Managing Change with Strategic Enrollment Management (SEM)

By Lynda Wallace-Hulecki, Ed.D. and Alan T. Seagren, Ed.D.

Abstract

Many institutions have adopted enrollment management strategies related to the administrative aspects of student recruitment, marketing, admissions, and retention. However, few have effectively aligned enrollment strategies with the priorities of the academic divisions. Institutions may well face intensifying enrollment challenges unless significant cultural change occurs that fosters a learner-centered culture and shared responsibility for enrollment outcomes as campus-wide imperatives. This paper focuses on creating and sustaining a campus-wide culture for effective Strategic Enrollment Management (SEM).

Introduction

Higher education institutions exist within an increasingly global and competitive environment and therefore are not immune to the forces of environmental conditions or to changes in the marketplace. The rapidity and complexity of change resulting from demographic shifts, rising costs and declining funding, technology advances, to name a few market forces, has created a context in recent decades in which many colleges and universities have been challenged to "evolve, adapt, or desist" in response and to reconsider traditional models across all aspects of operation (Swail, 2002, pp. 15–16). With the adoption of 'strategic thinking' into enrollment management practices, this professional field has evolved from a 'nominal' function to being 'strategic' in orientation. Since the early 1970's, enrollment management has evolved in orientation from being an extension of admissions operations to becoming an embedded philosophy and an integral component of institutional strategic planning and decision-making processes. These events have had reverberating effects on many, if not most, institutions and on the role of institutional leaders of those organizations.

Conceptually, strategic enrollment management (SEM) is "a comprehensive process designed to achieve and maintain the optimum recruitment, retention, and attainment of students where optimum is defined within the academic context of the institution" (Dolence, 1993, 1997). Many institutions have developed SEM plans

out of necessity. However, many enrollment management experts have observed that few institutions have effectively designed and executed SEM plans to realize desired enrollment outcomes due, at least in part, to an inability to foster a SEM culture and shared responsibility for enrollment outcomes with the academic community (Black, 2008a, Copeland, 2009).

Jim Clemmer, recognized authority on leadership and change noted in his best selling book, *Firing on All Cylinders: The Service/Quality System for High-Powered Corporate Performance* (2nd ed.) that "[O]nly a tiny fraction of executives are prepared to pay the price of improved performance—although many are interested" (1992, p. 339). He argued that performance improvement requires commitment of the management team, an "assault" on deeply rooted customs and procedures, redeployment of resources with a focus on those you serve, and staying power during the period of cultural transition—in short, the commitment and bold leadership of campus leaders to stay the course of change during turbulent times.

This paper discusses the cultural dimensions associated with creating and sustaining a campus-wide culture for effective strategic enrollment management. The paper begins with an overview of SEM as a concept and process of culture change, followed by a discussion of natural tensions commonly encountered in introducing a SEM culture. The article concludes with effective strategies for leading change that leverage culture value differences, overcome resistance to change and create the conditions for sustained momentum in SEM over time. The strategies presented are grounded in theory and best practice-based research in SEM.

SEM Concepts

To effectively anticipate and respond to the dramatic changes that have and will likely continue to affect higher education, today's institutional leaders must be adept at effectively deploying strategic planning and management concepts in assessing an institution's current performance relative to its mission, mandate, and stakeholder values; identifying internal and external environmental factors that present opportunities and threats to its future well-being; and promoting strategic thinking, action and learning (Bryson, 2004). These same concepts underlie

effective SEM planning. Many SEM experts assert that enrollment planning becomes 'strategic' when it is an integral component of institution-wide planning and resource management processes, fused with the academic enterprise, and when it advances transformative change. In fact, the concepts and practices associated with SEM have been described as an "eclectic patchwork of the best practices found in business and industry" that have been adapted to the academic context (Black, 2003).

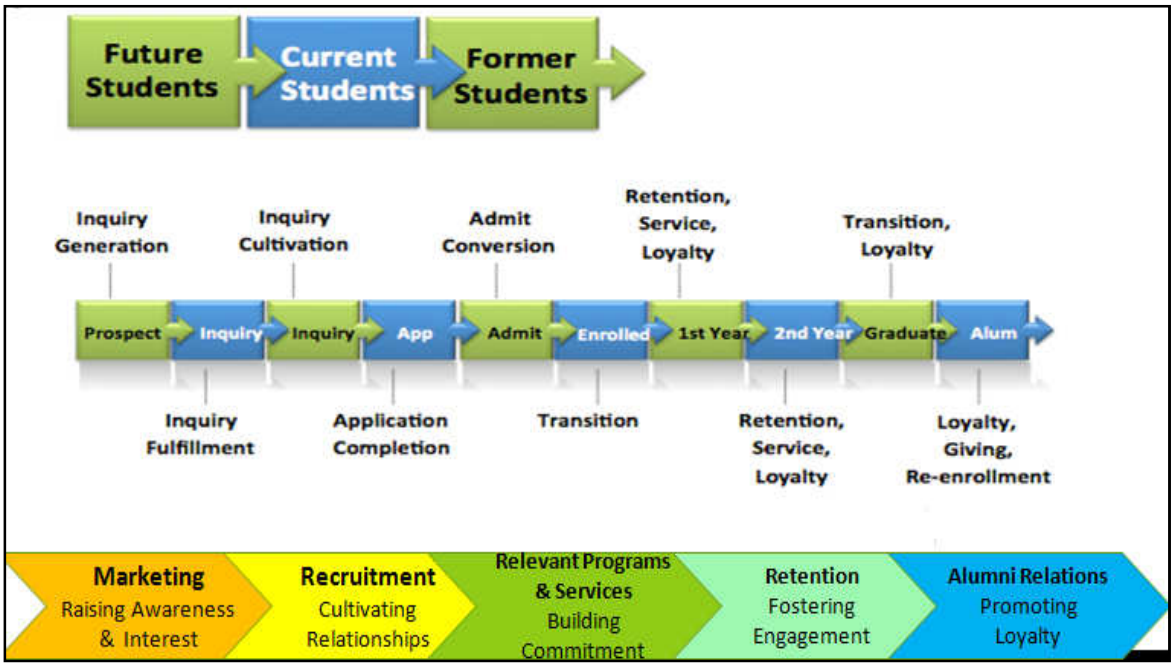
Backdating to the early 1990s, SEM was described as a process associated with strategic planning and performance measurement (Hossler & Bean, 1990; Dolence, 1993, 1997), and more recently as a sophisticated management function linked to resource management and accountability (Black, 2008b; Bontrager, 2004; Hossler, 2008; Norris, Baer, Leonard, Pugliese, & Lefrere, 2008; Kisling & Riggs, 2004). Throughout the literature, SEM has been referred to as a process of culture change (Kemer, Baldrige, and Green, 1982; Hossler and Bean, 1990; Henderson, 2001), and as a tool by which an organization of learning is transformed into a learning organization (Dolence, 1993, 1997; Senge, 1990).

The *Student Lifecycle Model* (sometimes represented as an enrollment funnel) depicted in *Figure 1,* is a fundamental concept underlying the enrollment management function. The needs of students vary at the different stages of their lifecycle, and different student segments—be they students entering direct from high school, mature/adult learners, transfer students, international students, first generation students, to name a few market segments— have differing expectations of their educational experience. The principal tenet of this model is that enrollment management focuses largely on managing the relationship between the student and institution through a process of seamless service delivery within and outside the classroom, where the resources of the institution are brought to bear on meeting the needs of each individual student. Typically, these interactions begin when prospective students first express interest in an institution and continue through their enrollment as current students and into their lives beyond the college experience.

To achieve a seamless service experience for students, planning and decision-making structures must be in place that promote collaboration and

coordination across functions and divisional boundaries in the delivery of programs and services relative to the needs of target student segments. Through such planning and decision-making processes, a campus-wide commitment to a student-centered purpose shapes institutional strategic directions, priorities, and decision processes; redefines operational processes, systems, policies, and practices; and ultimately permeates the organization's culture.

***Figure 1*: Student Lifecycle Model**



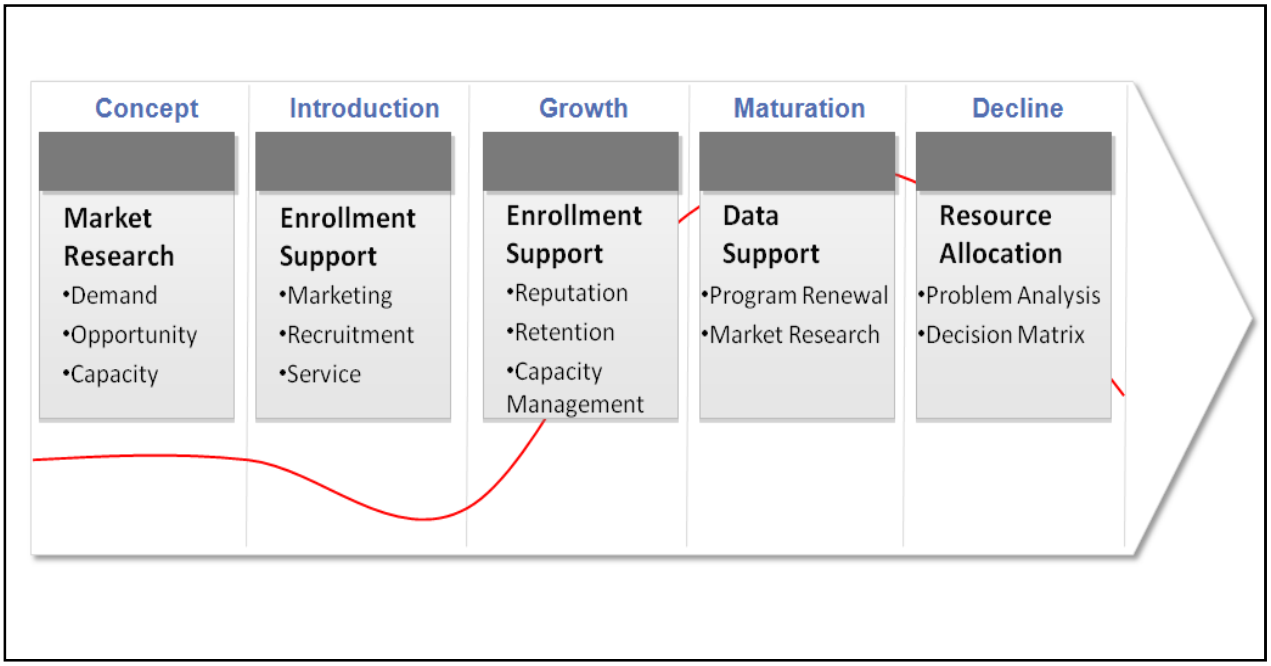
Source: With permission from SEM Works

Following from these concepts, a high-performing enrollment organization engages in integrated planning with a focus on the needs of students, and on creating a student experience both inside and outside the classroom that engenders student loyalty and affinity to the institution.

In a fused SEM culture, assessment and continuous improvement mechanisms would be in place to ensure relevance of programs and services to the learning and development needs of primary student segments. When viewed from an academic lens, no academic program would atrophy from a lack of relevance to student or societal need. To illustrate, *Figure 2* presents the typical lifecycle stages

of an academic program (i.e., conceptualization, introduction, growth, maturity, and decline). In an institutional context in which a SEM culture is rooted within the academic context, the decision to launch a new academic program at the concept stage of program development would be supported by thorough market research to identify and/or validate the market potential. Prior to the launch of the new program, a marketing plan would be designed to support the program rollout with clearly articulated target audiences, key selling points, marketing channels, recruitment strategies, and promotional material. Furthermore, related policies, procedures, and support services would be determined before the program launch, so that all individuals and units responsible for the program's success are on the same page. Similarly, mechanisms would be in place at each subsequent stage to monitor program reputation relative to competitors, assess student academic performance and progression, scale and manage capacity as enrollment changes, assess enrollment performance issues and opportunities, and identify appropriate strategies for timely intervention to support program renewal.

***Figure 2*: Academic Program Lifecycle**



Source: With permission from SEM Works

It stands to reason, therefore, that the engagement of faculty in SEM planning is crucial to realizing optimal enrollment results. Faculty are the content experts of an institution's academic programs and the personification of academic quality. Through the relationships faculty develop with students, they become the most influential constituents in students' decisions to select and attend an institution, as well as complete a program of studies. However, when queried about enrollment, more often than not faculty will respond that enrollment is an administrative function and responsibility. Therefore, among the primary challenges faced by institutional enrollment leaders in fostering a SEM culture is the need to build cultural understanding across divisional boundaries and the engagement of the academic community in SEM.

Cultural Dimensions of SEM

Within the literature, considerable attention has been given to the importance of organizational culture—i.e., the values, beliefs, understandings and ways of thinking that are shared by members of an organization—in understanding the motivational forces that support or oppose change and improved performance (Cameron & Quinn, 2006; Lufthaus et al, 2002). An organization's culture is reflected by what is valued, the dominant managerial and leadership styles, the language and symbols, the procedures and routines, and the definitions of success that make an organization unique (Cameron and Quinn, 2006). Empirical studies have demonstrated that when values, orientations, definitions, and goals stay constant—even when procedures and strategies are altered—organizations quickly return to the "status quo" and transformational change efforts fail (Cameron and Quinn, 1999, 2006).

To illustrate, an organization's approach to planning is related to cultural factors associated with the degree of structure versus autonomy in strategic decision-making, tolerance for a long-term orientation versus short-term quick results, emphasis on the interests of "groups" versus the "individual", the mechanisms for negotiating agreement and handling conflicts, as well as in relation to who and where are the sources and locus of power (Hofstede and Hofstede, 2005).

A high-performing enrollment enterprise possesses an organization culture where student enrollment, student learning, and student success are viewed as shared responsibilities; where student relationships are cultivated from the initial point of contact throughout the student life cycle; and where knowledge sharing and accurate information are valued. In such a culture, it is everyone's job—from the groundskeeper to the president—to ensure students are provided with the information they need to make sound and timely decisions. All employees take pride in maintaining data integrity, reducing student runaround, and preventing errors that cause student problems. The fundamental tenet underlying a SEM ethos is that it fosters campus-wide buy-in and engagement through a highly collaborative and participatory approach to enrollment planning, where improving the student experience and student success are focal points of attention (Black, 2008b).

A student focus helps to anchor an enrollment management effort to a common purpose that most in higher education can embrace. With that said, academic institutions traditionally are highly decentralized and autonomous organizations (Hossler and Hoezee, 2001). Academic planning typically occurs at the faculty/school or department level, and individual faculties/schools often operate with considerable autonomy. This norm engenders independence and autonomy, as compared to a highly collaborative integrated model of academic and enrollment planning that underlies SEM. Therefore, when viewed from an academic lens, it can be expected that natural tensions will arise given the inherent differences between the traditional value-orientations of an "academic-driven" culture and a "student-centered" SEM ethos.

Natural Tensions in Introducing a SEM Culture

Among the most common culture value differences these authors have encountered that warrant specific attention in SEM are the following:

- ***Autonomy versus the Common Good***- As previously alluded, academic cultures by nature promote autonomy; whereas a SEM culture is intrinsically interconnected with and promotes the common good of the institution.

- ***Unit-Oriented versus Integration***- Within the academic context, decision-making is often at the unit-level, which may create impediments to the core objective of SEM—integration.
- ***Status Quo versus Constant Change***- Because colleges and universities are often bound by tradition, this phenomenon may result in people and the organization clinging to the status quo; whereas SEM is inherently focused on performance improvement, and change is a fundamental pre-requisite for success.
- ***Cognitive Dissonance versus Buy-In***- Academic cultures are founded on intellectual inquiry and cognitive dissonance; whereas the objective of SEM is to seek broad-based buy-in to a common vision for change and active engagement in the process.
- ***Academic Freedom versus One Voice***- The ethos of many academic organizations tends to be faculty- or administration-centered; whereas the focus of SEM is always student-centered.

Relevance of Change Concepts in Fostering a SEM Culture

Jim Clemmer's assertion that few executives are "willing to pay the price" (1992) is not surprising when one considers the substantive barriers to high performance that may be encountered. Drawing from the research of Bolman and Deal (1997) and their four-frame approach to leading organizational change, typical barriers may include:

- ***Political issues*** (e.g., power and control agendas, interdepartmental conflict)
- ***Human resource issues*** (e.g., inadequate staffing levels or staff competencies/skills, lack of investment in organizational learning, lack of employee incentives tied to accountability)
- ***Structural issues*** (e.g., organizational silos, inefficient and/or outdated business processes, inaccurate or inaccessible information, inadequate or poorly utilized technology, poor communications, organizational structures that inhibit seamless service delivery)

- ***Symbolic issues*** (e.g., lack of strategic leadership, a culture that is not aligned with change)

Indeed, from our collective experience, the common reasons change efforts fail include:

- ***Misunderstanding resistance***—when there is a lack of information or inaccurate information regarding constituent concerns about the change effort;
- ***Faulty mental maps***—when constituents hold unfounded or incorrect perceptions regarding the need for or impact of change efforts;
- ***Complex problems***—when there is an inability to deconstruct the problem to identify the root cause(s) that may be addressed to effect positive change;
- ***Symbol over substance***—when a change effort is perceived as another flavor of the month issue;
- ***Impatience***—when enrollment planning is viewed as a "quick fix" for an enrollment problem, rather a journey toward sustainable institutional enrollment and financial vitality;
- ***Attrition of success***—when an institution falls back to a state of complacency following demonstrable short-term enrollment success; and
- ***Giving up prematurely***—when there is a lack of institutional will to stay the course of change over time.

Developing an understanding of the organizational capacity conditions for success in SEM became the focus of Wallace-Hulecki's graduate research and doctoral dissertation. Research studies conducted by Wallace-Hulecki with exemplary leaders in the field of SEM explored the strategies and practices applied in cultivating campus-wide shared responsibility for enrollment outcomes (Wallace-Hulecki, 2007), as well as the requisite capacity conditions for advancing culture change (Wallace-Hulecki, 2011). Results stemming from this research substantiated the relevance of the theoretical underpinnings of effective SEM practice referenced in this article, provided insights on the antecedents for the successful execution of

SEM as a change process, as well as practical strategies for leading the charge in cultivating a SEM ethos within the academic context.

Among the most notable insights drawn from Wallace-Hulecki's doctoral research was the unequivocal importance of 'strategic leadership' in managing differences in organizational culture value orientations and the human dimensions of change. Study results indicated the success of participating institutions in introducing a SEM change initiative was consistently attributed to (a) the commitment of executive leaders in fostering a culture of collaboration, (b) an evidence–based approach to decision-making, and (c) strategic leadership at all levels in the organization in adopting change.

In relation to the cultural dimensions of change, study results indicated that there were both positive and negative impacts of culture value differences on the success of the change initiative. The positive impacts were described in relation to an "openness to consider new ideas" in finding solutions to enrollment challenges; whereas the negative impacts led to what research participants described as "reactive" versus "proactive" planning", the "stifling of innovation and creativity", and to "protracted decision-making processes". The study results suggested that culture value differences had a positive influence on culture change when effectively managed. However, left unmanaged, the consequences were counterproductive, if not detrimental, to progress.

While a change management process may take many forms, all successful change efforts require management of barriers to implementation. As previously alluded, the management of culture value differences are among the factors that may inhibit progress and success of a SEM change initiative. Drawing from the concepts advocated by change management scholars Kotter and Schlesinger's (1979), six change approaches in dealing with resistance to change are worthy of consideration in this context:

- ***Education and communication***—involving upfront communications with all campus constituents that clearly articulates the need for change in values-based terms;
- ***Participation and investment***—building understanding and buy-in to the change effort;

- ***Facilitation and support***—assisting campus constituents in adjusting to the realities of change;
- ***Negotiation and agreement***—incentivizing change;
- ***Manipulation***—co-opting the support of power brokers in the change effort;
- ***Coercion***—adopting fear tactics as a 'last resort' in circumstances that warrant rapidity of change to maintain organizational vitality.

Understanding Culture Value Differences

"If culture change is to be successful, everyone—from executive leaders, managers, supervisors, team leads, frontline staff—should be held accountable for achieving performance and living organizational values" in how they perform their respective roles (Blanchard, 2010, p. 249). The underlying premise of culture change is an understanding of the existing culture. Assessing cultural readiness for change is not an exact science. Typically, such understanding stems from informal discussions with key power brokers—individuals who occupy both formal and informal positions of influence. In addition, there are a number of tools that have been empirically tested, validated, and applied within the academic context that can offer valuable insights. For example, the Organizational Cultural Assessment Instrument (OCAI) developed by Cameron and Quinn (1999, 2006) is a six-item questionnaire that has been found to be useful in diagnosing the desire for change and discrepancies between the current and preferred culture values associated with change (refer to http://www.ocai-online.com/about-OCAI).

Regardless of the tools or methods chosen, what is important is that an understanding of prevailing versus desired organizational values are ascertained. The basis of analysis can be at the institutional level and/or at the unit level where unique subcultures exist. Once known, a determination can be made of what leadership styles, management roles, human resource management philosophy, service standards, quality management program, and effectiveness criteria may contribute to organizational performance improvement (Cameron and Quinn, 2002). Following from an understanding of the prevailing versus desired organizational values, the symbolic decisions and actions advanced by institutional

leaders, if effectively and consistently managed, have the power to galvanize a change initiative.

Overcoming Resistance to Change

In high performing organizations, leadership is what moves the entire organization in a common direction (Blanchard, 2010; Bryson, 2004; Collins, 2001). Effective leadership within a cultural context brings balance between achieving the objectives of an organization and building political loyalty from within the organization (Cameron and Quinn, 2006). Change leaders must be adept at building constructive relationships to influence others in achieving a common vision for change. In doing so, change leaders must align the vision for change with the intrinsic values and beliefs that instill passion and a sense of pride among campus constituents.

While there is no shortage of change management models and methods for motivating and influencing culture change, many are based upon the leadership and research of John Kotter, a Harvard professor and world-renowned change expert. In his 1995 book, *Leading Change*, Kotter introduced the following eight-step change management process:

1. Establish a sense of urgency
2. Form a powerful coalition
3. Create a vision for change
4. Communicate the vision
5. Remove obstacles
6. Create short-term wins
7. Build on change
8. Anchor the changes in corporate culture

Kotter (among others) advocated the importance of communicating a sense of urgency as an impetus and catalyst for a change initiative (Kotter, 1995). While building awareness and understanding of the need for change is a necessary first step, it is insufficient to motivate and effect culture change. Similarly, fostering a SEM ethos that is rooted within the academic context requires more than the formulation of a SEM committee with representation from the academic division.

Fundamental to a transformative change effort is an organization's readiness for change, and the 'ability' and 'willingness' of individuals to consider and embrace change. Therefore, institutional leaders must be able to answer a seemingly simple, yet complex question that is likely to arise from each constituent group, "What's in it for me?"

For example, in a context in which there is an imperative for enrollment growth, from a faculty perspective more students could translate to larger class sizes, more papers to grade, greater advisee loads, less time for research, and the like. When considered from a staff perspective, more students could translate into higher service volumes, expectations for improved efficiencies in the work performed, doing more-with-less resources, among others. Why would faculty and staff buy-in to a change agenda that could have negative consequences?

To effectively shift culture, institutional leaders must be able to demonstrate in meaningful and tangible terms the commitment the institution is willing to make in building organizational capacity of its most valuable asset—people. Modeling commitment to change is demonstrated by how campus constituents are engaged in SEM planning, by linking the planning process to resource allocation and budget decisions, by removing barriers that inhibit the successful execution of strategies in the workplace, by the use of incentives and reward systems that align with faculty and staff values and passions, and by holding individuals accountable for results with tangible consequences (both positive and negative). This requires **bold leadership**.

While the theories and models presented in the literature offer useful conceptual frameworks, in practice the approaches taken are generally less methodical (L. Wallace-Hulecki, 2007, 2010a). Drawing from this research, the following practical strategies for cultivating a SEM ethos within the academic context were advocated by exemplary leaders in the field:

1. *Cultivate a culture of collaboration*—Within an institutional context in which a traditional academic culture prevails, bold leadership is required to shift the cultural values to one that has concern for the collective "we," rewards

performance on the strength of "group," develops a "collaborative" approach to governance, and fosters a spirit of the "strength of oneness."

2. *Adopt the use of research and data*—As the "language of the academics" (Henderson, 2004), research and data serve to build institutional understanding of the drivers underlying change, help to shape institutional directions and aspirations, and reinforce the need for shared responsibility of enrollment outcomes.

3. *Inspire a campus-wide focus on the student experience*—A high-performing enrollment organization cultivates student relationships from the initial point of contact throughout the student lifecycle previously described in this article. When enrollment is viewed as a lifeline to institutional vitality, and becomes a lever for improving the student experience, enrollment professionals become central to the academic enterprise and work as partners with the academic community. This model of education focuses all institutional resources on the student learning process, where the term "learning" is conceptualized to reflect the broader aspects of student development.

4. *Actively engage academic deans and faculty in SEM planning, decision-making, and change*—A common focus on student learning (broadly defined) helps to anchor an enrollment management effort on improving all aspects of the student experience within and outside the classroom. The active engagement of faculty in SEM planning is imperative.

5. *Incentivize change tied to accountability with consequences*—In a strategic change process, the treatment of an institution's people is "leadership in action" (Blanchard, 2010). Modeling commitment to change is demonstrated by how campus constituents are engaged in SEM planning, by linking the planning process to resource allocation and budget decisions, by removing barriers that inhibit the successful execution of strategies in the workplace, by the use of incentives and reward systems that align with faculty and staff values and

passions, and by holding individuals accountable for results with tangible consequences (both positive and negative).

6. *Visibly lead the charge*—There is visible support, active engagement and collaboration of institutional leaders at all levels in the process.

At a leadership symposium attended a few years ago, a prominent and accomplished Canadian university president was the keynote speaker. At the end of the speech, the president was asked "What one piece of advice would you offer others based upon your leadership experience?" In response, the president indicated without hesitation, "I would have started by getting the right team of people into the right positions from day one." Interestingly, this is the same finding that Collins advocated based on from his *good-to-great* research. That is, invest first in the who—the right people in the right seats, then define the what, and subsequently lead the way on how to get there. The wisdom shared here has relevance in managing change within a SEM planning context, and serves as a practical construct for assessing change readiness, as described below (Wallace-Hulecki, 2010b).

(1) START WITH THE "WHO"—Build an enrollment leadership team with the right people in the right seats with the right skills to lead the way in creating the workplace conditions associated with a high performance organization. The fundamental question is:

- *Do you have the right leaders in the right roles who are committed to a SEM culture, and who have the will to act?*

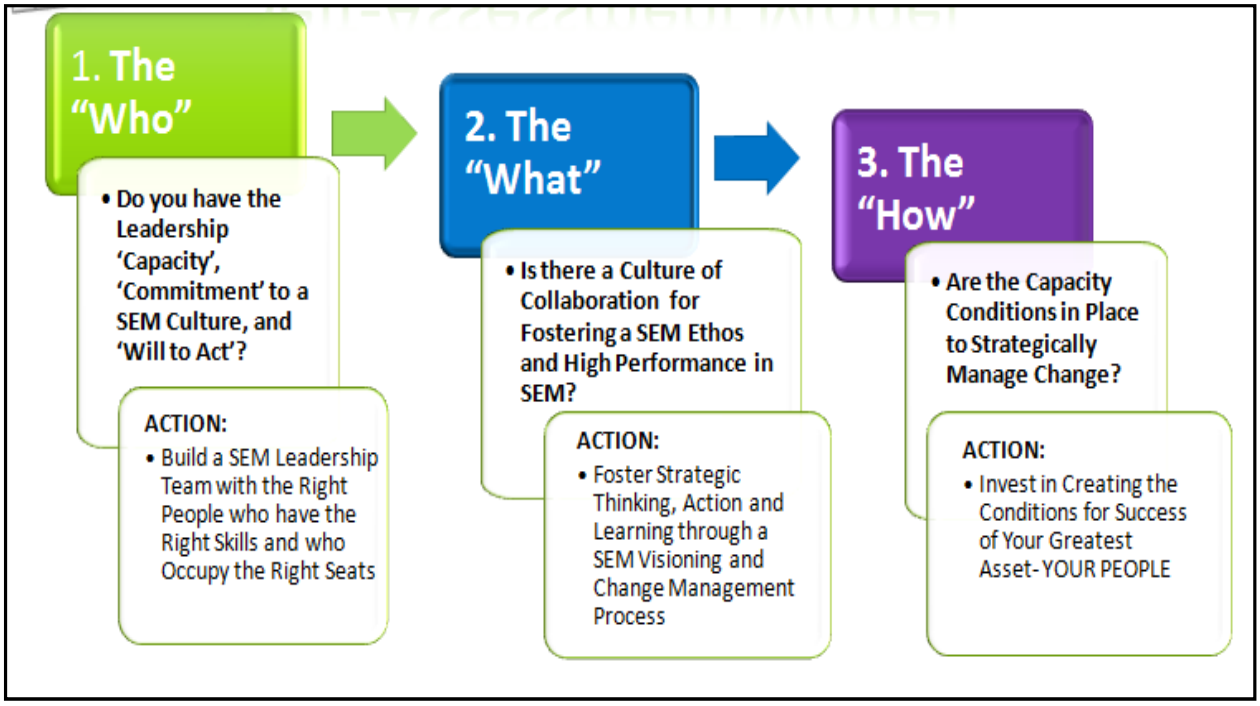
(2) DEFINE THE "WHAT"—Foster strategic thinking, action, and learning through a SEM visioning and change management process by which a clear, single purpose for the "ideal" student experience is articulated and passionately embraced by campus constituents. The fundamental question is:

- *Is there a culture of collaboration for fostering a SEM ethos and high performance in SEM?*

(3) LEAD THE WAY TO THE "HOW"—Create a learning organization by investing in your greatest asset—your people. This investment involves building the organizational capacity conditions as defined by policies, systems, structures, as well as your performance management and reward systems that motivate your people around a central purpose, empower them to assume shared responsibility for enrollment performance outcomes, and support them in achieving their highest potential in realization of the vision for change. The fundamental question is:

- *Are the capacity conditions in place to strategically manage change?*

Figure 3: SEM Self-Assessment Readiness Model



Sustaining Momentum in SEM

As previously noted, within the context of a SEM change initiative, leadership is the engine that drives performance improvement for sustained results. In this regard, institutional leaders at all levels and in all roles (formal and informal) must become SEM evangelists in managing culture to drive change by collectively leading the charge. It is the role of every leader at every level to foster a SEM culture by:

- *Spreading the SEM vision*—to build student loyalty and affinity through every interaction inside and outside the classroom experience;

- *Fostering cultural understanding*—to promote collaboration and teamwork across organizational boundaries;

- *Comparing the vision to the current reality*—to focus on the critical performance gaps that will realize the greatest return on investment;

- *Communicating in values-based terms*—to demonstrate commitment and incentivize campus-wide buy-in to the change initiative;

- *Promoting successes*—to build on short-term gains by demonstrating the value-added benefits realized, and instill a sense of pride of accomplishment from the collective effort;

- *Sharing best practices*—to recognize and build on existing institutional strengths;

- *Demonstrating relevance and ROI through the use of research and data (the language of academics)* — to foster trust and understanding in the need for change, eradicate faulty mental maps, and create a culture of evidence in the decision-making process;

- *Ensuring accountability with consequences*—to promote shared responsibility for performance improvement and enrollment results; and

- *Managing the down times*—to mitigate the potential for 'attrition of success' leading to complacency, and to maintain a purpose-centered focus on the vision over the long haul.

Summary

A SEM planning process has the potential to change an institution's culture—creating a source of sustained enrollment and financial vitality. Failure to understand and work within an academic culture or view SEM through an academic lens can be contributing factors to unsuccessful strategies. If you subscribe to the notion that academic program relevance is the cornerstone of the enrollment enterprise, then the success of your efforts in creating a high performance enrollment organization hinges on your ability to create the conditions for shared responsibility of enrollment outcomes with the academic community. Within an institutional context in which a traditional academic culture prevails, bold leadership is required in cultivating a student-centered culture that is fused with the academic context. In considering the changing higher education environmental context, does your institution have the leadership capacity for sustained success in SEM?

About the Authors

Lynda Wallace-Hulecki, Ed.D.

Lynda Wallace-Hulecki is the Vice President of Strategy and Senior Consultant for SEM Works, a North American enrollment management and marketing consulting firm. Her higher education career spans more than thirty-five years within the college and universities sectors. For twenty-three years, she held a position as director of an institutional analysis and planning office, followed by a decade as chief enrollment officer. Dr. Wallace-Hulecki earned an Ed.D. in leadership and higher education from the University of Nebraska- Lincoln. She has participated in Harvard's Institute for Management and Leadership in Education (MLE), as well as in the world-class Chair Academy for college and university leaders. In 2011, Lynda was appointed to the International Practitioner's Advisory Board for the Leadership Academy. As part of her doctoral studies, she conducted considerable research on best practices across North America in building organizational capacity for high performance in SEM, as well as in the development and use of strategic enrollment intelligence (research and data) to inform enrollment strategy, support enrollment performance management, and assess return on investment (ROI). Contact: Lynda@semworks.net

Alan T. Seagren, Ed.D.

Alan T. Seagren is Professor Emeritus of Educational Administration and Vice President for Administration Emeritus at the University of Nebraska-Lincoln, and Educational Consultant for Higher Education Leadership Education. His career includes five years as a teacher and administrator in public schools and fifty years as an administrator and professor at the University of Nebraska-Lincoln. Dr. Seagren has held administrative positions as Principal of University High School; Associate Dean of Teachers College; Associate Vice Chancellor of Academic Affairs and Director of Summer Sessions; and Vice President for Administration of the University of Nebraska's four campus system. When he returned to full time teaching, Seagren and a colleague from Australia developed the first on-line distributed doctoral program on Educational Leadership and Higher Education. He was the Director of the Center for the Study of Higher and Postsecondary Education, which focused on academic leadership development, institutional advancement in student affairs, college teaching and learning, and international education. Seagren's research has focused on quality and on the roles and responsibilities of department chairs/heads. He and his colleagues have published 3 book and numerous articles on this topic. Dr. Seagren has served as visiting professor at institutions of higher education in Australia, China, Japan, Netherlands, Saudi Arabia, Sweden, Ukraine and UK offering leadership development workshops for chairs, deans and presidents. He coordinated the Nebraska/Australia full year and summer session teacher/administrator exchange program for the State of Nebraska. He served as a facilitator and was a member of the International Advisory Board for Chair Academy. Currently, he serves as coach in the Chair Development program for the IDEA Center. He is a Fellow in the Center for the Study of Higher Education at the Melbourne University in Australia. He is a consultant to Creighton University assisting in designing, developing and implementing two programs. First, an On Line Interdisciplinary Leadership EdD program involving faculty and students from Business, Education and Health; and second, a unique On Line Bachelors of Interdisciplinary Leadership which is designed to provide opportunities to adults to complete their programs without coming to campus.

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