2008 ANNUAL CEC CONFERENCE

A Primer on Advanced Network-centric Recruiting and Marketing

AGENDA

Introduction and Housekeeping

A brief survey of experience levels

Analytical framework

- **The Web 2.0 and online community landscape**
- **User behavior and segmentation**
- **Web 2.0 Tools**
- **Connecting internal and external communities**
- **Community brand footprint**
- **Managing risk**

Marketing, recruiting, and networking case studies

- **LinkedIn: Caltech & Monash & Alberta**
- **YouTube: Berkeley & MIT & Toronto**
- **Blogging: Do you want to get Lucky?**
- **MySpace: Top 5 US universities & York**
- **Yahoogroups+: How do deal with branding abuse**

Strategic implications & discussion

- **50 minutes for the presentation and 25 minutes for discussion**

- **Depending on the number of attendees from the Monday session, sections and chapters will be skipped**

- **The presentation will be posted on www.illuminategroup.com**

- **Some 2008 Web 2.0 / online community-related presentations:**

  - **CASE Leadership Summit / Europe Annual Conference**
    - *The Future of Community and Affinity in an Online World*

  - **EAIE Annual Conference**
    - *Web 2.0, Alumni, and International Student Recruiting*

  - **AIEC/IDP Annual Conference**
    - *How Online Communities Change International Education*

  - **CBIE**
    - *Strategic Responses to Online Communities & Platforms*

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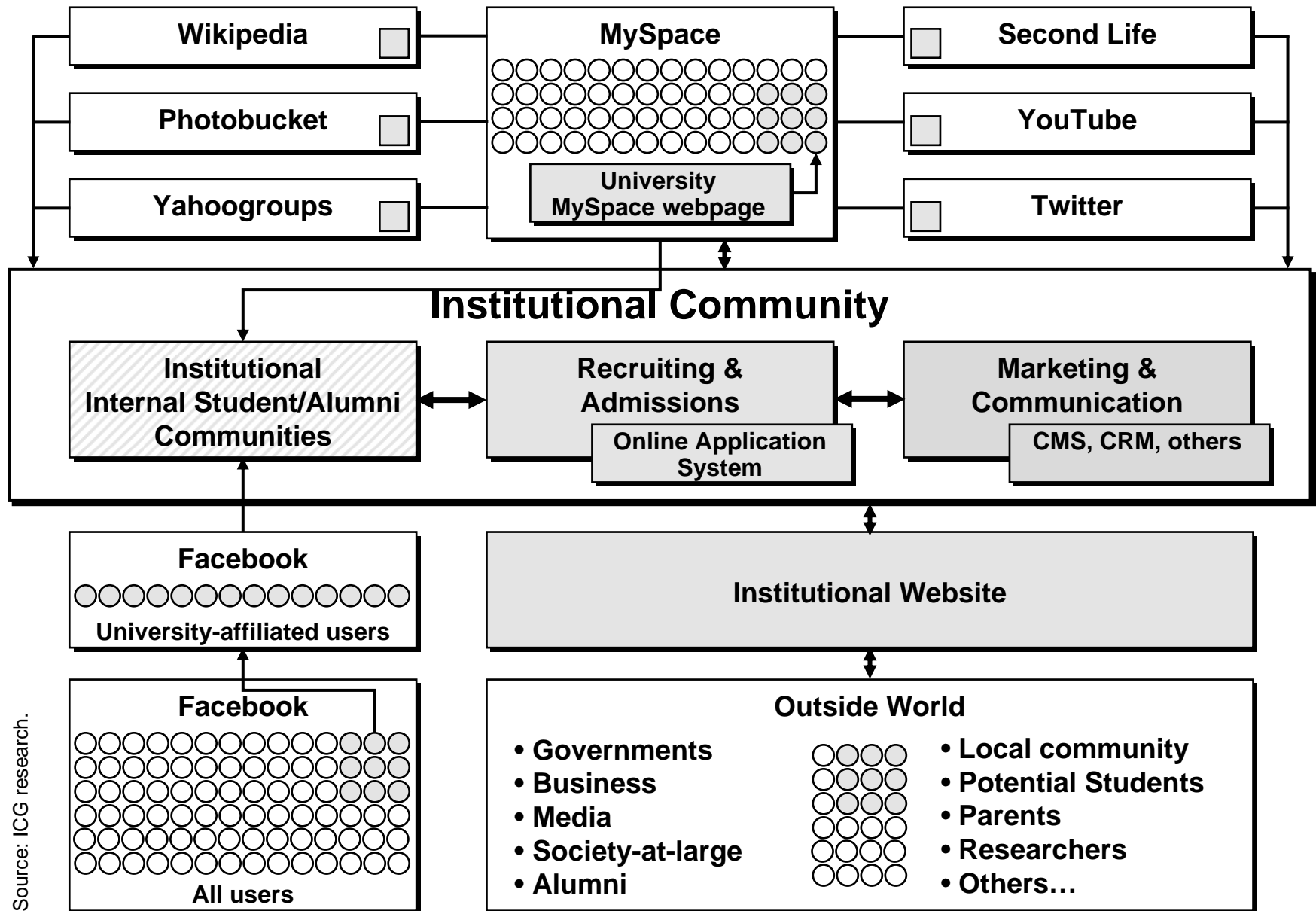
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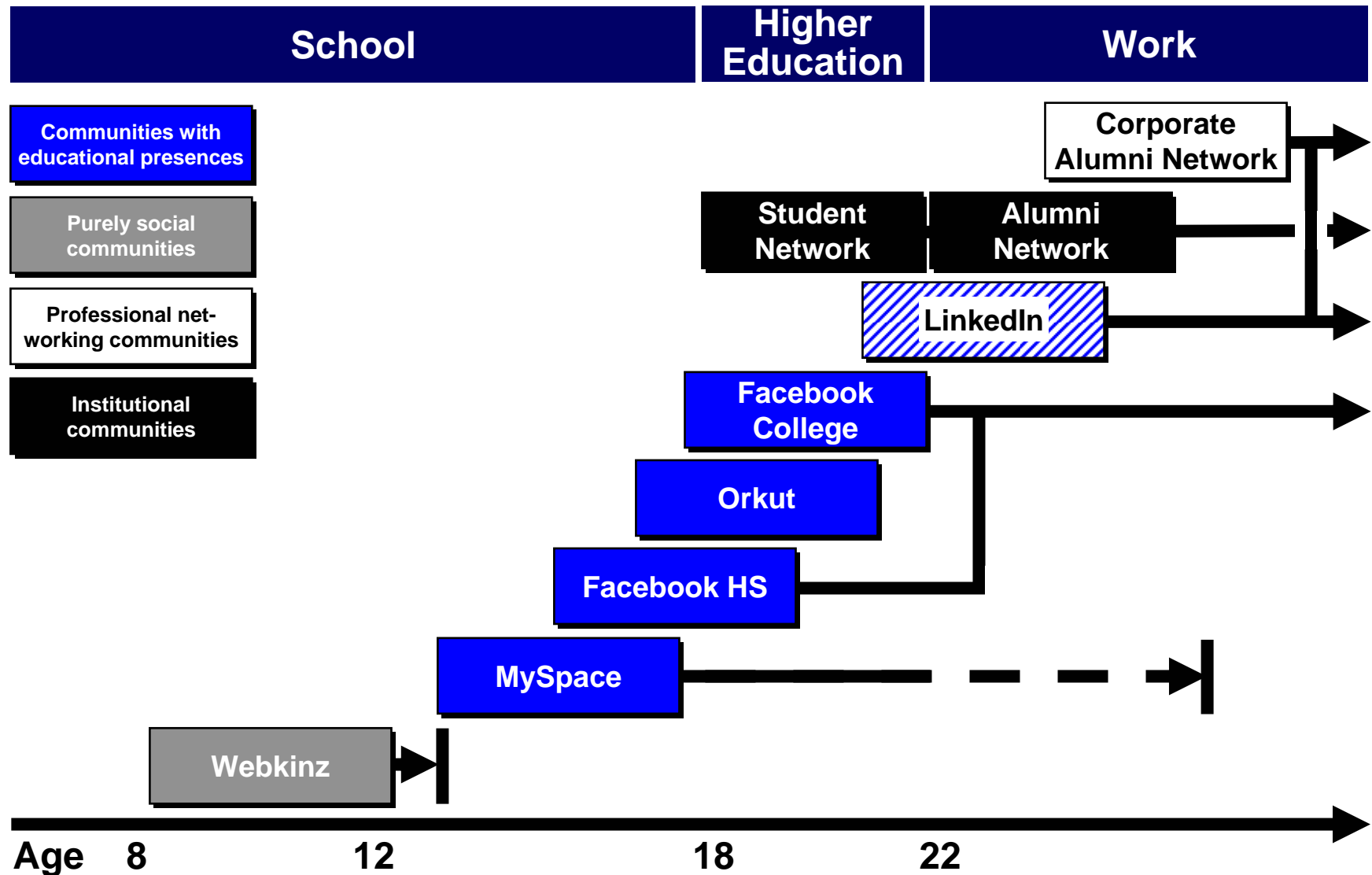- **Yahoogroups+: How do deal with branding abuse**

Strategic implications & discussion

HOW DEEPLY ARE YOU IMMERSED IN ONLINE COMMUNITIES?

- **Who has a Facebook account and Facebook friends still in college?**

- **Who has a 75% or more complete profile on LinkedIn – and who has more than 100 contacts?**

- **Do you write your own blog and if so, what are hits/day?**

- **What accounts for the majority of interactions on Second Life?**

- **Does your institution have a dedicated YouTube channel?**

- **Does your institution have a integrated, cross-functional approach to social media and Web 2.0 tools? Maybe even a strategy?**

- **Have you been tweeted?**

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Strategic implications & discussion

Source: ICG research.

Source: ICG research.

Community Usage by User Age Cohort

Legend: ■ 14-17 ■ 18-24 ■ 25-34 ■ 35-44 □ 45-54 □ 55-64 ■ 65+

THE WEB 2.0 AND ONLINE COMMUNITY LANDSCAPE: IMPLICATIONS FOR STUDENT RECRUITING & MARKETING

- **Online communities are here to stay. They are not a fad. Otherwise you have to tell 800 million plus users they waste their time**

- **Online communities are poised to grow, eventually catering to all but most Internet users**

- **Some communities will become hard to ignore based on their user size, level of user engagement, or network power. These include Facebook, MySpace, LinkedIn, and some others**

- **There is no guarantee, however, that these communities will not change, or become less useful to academic institutions. There is a guarantee that some communities will wither, be merged, or become irrelevant**

- **As a consequence, student recruitment and marketing must move with all due speed into the online community realm. It is a space where to-be-recruited and current students as well as many young alumni make their home**

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Strategic implications & discussion

COMMUNITY USER BEHAVIOR AND SEGMENATION – A NEW PARADIGM IS EMERGING

- **What do have teenagers in London, Los Angeles, Sydney, Singapore, and Toronto in common?**

- **They do not like homework? Maybe…**

- **They will regret fashion choices when their teenage kids find pictures of them in the future? Probably…**

- **They share two devices:**
  - **An iPod**
  - **A cell phone**

- **They have moved their social infrastructure, communication patterns, and media consumption more or less entirely online**

- **This has drastic implications: For the first time, a globally homogenous technology user experience has emerged**

Does your institution know how to recruit these students?

TARGET AGE COHORTS ARE BY FAR THE MOST ACTIVE ONLINE COMMUNITY USERS

Percentage of U.S. Online Users by Age Group

Age groups: 12-17, 18-21, 22-26, 27-40, 41-50, 51-61, 62+

Categories: Creators, Critics, Joiners, Spectators, Inactives
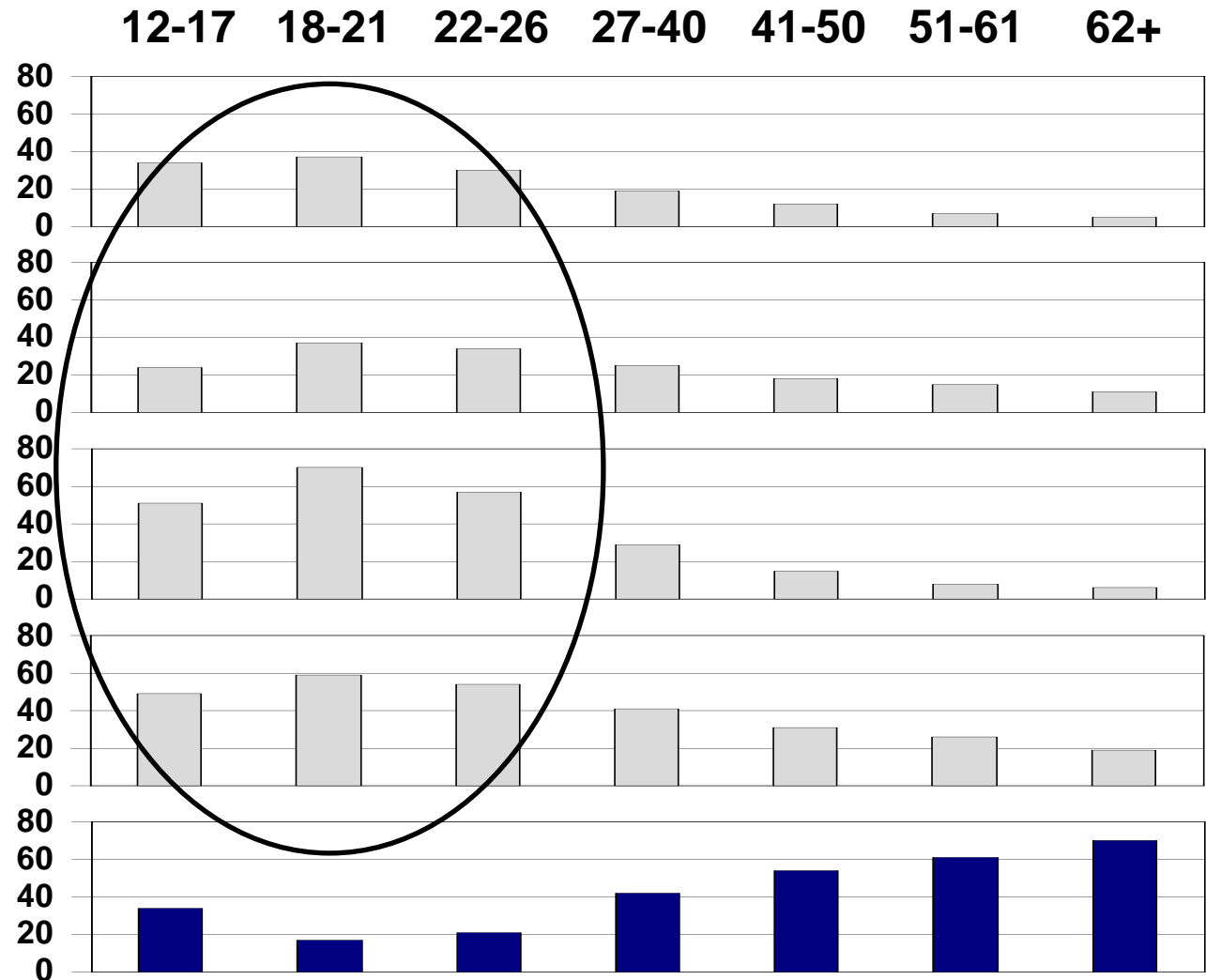
Source: Forrester Research, 2007.

INTERNET AND COMMUNITY USAGE PATTERNS OF GERMAN HIGHER EDUCATION STUDENTS

Hours/Day Internet Usage
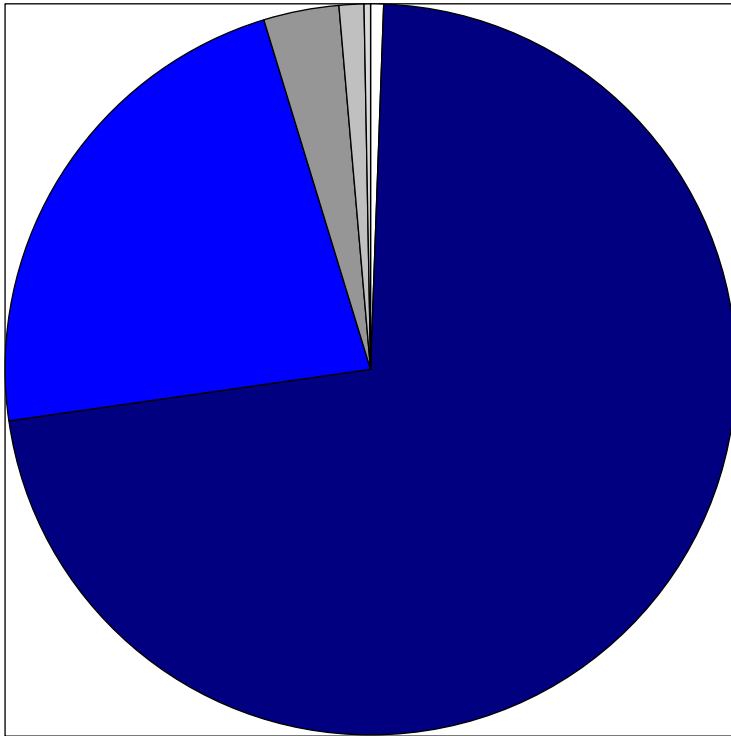
□ < 1 ■ 1 to 3 ■ 4 to 6 ■ 7 to 9 ■ 10 to 12 □ > 12

Community Usage
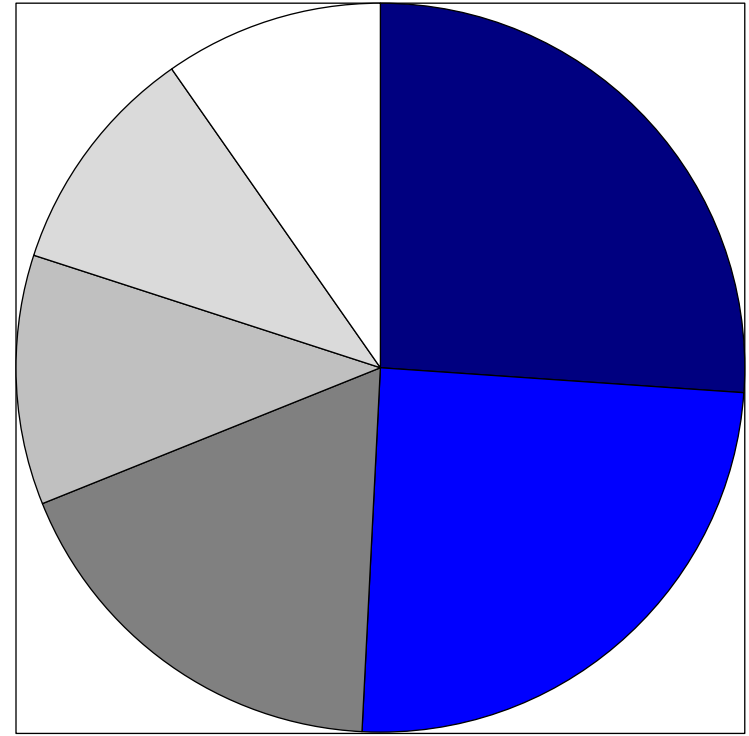
■ Very often   ■ Often   ■ Somewhat
■ Rarely   □ Very rarely   □ Never

Online community usage is a global phenomenon

COMMONITY USER BEHAVIOR AND SEGMENTATION: IMPLICATIONS FOR STUDENT RECRUITING & MARKETING

- **The amount of time spend by some user segments (teenagers, college students) in online communities can be staggering – accounting for many hours a day**

- **Some segmentation patters seem to carry over – for example gender differences and academic capabilities**

- **Another strong segmentation driver are cultural backgrounds. This is visible in the choice of community or platform, the mode of expression, and the kind of networking approach**

- **Institutions engaging with potential students in online communities must be cognizant of the fragmented and segmented landscape they enter. There is no one-size-fits-all strategy**

- **Lastly, the emerging move away from big to small screens, coinciding with a move from larger groups to smaller networks, must be kept in mind**

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Strategic implications & discussion

Web 2.0 Tools

- **Widgets**
- **Syndication (RSS, Atom feeds)**
- **APIs**
- **Toolbars (browser)**
- **Podcasting**
- **Desktop alerters**
- **Tagging**
- **Flash**
- **Mashups**
- **Blogs**
- **Wikis**
- **XHTML, CSS, XML, Ajax, etc.**

Widget Background

- **A widget is anything that can be embedded in a webpage or into special applications like Mac OS X Dashboard or Vista's Sidebar. The most important widgets today are third-party applications for social networking sites like Facebook or aggregation sites like iGoogle and netvibes**

General Environment for Widgets

- **Widgets are small application written in HTML and JavaScript and can be embedded in web sites, special desktop applications, and run on smart phones like the iPhone. Some widgets retrieve information from a central server, others just work without that (e.g. a calculator widget)**

Brief Description of Widgets

- **Widgets are widespread and seen as an essential marketing tool: "Once dragged onto personal webpages, widgets tend to live on longer than traditional ads – not necessarily because users care about the brand, but because they like the interactive feature they downloaded it for."**

Best practice example:

The Open University created a course profile widget for Facebook. This widget lists the courses a student has taken and sends it via Facebook's news feed to his friends which might be encouraged to take those courses, too.

OU added tools to find a study buddy or areas for other students or alumni to recommend which courses to take.

- **Web 2.0 Tools are proliferating rapidly. The high innovation pressure and low barriers of entry make selecting the right tools important – and imply frequent updates and changes**

- **Deploying these tools requires expertise often not found in institutional units. Rather, it is students, alumni, and other external parties which hold deep expertise**

- **Tools are just that, tools. There is no such thing as a podcasting strategy, nor will widgets recruit students by themselves**

- **All in all, Web 2.0 tools and platforms offer a rich, deep, rapid, smart, and potentially highly effective set of recruiting tools**

- **Importantly, (prospective) students have come to expect the expert deployment of Web 2.0 tools on campus. Some even make application and enrollment decisions based on an institutions Web 2.0 savvyness**

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Strategic implications & discussion

Institutional | Connective Layer | External World

Level of Control

Alumni & Donor Database → Alumni & Donor Online Directory

Student Records Database → Student Online Directory

Prospective Students Database (CRM)

Alumni & Donor & Students & Prospective Students Online Communities

Facebook
MySpace
Orkut
LinkedIn
StudiVz
Bebo
NING

Members / Action & Information
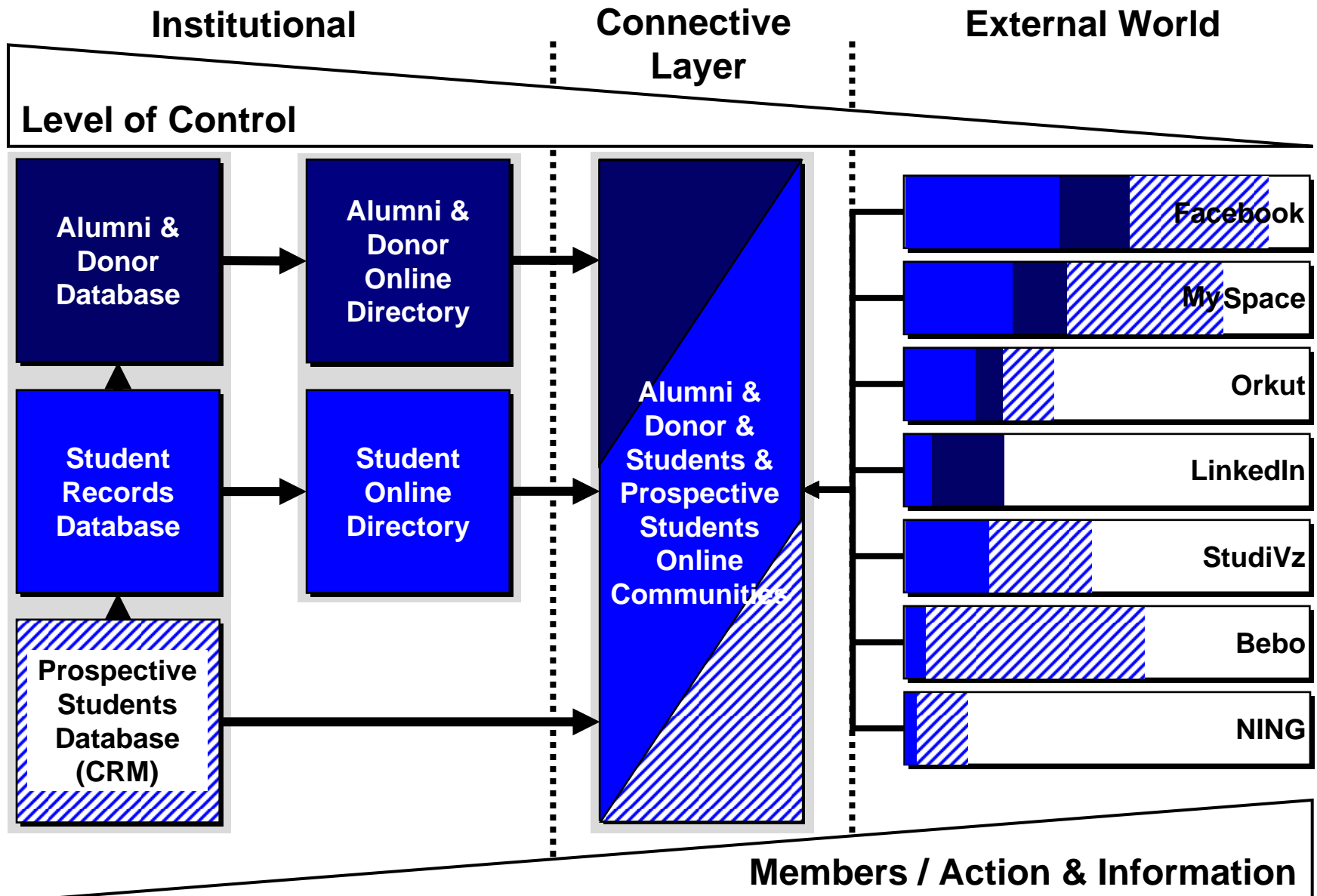
EXTERNAL AND INTERNAL COMMUNITIES: IMPLICATIONS FOR STUDENT RECRUITING & MARKETING

- **External communities are home to hundreds of millions of potential recruits, but focusing-in on likely recruits is a major challenge**

- **Internal communities – if in place – offer an important stepping off function for engaging with the outside world based on linkage patterns**

- **Connecting to and engaging with external communities is aided by a first layer of rationalization (groups, networks, clusters)**

- **Important institutional and this brand multipliers – students and alumni – are amply present in external communities and offer a second layer of rationalization**

- **The key is to categorize, corral, and connect relevant communities and services in natural ways to make web-based recruiting and marketing effective and efficient**

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Strategic implications & discussion

THE CONCEPT OF COMMUNITY BRAND FOOTPRINTS

- **Institutions have four discrete pools which carry their brand in online communities – students, staff, alumni, and everyone else**

- **The total number of affiliated parties generates an institution's overall brand footprint. Since this includes parties not related or beholden to the institution by definition a loss of control and reach is implied**

- **The expression of brand affiliation stretches across a wide range of parameters, from overt badged alumni status to random drive-by posting of comments. Obviously, weight and depth of relative brand impression differ accordingly**

- **Technically, a brand footprint is measured as the number of users/ members in a community affiliating with a brand vis-à-vis the total or a subset of defined members of the brand (all of the above or, for example, just students)**

- **Results fall into to categories, high brand footprint (more than 100%), and low brand footprint (less than 100%)**

- **Institutions with high brand footprints**

    - **are more easily "findable"**
    - **can be better understood with regards to their overall complexity and position**
    - **make outreach more easy (network effect)**
    - **and can rely on more brand carriers to help them to achieve their marketing and recruitment objectives**

- **The reverse is the case for institutions with low brand footprints**

- **Institutions have a variety of tools they can employ to raise their community brand footprints, ranging from**

    - **making communities accessible on campus**
    - **to encouraging usage**
    - **to creating an institutional presence**
    - **to making a community part of the learning and living experience for students and staff**

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Strategic implications & discussion

MARKETING AND RECRUITING RISK CATEGORIES

- **User base/target audience fit**

- **Program offer fit**

- **Message/tonality fit**

- **Web 2.0 general overload**

- **Tool complexity overload**

- **Use of sub-standard tool**

- **Lack of tools**

- **Lack of institutional expertise**

- **Lack of institutional integration of tools and services**

MANAGING RISKS

- **ICG recommends to adopt a risk management approach based on a risk register which classifies risks and allows individual services to evolve in a spectrum from banned, to "allowed", to endorsed, to officially part of the services environments**

- **We also recommend to foster Web 2.0 intrapreneurship by (a) promoting digital literacy (e.g.; by introducing a obligatory social media driving license), (b) providing a clear process architecture explaining how to pursue and evolve opportunities in the institutional environment, and (c) monitor usage and allow for community of practice discussions**

- **One mandatory measure for overall effective risk management and web engagement in general is to develop a policy which deals with the risks and opportunities immanent in new technology applications**

- **Next to a policy that allows users and providers to understand what is acceptable and what not from an institutional legal and technological perspective it is also recommended to promote the use of a (possibly individualized) code of conduct for information providers**

RISK – TO MANAGE OR NOT TO MANAGE: IMPLICATIONS FOR RECRUITING AND MARKETING

- **There is less critical risk than often presumed, but there is more non-critical and strategic risk than generally understood**

- **There is no way to eliminate risk. The lawyers need to come to grips with this fact of life on the web**

- **There are many risk areas which can be effectively mitigated if you have an integrated risk management strategy**

- **A key pillar of such a strategy is to use network-centric and community-based self-policing and controlling tools**

- **Many recruiting targets are quite sensitive to risk management measures**

- **Lastly, risk can be managed through positive credibility (by association)**

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Strategic implications & discussion

Source: LinkedIn, October 2008.

There is not a lot to see from the outside…

It is about branding – which applies to alumni, students, and recruits

Source: LinkedIn, July 2008.

Source: Caltech Alumni Association, September 2008.
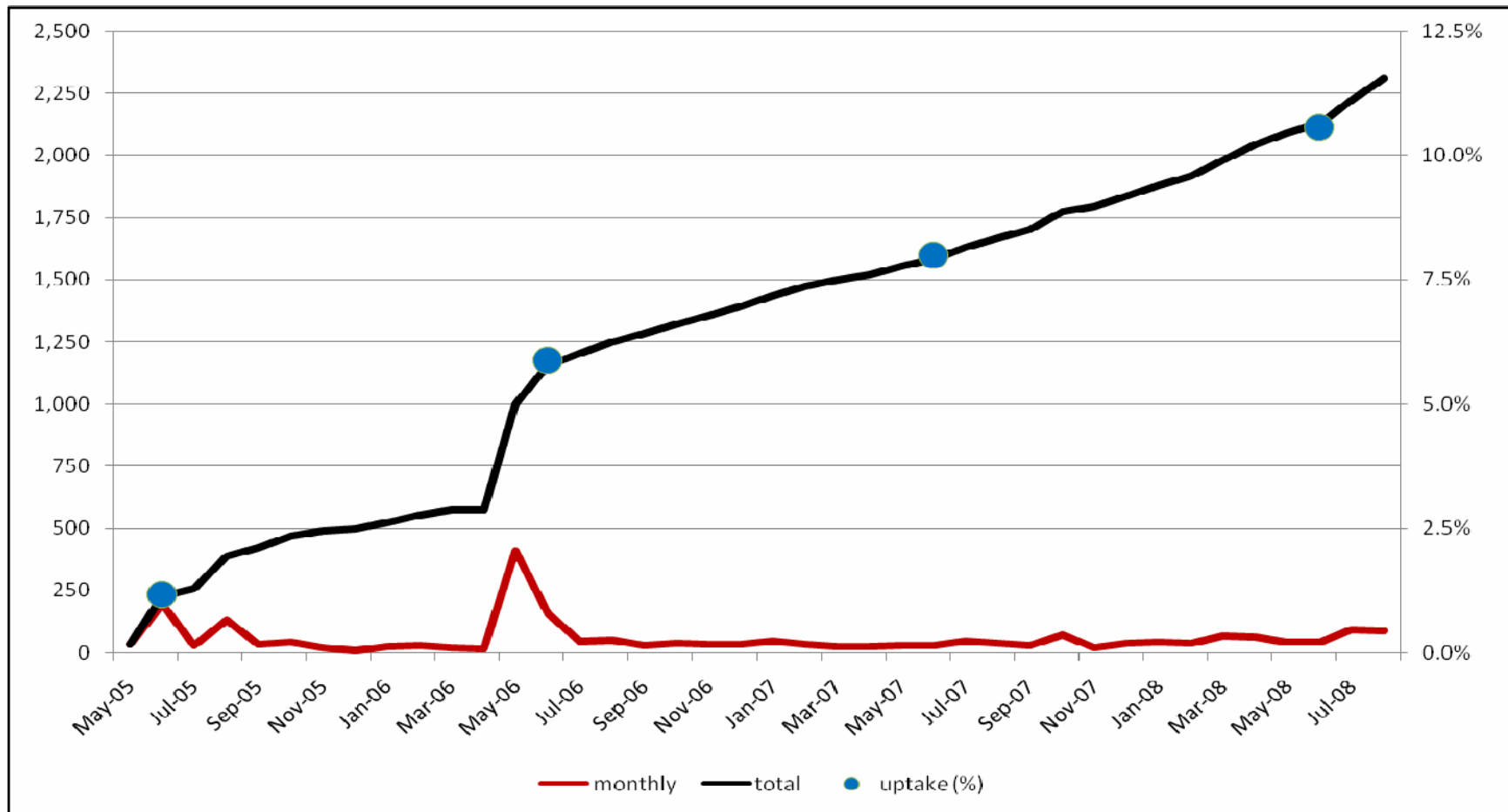
Sustained growth – despite LinkedIn not appealing to many Caltech alumni

- **The University of Alberta has an exceedingly small footprint on LinkedIn with a total of a mere 460 members**

- **Only "10" University of Alberta-affiliated groups exist:**
  - **University of Alberta Alumni – 409 members**
  - **Schulich School of Engineering – 25 members**
  - **Alberta MBA – 15 members**
  - **University of Alberta Gold Key Society – 5 members**
  - University of Alberta, Law Alumni – 1 member
  - University of Alberta, MHSA Alumni – 1 member
  - Libon Cardiovascular Institute of Alberta – 1 member
  - University of Alberta, Faculty of Extension, MACT – 1 member
  - University of Alberta School of Business Alumni Association – 1 member

- **The overall brand and faculties are represented, but the little differentiated group presence evidences clear brand disassociation patterns**

How can future students relate to Alberta in the absence of a networked presence?

- **No official presence of Monash University on LinkedIn**

- **A total of 7,166 alumni are registered – but only 664 are registered in groups**

- **14 unofficial, recently created and highly fragmented groups relating to Monash University exist on LinkedIn, resulting in brand overlay:**
  - **Monash University Alumni (created 20 March 2008, 430 members)**
  - **Monash Uni Alumni (created 13 June 2008, 6 members)**
  - **Monash Alumni (created 27 February 2008, 19 members)**
  - **MonashAlumni (created 10 June 2008, members 1)**
  - **Monash University International Alumni (created 20 June 2008, 36 members)**
  - **Monash Australia Alumni (created 1 July 2008, 26 members)**

Very small footprint: < 1,000 out of > 300,000 Monash community members

Source: LinkedIn, November 2008.

Caltech

Alberta

Monash

3,056 group members total
2,133 students total
Footprint coverage: 143.3%

460 group members total
36,948 students total
Footprint coverage: 1.2%

664 group members total
58,319 students total
Footprint coverage: 1.1%
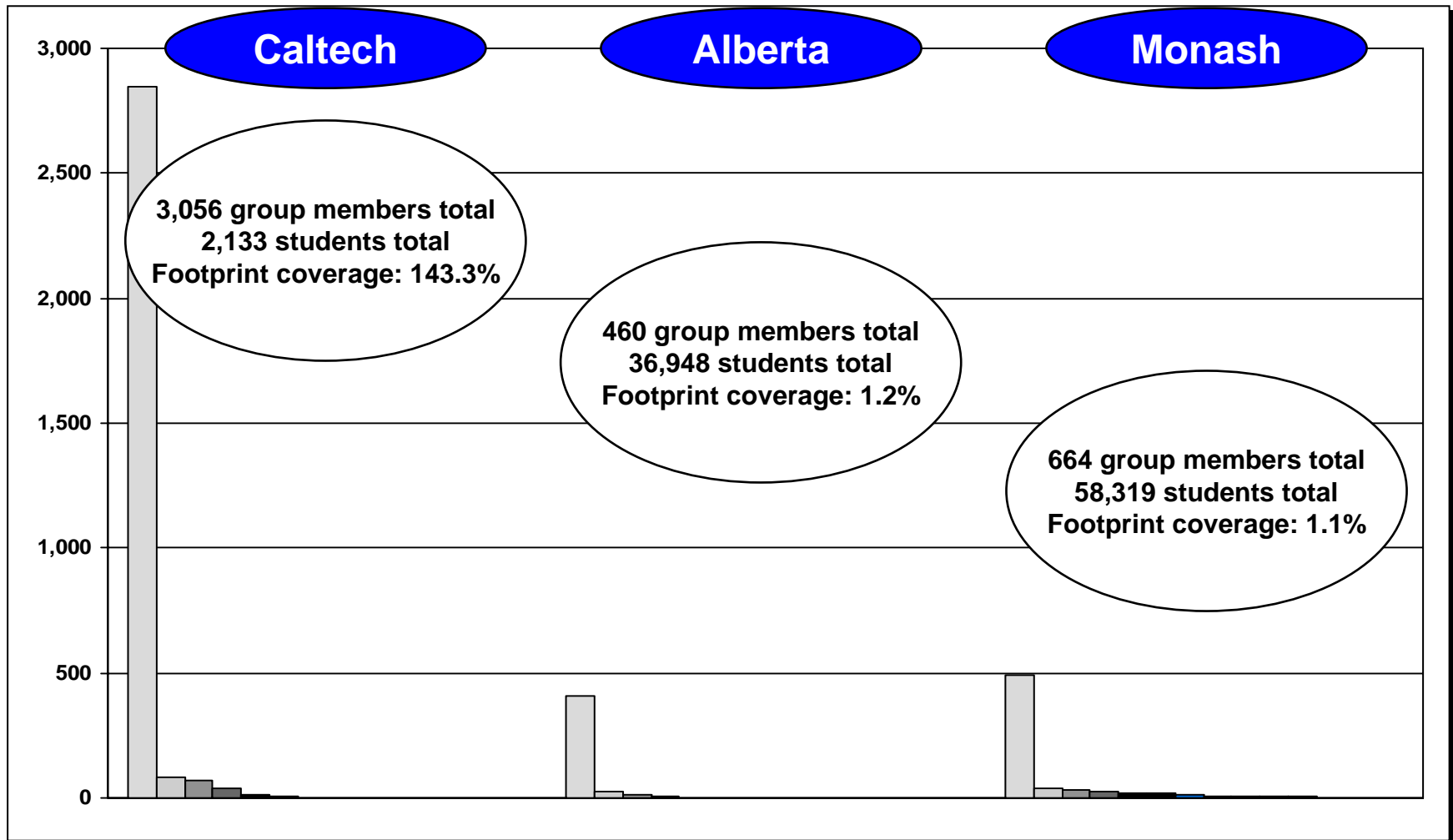
Notes: Data are from November 2008. ICG makes no claim of ultimate accuracy. Data furthermore may be incomplete or structurally inaccurate given a number of methodological constraints. Please see ICG's general commentary on methodological issues. Footprint is calculated as the percentage of respectively affiliated group members on LinkedIn vis-à-vis the student enrollment headcount.
Source: Caltech, University of Alberta, Monash University, LinkedIn, November 2008.

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Strategic implications & discussion

1.9 million channel views & 16,000 subscribers since October 2007

Source: http://www.youtube.com/user/ucberkeley

2.4 million views (and it is not even a YouTube channel)

Source: http://www.youtube.com/watch?v=NZNTgglPbUA

What? Luckily, few are watching this video

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Strategic implications & discussion

Let's remember this gentleman

Source: www.ufl.edu/admissions.

Lucky's blog started eight months ago, now reaches up to 1,500 hits/day

Source: http://boardingarea.com/blogs/onemileatatime.

Three and a half year of community participation: 21,197 posts

Source: "Lucky's" profile on www.flyertalk.com.

Not a CEO. Not a consultant. A college student at the University of Florida

Source: http://boardingarea.com/blogs/onemileatatime.

What kind of Web 2.0 / community recruiting features does UF employ?

Source: www.ufl.edu/admissions.

- Nice
- Clean-cut
- Good looking
- But are they real?
- And who are they?
- And why should an applicant care?

Here's a hint: This is not community or Web 2.0-based recruiting

Source: www.ufl.edu/admissions/prospectiveinternational.html.

Meet Lucky

Drivers: Credibility – relevance – leverage – timeliness

Source: www.ufl.edu/admissions (sort of).

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Strategic implications & discussion

Brand Footprint

Legend:
- Students (blue)
- MySpace members (white)

University	Brand Footprint
UCLA	170.0%
Florida State University	159.0%
University Of Central Florida	129.0%
University Of Florida	131.1%
Arizona State University-Tempe	142.7%
York University	6.7%

X-axis: 0, 10,000, 20,000, 30,000, 40,000, 50,000, 60,000, 70,000, 80,000
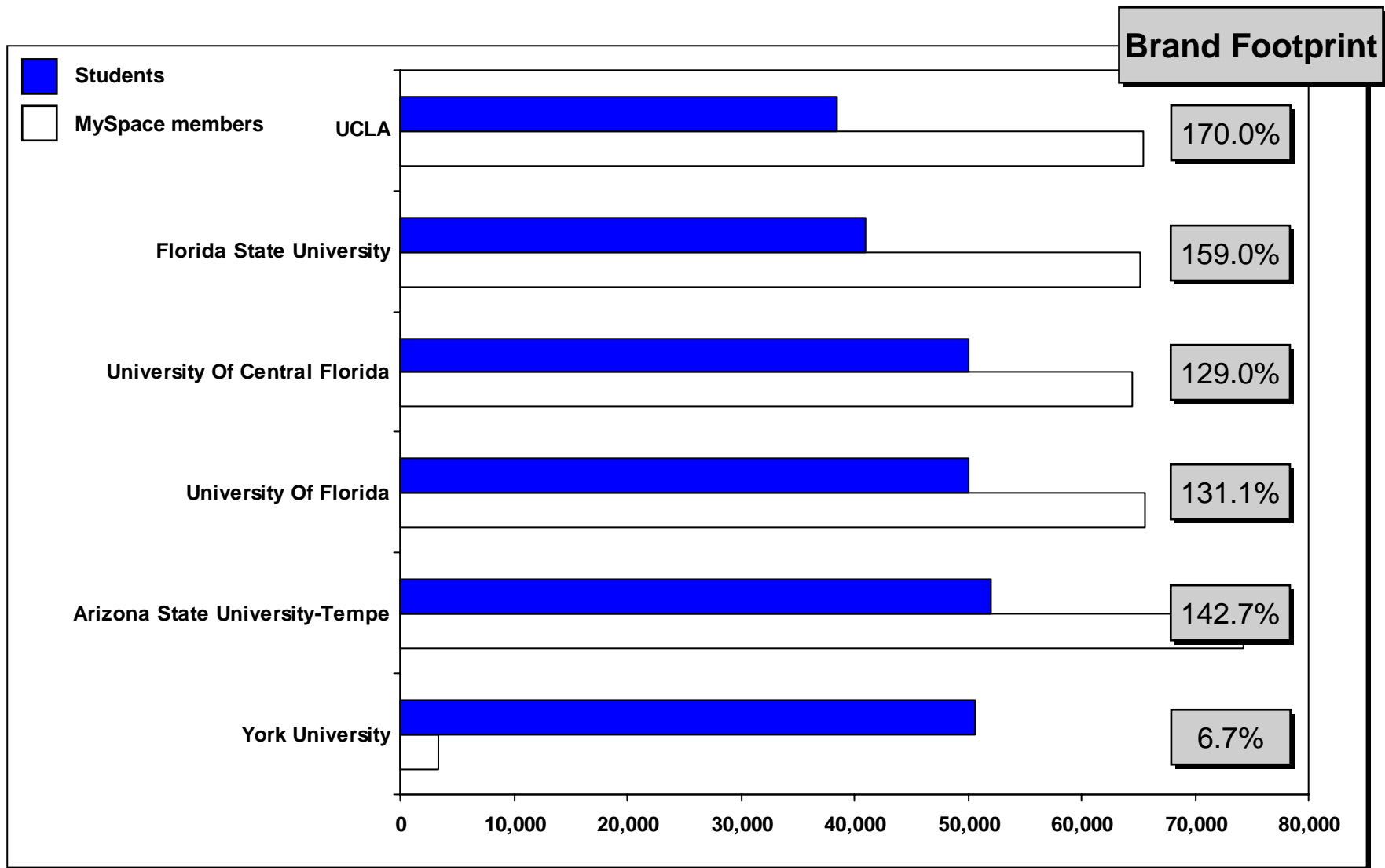
Notes: MySpace list for Top 5 US universities (undercount as per browse function). York University data per browse function. Brand footprint is calculated based on MySpace users in respective groups relative to currently enrolled students.
Source: MySpace, November 2008.

Less than 900 dedicated users affiliate with York

Source: MySpace, November 2008.

3,421 overall affiliated users: York's brand footprint runs at around 6.7%

Source: MySpace, November 2008.

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Strategic implications & discussion

Wait. There's more.

Source: Yahoo Groups webpage as of 12 July 2008.

A high social capital alumni community in 5 minutes: Copy, paste, done

Source: Yahoo Groups webpage as of 12 July 2008.
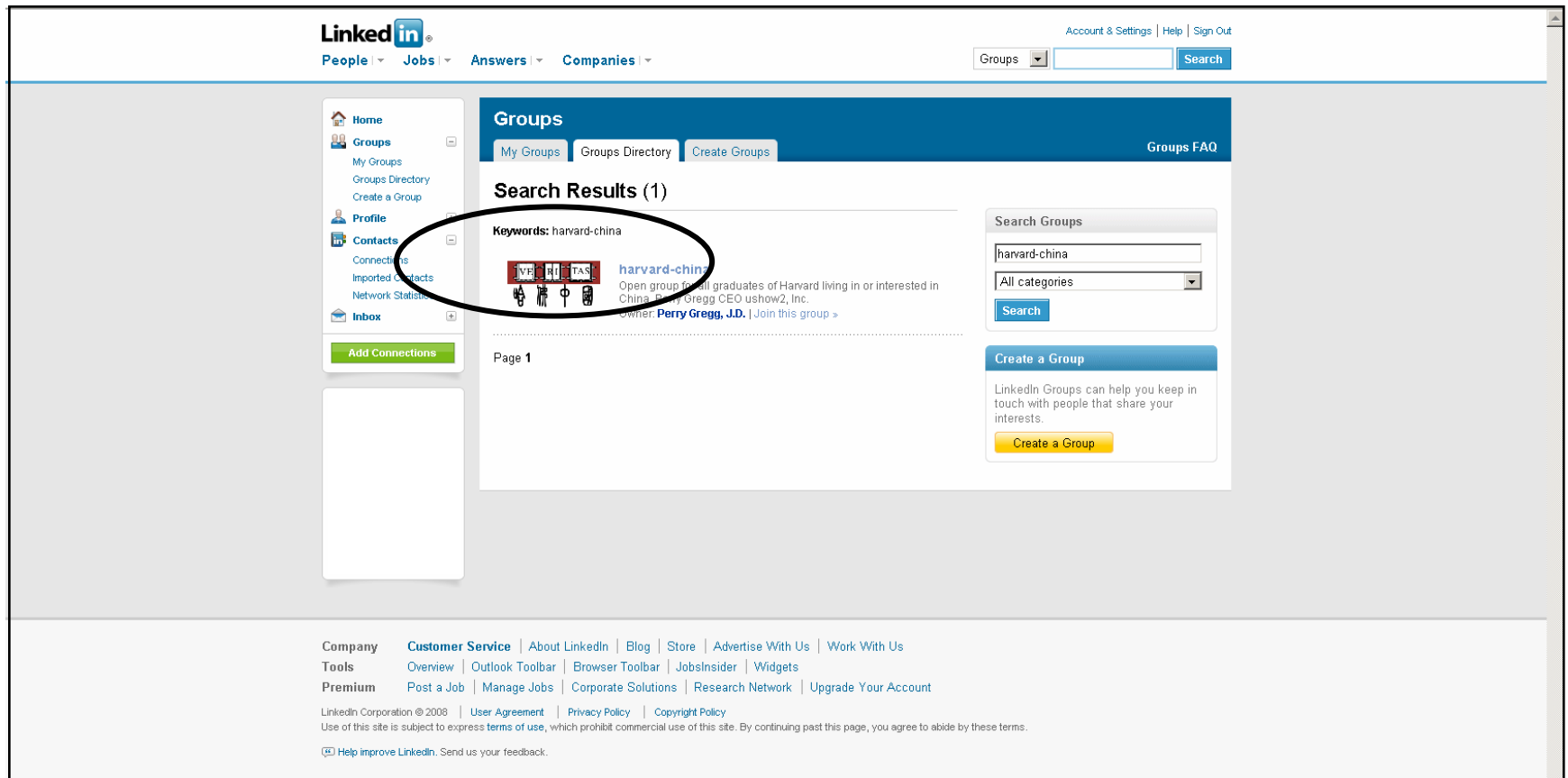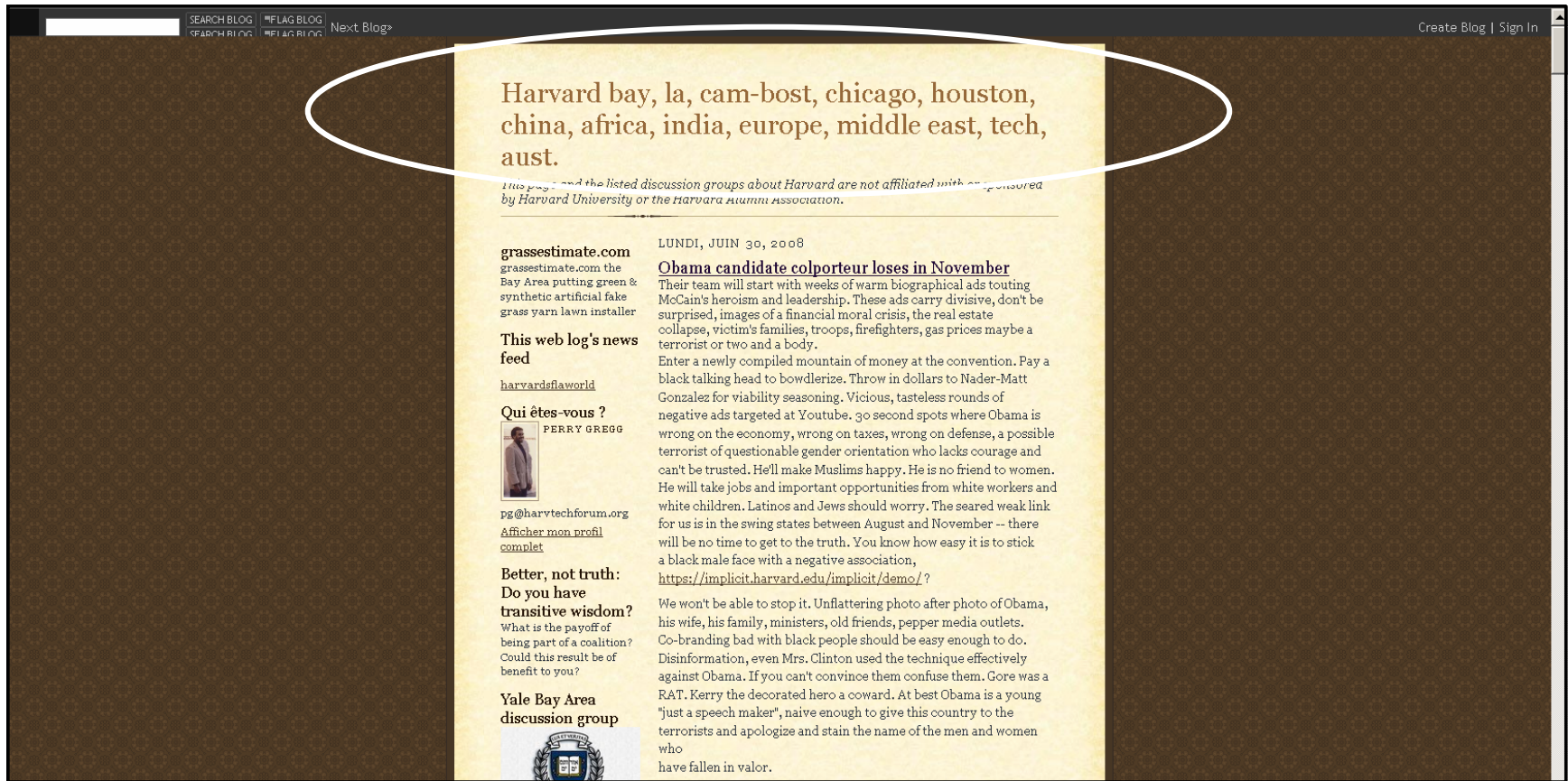
Yet another copy-paste high social capital alumni community

Source: LinkedIn, July 2008.

Oh what a tangled web you weave…

Source: http://harvard-sf.blogspot.com; http://harvardsf.org.

- **Blog**
  - **harvardsf.org**

Yahoogroups	**Focus**	**Member Count**
• harvard-sf		2
• harvard-la		433
• harvard-dc		108
• harvard-houston	**Cities**	19
• harvard-austin		25
• harvard-chicago		59
• harvard-nyc		1,637
• harvard-bay-area		1,613
• harvard-sf-la-collegesinvitelist	**Metro Areas**	139
• harvard-cambridge-boston		203
• harvard-china		238
• harvard-australia	**Countries**	22
• harvard-india		51
• harvard-africa		37
• harvard-europe	**Continents/Regions**	216
• harvard-middleeast		54
• harvard-alameda-educators	**Special Interest**	43
• harvtechforum.org		244
• Total of 18 Yahoogroups		5,143[1]

This is just harvard- Yahoo Groups. Not LinkedIn, ushow2.org, others

(1) Membership counts are not verified. The alumni status of signed up group members is not verified and at least partially highly questionable.
Source: Various websites/webpages as of 12 July 2008.
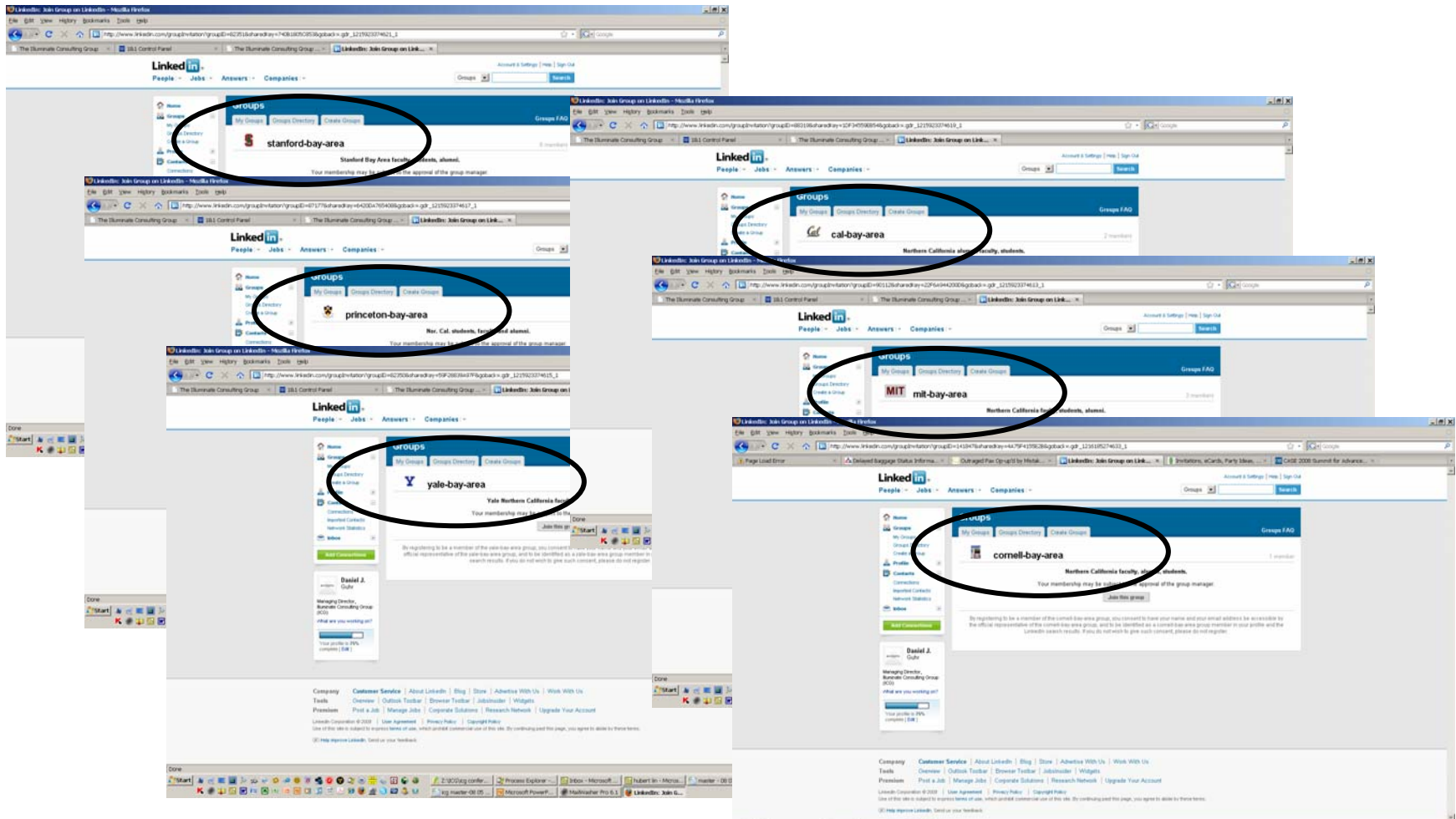
…but also Stanford, Princeton, Yale, Cal, MIT, and Cornell

Source: LinkedIn, July 2008.

Source: E-mail from harvard-bay-area listserv, February 2008.

Entrepreneurial? Or Deceptive?

All Harvard alumni apparently care about is Astroturf…

From: perry.gregg@gmail.com on behalf of Perry Gregg [perry.gregg@post.harvard.edu] <perry.gregg@gmail.com>   Sent: Thu 3/6/2008 8:18 AM
To: undisclosed-recipients-from
Cc:
Subject: You applied recently to join harvard-bay-area ...

on LinkedIn. To be approved and be able to post on a list of 1700 Bay Area grads, pay the $20 annual dues with this link.

http://hbadues.notlong.com

Best,
Perry

Pay $ 20 "to be approved" as an alum

Source: E-mail from harvard-bay-area listserv, March 2008.

WHY IS THIS MISSAPPORPRIATION OF BRANDS AND NETWORKS SO ABUSIVE AND DAMAGING?

- **Nothing Mr. Gregg does serves Harvard, or any other institution he is "covering"**

- **Mr. Gregg uses institutional brands and networks for his own gains**

  - **To find himself a job**
  - **By attempting to charge $ 20 to list members for the "approval" of their alumni status**
  - **To propagate ideas and concepts which are at times solely used to create controversy**
  - **To create mailing lists he can further monetize**

- **Alumni are bound to be disappointed – with their alma mater not protecting them from such an obvious misappropriation of their brand**

- **By not counteracting Mr. Gregg's endeavors properly, Harvard created grounds for an (ever) expanding empire of brand/network properties**

This is arguably the most far reaching case of alumni network abuse

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From: Sent: Fri 7/11/2008 1:48 PM
To:
Cc:
Subject: FW: [Mitbay] Warning - unauthorized "MIT" site

---------- Forwarded message ----------
From:

Date: Thu, Jul 10, 2008 at 9:41 AM
Subject: [Mitbay] Warning - unauthorized "MIT" site
To: mitbay@mailman-alum.mit.edu

MIT Alums,

I just wanted to call your attention to an unauthorized LinkedIn site called "MIT bay-area". The site owner is a non-alumnus named Perry Gregg and he has been charging $20 to join his site - something he has been doing for other schools including Harvard. This IS NOT RELATED TO MIT CLUB OF NORTHERN CALIFORNIA AND HAS NOT BEEN SANCTIONED BY THE MIT ALUMNI ASSOCIATION OR MIT, and in fact this site is run by an individual with no affiliation with MIT.

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MIT alumni took the lead

Source: E-mail from MIT Alumni Association Bay Area Club, July 2008.

- **Institutions' General Counsels got involved**

- **LinkedIn shut down all of Mr. Gregg's groups**

- **As a result, he lost the main membership traffic driver and any potential professional value for list members**

- **Mr. Gregg subsequently ported the -bayarea groups onto Facebook**

- **This move has been an abject failure. Months later, some groups have membership levels in the single digits**

- **Why did the move to Facebook not work? Because the group identity shifted from institutional brand to Mr. Gregg's circle of friends**

- **Yet in the absence of pro-active community strategies, there is no barrier to this situation being repeated**

This is arguably the most far reaching case of institutional network abuse

Introduction and Housekeeping

A brief survey of experience levels

Analytical framework

- **The Web 2.0 and online community landscape**
- **User behavior and segmentation**
- **Web 2.0 Tools**
- **Connecting internal and external communities**
- **Community brand footprint**
- **Managing risk**

Marketing, recruiting, and networking case studies

- **LinkedIn: Caltech & Monash & Alberta**
- **YouTube: Berkeley & MIT & Toronto**
- **Blogging: Do you want to get Lucky?**
- **MySpace: Top 5 US universities & York**
- **Yahoogroups+: How do deal with branding abuse**

Strategic implications & discussion

FIVE STEPS TO CONSIDER

- **Educate all relevant units (alumni, fundraisers, marketing, admissions, communication, faculty leadership, legal, IT, etc.) on what is happening and the existing tactical and strategic challenges**

- **Analyze the implications for the institution. Map challenges and opportunities. Break rules and cross internal silos**

- **Devise an integrated strategic response and educate and train relevant units in the institution**

- **Test. Implement. Test some more. Map and measure. Revise. Change**

- **Repeat Steps One to Four**

- **For (international) recruiters**

  - **Soon nearly all target pools will participate in communities, revealing deep personal information but also acquiring specific knowledge about institutions. Response: Survey, observe, gently engage, and never push against a community's culture and tonality**

- **For alumni relations staff and career services**

  - **Communities have become a transactional meeting ground for alumni of all institutions – which challenges traditional service and communication models. Response: Connect, communicate, leverage**

- **For marketing and communication staff**

  - **Communities are on their way to become the most important (but not only) channel to reach students, while at the same time inducing a new intra-network dynamic. Response: Seeding, encouraging, and monitoring**

- **For educational delivery (learning/teaching) staff**

  - **Web 2.0 tools and platform are fundamentally altering the way and modes of how teaching and learning is taking place. Response: You have to get in front**

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