



eduWEB Conference 2009

<http://www.eduwebconference.com>

<http://www.slideshare.net/event/edu-web-conference-2009>

Pat Lafranier, Lisa Tomalty
Information Systems and Technology, University of Waterloo



eduWeb Conference Summary

- ▶ annual event for higher education
- ▶ this year and next - Doubletree Hotel in Chicago
- ▶ 300 attendees
- ▶ 37 US states; NZ, Canada, UK, Singapore
- ▶ vendors, eduStyle Awards, keynotes, breakfast table topics
- ▶ Sessions (3 tracks):
 - ▶ Marketing & Communications
 - ▶ Design and Development
 - ▶ Get it done!



Opening Keynote “The Next Big Thing”, Dimitri Glazkov, Software Engineer, Google

- ▶ The web: life changing, be inspired by what is done on web ...e.g. handheld devices pass information to web page about where you are (in the world) and web site uses that information to customize site for you...
- ▶ Says ‘web is broken’:
 - ▶ Web is spaghetti mess made of simple things (now piles of workarounds; took simple bicycle and built on it ; crazy loops of innovation and hype cycles; overlapping; conflict with each other)
 - ▶ People doing the same thing all over the world in many many different ways
 - ▶ Web developers are simply trying to work around the browsers; browser creators don’t know exactly what is needed
- ▶ Web 2.0 and social media are ‘getting old’, web developers are reaching limits as to what is actually feasible
- ▶ [Html 5](#)/keeping browsers consistent (...creates more interoperability when recovering from errors)
- ▶ “HTML 5 provides a number of new elements and attributes that reflect typical usage on modern Web sites” <http://en.wikipedia.org/wiki/Html5>
- ▶ Develop for handheld devices ... where the future is ...



“Distributing the Content Workload” by Ben Rapin and Dave Pootuliet, [Grand Valley State University](#)

- ▶ Central IT, services free
 - ▶ Developed their own CMS – called “CMS” (ColdFusion with Oracle backend); 3 versions
 - ▶ Reasoning: control brand, infrastructure, team, knowledge, cost, better support, quick updates
 - ▶ earlier versions: no cut/paste; no spell check, all or nothing permissions, all sites looked different, only small file sizes...
 - ▶ Central web team (1 web des, 2 dev, 3 students); 1047 content contributors; [CMS training videos](#); [feedback forum](#)
 - ▶ not mandatory; 345 dept sites; admissions dept went off-site
 - ▶ Lessons learned along the way
 - ▶ Result: popularity and widespread use = more content
 - ▶ Q&A: survey product used – [Zoomerang](#); spam prevention on forms - [Captcha](#)
-



“Higher Style for Higher-Ed Web Design” by Stewart Foss, eduStyle.net

- ▶ “what does a home page serve?” to help users find the info they are seeking.
- ▶ tips
 - ▶ no need to start over – incremental redesign process (easy to ask for forgiveness; no web committee needed)
 - ▶ spacing and readability issues – fonts sizes, padding, margins, bullets, web writing 101
 - ▶ don't do because others doing so; can be original
 - ▶ design within your resources
 - ▶ consider effort if resources tight i.e.. newsfeed on homepage but too busy to update
 - ▶ do research – articles, conferences, web stats, surveys, simple user testing: [Smashing Magazine](#), [BlogHighEd](#), [eduStyle](#)
 - ▶ photography – professional or “free”
 - ▶ banner: use real situations; valuable space to promote; [UWO](#) has Flickr link on homepage
 - ▶ good use of colour: design well in spite of school colours (ie. highlight instead of background)
 - ▶ search – top right expected
 - ▶ usability and accessibility issues
 - ▶ Q&A: design for mobiles – use GA if resources tight; iPhone and some others can scale down so not worth effort; mobile versions usually not full web experience
- ▶ See blog: <http://www.melissacheater.com/2009/07/20/edustyle-w-stewart-foss-eduweb-2009/>



Breakfast Topic Table: “Audio+Text=Accessibility” by [Svetlana Kouznetsova](#), web designer/developer

- ▶ Deaf speaker signing; two interpreters
 - ▶ Importance of captioning videos and transcribing podcasts can benefit everyone
 - ▶ in general 97% inaccessible; many excuses
 - ▶ Hearing loss – mild, moderate, severe, profound
 - ▶ Lip reading – gets 30% of info and then guessing
 - ▶ 100+ million Americans will benefit – illiterate, hearing loss, remedial readers, esl
 - ▶ Captions, subtitles, creating transcripts
 - ▶ Additional benefits: noisy environments, computer with speaker problem, time saver (video > skim captions); better indexing, 40% increase in audience if captions with video and watched more to completion
 - ▶ Resources: [WebIAM.org](#), [Joe Clark](#), [Caption It Yourself](#)
-



“For All: Accessibility Standards for the New Web” by Katherine Lynch, [Drexel U](#)

- ▶ W3C web content accessibility guidelines 2.0 for designers to use in developing sites so ALL users have fair access experience
 - ▶ 20% web users have one or more disabilities (speech, hearing, vision, movement, cognition, photosensitivity, learning)
 - ▶ Aging included
 - ▶ Best practices for coding and content:
 - ▶ <alt> text images integral to content, maps, buttons, ..
 - ▶ adaptable forms <label> to associate text (DW CS4 does well)
 - ▶ Readable fonts
 - ▶ Use of colour – bkgrd and forgrd (contrast 3:1); blue usually good for colour blindness
 - ▶ Keybd – can use w/o mouse; keybd trap – can tab out; have an escape key
 - ▶ Pause, stop, hide – if blinking/moving >5 sec then pause/hide
 - ▶ Flash – usually not compatible with mobiles and screen readers
 - ▶ Navigation – breadcrumbs, site maps, skip blocks option ('skip to end..')
 - ▶ Firefox - html checker
 - ▶ Q&A:
 - ▶ background images – put into CSS for visually impaired
 - ▶ phone number field – don't make required because hearing impaired (suggest: how to contact)
 - ▶ Flash – DW CS4 has built-in accessibility field
 - ▶ Resources: www.w3c.org/WAI www.webaiam.org www.w3.org/WAI/intro/wcag.php www.katherinelynch.org/
 - ▶ Hardcopy handout
-



“Budget Usability Testing” by Chas Grundy, Interactive Marketing, Notre Dame U

- ▶ Easy to let slide but lots to learn
- ▶ Can be inexpensive
- ▶ Avoid embarrassment; uncover major flaws
- ▶ make it easy; talked about it for 4 years
- ▶ Rules: <\$50; < 2 hours; little or no expertise; 3-5 people
- ▶ “learning something is better than learning nothing”
- ▶ Designing the test: most time consuming
 - ▶ Tips- task oriented “give us \$100” not “donate money to..; make comfortable; no right or wrong answer; don’t give answer; let user do the talking



Budget Usability Testing – cont'd

- ▶ Take action:
 - ▶ analysis by reviewing the results
 - ▶ fix the obvious
 - ▶ can do special test for difficult tasks
 - ▶ re-test to make sure it's right
- ▶ “design once, increment forever!”
- ▶ Test early, test often ** most imp
- ▶ Example:
 - ▶ Review website > test > content planning > test > (same time: writing and editing > content into website) design mockups > test > build templates > test > launch website > test
- ▶ Release forms should be signed
- ▶ Tools: screen and voice capturing
 - ▶ Windows: Camtasia \$179, Morae \$1120, Jing Pro \$15, Windows Media Encoder \$0; Mac: Silverback \$50, Screenflow \$90, Jing Pro \$15



Budget Usability Testing – cont'd

Resources

- ▶ Don't Make Me Think, Steve Krug
- ▶ usability.gov;
- ▶ Jakob Nielsen – useit.com
- ▶ Start a Usability Testing Program in 5 Days – <http://www.edustyle.net/blog/?p=445>



“Web Wide Information Architecture” by Melissa Cheater, Richard Ivey School of Business at UWO

- ▶ Website: Notepad > DW and PhotoShop > Drupal > FB Platform, FrontPage. Looking at WCMS
- ▶ Survey 2009 – found 85% students use links/menus
- ▶ Used GA – found site overlay option helpful
- ▶ Looked at peers – Columbia U, U of Va
- ▶ Significant increase in web content hosted on external websites: FB, flickR, youTube

- ▶ Blog: <http://doteduguru.com/id3303-eduweb-2009-liveblog-web-wide-architecture.html>



“From Data to Information – Automating Content Management” by Chris Dunn, Butler University

- ▶ Content audit sometimes reveals depts have same information
- ▶ Tap into these repositories – becomes usable info on website
- ▶ Who has control over your web? Marketing wins but IT is needed. Stop the battle.
- ▶ Difficult to keep websites up to date
- ▶ Obstacles: training, turnover, not primary duty
- ▶ A CMS is a tool not the answer
- ▶ Make maintenance easier
- ▶ 3 types of content: participatory where you create the space and the community comes (blogs, forums); branding – the univ is speaking; factual – who, what, where
- ▶ ----- left session -----
- ▶



“From Data to Information – Automating Content Management” - cont’d

▶ People and Environment vs Technology

▶ to streamline process ...

1. needed to understand the environment (IT systems, history, people, constraints)
2. politics and people – administrators of data (they know business practices) and owners of data who may be different
3. security, FERPA
4. make friends
5. Identify the specific data needed and when

Define the framework, processes (existing business).

Reuse of info: faculty/staff profiles, news, events, course listings, course schedules



eduStyle Awards

- ▶ Annual awards – 2nd year
- ▶ 18 categories; 2000 nominations; judged and people's choice awards
- ▶ **Best overall website;** American University
- ▶ **Best Redesign;** College of William and Mary
- ▶ **Best Homepage** Washtenaw Community College – judged and Oklahoma Wesleyan University – people's choice
- ▶ **Best Information Architecture:** U of Texas at Austin – Be a Longhorn – Prospective Students – judged and Indiana U Bloomington – Kelley School of Business – people's choice
- ▶ best sub-site, event site, magazine site, news site, use of photography, integration of social networking



“Web Content Provider 101” by Terri Vaughan, Clemson University

▶ Their content providers

- ▶ Assigned the roll, didn't volunteer, have this responsibility due to administration skills; little or no web skills

▶ How to engage them

- ▶ Keep tech speak to a minimum but stress importance of terminology (url, wysiwyg, html)
- ▶ Describe what skills are needed and why
- ▶ How web skills relate to skills they already possess
- ▶ Follow up with reminders , cool tricks and compliments;
- ▶ Writing: visitor friendly

▶ What they love

- ▶ Ability to: copy and paste from Word, activate previous versions of updated pages, restore accidentally deleted web pages
 - ▶ WYSIWYG – no html editing; seeing pages update instantly
-



“Web Content Provider 101” by Terri Vaughan, Clemson University

- ▶ **Monitoring-** using stats from CMS; she goes out and looks at updated pages
- ▶ **Training-** advertise CMS
 - ▶ CMS tools training (required training to get access to CMS)
 - ▶ CMS deployment info
 - ▶ Refine the training module as you train
 - ▶ Know that everyone learns differently, & some people will need to be re-trained
 - ▶ Ask for feedback
 - ▶ 1-1 as needed and work specifically on their site
 - ▶ Make sure they have the tools they need
 - ▶ Training could be an online, and if so, they are taken through an online test
 - ▶ 3-4 hours per session, taught 3 classes per week; 2 years; 350 people were trained
- ▶ **Topics:**
 - ▶ Write for web (have them go to a site that they themselves enjoy reading and have them compare their own content; short pages, not many paragraphs, titles, point form, but still make sure they don't leave out important points from print)
 - ▶ Terminology (browser, internet, url, wysiwyg, etc.)
 - ▶ Image editing/alt tags, accessibility, site is a marketing tool



Print Smart: Using the Web Effectively by Doug Gapinski, Patrick DiMichele, mStoner

- ▶ Proactive ways to budget: save when you can so you can spend when you want
- ▶ An alumni magazine – used ‘thesis’ module of Word Press; took 2 people 20 hours to get one issue up in blogging software (word press); now cost nothing to print
- ▶ Why web?
 - ▶ Fewer ongoing costs, easily sharable , green, can update regularly, metrics/analytics (to see how things are doing)
- ▶ Why print?
 - ▶ Tactile appeal: booklet, accordion, etc
 - ▶ Bandwidth: better bandwidth (if clients don’t have high speed) NO browser issues
 - ▶ Better photo fidelity (better range of mid tones, highlights and shadows)



Print Smart: Using the Web Effectively by Doug Gapinski, Patrick DiMichele, mStoner

- ▶ Why both?
 - ▶ More expensive (not a good reason)
 - ▶ If web metrics isn't showing a lot of viewing, then can add print
 - ▶ Engagement, reduce print costs, appeal of both
- ▶ Divide and conquer
 - ▶ Don't try to do it all yourself; divide the labour so that not just one person has to do all
 - ▶ Employ young staff who are naturally inclined to the platforms you are using (twitter, facebook, flickr)
 - ▶ Think about the assets you already have and how they can be spun into something else
- ▶ Steal these ideas:
 - ▶ <http://clients.mstoner.com/eduweb>



The Role of Writers by Sarah Stanek, Cal State - LaSalle 1

- ▶ Most people attending were writers for the web
- ▶ Allow professional writers to be versatile and learn to write for web; be authentic
 - ▶ Ability : professional and flexible
 - ▶ Authority: to make decisions
 - ▶ Access: to tools
 - ▶ Accuracy: fact checking, grammar, spelling, style
- ▶ **Your job as a web writer**
 - ▶ Prepare yourself. Know the web from A to Z
 - ▶ Know your CMS, inside outside forward and backward; the more you play with and tinker around with the CMS, the more you will understand and learn it
 - ▶ Advocate for users
 - ▶ Be familiar with the type of content users want and fulfill their needs
 - ▶ Start reading things online (newspapers)
 - ▶ Know how to blog/tweet (twitter) (even if you don't do it regularly)
 - ▶ Consume the same content. The medium is the message.
- ▶ **Videos/multimedia slideshows**
 - ▶ Writing creative briefs or pitches
 - ▶ In this case, they are not a waste of your time
 - ▶ Identify key messages, key images, key people



User Generated Content - Tapping into the Power! by Tom Williams, Innogage

- ▶ Example: using <http://animoto.com> (with student photos)– pro costs about \$20 per year
- ▶ What is User Generated Content (UGC)?
 - ▶ Social networks (FB, Myspace, Ning-personalized social networks)(can share text, photos, video, etc.)
 - ▶ People must have a reason to join and stay in the social network and come back (Video, Photos, Blogs, Wikis, Discussion boards)
- ▶ Problems with UGC
 - ▶ Students control it and you cannot stop it; you must walk the line between influence and control
- ▶ Benefits of UGC
 - ▶ Users are more creative than you
 - ▶ Much is practically free
 - ▶ It's real, it's genuine, it's not canned
 - ▶ Credibility more important than 'quality'
- ▶ DePaul Quad and Cafe New Paltz, for DePaul university
 - ▶ For Parents of first year students
 - ▶ Café new paltz (ning)
 - ▶ Social network for accepted first year students, highly successful; but, no way to mass delete students from it



User Generated Content - Tapping into the Power! by Tom Williams, Innogage

- ▶ **Social network recap**
 - ▶ Have a reason
 - ▶ Set ground rules, light the fire and step back
 - ▶ Enable, encourage users to invite friends
 - ▶ Participate but be explicit and about your ideas
- ▶ **Video**
 - ▶ Launching a successful video contest
 - ▶ DePaul University
 - ▶ 120 days conception to launch; prize \$\$; approx 250 hours (person hours); provide equipment and stock footage; provide music (eliminated copy write risk)- killer tracks company ; channel: MyCollegeVid.com (instead of YouTube)
 - ▶ Rules: video must including these 3 things, some parameters and rules, broad is not good so they know what they have to do to win
- ▶ **Photos**
 - ▶ O-H-I-O Campaign
 - ▶ Promoted it, received 3,047 photos
 - ▶ Used content for T V commercials – free commercials, got license for all the pictures
 - ▶ People all over world get photos from all over world people making O_H_I_O with bodies, etc.
 - ▶ <http://osu.edu> and <http://www.osu.edu/O-H-I-O/?item=6807>



User Generated Content - Tapping into the Power! by Tom Williams, Innogage

▶ Blogging

- ▶ About half of institutions pay bloggers \$5 per blog
- ▶ Cornerstone of your social media
- ▶ Security
 - ▶ Social media policy
 - ▶ Blogger agreement
 - ▶ Restrict live posting (but after 6 months of no issues may be able to let blogs go live right away)
 - ▶ Moderate comments (watch issue of censoring)

▶ Social Media Policy Examples (don't be stupid)

- ▶ <http://my.opera.com/community/blogs/corp-policy/>
- ▶ http://blogs.cisco.com/news/comments/ciscos_internet_postings_policy/



Running an Efficient HE Web Content Management Evaluation Process by Piero Tintori, TerminalFour

- ▶ Why getting process right is so important
- ▶ Running an effective evaluations and procurement process
- ▶ RFP documents
- ▶ Inside the mind of a vendor
- ▶ 10 golden rules for the RFP process
- ▶ Make sure it can run on non-IE browsers
- ▶ What OS, browsers, database systems it uses
- ▶ Also look at security, scalability, what is going on with the developer
- ▶ Read <http://www.cmswire.com/cms/products/> for CMS news
- ▶ What not covered (that he was open to discussing afterwards):
 - ▶ Why you might need a CMS
 - ▶ How to structure your project team (must be a skilled team; not just the product – also NEED a skilled team-design, html, programming (or find a solution that doesn't require programming))
 - ▶ How much should you budget for
 - ▶ Anything about specific solutions



Other CMS Tips, Piero Tintori, TerminalFour

- ▶ Do an audit of the existing content (site map) using spreadsheets (e.g. categorize existing pages: good, ok but needs work, remove/old/doesn't exist, etc.)
- ▶ Can do an 'as is' move over OR do a lot of content work OR re-vamp/move things around during the move, depending on the site
- ▶ Keep in mind, you are not just bringing over content; things will need to be re-worked (e.g.. Images put into a shared image library(important), etc.)
- ▶ Scripts:
 - ▶ Get someone who writes scripts to go through the code and extract content out
 - ▶ Scripts should have a format neutral structure
 - ▶ Use test sites while sorting out scripts
- ▶ Deal with cross linking – look at manually
- ▶ Check for accessibility
- ▶ Make sure URLs are 'exactly' the same so that they will keep their Google rankings (or use an httpd file that maps old URLs to new (redirect) when this isn't possible, but it is best to keep URLs so you don't lose ranking)
- ▶ People needed (among others):
 - ▶ Quality Control – someone needs to go over the site afterwards to make sure it is OK
 - ▶ Content Editors – to fix/update content
 - ▶ Script Writers – to create scripts to move content



What's New in E-Expectations Research? by Lance Merker, OmniUpdate

- ▶ Web Marketing session; was very interesting
- ▶ Presentation slides:
- ▶ http://www.omniupdate.com/downloads/EduWeb_E-expectations.pdf
- ▶ Noel-Levitz student web expectations report:
- ▶ http://omniupdate.com/assets/whitepapers/pdfs/E-EXPECT_report_0509.pdf



From Project Kick Off to Website Launch:

Successful Campus Redesigns... by Susan Evans,

College of William and Mary

▶ Goals for their website

- ▶ Regenerate the usability, information architecture, and design of the web presence
 - ▶ Implement improved processes and tools for web content creation and maintenance
 - ▶ Started in May 2006 with an assessment; decided to redesign; spent 4 months with preplanning; kicked off RFP process and hired **mstoner** to help with the process
 - ▶ Explained how they worked together with consultant, **mstoner**
-



From Project Kick Off to Website Launch:

Successful Campus Redesigns... by Susan Evans,

College of William and Mary

▶ Mstoner

- ▶ Prioritize audiences
- ▶ Formulate information architecture
 - ▶ What info they need to find
 - ▶ Special interest features
 - ▶ Students getting what they want
 - ▶ Then also telling students why this college is special

▶ College

- ▶ Prepare campus participants
 - ▶ People want lots of conversations about what is happening
 - ▶ The green room (talked to the groups about the process etc. over snacks before they talked to mstoner (without IT/PR people in the room))
-



From Project Kick Off to Website Launch:

Successful Campus Redesigns... by Susan Evans,

College of William and Mary

▶ Content creation

- ▶ What exists? What needs to be recreated? Who produces it? Who reviews it?
- ▶ Information Architecture (IA) and 'copy' (who? how?); wanted to spend time on IA and make sure it is what people will understand and expect; talking to people they got lots of ideas
- ▶ Should be 75% like other campuses: 'about section', 'campus life', etc.
- ▶ Editorial review (got volunteer reviews (faculty members)); tried not to have too many people review it but 30-40 people reviewed sections and gave deadlines for them to respond
- ▶ Chose Cascade Server as their CMS & are very happy with it



From Project Kick Off to Website Launch:

Successful Campus Redesigns... by Susan Evans,

College of William and Mary

▶ Communication

- ▶ Regularly scheduled updates
- ▶ Feedback from internal audiences
- ▶ Project blog

▶ Migrations

- ▶ Switched over many main sites first on launch date (home page, and top level, registrar, about 1000 actual pages)
- ▶ Took about 13 months to get most (all but 30) sites migrated (over 200 sites)
- ▶ Made web 'fun' (more fun) for users

▶ Bringing in an outside consultant

- ▶ They said they really needed an external expert since they didn't have expertise in house

▶ Style guidelines in place



I Can Do That with Google! By Brad Ward, BlueFuego

- ▶ Google stuff is free, but Google uses content of your emails to build better advertisements
- ▶ Google makes more than the car companies
- ▶ ‘Wired’ August issue – “Keyword: Monopoly” (Is Google a Monopoly?)
- ▶ Go to google.com/alerts – put in search terms on your institution and then you can get these alerts delivered as an rss feed or to you via email (to stay on top of institution news and also to connect with students at the institution; good for recruitment)



I Can Do That with Google! By Brad Ward, BlueFuego

- ▶ Google search help: <http://bit.ly/searchoperators>
- ▶ Google maps: <http://poweredbyorange.com> uses a cool customized Google map with information embedded onto the map
 - ▶ To do this go to <http://maps.google.com>, log in with your gmail account, my maps, click 'create new map'
- ▶ Google webmaster tools: <http://google.com/webmasters/tools> – need to embed a bit of piece of code on your site to prove you own your domain; gives you a lot of good info on your site; Google will tell you exactly where your 404 pages are
 - ▶ Give you your ranks in Google to see if you are moving up in searches
 - ▶ Site maps
 - ▶ Search map feature – can submit your own search map saying you want certain sites to be featured
 - ▶ HTML suggestions
- ▶ Google talk: <http://google.com/talk> – allows you to have a live answer solution on your web site for free – to chat with someone directly who is at your site



I Can Do That with Google! By Brad Ward, BlueFuego

- ▶ Google docs: <http://docs.google.com> – can create forms, graphs, etc.
 - ▶ Google voice: <http://www.google.com/googlevoice/about.html> - transcribes your voice mails
 - ▶ Google analytics: <http://www.google.com/analytics/>
 - ▶ There has been talk of a Google OS coming out
 - ▶ Google blog search: <http://blogsearch.google.com/> – to search only blogs
 - ▶ “Email goggles”: can install in your gmail account – need to answer 5 math questions to answer email (to make sure you are coherent enough to be sending out email in a time frame (e.g. Friday and Saturday nights))
 - ▶ 80:20 How can you Google your work week? (save 5% of your week to try extra stuff like Google stuff, twitter, etc.)
-



JavaScript for People Who Don't Code

Christopher Schmitt, Heat Vision

- ▶ Use valid code
- ▶ jquery.com !!! (JavaScript Library)
- ▶ Lots of examples ...
- ▶ His books:
 - ▶ *Professional CSS Cascading Style Sheets for Web Design* <http://www.procssbook.com/>
 - ▶ *CSS Cookbook* <http://www.csscookbook.com/>
 - ▶ *Designing CSS Web Pages*
<http://www.amazon.com/gp/product/0735712638/>



Practical Uses of Social Media for Recruitment Marketing,

Nikki Chun, U of Miami & Adrienne Bartlett, TargetX

- ▶ Talk was mostly for admissions and marketing people
 - ▶ Content, content, content
 - ▶ Use the social media but ‘use it’ or it is pointless – add content, keep up to date, use it, make it useful so that people visit it
 - ▶ Book ‘Groundswell’ Charlene Li, Josh Bernoff
 - ▶ “elements of a social phenomenon — the groundswell — ... has created a permanent, long-lasting shift in the way the world works. Most companies see it as a threat. You can see it as an opportunity.”
(<http://www.forrester.com/Groundswell/>)
 - ▶ “...starting to realize the value of these connections as well as the new communications and experiences those interactions lead to the human network” John T. Chambers
 - ▶ Not about technology; about our desire to make connections
 - ▶ 61% of offices are using social networking sites
 - ▶ 41% are using blogs (up from the previous year so it is growing)
 - ▶ 76% of us college marketers use it or plan to use social media
-



Practical Uses of Social Media for Recruitment Marketing,

Nikki Chun, U of Miami & Adrienne Bartlett, TargetX

▶ Your toolbox:

- ▶ Book 'Get Content Get Customers' Joe Pulizzi and Newt Barrett
<http://getcontentgetcustomers.com/>
- ▶ Your strategy (in 6 words)
 - ▶ Listen: prospects, applicants, current students
 - ▶ Google alerts – use it
 - ▶ YouTube search – search for your school on it
 - ▶ Twilert so you can follow conversations about our college on twitter (even if you don't use twitter) <http://twitter.com/Twilert>

▶ 6 words:

- ▶ Listen
 - ▶ Participate
 - ▶ Update
 - ▶ Adapt
 - ▶ Analyze
 - ▶ (repeat)
-



Practical Uses of Social Media for Recruitment Marketing,

Nikki Chun, U of Miami & Adrienne Bartlett, TargetX

▶ Putting it all together

- ▶ Ning (create your own social media site) <http://www.ning.com/>
- ▶ Vimeo (private version of YouTube) <http://www.vimeo.com/>
- ▶ Challenges they faced: Small but powerful staff; politics; varying levels of understanding and commitment; external forces: university redesign, changing CMS

▶ Lessons they've learned:

- ▶ Content (when people want to do something new, ask what content will be pushed out)
 - ▶ Commit, Connect
 - ▶ One media outlet shouldn't stand alone – need to keep email, FAQs, etc. and think about how the new things will supplement them
 - ▶ Take it personally (use it in your personal life first to learn it): twitter, YouTube, etc. then think if it could be used in business....
-



Practical Uses of Social Media for Recruitment Marketing,

Nikki Chun, U of Miami & Adrienne Bartlett, TargetX

- ▶ Book ‘Whoever Tells the Best Story Wins: How to Use Your Own Stories to Communicate with Power and Impact’ Annette Simmons
 - ▶ Book ‘The Cluetrain Manifesto’ “we are not seats we are human” “Through the Internet, people are discovering and inventing new ways to share relevant knowledge with blinding speed. As a direct result, markets are getting smarter—and getting smarter faster than most companies” (<http://www.cluetrain.com/>)
 - ▶ Millennials see social media as a way of life not a destination
 - ▶ Why go social?
 - ▶ More connections, more engaged .. etc. more likely to increase enrollment, etc.
 - ▶ Faddism?
 - ▶ You decide
 - ▶ Tools will come and go
 - ▶ It’s all about the relationship
-



Closing Keynote: “biz.edu: Crazy Times Call for Crazy Changes”, Brian Niles, Target X

- ▶ niles@targetx.com; <http://www.targetx.com>;
<http://www.slideshare.net/targetx/bizedu>
- ▶ “We are the change that we seek” (Obama)
- ▶ Inspirational/motivational talk
- ▶ “Never underestimate the power of a few dedicated people to change the world.” (Margaret Mead, anthropologist)
- ▶ Summary: ‘here’s to the crazy one’ (Brian)- ‘go out and make a difference in your organization’
- ▶ Details on next slide....



Closing Keynote: “biz.edu: Crazy Times Call for Crazy Changes”, Brian Niles, Target X

- ▶ **Managing expectations/situational analysis**
 - ▶ Professor dumps knowledge on empty vessel of a student
 - ▶ Notes -> student without going through brain
 - ▶ “talk at” teaching/marketing
 - ▶ People are thinking differently
 - ▶ Dec 2008: 73% are changing college plans due to economic environment; 93% are changing where they will go to school for economic reasons
 - ▶ 53% of students graduate is 6 years (not 4) (the rest don't graduate)



Closing Keynote: “biz.edu: Crazy Times Call for Crazy Changes”, Brian Niles, Target X

- ▶ Change our language – we provide a service that has costs and we accept money for it ... sounds like a business
 - ▶ Institutions need to change their language to make us think differently
 - ▶ Business, consumers or customers, sales and marketing, costs, return, investment, experience
 - ▶ Admissions are ‘sales’ people: match product or service you offer with people who have a demand it
 - ▶ Hire different people, train them differently, provide different tools, create different plans, set different goals
- ▶ Sales Tip #1: If you listen, your customers will tell you what they want (typically we talk and tell them stuff; listen instead)
- ▶ Sales Tip#2: Ask the prospective customer for their business
- ▶ The sales team should be the highest paid people in the organization.
- ▶ Noel-Levitz (<https://www.noellevitz.com>): 62% of enrollment offices report to the president (they should all be reporting to president)



Closing Keynote: “biz.edu: Crazy Times Call for Crazy Changes”, Brian Niles, Target X

- ▶ Costs 6x as much to recruit a new student than it costs to retain them
 - ▶ It takes a community to recruit and retain a student
 - ▶ Great book: ‘Transforming a College’, George Keller
(<http://search.barnesandnoble.com/Transforming-a-College/George-Keller/e/9780801879890/>)
 - ▶ **URGENCY: get things done; don’t be complacent**
 - ▶ 2 institutions:
 - ▶ one complacent and struggled 10 yrs later with enrollment;
 - ▶ one used the success and changed things up a bit
 - ▶ Get rid of “we’ve always done it this way”
 - ▶ False urgency: ‘I’ve got so much to do’ ...running from meeting to meeting ..
 - ▶ **Good book: ‘A Sense of Urgency’ John P. Kotter (good if you are running around a lot and there is complacency in your university);** <http://www.amazon.ca/Sense-Urgency-John-P-Kotter/dp/1422179710>
 - ▶ You probably have a problem with urgency if you hire a lot of consultants, have many meetings, are internally focused, deadlines are missed
-



Closing Keynote: “biz.edu: Crazy Times Call for Crazy Changes”, Brian Niles, Target X

- ▶ KNOW: What makes you stand out? What makes you different?
- ▶ FOCUS: WE CAN'T BE ALL THINGS TO ALL PEOPLE
- ▶ What can we do internally well (what we do the best); then outsource the rest
- ▶ Shared governance – (everyone has to be involved); he ***thinks we need to get rid of 'shared governance' because we need to make decisions*** (committees cannot be held responsible).
- ▶ Get rid of chairs:
 - ▶ At Target X they meet often: outside cubicles, etc.; they make decisions, get things done, meet frequently but for shorter times



Closing Keynote: “biz.edu: Crazy Times Call for Crazy Changes”, Brian Niles, Target X

- ▶ On white board in office/meeting room: “structure, urgency, focus” (3 themes for Target X)
 - ▶ meet 1x per month for an hour and stand up (no chairs)
 - ▶ go around the table and they need to state one thing they did that month that meets this ‘structure, urgency, focus’ ... so they can be accountable and think of what they are doing to waste time
- ▶ **Development:**
 - ▶ Conferences: All Things Digital (<http://allthingsd.com/d/>), ad tech (<http://www.ad-tech.com/>), ThinkAbout (<http://www.strategichorizons.com/SHthinkAbout.html>), Ypulse events, sxsw (music, film, interactive); may have to pay yourself and take own vacation days
 - ▶ Good book: ‘Outliers’ – Malcolm Gladwell: “examines the factors that contribute to high levels of success” ([http://en.wikipedia.org/wiki/Outliers_\(book\)](http://en.wikipedia.org/wiki/Outliers_(book)))

Closing Keynote: “biz.edu: Crazy Times Call for Crazy Changes”, Brian Niles, Target X

- ▶ Good book ‘Growing Up Digital’, Don Tapscott
(<http://www.amazon.com/Growing-Up-Digital-Rise-Generation/dp/0070633614>)
- ▶ Everybody is replaceable, accountable and everyone has ownership
- ▶ What are you responsible for? Do you know what you spend your time DOING?
 - ▶ Keep track of your time so you know where you are spending it; then you can see what you are doing that is not helping you reach your goal
- ▶ Give back:
 - ▶ The power of X (1% of profit, 1% of product, 1% of time – give back to non profit orgs)
 - ▶ Some companies give employees 1% of time off to help in an organization
- ▶ Give back to you: Where do you fit in this process?
- ▶ Meetings: be responsible- don’t meet for the sake of meeting, but still need to meet



Vendors

- ▶ [Academica Group](#)- Marketing
 - ▶ [Blue Sky Factory](#) – Email marketing
 - ▶ [Active data exchange](#) - calendar
 - ▶ [Collegebound network](#) - recruitment
 - ▶ [Bluefuego.com](#) – marketing
 - ▶ [College Recruiter.com](#) – job recruitment, continuing education
 - ▶ [Collegiate Web Solutions](#) – consulting agency
 - ▶ [Creosote Affects](#) - marketing
 - ▶ [DataMark](#) - marketing
 - ▶ [Earthbound Media Group](#) - marketing
 - ▶ [eduStyle](#) – web design gallery dedicated to higher ed . Learn and be inspired. Once a month, two sites selected as noteworthy
-



Vendors – cont'd

- ▶ [EMS Campus](#) - scheduling, event management, and web-based calendar functionality
 - ▶ [Fig Leaf Software](#) - “we got you covered” design, development, and training company. Partnered with Google and Adobe.
 - ▶ [Idfive](#) – website designer
 - ▶ [IE Design](#) + Communications – solutions for print and interactive media
 - ▶ [iFactory](#) - interactive factory (dynamic websites, SEO, interactive demos, brand strategy and development, info arch)
 - ▶ [Ingeniux](#) - WCMS
 - ▶ [Jadu](#) – WCMS
 - ▶ [InnoGage](#) – social media for marketing and recruitment. InnoBlogs and InnoChats
-



Vendors – cont'd

- ▶ [Koofers.com](#) - course selection, schedule planning, ratings, online library of past exams and study materials
- ▶ [Marcel Media](#) – search engine marketing, analytics...
- ▶ [LearnHub](#) - international student recruitment, test preparation, study abroad
- ▶ [OmniUpdate](#) - WCMS
- ▶ [VOPED](#) – online technology for video content management
- ▶ [Paskill Stapleton & Lord](#) - marketing
- ▶ [TerminalFour](#) - WCMS
- ▶ [Zinch](#) – college portal

