



MARKETING BRIEF

Prepared for **Wake Forest University School of Law**
Prepared, Written & Designed by **Jorge Fernando Reyna, MBA**

Winston Salem, NC
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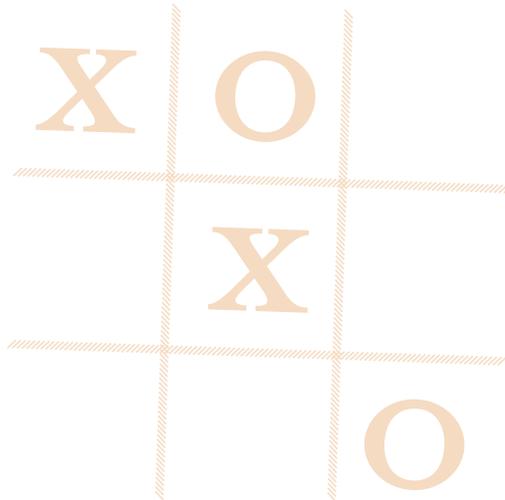
EXECUTIVE SUMMARY

This brief was prepared as part of my application for **Executive Director of Marketing** for Wake Forest Law. It is intended to showcase my thinking and abilities in strategy, design and programmatic marketing, following the 30/30/30/10 percent breakdown of duties that was outlined in the description of the position. It contains:

- **Strategy (30%):** An analysis of the forces shaping the marketplace in which the law school currently operates. The brief identifies the types of programs that could be enacted to increase the school's already high standing in the space, followed by the crafting of a clearer and more direct **Value Proposition** inspired by the information currently offered in the school's marketing materials.
- **Design (30%):** A discussion of design-thinking best practices and how they can be applied to enhance the school's image even further while increasing brand equity. This section includes visual composites that will showcase my overall design sensibility and skill, as well as techniques that will apply proven design-thinking methodologies to all other aspects of the marketing effort.
- **Digital & Programmatic (30%):** A digital marketing section in which I present ways to use programmatic marketing, SEO and other digital advertising techniques to expand the reach of the school's message, raise the amount of qualified leads and ultimately result in an increased share of applications from students seeking acceptance into the program.
- **Other (10%):** The last section comprising "other" duties is dedicated to what I term future-thinking, which is primarily about anticipating trends, embracing them early and having a hand in shaping them as they expand in the marketplace over time.

All of the writing, designs and ideas presented in this brief are my own, except where passages from other writings are cited as sources and composites derived from existing university designs are present.

STRATEGY



Competitive pressure among institutions of Higher Learning is intense. Our globalized technological landscape had already erased geographic limitations, and the crisis being lived in 2020 has brought remote online collaboration to the mainstream. It is only a matter of time until distance-learning becomes an integral – if not the principal – way in which future generations learn and develop. This will bring about unique challenges to faculty, administrators and students, particularly to highly specialized and nuanced academic pursuits, like law and medicine.

Differentiation among universities will hinge in the ways in which they deliver value via the new paradigms that will be evolving in near-real time. Forces of competition from new entrants, increasingly sophisticated student cohorts, distance learning offerings, virtual reality classrooms and as-of-yet unimagined technologies will require that higher education institutions evolve and adapt in order to fulfill the promise inherent in the crucial role they play in educating each generation.

Porter's Five Forces

Michael Porter's **Five Forces** framework is useful when evaluating the competitive landscape in any industry. Even though academia is generally understood to be in the realm of the public good and not necessarily an "industry," the principles outlined by Porter are useful to understanding the structure of its participants. (Pringle & Huisman)¹ This type of analysis is helpful for staking out an advantageous position that will ensure the best outcomes: attract the most talented students, the most talented faculty, the most desirable research grants, etc.

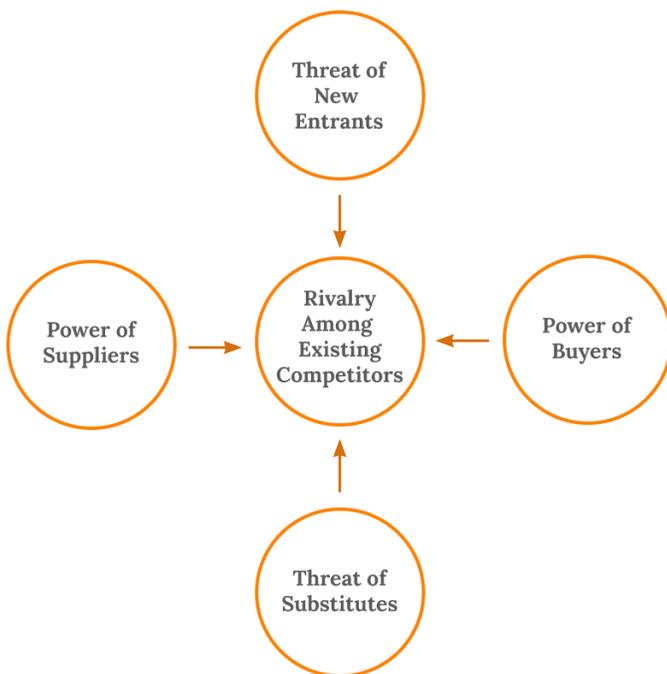


Figure 1: Illustration of the Five Forces

Bearing this in mind, we can begin our analysis of how each of these forces shapes the competitive landscape for **Wake Forest Law**. We will use these insights to posit a set of actions that can be taken to leverage them in favor of the school so that it can solidify its existing position, increase its brand equity and expand its share of the market.

1 Threat of New Entrants

The barrier of entry for new law schools is exceedingly high. Incumbents enjoy two key advantages that keep the threat of new entrants low:

- **Demand-Side Benefits of Scale:** In general, educational institutions of higher learning enjoy a demand-side benefits of scale dynamic, whereupon the buyers (*students, parents*) of the firms in that particular industry (*universities*) are willing to pay more for the product of those firms (*a specialized education*) if the demand by other willing buyers is high. Pringle & Huisman note that, "as more and more students attain university credentials, there is increasing demand ... for the same, because these credentials become the base expectation in the marketplace."² As a subset of higher education institutions, law schools are no different. The cost of a law degree increases commensurate with the amount of students seeking to earn one, which benefits the institutions already operating in the space.
- **ABA Accreditation:** With only 200 fully accredited law schools and 1 with provisional accreditation³, the American Bar Association acts as a gatekeeper of quality of sorts. Moreover, its yearly rate of accreditation is low, with only 8 new law schools having earned the distinction since 2011.

Because of these two significant barriers to entry, the law school marketplace is not awash with new competitors. Although new schools like *Elon Law* in Greensboro, NC, which gained accreditation in 2008, promise law degrees for lower cost and in less time, the allure of these new offerings in the marketplace can be counteracted by:

- Developing an In-Depth Knowledge of Student Profiles:** A rich understanding of the types of applicants who are attracted to Wake Forest Law can be attained through surveys, focus groups, interviews and other types of outreach. Covering all stages of the student lifecycle, from prospective to current students, as well as alumni, will help give clarity into the specific profiles that make up Wake Forest Law. This type of focus will result in identifying and developing relationships with a talent pool that is uniquely crafted to the school, ensuring no new entrants can come close to touching it.
- Highlighting Wake Forest Law’s Long Standing Accreditation:** Although not a huge differentiator among existing competitors, the length of ABA approved certification can be an important point of value for a prospective law student considering a newer school versus an institution with a richer history like Wake Forest Law. The school’s been ABA approved since 1936, and this should be communicated early on in the messaging. This could be achieved with a small but significant change to the bottom right section of the footer of the homepage: where it says, “Consumer Information (ABA Required Disclosures),” it could read “**ABA Approved Since 1936: Read Our Standard Information Report.**” In addition to being a more active call to action, it also highlights the fact that the school has been accredited for almost 85 years.

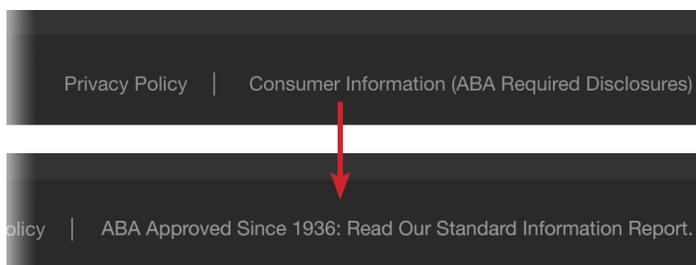


Figure 2: Footer change to better reflect ABA Accreditation

2 Power of Buyers

In our context, the **Buyers** exerting their power onto the institutions are the students and, in some cases, their parents. This power can be both internal, e.g. student unions, or external, in which the competition for the most talented prospective students forces the institution to adapt their offerings in order to attract them. Since choosing an institution of higher learning is affected by a multitude of factors, and as the options available from schools become more standardized, the power of students as buyers increases. As such, developing strategies to reach the right candidates and connect with them in meaningful ways is of paramount importance when trying to leverage the power of buyers to **Wake Forest Law’s** advantage.

The institution can make use of two key programs to increase its brand equity, recognition and value in order to attract prospective students and increase its competitive position against the comparative power the students, as buyers, yield. These are:

A. Positively Affect Yearly Rankings in Media Publications

In a 2014 paper titled, “Who Responds to U.S. News & World Report’s Law School Rankings?”⁴ Jeffrey Evans Stake and Michael Alexeev find that applicants take the *USN&WR’s* school rankings seriously enough to shape their behavior according to the information contained in the yearly issue the magazine publishes. The influence of these publications in the marketplace is therefore high, because it increases the bargaining power of students as buyers by providing them with a powerful initial filter for their options.

From a marketing point of view, the dramatic change in ranking Wake Forest Law received by *USN&WR’s* report between 2020 (#31) and 2021 (#42) is of

particular concern. Without knowing all the specifics surrounding changes at the law school that might have resulted in this drop, we can still drill down into the methodology employed by the *USN&WR* to arrive at these rankings in order to find useful insights into ways in which the university can affect its overall scores more consistently for the better. For the sake of this analysis, we can characterize the manner of influence the law school can exert on these data points as either *direct* or *indirect*, and we can use a metric of *low*, *medium* or *high* to ascertain the degree to which they can be impacted.

i. Quality Assessment

The qualitative ranking is highly subjective and is arrived at by surveying both peers and field experts, which in the case of a law school are lawyers and judges. The best approach is to develop a strategy of *indirect* influence, with the expectation that these programs will have a *low impact* in the short term and build up over time. The two key factors in this metric are:

a. Peer Assessment: Wake Forest Law is already doing many things that have earned it a respectable 3.1 out of 5 score among its peers in the *USN&WR*'s yearly survey, to wit:

- Being a thought leader in innovative aspects of the law via the papers it chooses to publish in its journals, like Atilla Kasap's *Copyright and Creative Artificial Intelligence (AI) Systems* in 2019;
- Having strong relationships with professors, deans and other professionals from other law schools by inviting them as guest lecturers in all manner of topics being discussed in the school's panels, classrooms and symposia; and
- Being strategic about the topics discussed at

these events so that they align clearly with the law school's primary value proposition, like the *Isolated by the Law* online symposium that discusses a very timely and relevant topic.

However, there is certainly room to expand the respect the law school's peers hold for the institution by increasing the recognition these efforts get over time. The school's marketing department can develop programs designed to promote these events, relationships and scholarship throughout the web. We will discuss how Social Media Ad Platforms like Facebook and Instagram would be used to achieve this type of promotion to help raise the school's standing in the legal community further in the *Programmatic* section of this brief.

b. Assessment score by lawyers and judges: Similar to the peer assessment, positively influencing legal professionals for better rankings is better done *indirectly*. **Wake Forest Law** can further promote its standing and reputation among professional influencers via its marketing by, for example:

- Featuring the work of its faculty, students and alumni more prominently on the homepage. (More on this in the *Design* section of this brief)
- Building on the success of initiatives like the *North Carolina Business Court* and develop new similar programs in other areas of specialization

One subset of the professional assessment that could be more *directly* affected is the school's alumni network. A marketing program such as a yearly drive to encourage working alumni to seek out participation in these annual surveys to give their alma mater top marks would go a long way towards raising the 3.5 out 5 rating even higher.

ii. Selectivity

The second major metric employed by *USN&WR*'s ranking is one that can be *directly* influenced by smart marketing, and it has the potential to have a *high impact* on the final score because it is largely within the school's control. The publication takes into account median LSAT and GRE scores, median UGPA and the school's *Acceptance Rate* to measure how selective the law school is when offering admission to new candidates.

“...students are not merely defined by their numeric stats on the application, and the marketing team must understand the subjective qualities that make up the ideal future attorneys Wake Forest hopes to send into the world”

In order to develop the best strategy to increase the *Selectivity* score, the marketing team must work closely with the **Dean of Admissions** and their department in order to fully internalize the requirements they look for in a successful applicant. An important part of this collaborative work is to develop detailed profiles or personas for the types of candidates the school wishes to attract, which helps immensely in finding the best ways to connect with them through marketing communications. This is extremely important because students are not merely defined by their numeric stats on the application, and the marketing team must understand the subjective qualities that make up the ideal future attorneys Wake Forest hopes to send into the world. It is these qualities, coupled with their academic chops that will lead to their success.

Once these personas are defined, the work of developing campaigns to target them begins. Most of the focus will be on improving the *Acceptance Rate* metric, since it is the one that seems to have the biggest impact on the overall ranking score. Three observations support this claim:

1. When looking at **Wake Forest Law's** drop in ranking, the biggest change between the 2020 listing and the one for 2021 is an increase of almost 7 percentage points in the *Acceptance Rate*. There were no other dramatic changes year-over-year in the other parameters in the scoring.
2. The school is in a 3-way tie at #42 with George Washington and George Mason universities. When examining the scores of all three schools side by side, **Wake Forest Law** had a considerably higher *Acceptance Rate* than the other two schools, which hurt its overall ranking.
3. Looking at other competitors, the University of Wisconsin tied for #38 even though it boasted an impressive 100% bar exam passage and a student-faculty ratio on par with Columbia University's 4.5:1. However, Wisconsin Madison's *Acceptance Rate* was at 44% to Columbia's 15.9%. Columbia rose from #5 to #4 in the 2021 rankings, where it has been for decades.⁵

It is fair, then, to surmise that focussing on *Acceptance Rate* to achieve a higher rank in the yearly report is a good first step towards attracting a larger number of potential new candidates. The best way to increase this metric will be to expand the school's marketing reach in order to expose more potential students to **Wake Forest Law** (more on the mechanics for achieving this in the *Programmatic* section of this brief).

Having a larger number of Completed Applications will give the Admissions team a larger pool of highly

qualified applicants from which to choose. A larger pool of talent will allow for a more selective screening process, which could in turn result in raising the median LSAT/GRE and UGPA of future cohorts. Given the fierce competition amongst the top 50 law schools in the country, even the smallest rise in the *Selectivity* metric could be the difference between staying in the low 40s and rising to the mid-30s in the rankings.

iii. Placement Success

The influence the law school's marketing efforts can have on this third metric is once again *direct*, and its impact on the overall score could be *medium to high*. Although the success of the student in the marketplace will be most directly influenced by their academic preparation, the marketing department can work closely with the **Office of Career & Professional Development** to design programs that promote **Wake Forest Law's** graduates to potential employers in a way that highlights the school's primary Value Proposition's role in shaping their training. In particular, these programs would communicate how the preparation these students received will add value to their law firms, corporations, prosecutors offices or judge chambers. This support could consist of:

- Redesigning the Career & Professional Development web portal to bring it to the level of the main public-facing **Wake Forest Law** website so that it projects the Law School's Value Proposition for employers more clearly.
- Applying Design-Thinking principles to the processes of reaching out to firms, particularly in the testing-ideation cycle, to identify novel and beneficial ways with which to connect with those particular stakeholders.
- Perform an ongoing competitive analysis of top

schools, like Columbia Law, which this year boasts the highest score in the Employed at Graduation metric among the top 14 schools. At 94.2% of new lawyers employed at graduation, Columbia must be doing some things that could be emulated by Wake Forest to attract so many employers to its graduates.

a. Bar Passage Rate

Whereas the law school's marketing department can help the **Office of Career & Professional Development** craft a concise strategy and messaging to help with the school's perception with employers to boost its graduate's chances at being noticed, there isn't much it can do to directly influence the outcome of the *Bar Passage Rate*.

Yet, small things could be done to influence the preparation habits of second and third year students, such as organizing regular study sessions sponsored by the school and promoting them through internal marketing channels. Also, developing a simple app that sends them a daily sample test question to complete while on their way to class could be promoted among the students. Using *gamification concepts* to inculcate daily usage, such as showing them their standing within their class as their use of the app progresses over time would ensure that they are constantly performing the type of rigorous academic training passage requires.

iv. Faculty Resources

The Faculty Resources metric, with its *Expenditures per Student*, *Student-Faculty Ratio* and *Library Resources* sub-metrics, represent an area in which marketing efforts likely have a very *low impact* and can only exert influence *indirectly*, if much at all.

Still, fostering an internal culture that applies **Design-Thinking** principles to tackle an organization's toughest problems is something that the marketing group very much can control. Working closely with the **Dean** and tenured **Faculty** members, the marketing team can begin the process of empathizing and understanding what it takes to attract top-level faculty, retain them and thus increase the school's intellectual capital. From there, marketers can begin to identify pain points, ideating solutions that are then prototyped and tested. The process is ongoing, and the result is an incremental but solid progress that builds upon itself over time.

For instance, as mentioned before, highlighting the scholarship of faculty and featuring it more prominently in a module on the home page, particularly when it pertains to pressing legal issues of the moment, would give faculty a chance to connect with potential new students through their work. The process of choosing the works featured, how it's presented, the frequency of rotation, etc. are all details that would be addressed through the design-thinking paradigm.

B. Differentiation Through Specialization

Wake Forest Law can boast high rankings in two specializations: Legal Writing and Healthcare Law. These are important differentiators in the marketplace that should be highlighted when reaching potential new candidates. Special care could be taken to develop programs that specifically reach talented undergrads who show an interest in pursuing those specific tracks in their law school career to recruit more focussed cohorts.

3 Threat of Substitutes

Like we found with the Threat of New Entrants, law schools enjoy a high barrier of entry that also makes the **Threat of Substitutes** a low to moderate competitive force. Although online-only undergraduate programs have proliferated and in many respects succeeded in disrupting the traditional higher education paradigm (Allen & Seaman, 2007) ⁶, established grad schools retain their advantage due to accreditation standards remaining firmly on their side. For example, the ABA has yet to award accreditation to any online-only programs from any university.

However, the threat of substitutes has the potential to become more powerful in the coming years, especially as the world grapples with new challenges influenced by restrictions brought about by the current pandemic. Because of this, it is important for **Wake Forest Law** to continue expanding the ways in which it imparts education in online-only situations, like it does with its fully online Masters of Studies in Law for working professionals. The insights gleaned from these programs will prove invaluable for the time when outside circumstances make it increasingly necessary for students to be taught remotely most of the time.

4 Power of Suppliers

In the context of an institution of Higher Learning, the **Power of Suppliers** is mostly exerted by the faculty and, to a lesser extent, administrators, researchers and supporting staff. (Pringle & Huisman, 2011) ⁷. Pringle & Huisman go on to argue that, "Many professors at elite institutions are highly respected and considered thought leaders in their field. As such, they have even more power than their peers, because the prestige they provide their university makes them very difficult to replace."

Due to the limited amount of information on the workings of Faculty/Administration dynamics at **Wake Forest Law**, it is beyond the scope of this analysis to make a recommendation on the best ways to engage with the **Power of Suppliers**. Suffice it to say that the important thing is to recognize that faculty and staff are not so much a force to be reckoned with, but one that should be recognized, cultivated, cherished and harnessed in favor of the school.

The marketing team's efforts would be focussed on working together with faculty and administrators to find ways in which the skills and capabilities available in its toolset are used to find the best ways to help them extend their influence in the legal field as a whole.

5 Rivalry Among Existing Competitors

Perhaps beyond the **Power of Buyers** and the **Power of Suppliers**, the biggest competitive force in the Law School paradigm is the force exerted among **Existing Competitors**. All the top institutions are competing for a finite number of candidates and an even smaller finite number of highly skilled faculty, all to provide a legal education of the highest possible caliber. Achieving significant differentiation in such a fiercely competitive environment can be difficult, but it is achievable for the schools that are able to convey a clear vision and communicate it with a strong and authentic *Value Proposition*.

This is important because the decision of which school to apply to – and which to end up attending – is influenced by tangible factors like the type of law the student wishes to practice upon graduation, the location of the law school, the total financial cost and finding an alignment between the school's values and one's own.⁸ The better the marketing team of **Wake Forest Law** understands the school's core values, the better it will understand the students

and faculty who are the best fit. This understanding will result in more candidates of high caliber being reached successfully, which in turn will create more competitive cohorts and better, more successful attorneys as the years pass.



Now that we have identified the main competitive forces operating in the law school environment, especially as they apply to **Wake Forest Law**, we can begin the more creative work of crafting an authentic and compelling vision for the school.

A Clear Vision, a Powerful Value Proposition

Marketing is both art and science. All of the effort that goes into researching the competitive landscape, analyzing the numbers, interpreting the data and charting a strategic path provides a solid understanding of how things are. However, as Chip and Dan Heath argued in their 2010 book *Switch: How to Change Things When Change Is Hard*, "human beings don't change their behavior based on rational empirical evidence alone. It takes an emotional catalyst to truly inspire us to "switch."⁹ And this is where art excels.

Understanding how to tap into a core emotion is important because it is key towards constructing an authentic and inspiring **Value Proposition** that, when delivered in a few words, manifests its purpose and connects with its audience on a visceral level. In other words, it sets forth a clear vision through poetry, not just prose.

During the research for this brief, I came across quite a few memorable tag lines that clearly and succinctly delivered the **Value Proposition** of the law schools they were promoting. While by no means exhaustive, below is a list of the most memorable top five:

1 *A force for justice, a tradition of leadership. The world looks to Columbia Law.*



2 *Be here. Learn Here. Excel everywhere.*



3 *Be bold.*



4 *Prepare. Connect. Lead.*



5 *Collaborative. Creative. Caring.*



The following four runners up didn't make the top five because, although extremely effective at communicating the Value Proposition, they didn't rise to the lyrical level of the others:

Legal Education for tomorrow's world

Stanford Law School

Pursue a premier legal education with limitless opportunities in the nation's capital.

GEORGETOWN LAW

Learn by doing in less time, with better value.

ELON UNIVERSITY
SCHOOL of LAW

Build your community.



Looking to these standouts for inspiration, we can begin the process of identifying what could work best to convey **Wake Forest Law's** value to potential new students. Using the analysis of the competitive landscape in the previous section, we can extrapolate an initial list of major values that **Wake Forest Law** can highlight to deliver a unique **Value Proposition** in order to maintain its competitive advantages, differentiate itself from major competitors and increase its marketing reach:

- Tradition and precedent
- Trustworthiness
- No substitute for a rigorous law education
- Top notch faculty
- Focus on shaping the future
- Innovation
- Collaboration

We can distill these values into **two tag lines** that deliver both an inspiring Vision as well as the **Value Proposition** of **Wake Forest Law**, telling the story in a few words:

A *Character.
Progress.
Leadership.*

B *Build on tradition.
Nurture innovation.
Shape the future.*

The two tag lines say the same thing in different ways. The first one uses single word nouns and leaves things open-ended, while the second uses verb phrases that connote an active mindset to get the same point across. They both elicit the themes and values outlined before: Character speaks to tradition and trustworthiness, Progress speaks to innovation and having top notch faculty and students

that move things forward, while Leadership implies being at the forefront of shaping the future.

Following the principles of *Design-Thinking*, we would test both of these tag lines by presenting them on the school's website in an A/B test, performing internal and peer surveys, sample ad campaigns in visual ads, facebook ads, email subject lines, etc. (see Figures 3 & 4). The one that

performed better by a pre-determined set of metrics like click through rate, survey results, open rates, etc. would be the one chosen to communicate Wake Forest Law's Value Proposition going forward. This Value Proposition would inform all further marketing communications to reinforce the School's commitment to these values.

vA

Figure 3



vB

Figure 4



DESIGN (-THINKING)



Design-Thinking has been mentioned several times so far in this brief. Beyond being merely a sexy buzz word, it is a methodology that encourages framing problems in a way that puts human beings at the center of the solutions to those problems. Design company IDEO was among the first to identify this way of thinking, naming it and championing its use. Its basic premise is that in order to arrive at the best, sometimes surprising solution to a particular problem, one must pay particular attention to *who* is experiencing the problem our solution is trying to solve, then arrive at answer(s) by systematically working through the best findings in an iterative process that follows these five key principles:

1. **Empathizing** with the person experiencing the problem,
2. **Defining** said problem by asking lots of questions,
3. **Ideating** solutions to the problem that might not have seemed as obvious,
4. **Prototyping** the best solutions and then
5. **Testing** them to ascertain their viability

Having researched in order to *empathize*, *defined* a few problems and *ideated* their solutions, we use the applied art of visual design in order to *prototype* these hypothesis and test them out in the real world.

A Methodical, Non-Linear Approach to Design

In the last section of this brief, extensive research was done to gain a deep understanding of the law school landscape, the competitive forces that shape it and how **Wake Forest Law** can best position itself to meet them in order to continue being a force to be reckoned with for many years to come. This research allowed us to gain enough insights into the school's situation so that we could do things like:

- **Empathize** with *New Applicants* to think of better ways to reach them; with *Current Students* to ideate tools to help them study for the bar; with *Faculty* to imagine the best ways to serve them; and with *Administrators* to foresee the challenges that may come when trying to implement changes.
- **Define** the challenges encountered during the research by asking questions like, "what defines this law school?," "where does their faculty excel?," "what are their current students like?," "what type of problems do the administrators face?."
- **Ideate** solutions to address these questions by crafting a new tagline based on a *Value Proposition* that tells a story, reimagining a way for the homepage to feature current faculty scholarship more prominently, imagine the concept of an app to help students study for the bar, and proposing a way to tie the Career & Development site more closely to the *Value Proposition*.

We will now proceed to use visual design composites to create *prototypes* that address some of the challenges identified during the first steps in the process. We will not go so far as to build and test them, but we will be able to show how small changes can have a large impact on telling the story set forth

by a clear and concise *Value Proposition* and designing everything else around it.

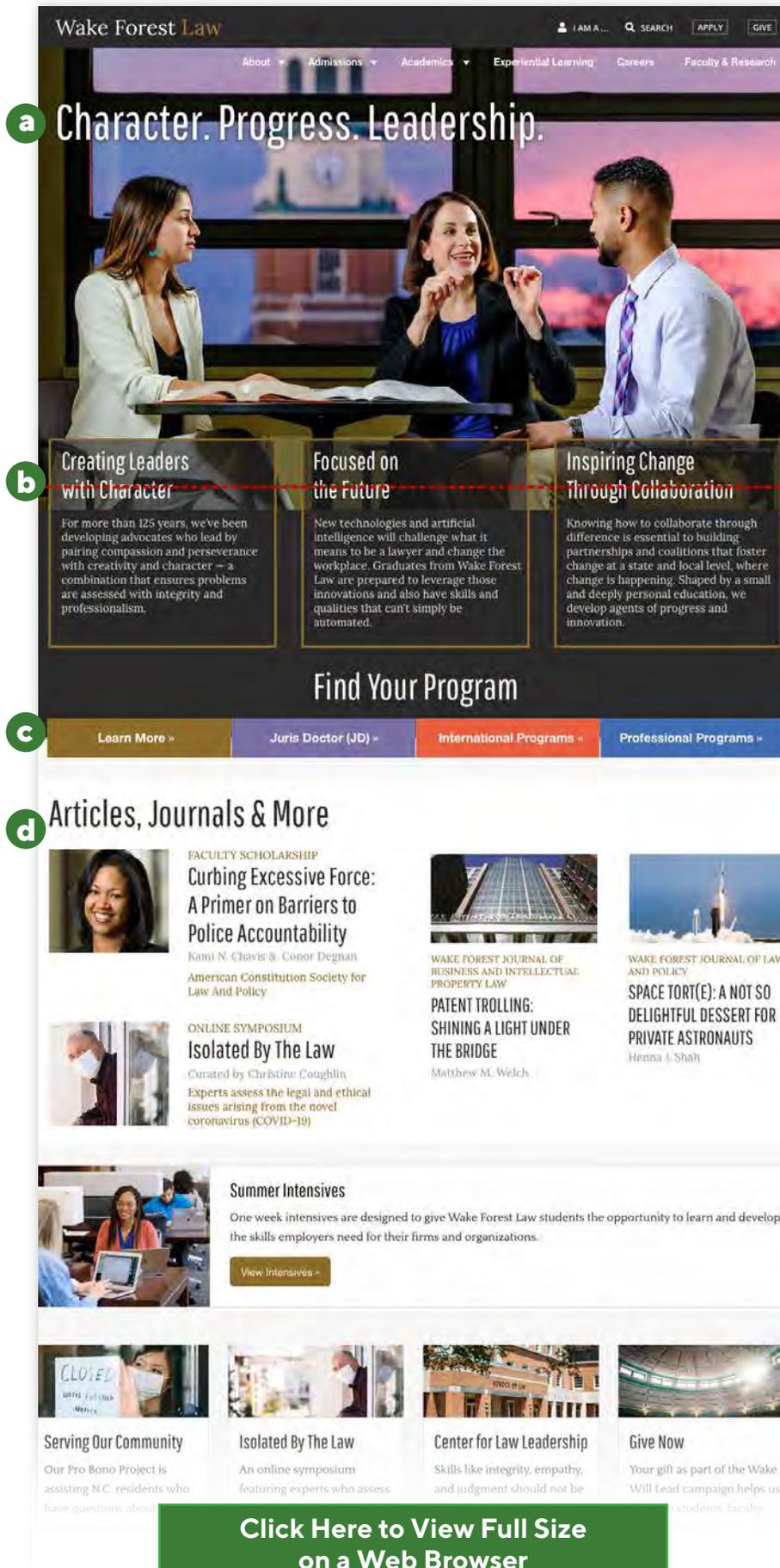
Spending some time going through the school's website, its journals and those of several of its competitors, approaching each visit as a potential law school applicant would, a few things jumped out that could use improvement. Some of the challenges centered around the lack of a central *Value Proposition*, others around minor user experience improvements that could be made and a few others that could merit an entire overhaul.

What follows are composites that showcase how some of these specific improvements could be made. The designs are an example of how applying design-thinking methodology to the process would help improve the experience of a student persona at the beginning of the lifecycle – what we will term *New Person*.

We will tackle **five** UI and UX improvements in the following:

1. **Homepage:** An example of how the *Value Proposition* could be featured more prominently to help advance the story in the first 3 seconds.
2. **Academics Page - Clinics & Externships:** An example of how to apply User Experience principles to a module that currently makes the user sit and wait for too long.
3. **Faculty:** A treatment that adds a "Gallery View" to the list of faculty.
4. **Career & Professional Development:** Bringing this landing page in line with the most current design while communicating the *Value Proposition* to Employers.
5. **Journal of Business & Intellectual Property Law:** Redesigning the Journal's homepage to bring it in line with the most current design.

1. Homepage: A Clearer Value Proposition



According to the Nielsen Norman Group, “Users often leave Web pages in 10–20 seconds, but pages with a clear value proposition can hold people’s attention for much longer. To gain several minutes of user attention, you must clearly communicate your value proposition within 10 seconds.” It’s important then that a new site visitor be able to glean **Wake Forest Law’s** unique *Value Proposition* within the first few seconds. To the left is a redesigned home page that does that by:

- a. Showing a Visible Tag Line:** The visitor is presented with the essence of what the school offers in the first couple of seconds.
- b. Teasing with new information just above the fold:** Most visitors will be more inclined to scroll down to read further if they are presented with a hint of information on their screen. The red dotted line shows where the “fold” would be on a standard screen.
- c. Reducing repetitive information:** The Programs offered are an important part of the *Value Proposition*. But they can be succinctly communicated in the homepage through highly visible buttons that invite the user to click through for more detailed information.
- d. Bring Faculty and Scholarship to the fore:** A big reason why students will choose Wake Forest Law is because of the quality of its faculty. It’s important to show the work they do in the homepage.

2. Clinics and Externships: List vs. Carousel



Practice What You Learn

Let experience shape your education from the very beginning. Pro bono work is an instrumental part of your first-year experience. Our legal clinics provide you with a number of options to put legal theory into action. And with our multiple externship opportunities, you'll be able to spend summers and even semesters gaining practical experience from employers while earning school credit.



Appellate Advocacy Clinic

Handle an appeal from start to finish.

[Read More](#)



Community Law and Business Clinic

Work with nonprofits, start-up businesses, and artists.

[Read More](#)



Innocence and Justice Clinic

Work on death penalty cases at the trial level.

[Read More](#)



Microtrade Clinic

Explore issues of development and trade while studying abroad in Nicaragua.

[Read More](#)



Veterans Legal Clinic

Advocate for North Carolina military personnel.

[Read More](#)



Geneva Externship Program

Intern for government or nonprofit organizations in Geneva, Switzerland.

[Read More](#)

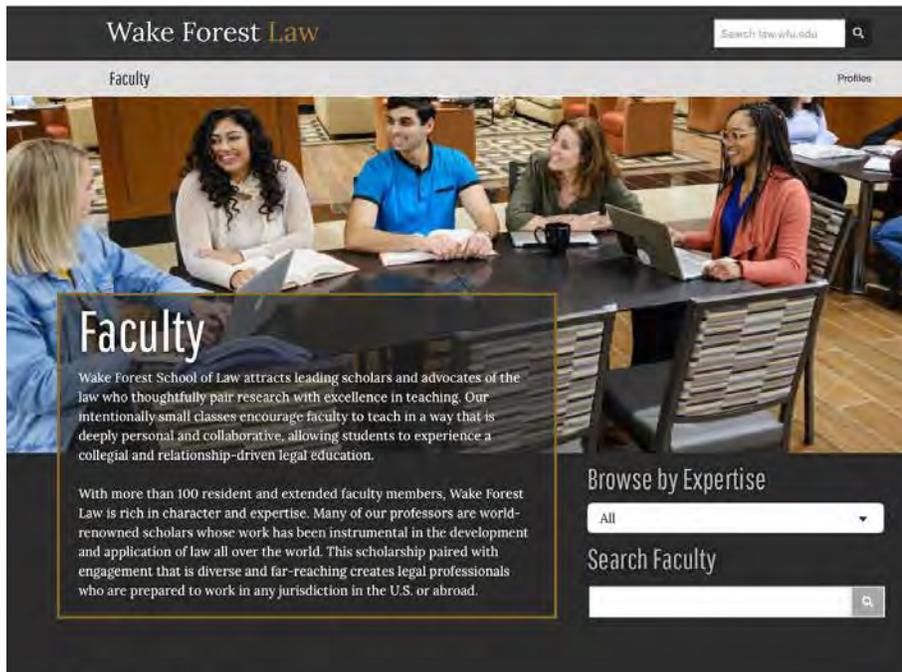


[Click Here to View Full Size on a Web Browser](#)

In terms of User Experience, carousels are great for progressively showing information to the user. However, when it comes to vital information like the multiple clinics in which students get to practice their skills, it's important not to hide them.

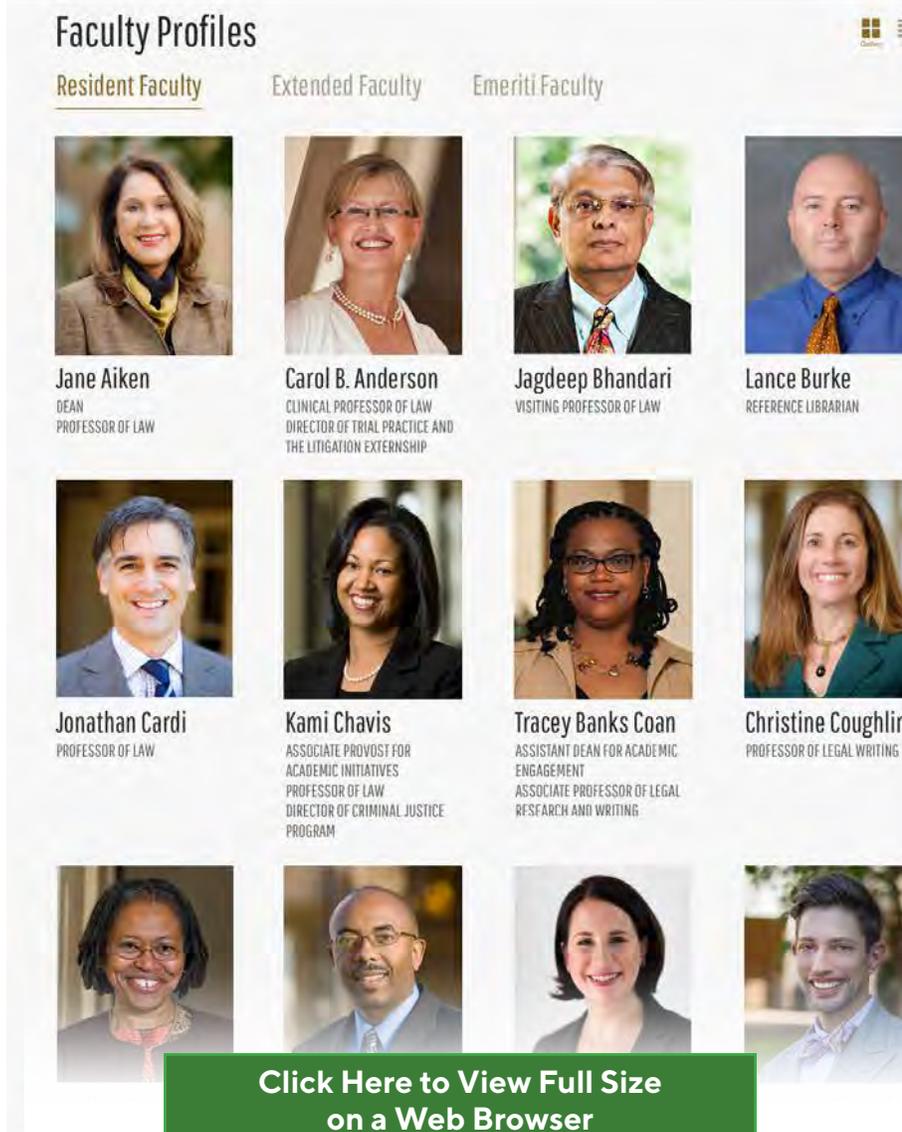
To the left is a layout for the Clinics & Externships page that allows the visitor to see all the programs offered without having to wait for them to slide through the carousel.

3. Faculty: Friendlier with Faces



The current Faculty page, though utilitarian, does not give the visitor a very good idea of some of the most important people who make up **Wake Forest Law** - its faculty.

In this design, faculty members are brought to the fore in a "gallery" view that allows the visitor to literally put faces to the names without having to click through to each profile. The "list" view is still available via the toggle function on the top right.



4. Career & Professional Development: Tie It in with the Value Proposition

Wake Forest Law

Career & Professional Development

Innovative leaders of character. Ready to work.

Wake Forest University School of Law consistently ranks highly among all ABA accredited law schools listed in the U.S. News & World Report. We're even more proud that our legal writing program is ranked #6 in the country. With the combination of our rigorous curriculum and experiential learning commitment, as well as our ground-breaking Professional Development Course, our students are fully prepared to enter and succeed in today's legal market.

Our Wake Forest Law curriculum prepares students to work in any jurisdiction of the United States and abroad. Whether their interest lies in becoming an associate in a law firm, a prosecutor, general counsel for a Fortune 500 company, or an entertainment lawyer, they graduate fully prepared for their first day on the job. Wake Forest Law students and graduates are 'Ready to Work'.

Simplicity

Register for an Account

Sign In to Your Account

Have questions? Contact us at: 336.758.3325 or email lawcareeroffice@wfu.edu.

When thinking about the lifecycle of the student as they move through their career at **Wake Forest Law**, it's important to continue telling the story brought forth by the main *Value Proposition* throughout all stages.

In this proposed retouching of the "Employers" section of the Career & Professional Development website, the page continues to communicate the school's core values of "Character. Progress. Leadership." as they apply to its graduates. An employer would be able to glean right away the type of attorney the school strives to shape and bring out into the world.

A Message from Our Office

After consulting with many employers, hearing feedback from students, and reviewing market trends, we have decided to postpone our fall 2020 on-campus interview programs.

We believe this decision is in the best interest of our students and will also allow you to make hiring decisions based on a fuller picture. We are working to determine a new timeline for January 2021, and will communicate with you as soon as those dates are set. If you have already registered for Fall OCI, we will retain your registration and can make any necessary changes for you.

We plan to maintain open lines of communication and look forward to continuing to collaborate with you as we navigate these unique and challenging times.

Thank you again for your interest in and support of Wake Forest Law students!

Employers

Why Hire from Wake Forest Law

Job Posting Form

Meet the Deans: A Legal Career Expo

Recruiting Policies

Registration is available for a variety of recruiting options that allow you to recruit our high-caliber students for summer positions or full-time employment.

Employers may log into their existing Wake Forest Law Simplicity account to sign up for a recruitment program. New employers may register for a Simplicity account at any time. If you need any assistance with the registration process, please contact our office at 336.758.3325 or email lawcareeroffice@wfu.edu.

NEW: Sign up for our recruiting emails

Never miss an email from our office regarding the opening of our Spring and Fall recruitment programs. If you are not currently receiving our emails, please [sign up online](#).

Fall & Spring Recruitment Programs

For those employers planning to move forward with fall 2020 recruiting, the Office of Career & Professional Development can collect the application documents you request in the time frame that best suits your recruiting needs. To assist you with the process, please contact our Recruiting Coordinator, Catherine Sapp, at sappcc@wfu.edu or lawcareeroffice@wfu.edu.

On-Campus Interview Program (OCI) - No Fee

Click Here to View Full Size on a Web Browser

5. Journal of Business & Intellectual Property Law: A Modernizing Touch Up

The screenshot shows the homepage of the Wake Forest University School of Law's Journal of Business & Intellectual Property Law. The page features a dark navigation bar with links for Blog, Articles, Subscribe, Submissions, Symposia, Staff, Board of Advisors, Updates, and Contact. Below the navigation is a large banner image of the school's building with the text 'SCHOOL OF LAW' overlaid. The main content area is titled 'About Us' and contains three paragraphs of text describing the journal's mission, its student-run nature, and its focus on legal scholarship. Below this is a section for the 'CURRENT ISSUE', 'Volume 20 | Number 1', which lists four articles with their authors and page numbers. At the bottom, there are two side-by-side sections: 'Connect with Us' featuring a Twitter post about labor unions and a 'Subscribe' section with contact information for the journal.

Journal of Business & Intellectual Property Law
WAKE FOREST UNIVERSITY SCHOOL OF LAW

BLOG ARTICLES SUBSCRIBE SUBMISSIONS SYMPOSIA STAFF BOARD OF ADVISORS UPDATES CONTACT

About Us

The Wake Forest Journal of Business & Intellectual Property Law publishes four issues annually, pertaining to a wide variety of topics within the fields of intellectual property law and business law, while attempting to focus specifically on the intersection between the two. The Journal also hosts the #1 Educational Law Blog, which offers an expanded coverage of the most recent developments in both business and intellectual property law. In addition, the Journal sponsors a symposium each spring semester. Academics, practitioners, and students of the law look to the Journal for a current and historical analysis of advancements in intellectual property law and its impact on the legal profession. Further, the Journal's revised scope and mission attempts to integrate more practice-friendly pieces into a manageable medium for the practicing business and legal communities.

The Journal is one of three legal journals at Wake Forest University School of Law. As an entirely student-run organization, the Journal's staff is selected based on superior academic performance, achievement in an annual writing competition, and in some cases, prior experience in intellectual property law.

The Journal publishes legal scholarship authored by academic faculty, practitioners, and students, and welcomes submissions of high-quality legal scholarship. The Journal's editors work closely with an Advisory Board of intellectual property attorneys to review articles, notes, comments, and empirical studies that shape the content of each issue.

CURRENT ISSUE

Volume 20 | Number 1

You may download and read the Volume 20 Number 1 here Full Edition Journal content, starting with Volume 8, is now available on the Westlaw database (subscriptions required).

Patent Trolling: Shining a Light Under the Bridge
Matthew M. Welch
20 Wake Forest J. Bus. & Intell. Prop. L. 1

Private Equity Lending: Leveling Information Asymmetries Without the Need for Regulation
R. Charles Inelcan
20 Wake Forest J. Bus. & Intell. Prop. L. 21

Finding the Line: The Relationship Between Privacy and Smartphone Applications
James Kourizides
20 Wake Forest J. Bus. & Intell. Prop. L. 57

A Too Convenient Transaction: Bitcoin and its Further Regulation
Jonathan M. Warren
20 Wake Forest J. Bus. & Intell. Prop. L. 77

Connect with Us

WFUBusinessIPJournal
@WFU_BusIntellIP

New blog post! All about the decline of labor unions in the US and if/why we care:
ipjournal.law.wfu.edu/2020/05/unions...

1:33 PM · May 26, 2020 · Twitter Web App

Subscribe

The Wake Forest Journal of Business and Intellectual Property Law (ISSN 2164-6937) publishes four issues annually. If you are interested in subscribing to the Journal, please fill out the Subscription Order Form and mail it to:

Wake Forest Journal of Business and Intellectual Property Law
Wake Forest University School of Law
P.O. Box 7206, Reynolda Station
Winston-Salem, North Carolina 27109

Journal, please contact the Editor, Daniela Mejias, at

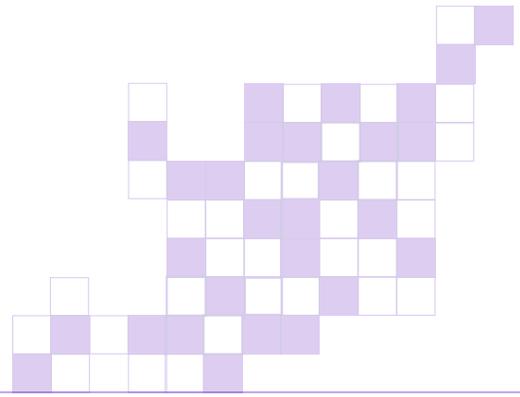
The school's journals are a key component of bringing forth the ideas developed in the classroom to the public, and thus help influence thought. The way those ideas are visually presented on the web should be in line with other forms of communication.

The design to the left aims to bring the homepage for the **Journal of Business and Intellectual Property Law** to the level of every other communication found on the school's other online properties.



[Click Here to View Full Size on a Web Browser](#)

DIGITAL & PROGRAMMATIC



Digital advertising has greatly evolved in the last decade. Gone are the days in which marketers, buyers, planners and publishers would engage in long, complicated email threads, exchanging spreadsheets to negotiate complex deals. Nowadays, we have programmatic exchanges that will notify a buyer when a publisher is being visited by someone who meets their target demographic and it has media available to reach that visitor. The buyer can then bid in real time against others for that particular piece of content and, if they win, their creative is shown to that visitor. Except it all happens in the fraction of a second that it takes for a web page to load. By the time the visitor can view the full page, someone has already won that bid and is showing them their ad creative.

The use of artificial intelligence and machine learning to build header-bidding algorithms has greatly increased

the efficiency with which these types of deals are made. And yet, the key to their success still lies in following good old-fashioned marketing principles, like properly identifying the segments of the audience we want to reach, crafting the appropriate message for that audience and successfully engaging them in the type of conversation that will get our story across. All in fractions of a second, of course.

This section of the brief will focus on designing a framework with which to identify the proper techniques for the appropriate audience, and then move on to provide a few examples. Some of them will be programmatic, and others will simply be digital (without the need for complex header-bidding). It's a distinction without a difference for the end-user, but it is one that requires more thoughtful nuance from the marketer's perspective.

Begin with a Proper Framework

Up until this point, we have identified the competitive forces that shape the law school landscape, used them to craft a *Value Proposition* that will help differentiate **Wake Forest Law** within the space and seen examples of how we can use design to tell a story that will advance that *Value Proposition*. All throughout, we've thought of a few examples of programs that could be run to help with this effort. However, in order to get a clearer picture of the types of campaigns, strategies and tactics we will need, we need to design a framework that will help define these efforts more specifically.

Goals

We begin by defining the top level goals of marketing as a department within the school. Namely, these would be to create brand awareness, to generate leads, to help convert leads and to continue to build the **Wake Forest Law** brand itself. Most efforts will fall within the purview of one of these four.

- 1. BRAND AWARENESS:** Given the already high status of **Wake Forest Law** as one of the top 50 law schools in the United States, this effort will center mainly on communicating the school's *Value Proposition* more effectively to potential applicants.
- 2. BRAND BUILDING:** Brand building efforts are mostly internal-facing, working so that current students, faculty, staff and alumni come to embrace and embody the school's *Value Proposition*. This will bring authenticity to all other marketing efforts.
- 3. LEAD GENERATION:** Tied closely with Brand Awareness campaigns, Lead Generation efforts aim to spur potential applicants into taking that extra step and contact the school for more information regarding its programs. This is one of the

primary ways to expand the school's reach within the overall law school applicant pool. Crafting the best campaigns possible to achieve this goal is of paramount importance.

- 4. LEAD CONVERSION:** Once a student has shown initial interest, an ongoing conversation is initiated to ensure that student lists **Wake Forest Law** as one of their choices when they submit their application to the Law School Admission Council. This type of effort will require creativity, especially given the current pandemic situation.

Audience

The second portion of our framework involves defining the intended audience. In the case of an institution of higher learning, we can think of the student's journey as them moving through a *lifecycle* that begins when they first show interest in the school and continues well into their career as alumni. We could segment this lifecycle in many ways, but the following ten points serve as a good start:

- 1. NEW PERSON:** The point in which a potential applicant first hears about **Wake Forest Law**. For example, when they see an ad on a publisher's website and click on it to visit the school's.
- 2. FIRST CONTACT:** This is when the student contacts the school in some way. For example, clicks on a link to Apply on the website, writes an email or makes a phone call.
- 3. ENGAGEMENT:** At this point, the school contacts them back and begins the conversation. For example, setting up a Zoom call with an Admissions counselor to discuss the school's programs. This is an important step because it is when **Wake Forest Law** will solidify the student's commitment to submitting their application to the school.
- 4. APPLICATION:** The school receives the student's application. Marketing communications

would likely be limited, but could include email and other low-key ways to stay in touch.

5. **ACCEPTANCE:** Once the student’s application is accepted, further work can be done to support Admissions in encouraging acceptance by the top applicants.
6. **ENROLLMENT:** In terms of the student life-cycle, enrollment is a key moment in which to begin enveloping them with the school’s brand.
7. **FIRST YEAR:** First year students are kept connected to **Wake Forest Law’s** brand through internal events and communications.
8. **SECOND YEAR:** This is the point in which students begin thinking about the Bar exam. The marketing team can help with certain efforts (see the *Future-Thinking* portion of this brief).

9. **THIRD YEAR:** At this stage, students are heavily focused on Bar passage and their future career. Marketing efforts can help when it comes to Career Services (see the Design section).

10. **ALUMNI:** Once a student graduates and goes on to practice law, they become an important part of the school’s Brand Building into the future.

Intersecting Goals and Audience

Now that we have defined our top level goals and our intended audience segments, we intersect them to form our framework. This allows us visibility into which efforts are targeted to which segments. Defining this grid also helps identify the tools we have available to reach each audience based on our specific marketing goal. See below for a visual representation of this framework.

Framework for Identifying Marketing Tools & Tactics

		MARKETING GOALS			
		Brand Awareness	Lead Generation	Lead Conversion	Brand Building
STAGE OF STUDENT LIFECYCLE	New Person	<ul style="list-style-type: none"> • Programmatic ads • Word Search • Social Media ads • SEO • Events 	<ul style="list-style-type: none"> • Programmatic ads • Word search • Social Media ads • Cookie tracking • Branded emails 		
	First Contact	<ul style="list-style-type: none"> • Programmatic ads • Word Search • Social Media ads 	<ul style="list-style-type: none"> • Programmatic ads • Word search • Social Media ads • Cookie tracking • Branded emails 	<ul style="list-style-type: none"> • Cookie tracking • Branded emails • Hard copy mailings 	
	Engagement			<ul style="list-style-type: none"> • Branded emails • Hard copy mailings • Mobile app • Zoom meetings 	
	Application			<ul style="list-style-type: none"> • Branded emails • Mobile app 	<ul style="list-style-type: none"> • Branded emails
	Acceptance				<ul style="list-style-type: none"> • Branded emails • Mobile app

Framework for Identifying Marketing Tools & Tactics - CONTINUED

		MARKETING GOALS			
		Brand Awareness	Lead Generation	Lead Conversion	Brand Building
STAGE OF STUDENT LIFECYCLE	Enrollment				<ul style="list-style-type: none"> • Events • Branded emails • Social Media
	First Year				<ul style="list-style-type: none"> • Events • Branded emails • Social Media • Mobile App
	Second Year				<ul style="list-style-type: none"> • Events • Branded emails • Social Media • Mobile App
	Third Year				<ul style="list-style-type: none"> • Events • Branded emails • Social Media • Mobile App
	Alumni	<ul style="list-style-type: none"> • Branded emails • Social Media 			<ul style="list-style-type: none"> • Events • Branded emails • Social Media

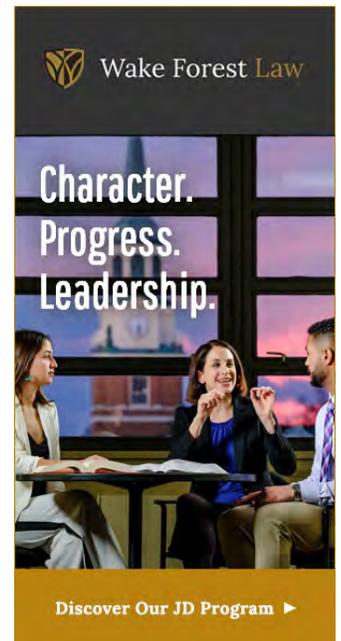
Sample Campaign

We can now use this framework to identify the elements needed for a sample campaign. Let's say we want to create a campaign to promote **Wake Forest Law** to undergrads considering law school. We identify *Brand Awareness* as our goal and *New Person* as our target audience. Based on the framework, we decide to include Programmatic ads, Word Search and Social Media ads as part of this campaign. More specifically:

- Display ads:** We create a set of ads to display on various publishers throughout the web. The creative that consists of two sets of 728x90, 300x600 and 300x250 standard units. We use a Demand Side Platform (DSP) like *Basis* by Centro to set our target demographics, choose our preferred publishers and set our bid amounts. The two sets of creative will also serve the purpose of A/B testing our proposed tag lines.

Creative Units Set A

This set of creative promotes the Value Proposition using the first tag line, "Character. Progress. Leadership."



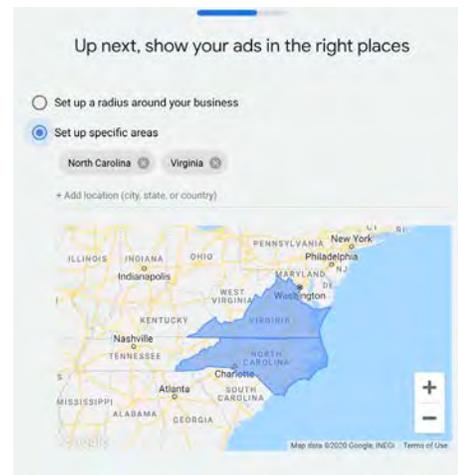
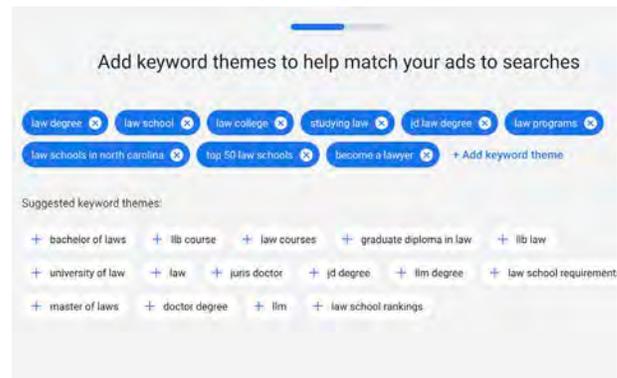
Creative Units Set B

This set of creative promotes the Value Proposition using the second tag line, “Build on tradition. Nurture innovation. Shape the future.”



The exchange will then bid on our behalf whenever the header from a publisher notifies it of a match between one of their visitors and the demographic we are trying to reach. Samples of what the placements might look like can be found at the end of this section.

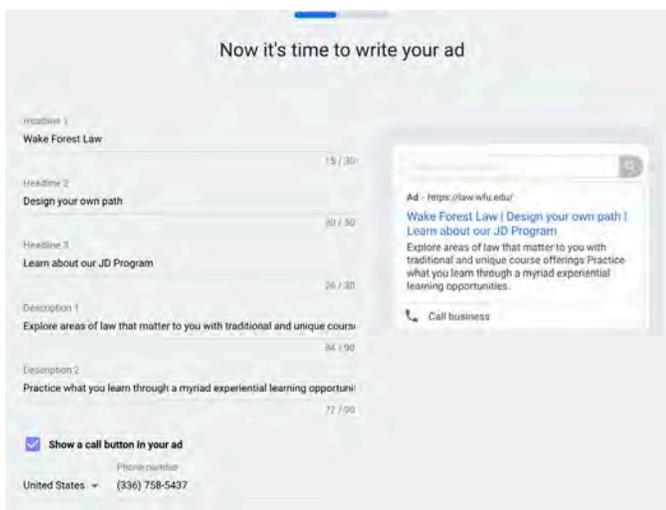
b. Word Search: In addition to our programmatic display ads, we also want to reach students via web search. For this, we turn to Google Ads to create ads that will be shown to users based on keywords and geographic location.



The result is an ad will be shown to users in North Carolina and Virginia who are searching for keywords like “law school,” “law degree,” “become a lawyer,” etc. It will look something like this:



These ads will appear mainly atop Google’s search results, but also in the websites of publishers who are part of the company’s extensive network.



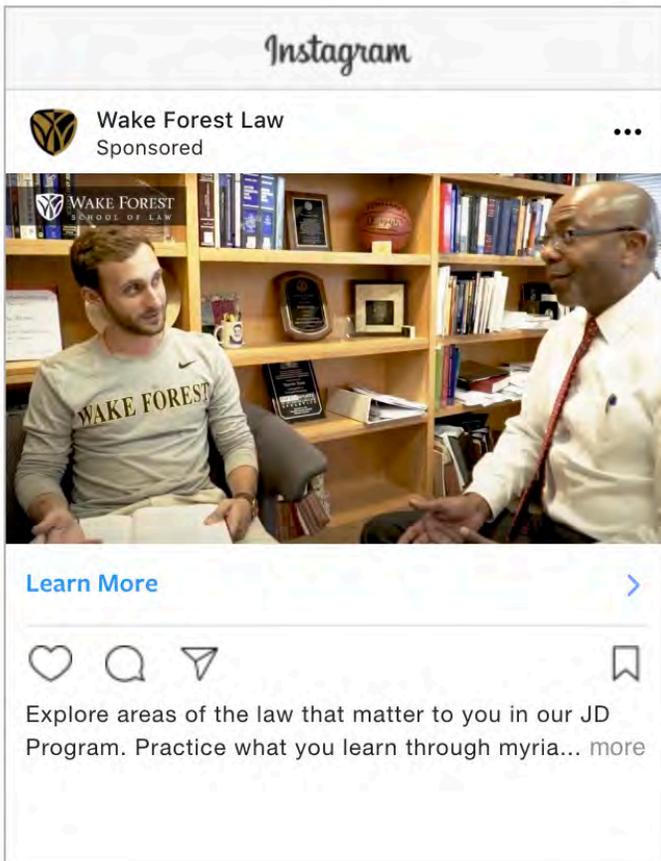
c. Social Media: Platforms like *Facebook, Instagram, Twitter* and *LinkedIn* provide ample opportunities to connect with all the demographics that make up our intended audience. Since this particular campaign is about creating *Brand Awareness* among *New People* we can make use of Instagram’s video ads to promote the **Wake Forest Law** brand in two ways.

The first is by showing a 1-minute version of the video tour currently on the admissions page on the feeds of Instagram users that fit our demographic profile. This is a direct and broad approach at creating brand awareness by giving potential new students access to the school through a virtual video tour:

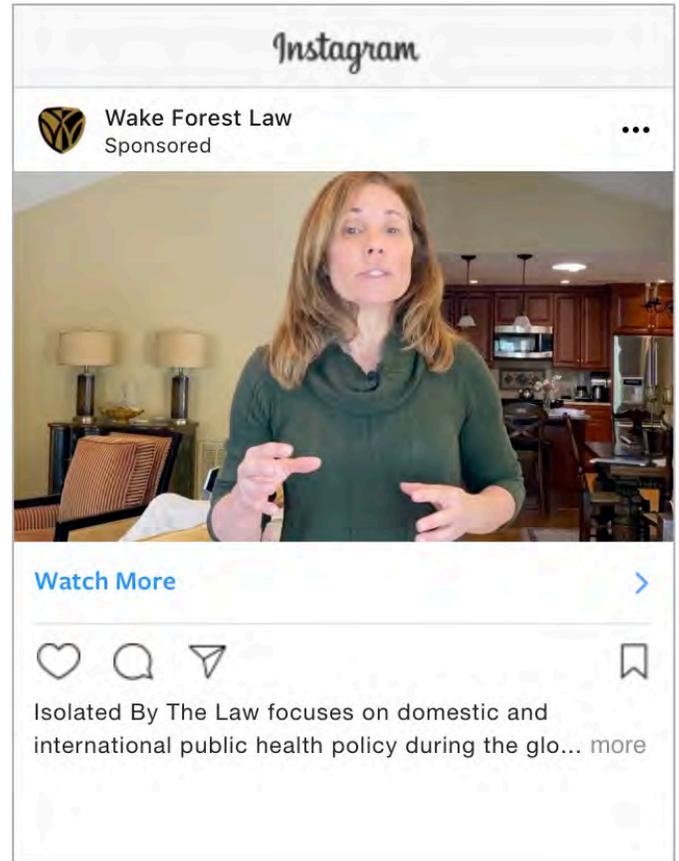
Ideally the video would be edited to also make mention of the school’s *Value Proposition* to tie it in with the other efforts in the campaign.

The second way we could use to promote the brand through this campaign via Instagram sponsored videos is by promoting the scholarship of faculty on relevant topics that capture a specific moment. A great example of this is the recently re-released online symposium on the domestic and international public health policy issues raised by the COVID-19 pandemic in 2020 posted on the school’s website.

The collection of *Isolated by the Law* videos would be promoted in a 60-second “trailer” that would be shown to a large demographic. This demo audience could include potential new law school applicants with an interest in health policy. Promoting the brand in this way doesn’t only create awareness, but also generates a large deal of good will towards it in the online community at large.



Wake Forest Law Tour Instagram Video Ad



Isolated by the Law Trailer Instagram Video Ad

PROGRAMMATIC PLACEMENT OF CREATIVE UNITS VERSION A

The screenshot displays the ABA Journal website interface. At the top, a navigation bar includes links for 'My ABA', 'Events', 'CLE Marketplace', 'Shop ABA', 'Member Directory', 'Join', and 'Log In'. Below this is a dark blue header section. On the left, the 'ABA JOURNAL' logo is prominent. To its right, the 'Wake Forest Law' logo is displayed. Further right, the tagline 'Character. Progress. Leadership.' is shown in white text, with a yellow button below it that reads 'Discover Our JD Program ▶'. Below the header is a dark navigation bar with menu items: 'NEWS', 'IN-DEPTH', 'BLAWGS', and 'ABOUT'. A search bar and a 'Submit' button are also present. The main content area features a breadcrumb trail: 'Home > In-Depth Reporting > Web 100: Best law blogs'. The article title is 'Web 100: Best law blogs' by Sarah Mui, dated December 1, 2017. Below the title are social media sharing buttons for Facebook, Twitter, LinkedIn, and YouTube. A large graphic for 'blawgs' and 'WEB 100' is displayed. The article text begins with 'The Algorithmic Society' and includes a 'NEW' tag. On the right side, there is a vertical advertisement for Wake Forest Law, identical to the one in the header, featuring the same tagline and 'Discover Our JD Program' button. Below the ad is a 'MOST READ' section with a list of five articles.

ABA
My ABA Events CLE Marketplace Shop ABA Member Directory Join Log In

ABA JOURNAL
Wake Forest Law
Character. Progress. Leadership.
Discover Our JD Program ▶

NEWS IN-DEPTH BLAWGS ABOUT Search Submit

Home > In-Depth Reporting > Web 100: Best law blogs

2017 ABA JOURNAL WEB 100

Web 100: Best law blogs

BY SARAH MUI
DECEMBER 1, 2017, 12:02 AM CST

Like 0 Share Tweet Share

blawgs

ABA JOURNAL
WEB 100

The Algorithmic Society

NEW: Ken Grady, a professor at LegalRnD—the Center for Legal Services Innovation at the Michigan State University College of Law, questions whether the legal profession’s leaders are too focused on perfecting old skills to see the big picture and make big changes. “An absolute must-read,” says Casey Flaherty of *3 Geeks and a Law Blog*. Grady is “our brightest mind and often our sharpest tongue.”

Apps in Law

NEW: “Brett Burnev does a great job with this blog. not just writing posts but creating well-produced videos highlighting

Wake Forest Law

Character. Progress. Leadership.
Discover Our JD Program ▶

MOST READ

1. Trump administration attempts to further restrict asylum-seekers through new rule
2. 5 years after landmark gay marriage ruling by SCOTUS, lawyer in the case says it’s ‘gone swimmingly’
3. The 25 Greatest Legal Movies
4. Lawyer is accused of shooting driver said to be ‘inching forward’ into protesters
5. Justices have a lot to say, but all is quiet in the Supreme Court

Programmatic Placements: On this page, an example of **Wake Forest Law** winning a header bid on the Journal of the American Bar Association to display version A of the tagline promoting the school’s *Value Proposition*. On the next page, an example of placement of creative for the B version of the tagline on an article discussing the equity of GRE tests in the journal *Science*.

Advertisement

Build on tradition. Nurture innovation. Shape the future.

Discover Our JD Program ▶

SHARE IN DEPTH SCIENTIFIC COMMUNITY

Online GRE test heightens equity concerns

Jane C. Hu
+ See all authors and affiliations

Science 26 Jun 2020:
Vol. 368, Issue 6498, pp. 1414
DOI: 10.1126/science.368.6498.1414

Article Info & Metrics eLetters PDF

You are currently viewing the summary.

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Summary

As COVID-19 swept across the United States, standardized testing centers closed and the GRE General Test—an exam that’s required for admission to many U.S. graduate programs—went online. Since then, scores of academics have raised concerns about the equity of the online version of the test, arguing it disadvantages prospective students from rural and low-income backgrounds. “If I were ... a student trying to take this exam, satisfying [the online testing] criteria would be extremely difficult for me,” one professor told *Science*. Given these concerns, some academic departments have opted to move away from requiring GRE scores from prospective students. “It was simply a question of access,” the professor said.

[View Full Text](#)

Recommended articles from TrendMD

Ph.D. programs drop standardized exam
Katie Langin, Science, 2019

Typical physics Ph.D. admissions criteria limit access to underrepresented groups but fail to predict doctoral completion
Casey W. Miller et al., Sci Adv, 2019

PRECOLLEGE EDUCATION: Reformers Fight to Draw More Students Into Science
Dennis Normile, Science, 1996

Suspend tests and rankings
H. Holden Thorp, Science, 2020

Response to comment on “Typical physics Ph.D. admissions criteria limit access to underrepresented groups but fail to predict doctoral completion”
Casey W. Miller et al., Sci Adv, 2020

PCAT and NAPLEX: An Overview
Amanda Laurenzo, PharmD Candidate University of Florida College of Pharmacy St. Petersburg, Florida, US Pharmacist, 2009

Frequently Asked Questions
Staff, US Pharmacist, 2016

Coping With a Learning Disability in Medical School
Kevin M. Takakuwa et al., Journal of American Medical Association, 1998

Student Attendance and Academic Performance in Undergraduate Obstetrics/Gynecology Clinical Rotations
Richard P. Deans et al., Journal of American Medical Association, 2013

Cerebral Microbleeds: Accelerated 3D T2*-weighted GRE MR Imaging versus Conventional 2D T2*-weighted GRE MR Imaging for Detection
Melika W. Vannoy et al., Radiology, 2008

Powered by **TREND MD**

Science
Vol 368, Issue 6498
26 June 2020

- [Table of Contents](#)
- [Print Table of Contents](#)
- [Advertising \(PDF\)](#)
- [Classified \(PDF\)](#)
- [Masthead \(PDF\)](#)

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STAY CONNECTED TO SCIENCE

- [Facebook](#)
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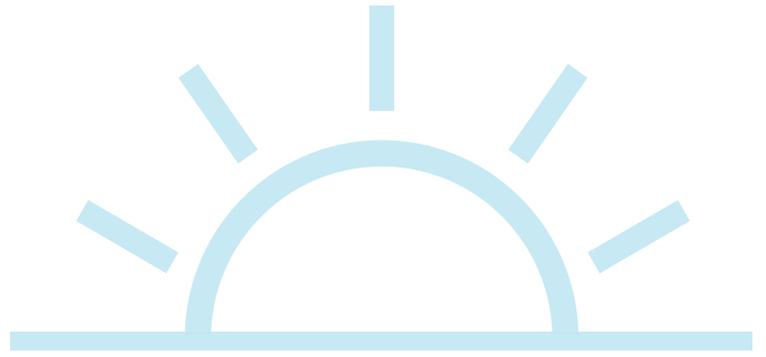
Advertisement

Build on tradition. Nurture innovation. Shape the future.

Discover Our JD Program ▶

SIMILAR ARTICLES IN:

- [Google Scholar](#)



FUTURE THINKING

“Skate to where the puck is going” is a phrase I often heard in meetings at startups where the implication was that, should we get to where that proverbial puck is going on time to hit it, we will have a chance at successfully scoring a goal. It’s a clumsy metaphor – the danger exists that we get there too soon, not soon enough, or worse, the puck’s not really a puck! Still, the spirit with which it is said is benign, and more than a little bit wise: *always have an eye towards the future.*

With the world changing at a vertiginous pace, we find ourselves having to reimagine the rituals, processes and routines that we’d been used to for so long. In the context of higher education, it is hard to ascertain much about how the future will play out long term when we’re in the midst of a paradigm in which large gatherings could be life-threatening to some of those attending. Still, the trajectory of

education, like that of the puck, is going somewhere. It is important that we try to imagine its path and skate our hearts out to intercept it.

It’s not difficult to envision a near future in which virtual reality classes become a sizable portion of a curriculum. After all, the technology that allows us to scan our **real** real world and digitize it to immerse ourselves in it **virtually** has existed for some time. These experiences are already being delivered through another little invention that is just over 12 years old: the super computer that sits in our pocket most of the time.

This last section of the brief focuses on a simple idea that could not only help us make the best of the current situation, but perhaps provide valuable experience on how to leverage new technologies: **a mobile app with virtual reality capabilities.**



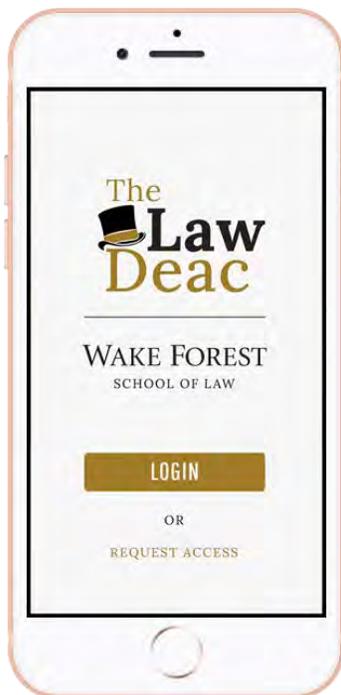
A Versatile, Multi-Purpose iOS and Android App for Students at All Stages of the Audience Lifecycle

The idea behind having a full-featured app first came when pondering how to get a potential new student excited about attending **Wake Forest Law**, since they are currently being deprived of the experience of visiting its beautiful campus while they make decisions on where to apply. It would be great to have a way to get candidates excited about applying by giving them a virtual reality tour of the campus.

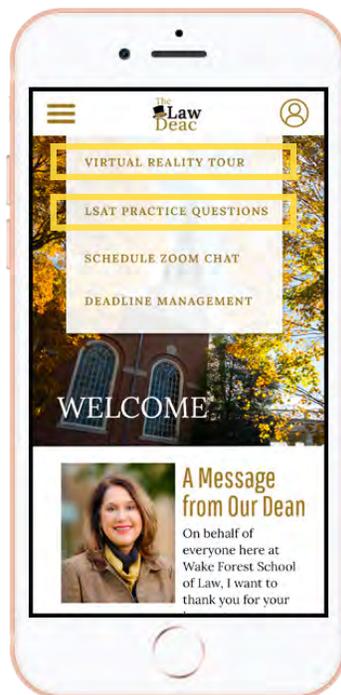
The idea was reinforced when thinking through the application process, which is handed off to the Law School Admission Council at the crucial moment in which the student is making decisions on where to apply. The process, while great in terms of efficiency, breaks down the flow of conversation from a marketing perspective. Having an application that allows the school to endear itself to applicants through their journey by doing things like helping them practice for the LSAT, would surely bring services that would be considered of value to the process.

And so, the concept is simple: the app would contextualize itself according to where the student is in the predefined audience cycle. To provide three examples of this type of contextual content presentation:

- **For a New Person Considering WFL:** It provides a virtual reality tour, a daily LSAT practice question, as well as ways to schedule an online chat with a faculty member and/or student.
- **For those in the midst of Applying:** It allows them to stay connected with the school through knowledge sharing articles tailored specifically for them, like how to deal with the stress of applying, how to remain competitive, etc.
- **For students in their third year:** It delivers information specifically tailored for them as they near graduation, along with a daily sample Bar exam practice question, with the ability to schedule study sessions with others in their cohort.



Login Screen



Expanded Menu View for Prospective Applicants



Expanded Menu View for Third-Year Students

Branded Virtual Reality Headsets

To help further solidify the school in the minds of potential applicants, students who enter the *First Contact* and *Engagement* stage in the lifecycle would receive a branded Virtual Reality Headset to keep the school top-of-mind while making their decision.

The headsets are relatively inexpensive to purchase, and provide the perfect real-life platform with which to enjoy the virtual reality content being produced for them. The student simply launches the app in the virtual content section, places their device in the slot provided and proceeds to immerse themselves in the virtual world.

The advantages of embracing this type of technology at this stage go beyond mere marketing hype. Developing the knowledge on how to produce Virtual Reality experiences in-house would be extremely useful for other applications, like delivering VR lectures, podcasts, live performances and regular addresses by leadership. It would establish the school as an early leader in adopting technology for the purpose of advanced pedagogy, and it would help expand the students' digital experience beyond merely what can be done online at this time.



Branded Virtual Reality Goggles for Prospective Applicants

CLOSING THOUGHTS



Thank you for taking the time to review this brief. We have covered a lot of topics, and many one of them merit an even deeper dive when the time to put them into action comes. Whether it's the copy on a re-arranged home page, or a programmatic ad campaign with two types of creative, each of them will need to be tested for effectiveness out in the wild. The best products in the market are the ones that embrace this type of ongoing process of fine tuning, testing then fine tuning some more.

When it comes to higher education, it's important to remember that the "product" is the shaping of young minds. And when it comes to an institution like a law school, the stakes are even higher than in other realms. As a nation of laws, it is crucial for our future that the leaders of tomorrow be trained well. I can't think of a more interesting, engaging and rewarding way to use my skills and abilities than working to find, attract and help enroll the people whose minds will be shaping our world in the years to come.

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