liabilities.
- Student affairs must be included in institutional strategic planning. To bolster the case for resource allocation, student affairs needs to provide data to senior leaders and faculty. Small institutions (either based on size or endowment) that exclude student affairs and enrollment management from strategic discussions may find themselves imperiled.

ACTION ITEMS

* Realigning financial aid priorities may enable Student Affairs to retain current students.
* Student affairs and the faculty must create co-curricular pursuits that engage students inside and outside the classroom. These may include career development and career education opportunities, such as internships and apprenticeships that bolster student confidence and competence.
* Many students need soft skills training, such as leadership skills and business etiquette.
* Campus police departments should reflect the diversity of the campus community.
* Institutions must develop integrated mental and physical health initiatives to bolster retention among unwell students.
* Best practices related to food insecurity:
  - Provide an online pre-screening tool to help students determine whether they will have ample money for food after paying for tuition and fees
  - Create related interactive websites for families and students
  - Develop a culture of annual giving for your food pantries and related concerns
  - Partner with state agencies to provide nutrition education
  - Advocate politically for expanding resources that affect food insecurity
  - Create "connection centers" with trained staff on each campus to assist students
  - Expand external partnerships that donate meals to students

New Directions from the President's Perspective & The Evolution of the Provost's Role

NEW DIRECTIONS FROM THE PRESIDENT'S PERSPECTIVE: PERILS, PROSPECTS AND DIFFICULT QUESTIONS

Thomas Gamble, Interim President, Maria College (Facilitator); **Sandra Doran**, Interim President, Salem Academy and College; **Mary Lou Retelle**, President, Anna Maria College; **Ronald Johnson**, Former President, Clark Atlanta University

The panelists explored issues facing college and university presidents, including mergers and partnerships.

ACTION ITEMS

* The leaders of colleges and universities should keep the following best practices in mind when talking to the board about the effect of mergers or partnerships on the organizational mission:

  — *Start with a focus on the mission.* An institution's mission isn't to survive. It is to benefit students. Employees may be secondary benefactors.

  — *Emphasize that a weaker institution will be unable to deliver benefits.* Key stakeholders, like students and employees, will suffer if a college or university goes into decline. They will likely begin to turn on the institution and its governance.

  — *Focus on how a merger or partnership can strengthen the institution's mission.* The board must see how the institution's mission will be strengthened, or at least not weakened, by giving up its status as an autonomous, independent, sovereign actor.

THE EVOLUTION OF THE PROVOST'S ROLE: VARIED STRATEGIES FOR ECONOMIC SUSTAINABILITY

Beth Martin, Former Interim Provost and Senior Vice President, Gonzaga University (Facilitator); **Risa Dickson**, Interim Vice President for Academic Affairs, Palo Alto University; **Richard Hansen**, Interim Provost and Vice President for Academic Affairs, Wentworth Institute of Technology; **Barbara Lyman**, Interim Provost, SUNY New Paltz

The panelists discussed a range of issues including economic sustainability and program review, zero-based budgeting, the cultural shift around restructuring of faculty workloads, the tenure and promotion process, and digital pedagogy.

- Academic program reviews provide a basis for academic growth and justification of resource allocation. Provosts must be prepared to provide a structure and context for these reviews.

  — Ideally, academic and faculty leadership will work together to design a review structure based on an agreed-upon set of criteria such as cost/revenue, demand (both internal and external), alignment with mission, and assessment of faculty related to the particular area of study.

  — When planning a program review, leaders must be clear that certain programs may be eliminated or paused for a period of time.

  — The final review and decision-making responsibility lies with the provost.

Registry Advisory Services Consulting: Increasing Opportunities for Our Members

Facilitator: **Kevin Matthews**, President, Registry Advisory Services

Registry Members: **Steve Siconolfi**, Former Interim Vice President for Academic Affairs, University of Louisiana Monroe; **Bob Smith**, Consultant, Registry Advisory Services and Senior Consultant, The Registry; **Tom Dybick**, Former Interim Chief Financial Officer, Caldwell University

OVERVIEW

Kevin Matthews described the Registry Advisory Services (RAS) mission and how Registry Members can get involved. The panelists shared their consulting experiences, as well as how RAS fits into the national higher education consulting landscape. Steve Siconolfi discussed intellectual property he developed and how he is utilizing it in RAS assignments.

KEY TAKEAWAYS

- Registry Advisory Services Overview
  - —The mission of RAS is to provide innovative and timely consulting services to higher education institutions. It leverages the broad experiences and specific expertise of Registry Members. RAS expands the scope of what The Registry offers.
  - —RAS offers additional opportunities to Members. These consulting engagements are typically more focused and have a shorter duration than interim assignments.
  - —RAS competes with players like Deloitte, AGB, and Huron. A key differentiator is the goodwill The Registry has with clients, thanks to the great work done by Registry Members.
  - —Looking ahead, RAS plans to create teams and practice leaders for various areas of expertise, as well as a monthly marketing newsletter.
- Registry Member Involvement in RAS
  - —Tom Dybick's most recent Registry assignment was as Interim CFO at Caldwell University. Once that assignment was finished, the institution needed help with two additional projects: closing a bond financing with new banking arrangements and changing the endowment investment manager. Dybick worked on those initiatives as an RAS Consultant.
- Higher Education Consulting: The National Landscape (Bob Smith)
  - —There are thousands of consulting firms in the United States, including one-person LLCs.
  - —Major firms are highly competitive, but may have disadvantages such as staff with little or no background in higher education, high costs, etc.
  - —Second-tier firms are at a competitive disadvantage relative to major corporations that have winning strategies and LLCs that are low cost and leverage personal relationships.
  - —RAS has several potential market advantages, including:
    - The Registry's solid reputation for excellence through its placement services.
    - High visibility, due to large numbers of annual placements nationwide.
    - A rich potential source of expert consultants, sourced from The Registry's 800 Members.

- Academic Operating Margin and ROI Assessment (Steve Siconolfi)

  —Academic operating margin reflects the relative fiscal impact of individual programs. This concept helps faculty members understand that breaking even isn’t the goal.

  —Steve Siconolfi developed an academic operating margin and ROI assessment methodology and tool. It identifies four ways to improve program fiscal health:

  1. Increase enrollment through recruitment or retention
  2. Decrease costs
  3. Add fees
  4. Add new programs

  —The key to calculating program operating margin and ROI is to follow the funding and expense sources. These include net tuition income; online tuition income and expenses; fees; service credit income and expense; indirect cost funds; endowed chairs, professorships, and budget support; and state funds.

  —When the academic operating margin tool is used during an RAS engagement, the client has access to spreadsheets to conduct “what-if scenarios” and sensitivity analyses after the engagement is over.

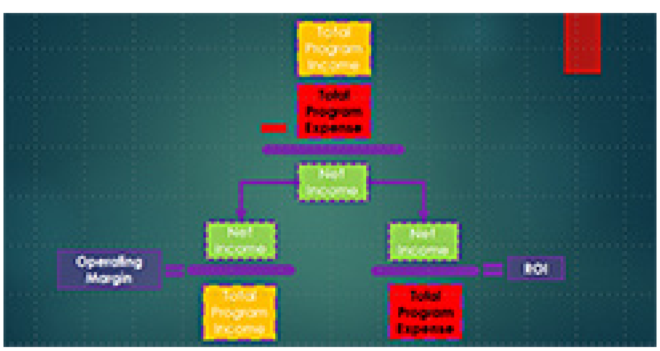


Figure 1: Academic Operating Margin & ROI

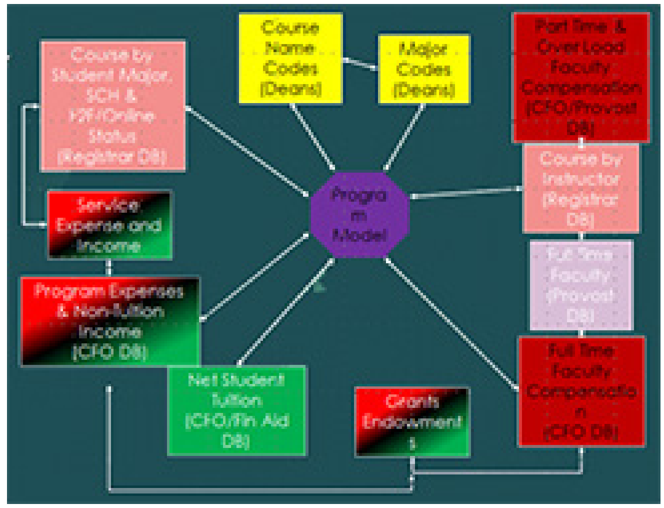


Figure 2: Databases that Feed the Academic Operating Margin Program Model

ACTION ITEMS

* Consider becoming an RAS consultant and leveraging your intellectual property.
* Think about contributing to the RAS monthly newsletter. These articles offer an opportunity to comment on the state of the industry and your area of expertise.
* When on interim assignment, if the institution could benefit from RAS services and it is ethical to do so, contact Kevin Matthews.

The New True North of Advancement in the Academy

Facilitator/Member: **Grady Jones**, Former Interim Vice President for Institutional Advancement, Thomas More College
Registry Members: **Bruce Mack**, Former Interim Vice President for University Advancement, University of North Iowa; **Carla Willis**, Interim Vice President, Advancement & Communication, Saint Leo University; **Mark Lindemood**, Former Interim Vice President for University Advancement, University of Houston – Clear Lake

OVERVIEW

The advancement landscape in higher education is changing due to technological advancements, donor preferences, enrollment trends, and more. Based on their experiences, the panelists made predictions about the future of college and university development.

KEY TAKEAWAYS

- Technology now plays a central role in development for colleges and universities.
  - It enables institutions to learn more about donors. Colleges and universities of all sizes are using technology to conduct donor research. This helps institutions focus on the best opportunities to connect with donors. With technology, it is also possible to track and connect with entry-level donors.
  - It supports the annual fund. Through technology-based platforms, institutions can realize small to modest gifts up to $1,000.
  - It plays a cultivation role. Institutions can use email updates to communicate with major donors about fundraising plans and work.
- The fundraising process is largely determined by donor preferences. There is no substitute for personal, face-to-face contact when cultivating prospects and asking for gifts. As donors become more comfortable with technology, there may come a time when FaceTime conversations are captured and filed with contact reports. For major gifts, however, in-person meetings will remain the norm.

- Perpetual campaigns may become a reality for major research institutions, elite private universities, and some elite smaller private colleges. Smaller institutions, however, typically need time to recover following major campaign efforts.
- Looking ahead, some donors may center their giving around a desire to "do good." This may outweigh the appeal of donating to an institution based solely on an alumni connection. Since donors have access to information about the effectiveness of their gifts, many prefer to give to institutions that can clearly demonstrate the positive impact of their donation.
- The key to working with non-traditional graduates is good data mining and research to identify the "best" prospects. Conscious and intense personal interaction with key members of this alumni group is essential.

- Billion-dollar campaigns will continue to be a mainstay of large research institutions of the ACC, Big 10, and SEC, as well as Ivy League and private institutions. Modest-size regional public or small private institutions won't undertake campaigns of this magnitude.
- Institutional leaders must make a serious commitment to advancement work. Each leader's level of involvement will vary by the institution's prospect base and work with major donors.
- As enrollment declines, advancement will be asked to recoup tuition declines. This will vary by the size and type of institution. It will be more common in the private sector.
- Institutions that rely on the annual fund to fill budget gaps will fall deeper into trouble. Expecting to bridge those gaps without properly analyzing the capacity of the institution's donors demonstrates a lack of understanding of the fundraising process.

ACTION ITEMS

* For fundraising training, consider a two-pronged approach. The first component is common training for advancement and non-advancement staff. The second is customized training for select groups. Topics may include how to conduct solicitations, handle prospect objections, secure personal appointments, and more.
* Advancement officers must match institutional leaders' skill sets with prospect work.
* It is a good idea to train university leaders on fundraising and the role they must play.
* Smaller schools may outsource aspects of their advancement program, such as prospect research, aspects of database management, etc.
* If your institution is considering a merger or closure, the alumni and fundraising professionals must be included in the exploratory discussions.

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