

TABLE OF CONTENTS

<i>Preface</i>	i
<i>About the Authors</i>	iii
1 Integrating Evolving Perspectives: The Roots and Wings of Strategic Enrollment Management	1
<i>by Stanley Henderson</i>	
In the Beginning: A Synergy of Functions.....	4
Marketing Roots	5
<i>The Structural Strategists</i>	6
EM Moves into the Faculty.....	8
<i>Strategic Enrollment Management: Optimum Defined in the Academic Context</i>	10
<i>The SEM Template: A Roadmap for Campus Units</i>	11
<i>SEM Critical Success Factors (Dolence)</i>	11
EM Moves into the Professional Development Realm.....	12
<i>The “Enrollment Arms Race” and the Impact on Access</i>	14
<i>In Defense of Enrollment Management</i>	15
<i>Enrollment Management in the Academic Context</i>	16
<i>SEM Is Shared Responsibility</i>	17
<i>SEM Is Integrated Institutional Planning</i>	17
<i>SEM Is Focus on Service</i>	18
<i>SEM Is Key Performance Indicators (KPIs)</i>	18
<i>SEM Is Research and Evaluation</i>	18
<i>SEM Is for the Long Haul</i>	19
Rethinking SEM’s Marketing Roots.....	19
The Integration of SEM: A Map for the Future	21
SECTION I: The Shifting Context of SEM Practice	
2 The Student Success Conundrum	25
<i>by Zebulun Davenport, Miguel Martinez-Saenz and Lisa Rhine</i>	
Introduction	27
Defining Student Success	29
The Student Success Conundrum	34
<i>The State’s Perspective: Only Part of the Picture</i>	34
<i>The Institutional Perspective</i>	35
<i>Faculty and Staff Perspective</i>	36

	<i>The Student Perspective</i>	37
	Collaboration Barriers.....	38
	In Conclusion: A Student Success Framework for Campuses	42
3	Institutional Change: Developing a Student Success Program	51
	<i>by Paul Dosal, Doris Ingersoll and Ronald Ingersoll</i>	
	The Student Success Initiative at the University of South Florida.....	53
	The Student Success Task Force, November 2009-April 2010.....	54
	<i>Institutionalize student success as a permanent priority of USF</i>	58
	<i>Integrate student success into the institutional culture of USF</i>	59
	<i>Build an institutional research capacity to support student success initiatives</i>	59
	The Result	63
	<i>Addressing Serious Institutional Change</i>	67
	<i>Key Success Factors: Skills, Knowledge and Attitudes for Success</i>	68
4	Constructive Conflict Cultures for Strategic Enrollment Management	71
	<i>by Tricia Jones and Doris Ingersoll</i>	
	The Importance of Constructive Conflict Management	
	for Strategic Enrollment Management	74
	The Nature of Conflict	76
	<i>Definition of Conflict</i>	76
	<i>Conflict and Interdependence</i>	77
	<i>Sources of Conflict</i>	77
	<i>Functional and Dysfunctional Conflict</i>	79
	<i>Climate and Conflict: Toxic Workplaces</i>	81
	Appreciating SEM as a Change Process	84
	<i>Monitoring the Environment for Change</i>	85
	<i>Conflict and Change</i>	85
	Building Constructive Conflict Cultures.....	86
	<i>Characteristics and Benefits of the Constructive Conflict Cultures</i>	88
	Model of Constructive Conflict Culture	89
	Conclusion	92
	<i>Action Plan</i>	92
5	The Community of SEM	95
	<i>by Stanley Henderson</i>	
	“Good Morning!”: Modeling Community	97
	Strategic Enrollment Management as Community.....	98
	The Decline of Community in the Academy	98

The Problem of the Academic Solution.....	99
Community as Service	100
The Faces of SEM.....	101
Community: The Fourth Face of SEM	104
The Heart of the Community of SEM.....	106
Conclusion: Making a Difference	109

SECTION II: Emerging Tools of SEM

6 Financial Aid: Paying the Bills	111
<i>by Guilbert Brown</i>	
History and Context: A Changing Financial Aid Landscape.....	117
Higher Education’s Economic Structure: How Enrollment Growth and Decreased Subsidies Drive Tuition Increases.....	120
The Cost Impacts of Enrollment Management	124
7 Running Ahead: Metrics.....	129
<i>by Darin Wohlgemuth, Jonathan Compton and Ann Gansemer-Topf</i>	
Introduction	131
<i>Using Metrics in Strategic Enrollment Management.....</i>	131
Using Metrics for Planning and Predicting New & Continuing Enrollment	132
<i>Case Study University</i>	132
<i>Using Metrics for Recruitment Planning.....</i>	133
<i>Planning for New Enrollment</i>	134
<i>Predicting New Enrollment.....</i>	138
<i>Predicting Continuing Enrollment.....</i>	142
Using Metrics in the Strategic Planning Process	146
<i>Operational Metrics Case Study: Academic Progress</i>	147
<i>Developing and Supporting a “Metric-Centered” Organization</i>	150
Conclusion: Metrics Are Driven by Data	151
8 Getting It Right: Data and Good Decisions.....	155
<i>by Scot Lingrell</i>	
Using Data in Enrollment Management Decision Making.....	158
Strategic Decisions.....	158
Other Decision Making Areas.....	159
The Future.....	160
Addressing Myths	161
Analytics	162

Accessing and Employing Data	164
What Data Is the Most Important?	168
Steps to Becoming More Data Driven.....	169
Collaboration and Distributed Decision Making	170
Conclusion	171
9 SEM in the Postbaccalaureate Context.....	173
<i>by Monique Snowden</i>	
Introduction	175
<i>Chapter Overview</i>	177
The Emergence of U.S. Postbaccalaureate Education	178
Strategic Enrollment Management in Context	181
<i>The Field and Professions in Context</i>	185
A Learner-Centered SEM Orientation	188
Conclusion: SEM Success for Postbaccalaureate Education through a Learning, Transdisciplinary Focus	193
10 International Initiatives within Enrollment Management.....	199
<i>by Chris Foley and Christine Kerlin</i>	
Introduction	201
Section I: The “Enrollment Portfolio” as an International Enrollment Management Metaphor.....	202
Section II: Making the Case for the International Investment	204
Section III: The International Professional as Data Miner.....	207
<i>Institutional Data</i>	208
<i>Market Data</i>	208
Section IV: Considerations for Effective International Enrollment Management	210
<i>Recruitment, Admissions and Enrollment Services</i>	210
<i>Applications Coordinated by Overseas Agents and Partners</i>	212
<i>Credentials Evaluation</i>	212
<i>Visa Documentation</i>	213
<i>Language Barriers</i>	214
<i>Scholarships and Financial Assistance</i>	214
Section V: Retention	215
<i>Orientation and Advising</i>	215
<i>Student Life</i>	216
Section VI: Beyond Enrollment Targets	216
<i>Study Abroad</i>	217

<i>Alumni</i>	218
Summary	219
SECTION III: The Future of SEM	
11 SEM and Executive Leadership	221
<i>by Kevin Pollock</i>	
Leading the Transition to SEM	224
Executive Leadership.....	226
Identify the Drivers and “Players”	227
<i>Internal Drivers</i>	228
<i>External Drivers</i>	230
Positioning SEM to Take a Leading Role	231
<i>Vision and Strategic Plan</i>	231
<i>Statement of Importance</i>	231
<i>Collegiality and Inclusion</i>	232
<i>Defining Student Success</i>	233
<i>Defining Goals</i>	233
<i>Creating a Data Agenda</i>	234
<i>Accounting for State and Federal Initiatives, Grants, and National Educational Initiatives</i>	234
<i>Professional Development</i>	235
<i>Accountability and Responsibility</i>	236
Summary	236
12 Increasing Value through Personnel Training and Learning	237
<i>by Ronald Ingersoll and Doris Ingersoll</i>	
Change Is Coming: Greet It with Innovation and Creativity	239
Creating Institutional Value through Personnel Excellence.....	240
Enrollment Management: Initiating a Culture of Personal Development	240
Key Areas for Change Management	241
Staff Development and Successful Outcomes.....	242
Getting Started: A Successful Staff Development Program	242
Forming the Team.....	243
Identify the Goal or Vision	244
Conduct a Preliminary Needs Analysis.....	244
A Type of Program for Every Level.....	246
Developing Innovation and Creativity	246
Methods	247
Assessment.....	248

Next Steps: Implementation.....	249
So Where Do You Go? Driving and Restraining Forces.....	249
In Summary.....	250
13 SEM and Change Management.....	251
<i>by Ronald Ingersoll and Doris Ingersoll</i>	
The Driving Forces for Change.....	253
<i>External Forces of Change</i>	254
<i>Internal Forces of Change</i>	254
Strategic Enrollment Management in Times of Change.....	255
<i>Important Change Variables and Processes</i>	257
<i>Institutional Culture</i>	257
<i>Innovation, Creativity and Collaboration: Everyone Is Involved</i>	258
<i>A Systems View</i>	259
<i>Encourage Dialogue</i>	261
<i>Collaboration</i>	261
Helpful Processes and Tools.....	261
Change Models.....	262
<i>FADE</i>	263
<i>Kotter</i>	264
<i>Kurt Lewin</i>	265
<i>Process Management</i>	265
<i>Present State/Desired State</i>	266
<i>Force Field Analysis</i>	268
<i>Beckhard's Formula</i>	269
Putting It All Together.....	269
14 A Structure for SEM Planning.....	271
<i>by Bob Bontrager and Tom Green</i>	
SEM Planning Frameworks.....	274
SEM Organizational Framework.....	277
<i>Link to the Institutional Strategic Plan</i>	279
<i>Key Enrollment Indicators</i>	280
<i>Data Collection and Analysis</i>	281
<i>Setting Strategic Enrollment Goals</i>	282
<i>Developing Strategies and Tactics</i>	283
<i>Achieving Sustainable Enrollment Outcomes</i>	283
Conclusion: Planning for the Short- and Long-Term.....	284
<i>References</i>	285

PREFACE

This book came about from collaboration between Bob Bontrager and Ron and Dori Ingersoll to explore emerging and future dynamics in the practice of strategic enrollment management (SEM). To this endeavor we bring more than 100 years of collective involvement in the evolution of SEM theory and practice. To say the least, we have seen many changes in how students are recruited and retained. Today there are opportunities to do things we had only dreamed of in the past, driven by external forces that are demanding change in the delivery of postsecondary education, even as we continue to learn from our own missteps and seek to take advantage of new opportunities. The potential for achieving higher levels of student and institutional success is vast. New technologies, communication tools, data use, and organizational constructs will be key factors in improving the delivery of higher education.

Within this context, describing emerging and future SEM practice is a daunting task, illuminated by two allegories. One is the proverbial group of blind persons seeking to describe an elephant, with each person describing it differently depending on the part they happen to touch. With SEM, the “elephant” is the comprehensive, campus-wide nature of the SEM enterprise. Even those with clear and accurate vision will find it a challenge to effectively coordinate the many aspects of SEM. Blindness in this case is not intended as a pejorative reference to the many authors who contributed to this work nor any other SEM practitioners. Rather, it recognizes that our understanding of SEM is shaped by the institutional circumstances with which we have had direct experience. It also reflects that fact that the creation of SEM organizations is subject to continuous refinement as the internal and external factors that affect enrollment are in a constant state of flux, which leads to our second allegory.

The second allegorical description of SEM is that of taking aim at a moving target. In this instance, the “movement” is evolutionary. That is, our overall understanding of SEM, as well as the components we emphasize, continues to change over time. The earliest “enrollment management” literature focused on college choice, admissions, marketing, and structural

issues. The movement to a more “strategic” approach produced added emphasis on retention, connections with academics, financial aid and net revenue strategies, and promoting institutional change. The chapters of this book bring us up to the present and into new territory by addressing many, if not all, of the latest SEM emphases.

The book begins with establishing a historical baseline for SEM practice. Following that the section on “Shifting Context of SEM Practice” presents an in-depth treatment of student success as a higher-order retention construct, including the introduction of a student success program at a major university. As seen previously in SEM literature, change management is addressed here as well, but in newly-imagined contexts of “constructive conflict cultures” and the development of institutional “SEM communities.”

The second section focuses on the “Emerging Tools of SEM.” Here, understandings of cost and financial aid receive updated treatment. Current understandings of the intensely data-driven nature of effective SEM practice are evidenced by two chapters devoted to that topic, followed by two topics that have received significant attention in recent years: SEM in graduate and professional schools and the enrollment dynamics of international students.

The final section of the book focuses on the “Future of SEM,” addressing issues of leadership, staff development, and newly-refined models for implementation. This culminating section highlights an underlying theme throughout the book: the institutional transformation that SEM implies. That is, in the face of the significant, ongoing change inherent to higher education, tinkering at the margins of an institution’s enrollment programs will not be sufficient.

Successful enrollment outcomes, across a broad spectrum of indicators, will require institutions to develop new paradigms for enrollment and student success. The overarching purpose of this book is to provide a roadmap for the required paradigm shift, building on the solid foundation of prior SEM practice and offering insights to new approaches that will lead to sustainable SEM efforts into the future.

Bob Bontrager
Senior Director, AACRAO Consulting and SEM Initiatives

Doris M. Ingersoll
Sr. Consultant Advisor, EMAS Pro.

Ronald J. Ingersoll
Sr. Consultant Advisor, EMAS Pro.

ABOUT THE AUTHORS

Dr. Bob Bontrager

Bob Bontrager is Senior Director of AACRAO Consulting and SEM Initiatives. He has 25 years of experience in enrollment management at all types of institutions. In his most recent institutional role as Assistant Provost for Enrollment Management at Oregon State University, Bontrager's leadership resulted in a 40 percent increase in enrollment, including increases in the academic and diversity profile of the student body. He previously served as Vice President for Enrollment Management at Eastern Mennonite University in Virginia and was Assistant Registrar at Arizona State University.

Dr. Bontrager has contributed to the ongoing evolution of the strategic enrollment management profession in the U.S. and abroad as a frequent conference speaker, workshop presenter, consultant, and contributor to the SEM literature. He recently edited two books, *SEM and Institutional Success: Integrating Enrollment, Finance and Student Access* and *Applying SEM at the Community College*. His work has extended internationally to Australia, Canada, India, Ireland, Kazakhstan, Mongolia, New Zealand, Syria, and the United Arab Emirates. This has included featured speaking roles at the European Association of International Educators conference in Dublin, Ireland and the Association of Tertiary Education Management Conference in Adelaide, Australia.

Dr. Bontrager earned his Master of Counseling degree and Ed.D. in Educational Leadership & Policy Studies at Arizona State University, and his bachelor's degree at Goshen College in Goshen, Indiana. He is married with three grown children and works from his home in Corvallis, Oregon.

Guilbert Brown

Guilbert Brown is Assistant Vice President for Planning & Budgeting and Chief Budget Officer at George Mason University, and has previously served as the chief budget officer for Rice University, Georgetown University and Oregon State University. He is co-author of the book *SEM and Institutional Success: Integrating Enrollment, Finance and Student Access*. During a higher education administration career spanning nearly three decades Mr. Brown has made presentations to AACRAO, the National Association of College & University Business Officers (NACUBO), the Society for College & University Planning (SCUP), the Association of Governing Boards of Universities and Colleges (AGB), the Association for Institutional Research (AIR) and other organizations. He is a Phi Beta Kappa graduate of the University of Denver with a Bachelor of Arts degree in political science and philosophy and in 2012 received a Master of Arts degree in Interdisciplinary Studies from George Mason University.

Jonathan Compton

Jonathan Compton is Senior Research Analyst in the Office of the Registrar at Iowa State University. He conducts research on student success and retention issues and oversees enrollment reporting and enrollment projections. Jonathan holds a Ph.D. in Educational Leadership and Policy Studies from Iowa State University, a master's degree in English from Iowa State and a bachelor's degree in English from Bryan College.

Zebulun R. Davenport

Zebulun Davenport is the Vice Chancellor for Student Life at Indiana University-Purdue University Indianapolis. He has over 20 years' experience in higher education. Until his recent appointment, he served as the Vice President for Student Affairs at Northern Kentucky University, where he left a strong legacy on student success, working to connect all dimensions of student affairs to the university's efforts to improve retention and graduation rates. Under his leadership, the student affairs division worked hand-in-hand with other campus divisions to form collaborative partnerships in the interest of student achievement and success. Davenport was instrumental in the opening of four new buildings on the Kentucky campus, including the student union building, state-of-the-art sports and entertainment facility, a 462-bed residence hall, and a soccer stadium.

Davenport's most recent accomplishments include being recognized by the National Association for Student Personnel Administrators (NASPA) for his work on co-founding a student retention model, being elected to the Governing Board for the Association for College Personnel Administrators (ACPA), being selected as a faculty for the New Professional's Institute within the National Association of Student Personnel Administrators (NASPA), and co-authoring a book, *First-Generation College Students: Understanding and Improving the Experience from Recruitment to Commencement*, for release in 2012.

Davenport earned a doctorate in higher education and leadership from Nova Southeastern University. He holds both a bachelor's degree and a master's degree from James Madison University.

Paul J. Dosal

Paul Dosal is the Vice Provost for Student Success at the University of South Florida. He is responsible for coordinating and promoting the university-wide student success initiative, launched by a 100-member task force in November 2009. He supervises Undergraduate Admissions, Financial Aid, the University Registrar, Enrollment Planning and Management, the Academy for Teaching and Learning Excellence, and the Office of Community Engagement and Partnerships. He also coordinates a wide range of initiatives that include the promotion of on-campus stu-

dent employment; the development of a computer lab to support course redesigns in gatekeeper courses; the expansion of Tutoring and Learning Services; peer tutoring in the career center; centralization and professionalization of academic advising; a new degree audit system that includes an academic tracking module; and the implementation of a financial aid leveraging model.

Prior to his appointment as Vice Provost, Dr. Dosal served as the Executive Director of ENLACE Florida (now the Florida College Access Network), a statewide network formed to promote college and career readiness, access, and college completion. Dr. Dosal is a professor of history, specializing in the history of Cuba and Central America. He has published four books and dozens of articles and book reviews, most recently a military biography of Ernesto “Che” Guevara. He earned a Ph.D. in History and a M.A. in Latin American Studies from Tulane University in New Orleans.

Chris J. Foley

Chris Foley is the Director of Undergraduate Admissions at Indiana University-Purdue University Indianapolis. He has presented nationally and internationally on domestic and international admissions, recruitment, enrollment management, transfer credit, urban higher education, and technology issues. An active member of both NAFSA and AACRAO, he is the author of several articles and book chapters on these topics as well as the author/editor of AACRAO’s books on the educational systems of the Russian Federation and the Kyrgyz Republic. Most recently, he was an author of the *The AACRAO International Guide*. He was a Sturgis Fellow at the University of Arkansas where he completed his undergraduate studies, and he holds master’s degrees from Indiana University in English and Creative Writing.

Ann Gansemer-Topf

Ann Gansemer-Topf is Assistant Professor in Educational Leadership and Policy Studies in the School of Education at Iowa State University. She teaches courses in program evaluation and assessment and higher education organization and administration. Prior to joining faculty, she was the Associate Director of Research for the Office of Admissions at Iowa State University. She worked in Institutional Research at Grinnell College and also has experience working in the areas of residence life, academic advising, new student orientation, and student financial aid. Her research areas of interest include assessment of student learning, institutional and personal factors related to student success, strategic enrollment management, and effective teaching/learning pedagogies. She holds a Ph.D. in Educational Leadership and Policy Studies and an M.S. degree in Higher Education, both from Iowa State University, and a B.A. in Psychology from Loras College in Dubuque, Iowa.

Tom Green

Dr. Tom Green is a Senior Consultant with AACRAO Consulting. In his career, he served as dean or vice president of enrollment management at a number of private and public institutions. Dr. Green led admissions, financial aid, registrar, student accounts, academic advising, student support, adult re-entry services and one-stop shop areas, twice serving as director of financial aid. His expertise in SEM planning, recruitment techniques, enrollment marketing and communications, financial aid analysis and resource utilization and student success techniques resulted in enrollment increases, improvements in student profile and retention rates, as well as net revenue.

In 2006, Dr. Green joined AACRAO Consulting and since 2008 has devoted his career full-time to helping institutions reach their enrollment goals. His work has included both private and public institutions, from small private colleges to public flagships, from rural to highly urban, and specializations such as online programs, law schools, Hispanic Serving Institutions and Historically Black Colleges and Universities. His consultations have been performed in every region of the United States, in Canada and in the United Kingdom.

Tom Green holds a bachelor's degree from the University of Iowa, a master's degree from the American Conservatory of Music, where he later began his academic career as a faculty member in music performance, and a Ph.D. in higher education leadership, management and policy from Seton Hall University. He is a frequent speaker and workshop leader at national conferences and has published articles and book chapters on a wide variety of SEM issues.

Stanley E. Henderson

Stanley Henderson is Vice Chancellor for Enrollment Management and Student Life at the University of Michigan-Dearborn. He has long been a national leader in developing new models for universities to better recruit and retain students. Before joining the University of Illinois in 2003 as associate provost for enrollment management, he was associate vice president for enrollment management at the University of Cincinnati from 1995 to 2003. Previously, he was director of enrollment management and admissions at Western Michigan University and director of admissions at Wichita State University.

He also has been deeply involved at the national level in AACRAO, where he served as the association's first vice president of enrollment management in 1991-93 and as president in 1995-1996. He was a founder of the SEM Conference, now in its 22nd year. He is a frequent contributor to AACRAO publications, including the first history of enrollment management. He is also a recipient of the Distinguished Service Award and the Founders Award for Leadership.

Henderson earned his bachelor's degree in political science from Michigan State University in 1969, and a master's degree in government from Cornell University in 1971. He also completed course work in the doctoral program at the University of Illinois.

Doris M. Ingersoll

Dr. Doris M. Ingersoll has been active in a variety of higher education roles beginning with Dean of Women in a private liberal arts college to chairing the faculty of the Department of Communication in a private university. She has primarily worked with her husband Ronald J. Ingersoll as co-owner of The Enrollment Management Center, Inc., working to help over 500 colleges and universities create and develop their enrollment management programs to more effectively meet the goals of the institution.

Her Doctorate in Organizational Communication from the University of Denver covers many facets of communication found in the organization such as interpersonal, small group, culture, conflict management, networking, methods of communication and change within the organization, and the processes set up to work most effectively. She has conducted quantitative research in institutions to describe organizational culture, has provided workshops for senior staff regarding group process, and has provided professional development workshops for admissions representatives over many years.

Over the past 20 years, she has taught in various universities as an adjunct instructor while consulting with colleges. Her teaching has given her inside experience with organizational issues and provided a connection with students that helped her stay focused on student success in her work with enrollment management. She has presented several seminars for the Council for the Advancement and Support of Education (CASE) and the American Marketing Association (AMA) and has co-written papers and articles for College Student Journal and AMA.

Dori and Ron live in Florida where their two daughters and one granddaughter all live relatively close by.

Ronald J. Ingersoll

Dr. Ronald J. Ingersoll has been involved in a number of positions in higher education including faculty, researcher, Dean and Vice President of Enrollment Management, and has been a consultant in the area of enrollment management since 1974. He has been the President of the Enrollment Management Center and worked with the first schools starting enrollment management efforts. He was one of the first to take a systematic and data oriented approach to enrollment management issues.

His doctorate is in Physical Biology from Cornell University. He was involved in research and the metabolism of vitamin D before moving into undergraduate and graduate teaching and administration. His skills and knowledge in organizations, institutional research, strategic planning, marketing, communication, and quantitative/ qualitative studies have been extensive and formed from experience and courses taken over several years. His book, *The Enrollment Problem: Proven Management Techniques*, published in 1988, was one of the first books on this subject that included the whole school in enrollment efforts.

He has done workshops for Council for the Advancement and Support of Education (CASE), The Association of Governing Boards (AGB), The American Council on Education (ACE), and the American Marketing Association (AMA) and has written papers for each of these organizations. Ron's current interest is in the future of enrollment management and its role in higher education and in mentoring potential leaders in enrollment management. He is currently doing writing and research in this area. Ron is also doing research and writing about Parkinson's disease and its impact on individuals and families.

Tricia S. Jones

Tricia S. Jones is a Professor of Adult and Organizational Development in the Department of Psychological Studies in Education at Temple University. She teaches courses at the graduate and undergraduate levels in conflict processes, conflict resolution education, negotiation and mediation, interpersonal communication, organizational communication, and qualitative and quantitative research methodology. Her conflict coaching work has focused on training programs for government agencies, higher education, health care and state offices of dispute resolution. In 2009-2011, she designed and implemented the Department of Veterans Affairs' conflict coaching program as a component of the VA ADR systems nationwide under the auspices of the Office of Resolution Management. She has authored 6 books and over 50 articles and book chapters on conflict management and has given more than 200 presentations at national and international conferences. From 2001-2007 she served as the Editor-in-Chief of *Conflict Resolution Quarterly*, the scholarly journal of the Association for Conflict Resolution, the nation's largest professional association for conflict management and dispute resolution.

Christine Kerlin

Dr. Christine Kerlin recently retired as the Vice President for the University Center and Strategic Planning at Everett Community College, Washington, and continues her service as Senior Consultant with AACRAO Consulting. Dr. Kerlin is a nationally-known expert on enrollment management in community colleges with previous experience as Director of Admissions and Records at Central Oregon Community College and as Director of Admissions at The Evergreen State College, Washington.

Her areas of experience include admissions, registration, records, international programs, credential evaluation, high school dual enrollment, placement testing, advising, articulation, and strategic planning.

Dr. Kerlin has authored chapters in a variety of AACRAO publications, including *Applying SEM at the Community College*, and she presents regularly at national and regional conferences.

Scot Lingrell

Dr. Scot Lingrell has been the Vice President for Student Affairs and Enrollment Management at the University of West Georgia since 2011. Formerly the Associate Vice President for Enrollment Management, he has direct responsibility for the offices of Undergraduate Admission, Financial Aid, Excel Center for Academic Success (Advising), Student Affairs Web and Technology, Registrar, Housing and Residence Life, Multicultural Affairs, Health Center, Career Services, Counseling and Career Development, Center for Student involvement, and University Recreation.

After receiving his Masters of Arts in College Student Personnel and Guidance and Counseling in 1992, Dr. Lingrell began his professional career as an Academic Advisor and then an Assistant Director of Admission at Wayne State University in Detroit, Michigan. In 1996 he became the Associate Director of Admissions at the University of Toledo and directed all recruitment and outreach efforts as well as supervised Scholarships and Recruitment Publications. In 2000 Dr. Lingrell moved to Rhodes State College, in Lima, Ohio, to become the Director of Student Advising and Development. While there, he assumed two additional roles, first becoming the Director of Admissions and Advising and later becoming the Associate Dean of Enrollment Management. At this same time, he finished his Ph. D. in Higher Education Administration at Ohio University.

Dr. Lingrell was the 2009 recipient of the AACRAO SEM Award of Excellence. He lives in Carrollton, Georgia with his wife Karen and their two children Hannah and Drew.

Miguel Martinez-Saenz

Miguel Martinez-Saenz is the Associate Provost for Undergraduate Education and Student Support Services at St. Cloud State University. Prior to St. Cloud State he was Associate Provost and Associate Professor of Philosophy at Wittenberg University. As an educator he strives to make philosophy relevant to those he engages. He has written and presented on issues including but not limited to international development, Jorge Luis Borges, student development, diversity in higher education, liberal education and the birth of his son.

Outside the University setting, he has worked with his wife, a former 8th grade public school Social Studies teacher, tutoring teens at or below the poverty-line, has accompanied student groups to build houses in rural communities in Nicaragua as part of trips organized by Bridges to Community and, while in Ohio, had been heavily involved in non-profit work in Clark County, Montgomery County and Green County.

Kevin A. Pollock

Dr. Kevin A. Pollock is the President of St. Clair County Community College. He previously served as vice president of student services at West Shore Community College.

Nationally recognized as a public speaker, Dr. Pollock has presented more than 75 sessions at conferences and colleges on topics including community college issues, the executive role in SEM, at-risk students, continuous quality improvement, mentoring, student retention, strategic planning and student success.

Dr. Pollock has written more than a dozen articles and book chapters, including a chapter in *Applying SEM at the Community College*.

Dr. Pollock earned his Bachelor of Science in Education and his Master of Arts in Education degrees from Central Michigan University. He earned his doctorate degree in Higher, Adult and Lifelong Education from Michigan State University.

Lisa B. Rhine

Lisa Rhine has over 23 years of experience in retention, academic support services, student success and co-curricular programming in both academic and student affairs at four colleges and universities in Ohio and Kentucky. She holds a bachelor's degree in Rehabilitation Counseling from Wright State University, a master's degree in Special Education from the University of Dayton and a Ph.D. in Educational Administration from Capella University. Her career focus is on developing systemic approaches of institutional action aimed at improving student success, persistence and graduation. Dr. Rhine is co-creator of the Changing Institutional Retention through Co-Curricular Learning Experiences (CIRCLE) Model which engages and links co-curricular service providers in academic and student affairs in a systemic collegial process of institution-wide service delivery.

Dr. Rhine currently serves as the Vice President for Student Affairs at Northern Kentucky University (NKU). Previous positions include Assistant Vice President for Student Affairs at NKU, Associate Provost for Student Success and Retention at Wittenberg University, OH, Director of Learning Enhancement and Academic Development at the University of Dayton, OH, and Manager of Educational Support Services at Sinclair Community College, OH.

Monique L. Snowden

Dr. Monique L. Snowden is the Associate Provost for Academic and Enrollment Services at Fielding Graduate University in Santa Barbara, CA. She has approximately 20 years of higher education administration experience. In her current position, at a free-standing graduate university, Dr. Snowden specializes in employing and advancing strategic enrollment management for graduate and adult education.

Dr. Snowden is the former assistant dean of enrollment management at Northwestern University School of Continuing Studies and the founding director of enrollment research and technology for the Office of Admissions and Records at Texas A&M University. She held several positions during her 12-year tenure at Texas A&M, including interim director of admissions, managing director of admissions processing, and senior analyst for the university's Student Information System.

Dr. Snowden holds an adjunct faculty appointment in Fielding's School of Human and Organizational Development. Her current research interests include examining the communicative role and impact of professional associations on profession identity, knowledge and practice. She is an engaged scholar-practitioner leader in AACRAO, currently chairing the AACRAO Graduate and Professionals Schools Committee and serving on the Public Policy Advisory Committee.

Dr. Snowden earned three degrees from Texas A&M University: a bachelor's degree in Business Analysis, a master's degree in Management Information Systems and a doctorate degree in Communication, with an emphasis in organizational communication. Dr. Snowden is a certified Project Management Professional (PMP) and Certified Information Systems Auditor (CISA).

Darin Wohlgemuth

Darin Wohlgemuth is the Director of Research for Enrollment and Director of Budget Research & Analysis at Iowa State University. In this split appointment he reports to the Associate Vice President for Student Affairs and the Associate Vice President for Budget and Planning. His responsibilities include developing empirical models of enrollment decisions, forecasting enrollment, developing strategic recruitment initiatives, as well as conducting research and policy analysis for the implementation and operation of the Resource Management Model (Iowa State's responsibility centered management budget) which provides tuition revenue to colleges based on enrollment and credit hours taught. He leads the Enrollment Research Team, comprised of researcher staff in the Offices of Admissions, Student Financial Aid, and Registrar, in research efforts in numerous areas including enrollment planning, strategic recruitment, strategic financial aid and retention. He also teaches in the MBA program at Iowa State University.

Darin's graduate research focused on the demand for higher education. He earned a master's degree (1993) and doctoral degree (1997) in Economics at Iowa State University. He earned a bachelor's degree in Secondary Math Education from the University of Kansas (1991), and an associate's degree from Hesston College (1988).