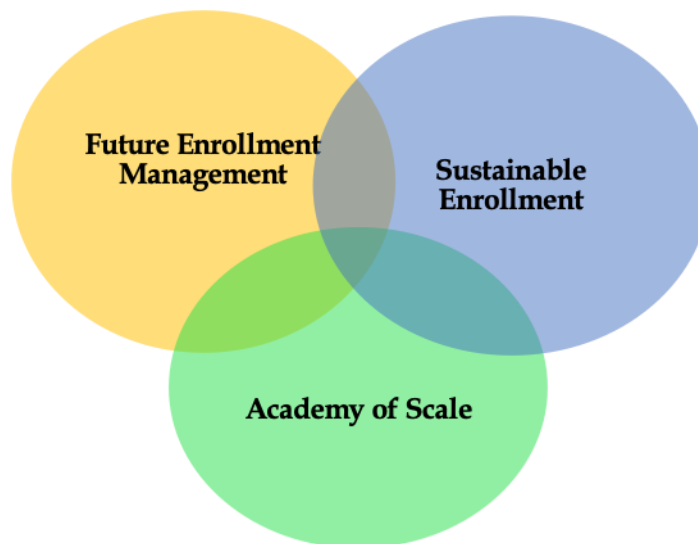


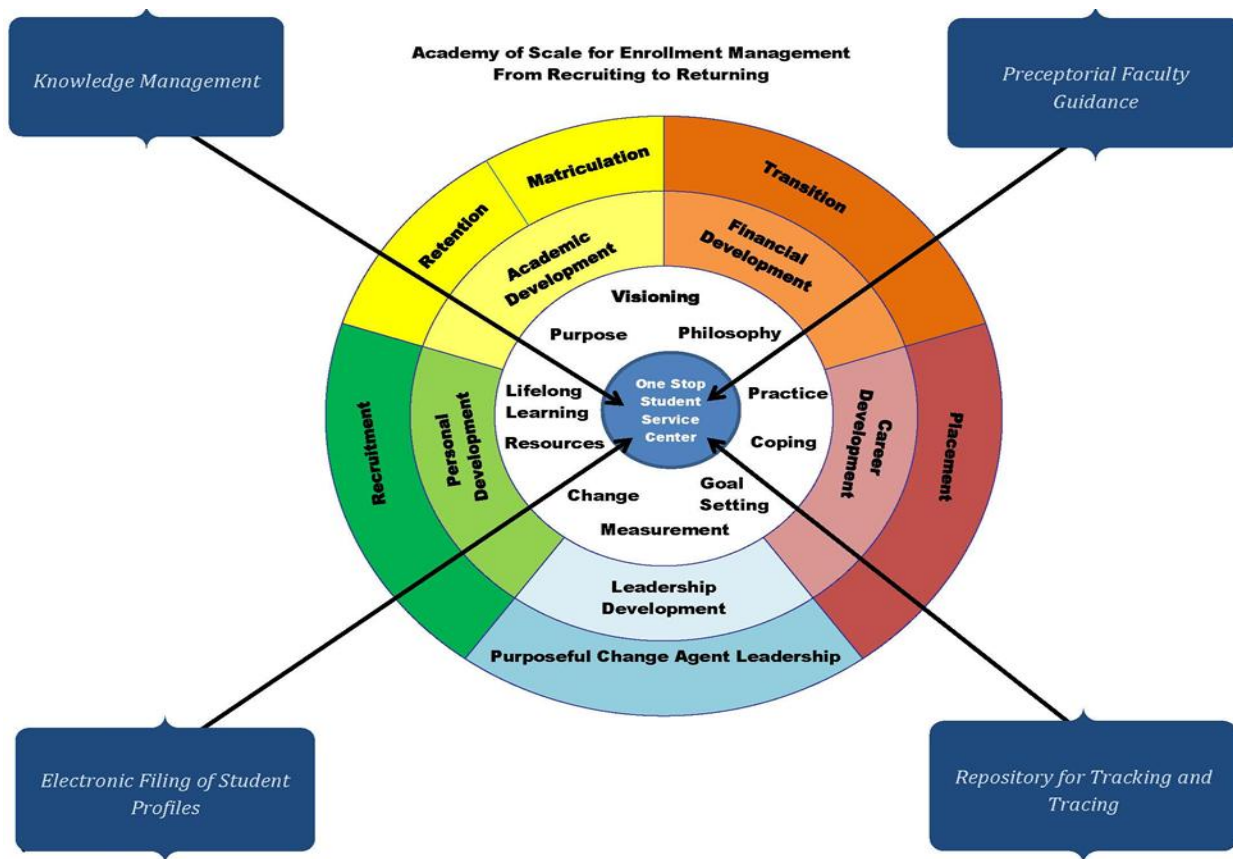
Future Enrollment Management & Strategy in Higher Learning from Recruiting Inside to Returning Outside

Johnny D. Jones, EdD, PhD & Joseph Martin Stevenson, Ph.D.



Our Purpose and Direction

Today's institutions of higher learning must maximize operations and leverage infrastructures to navigate student persistence toward degree completion all over the world. This will require leaders to constantly and continuously examine the analytics and informatics that are within and surround the institution's modus operandi, infrastructure and academy of scale. The purpose of this essay for the *Journal of Education and Human Development* (JEHD) is to discuss the emerging role of the future enrollment management (FEM) concerning "sustainable" enrollment management in higher learning enterprises where many students come to study all disciplines, including educational and human development. The emerging and intensifying role of the leaders in student enrollment has become increasingly pivotal in today's academic marketplace. After reviewing systemic related areas to FEM, such as, academy of scale, knowledge management, sustainability and totality, best practices, and preceptorial alignment, the essay culminates with recommendations for the establishment of "preceptorial piths," such as one-stop-student-service-centers along with other suggestions concerning student recruitment, retention, matriculation, transition, graduation and placement. In brief, areas from "recruiting to returning," will be explained and threaded throughout the essay. The essay's conclusion will explain the circular graphic below, "Academy of Scale," that denotes the interdependent relationships between: (a) recruitment and placement; (b) personal and professional student development; and (c) student mentoring areas from developing a personal vision to establishing a life purpose. We believe these are the foundational and fundamental synergies necessary for building a scaffolding infrastructure to **recruit** students to the academic enterprise and **return** students to the world of work or graduate school with empowered personal, academic, financial, career and leadership. We add "financial" development to the student portfolio as the result of emerging concerns about debt as students transition for the return outside the higher learning experience. Teaching students financial literacy is fundamental to this developmental process and growth. We describe the below optic for students to leverage "one place for many purposes".



Over a decade ago, the second author, Stevenson, wrote an essay entitled “*The Modern University Provost*” for the journal, which suggested that internal your conventional-traditional academic enterprise is systemically organized around synergisticmatrix relationships that are *political, bureaucratic, collegial, and increasingly economic*. Colleges and universities are increasingly asked to and must step up as economic engines able to create programs for emerging industries, and developers of the educated workforce needed within these new industries. Schwartz (2015) in “*Intellectual Virtues*” for The Chronicle Review recently surmised, “It has always been taken for granted as self-evident that higher education is good for students and society at large, and that, American colleges and universities are doing an excellent job of providing it. No more. Commentators, politicians, and parents are expressing serious doubts ...Demands for accountability are everywhere ...” This type of transitional-transformation clarion call to higher education is discussed later in the essay within the context of recruiting prospective students from communities and returning them to communities as empowered agents for much needed social-societal change. The internal paradoxical relationships that Stevenson, a five-time serving provost, described in “*The Modern University Provost*” still prevail in higher education, but the last one identified, “economic”, has become an issue increasingly pervasive in the academic marketplace with profound operational challenges to enrolling today’s modern-multi-tasking student consumers in institutions of higher learning.

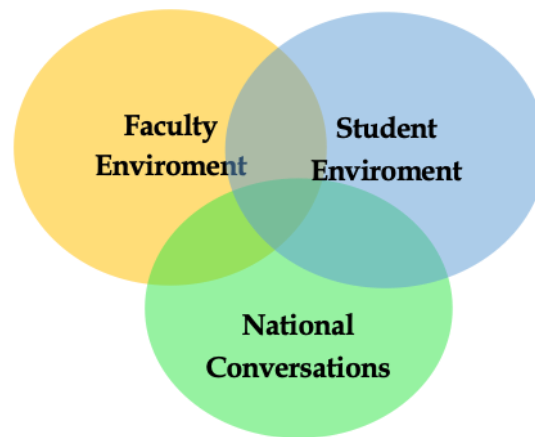
The result of this manifestation is the need to optimize operations for “academy of scale” (versus the commonly referenced “economy of scale”) for propelling persistence toward student success, and the need for the future Enrollment Management to focus on operational functionalities that are associated with matrix relationships, as well as those that are essential to student consumer entrance to the institution, engagement in the classroom, and exiting to the world that awaits them as purposeful agents of change.

The advocacy of leveraging faculty to propel student persistence should be part of the future Enrollment Management’s planned vision, which Conboy (2014) in her chapter entitled, “*Establishing and Implementing Your Vision*” in The Resource Handbook for Academic Deans suggests academic leaders should:

- Assist the college in creating and executing strategies that generate a competitive edge within the institution’s competitive environment;

- Facilitate important and timely decisions about new ideas of focus that the college wants to develop;
- Help faculty and staff to maximize the ways that all college activities, infrastructure, and technologies can mutually support each other, and
- Identify the resources available to support the strategies (pg. 151)

There appears to be a shift of predominate discourse in the academic canon from surfaced concerns about many faculty *employment-environmental* issues related to **internal pressure** points like critical thinking, community of practice, and cultivating knowledge on campus, to student *enrollment-environmental* issues generated from **external pressure** points like workforce competency, career placement, and societal labyrinth off campus. Let me suggest that these areas are not mutually exclusive in the academic enterprise, and that they are, indeed, part of our challenge in modern higher education. Too many administrators in higher education conceptualizethese areas as independent and not interdependent. Increasingly, the latter reality is the case.



With the advocacy of modern knowledge management as the essence of my first essay, I suggested that the Future Enrollment Management should balance, as the core of the student educational experience, knowledge transfer (tacit and explicit), cultivation of knowledge through systemic leadership, facilitation of faculty development through knowledge management, enhancement of teaching through knowledge management strategies, and fostering of academic climate from the creation of a learning-centered climate. Foss (2005) noted a few years ago, that changing conditions would require significant modifications to organizational operations, management, and systems, and less on top-down management structures, thereby leveraging an organization’s knowledge base. The author also noted that as different aspects and amounts of knowledge are dispersed across organizations, new networks will be created that cross traditional workgroup boundaries and engage the entire organization in learning, assessment, and sustainable direction-setting. In order for institutions of higher learning to be progressive and proactive, this type of operational optimization should be leveraged in modern Enrollment Management. We often remind my colleagues across four campuses in three time zones that “enrollment everywhere is everyone’s responsibility”. To Buller’s (2013) point in **Positive Academic Leadership**, “learning as much as possible about the system in which you work means trying to view everyone in your area both as an individual and as a member of an organic structure (pg. 168).

”Decreasing the “silo effect” that exists within highly bureaucratic and hierarchical organizations (i.e. traditional higher education institutions), creates opportunities for what we have framed as “symmetrical leadership” for collaboration utilizing a variety of human values, beliefs, and structures in Enrollment Management, with outcomes that support the academy of scale for enrollment and promote the campus as a continuously learning community. In his book, **Building a Knowledge-Driven Organization**, Buchman (2004) explains that knowledge is power in most organizations and this reality has encouraged knowledge hoarding as individuals try to increase their own power regardless of the effect on the organizational greater good.

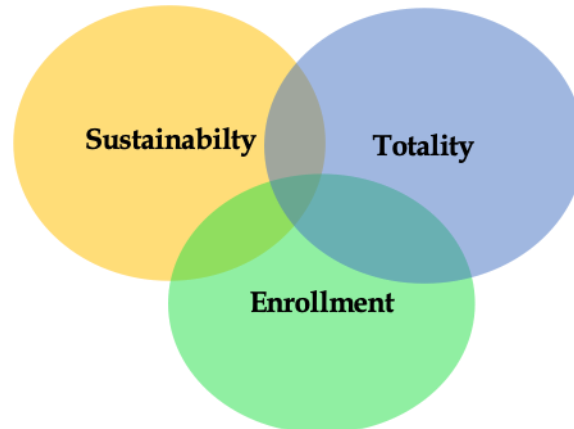
By working to create an environment where knowledge sharing is power, an organization gains access to the most valuable and crucial asset it has – human capital and its corresponding tacit knowledge. A growing literature base posits that human capital is the most readily available competitive advantage that the modern organization has to offer (Hope, 2007; Luthans & Youseff, 2004; Pfeffer, 1995, 1998).

However, the future Enrollment Management must also work to create environments that encourage the sharing of knowledge to sustain student enrollment while putting the systems, protocols and processes in place to take advantage of this knowledge. As Tornatzky et al. recognized, “Collaboration is essential...as hiding in a cocoon is more a recipe for bankruptcy than growth.” While all of these leadership areas and many others regarding knowledge management for academic stewardship remain paramount in today’s complex academic marketplace, we would like to shift the attention to the advocacy of knowledge management for enrollment related operations to optimize a new academy of scale. Indeed, this type of operational expediency within the academic enterprise has become fundamental to the balance between academic effectiveness and financial efficiency. This is particularly critical in the area of “sustainable” Enrollment Management where most institutions of higher learning rely heavily on revenues driven by, and derived from, the persistence of student engagement toward degree completion... from the “strategic recruiting” of the non-degree holding student from local society to the knowledge enterprise, to the “strategic returning” of the student from the knowledge enterprise back to global society. These two oscillating domains contribute to “sustainable” Enrollment Management versus current contemporary thinking about strategic enrollment.

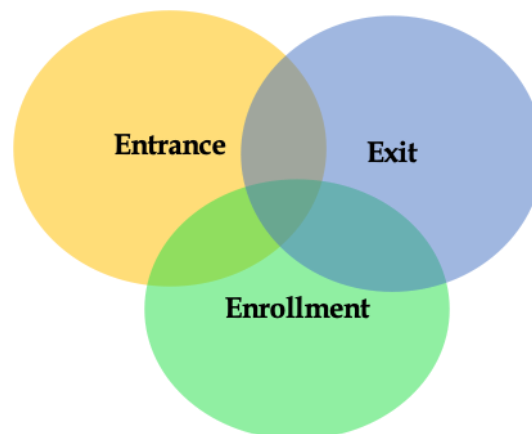


Strategic enrollment management seems to focus on the present; sustainable enrollment focuses on the future. Let us elaborate here for clarity. In the case of many universities and colleges where we serve as senior leaders, how can we "recruit" prospective and potential students from communities surrounded by mental illness and other manifestations from societal “isms”, and "return" them back to those communities as purposeful catalysts of change to empower and promote mental health? This is why optimizing and expediting operations in FEM is so very important. It is not just for meeting needs on campus internally, it is for meeting societal demands externally. In this case, the FEM serves as a catalytical champion for navigating this powerful transitional transformation from recruiting to returning. On the surface, this may sound fairly simple – get them in, get them through, and then get them out. But there is a great deal of matrix relationship-building that must go on, as well as administrative efficacy that must be in place before this transitional transformation can occur for the student consumer. Between the online admissions process, the acclamation process, and the acceptance process of the degree, there are many, many pressure points from entrance, to engagement, to exit.

We refer to this as **SEAT**, which stands for “**S**ustainable **E**nrollment **A**nd **T**otality”. SEAT describes a *sustainable* Enrollment Management process in its entirety (aggregate, summation, gross, whole) and reminds us that students must be *seated* in the classroom to be engaged in learning, enlightened from critical thinking, and empowered with knowledge from the discipline studied for career positioning and placement. This totality, for instance, encompasses a process from (a) targeting what type of social media will have return on investment to attract "prospective" students to; (b) targeting social media options for identification of career opportunities for "placing" students.



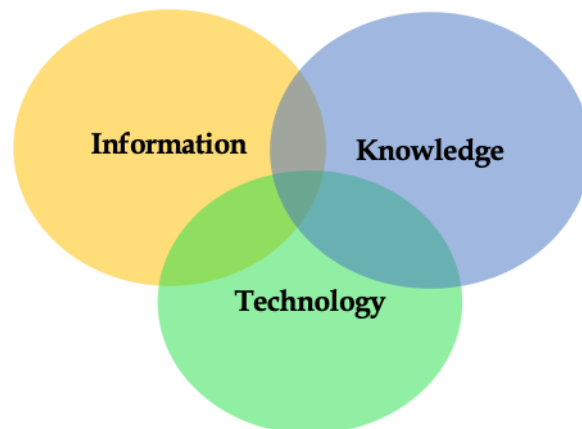
This requires the FEM to manage all operations that gauge the sequential continuity for student points of progress in enrollment management – recruitment, retention, matriculation, graduation, transition, and placement. The “transition” process in this interdependent succession is profoundly pivotal and is where we see the transformational value and the returns on investment of *recruiting-entering and exiting-returning*. The question is, however, what exactly is “academy of scale” versus “economy of scale”? We believe it is an academy shaped from internal matrix relationships of people, programs and processes to optimize operations for student success. An academy of scale should be premised on knowledge valuation and elevate the importance of developing, utilizing, and maximizing human capital and data resources. Operational leaders can leverage the knowledge that the academy depends upon for operational advantage, advancement and acceleration of expediency. However, simply having access to information is not the cornerstone of operational success within a knowledge driven academy. Some examples for data points, data frequency, data tracking, and data repository will be presented later relative to student recruitment, retention, matriculation, transition, graduation and placement.



Operational leaders should apply data-driven decision making (proactive, diagnostic, prescriptive, preventative, and prognostic) to best utilize this informational knowledge (especially tacit knowledge) to pre-plan, to promote, to persist, and to propel student success as part of FEM.

Huseman and Goodman (1999, p. 106) add that information is a message that draws together data points, puts them in context, adds perspective, and is delivered to change people’s minds or reinforce their beliefs. Information is data with interpretation, while knowledge is information laden with experience, truth, judgment, intuition, and values. This unique combination allows operational leaders to assess situations throughout the student points of progress and manage the change that is necessary to move the student along – forward and upward in the academic experience toward degree completion. This fundamental of the belief system is critical. Operational leaders must believe that the student can and will succeed from the operational navigation of the leader with tactics, interventions and strategies for the betterment of operational functionality. While technology can be credited with influencing and infusing changes into the academy of scale, no single tool in technology can be soundly applied without human belief systems and data driven decision making from operational leaders.

A knowledge economy, argued earlier by Friedman (2006) in “**The World is Flat**”, is one that utilizes available technologies to provide individuals with the skills to create knowledge, not just products and services.

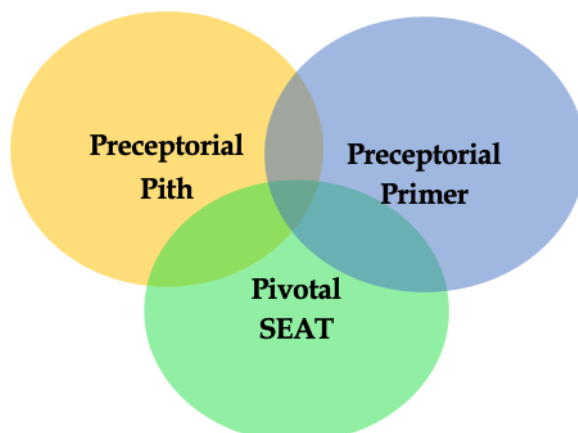


In the academy of scale for higher education settings, technologies should be leveraged to create skills in data driven decision making that is fundamental to student service delivery and degree production. This is the essence of knowledge management, wherein information, data, and technology intersect within the academy of scale for optimizing operations. Only by learning how to more effectively utilize technology from leveraging information and data will operational leaders be able to navigate the SEAT process from recruiting to returning. This supports the following core concepts in Bontrager’s (2004) **Strategic Enrollment Management: Core Strategies and Best Practices**:

- Increasing process and organizational efficiency;
- Creating a data-rich environment to inform decisions and evaluate strategies (pg. 9)

A substantial and increasingly crucial portion for building the academy of scale through operational expediency is a suggested preceptorial leadership pith and preceptorial primer which will be described in the forthcoming section of matriculation. The concept of preceptorial leadership pith centers around the creation of one-stop-student service centers (on campus and online) to serve a pivotal center for navigating SEAT information and resources that are needed to guide students in their personal, academic, career and professional development. As Buller (2007) in **The Essential Academic Dean**, recognizes, “colleges and universities need to think of the student’s time at the institution in the way students themselves do: a single, unified experience ... learning as a comprehensive, holistic, transformative activity that integrates academic learning and student development processes that have often been considered separate, or even independent of each other (pg. 61).” Toward this end, the preceptorial primer can be an empowering mentoring handbook for staff and faculty to use as a guiding resourceduring opportunities for advising, directing and navigating students. This supports the following core concepts in Bontrager’s (2004) **Strategic Enrollment Management: Core Strategies and Best Practices**:

- Promoting academic success by improving student access, transition, persistence, and graduation;
- Increasing process and organizational efficiency;
- Creating and continuously strengthening linkages with functions and activities across the campus (pg. 9)



Indeed, the future Enrollment Management, the centering pith, and the guiding primer should work towards productive dissonance – the same sort of dissonance associated with the increasing cognitive development of their students. Institutions of higher learning are, rightfully so, expected to assist all students in developing exceptional technological, job, and soft skills while simultaneously providing a high-quality academic environment that nurtures world-class literacy, citizenship, civility, and critical thinking skills. A college or university should not simply list these expectations as value statements, educational philosophies, or as the mission statement. Rather, there must be solid and undeniable proof, based upon measured evidence and outcomes that these nurtures these skills. The preceptorial pith and primer can anchor and advance this for “seating” students from *enrolled* recruitment to *employed* placement. The following highlights the academy of scale and the foundational domains for **SEAT** from the multi-layered/multilevel areas of student recruitment, institutional retention, academic matriculation, personal transition, career-prep graduation, and alumni placement.

Recruitment

The most critical phase of the recruitment process is to anchor an understanding of matching the institutional mission with the profile of perspective students and the institutions where they are recruited from in the marketplace. This is particularly important with regard to undergraduate education wherein universities are increasingly partnering with local community colleges and other organizations that have an interest in workforce development to create returns on investments for economic development within the community. The institution should optimize its marketing brand to these institutions based on niche identification and marketing strategy. For instance, when have recruited for universities and colleges in the past, we first discuss the nature of the brain and its relationship to thinking about everyday psychology that is real life related and relevant to the daily lives of high school students, community college students, and others. Connecting these relationships is important to create value from institutional brand in conjunction with the personal preferences of the potential student. Learning more about why targeted students chose to be interested, recruited and enrolled at your institution is exceedingly wise for future retention and persistence purposes. However, learning about why prospective students chose not be persuaded, recruited and enrolled at the institution is equally prudent for aligning individual matches and institutional mission. Social media, like Yelp and others can be very insightful and reflective, yet often subjective and subject to bias.

Social media can be instrumental for facilitating other types of outreach, advertising, and marketing, as well as, on ground recruitment strategies with local community organizations, faith-based organizations, social service agencies, and other organizations within the community. Market research is also fundamental to recruitment strategy and Enrollment Management sustainability. This includes an analysis of stratification from targeted populations regarding demographics and other adult learning data bases. During all communications with the prospective student, especially during orientation, there should be academic support services highlighted that are offered at the institution in response to student inquiries and the anticipated challenges students may have upon entry into the institution.

To facilitate this process, the graphic that describes a guide for preceptorial advisement, needs to be in place to help navigate student development from entering from the community into the institution to exiting the institution back into the community. In the recruitment/enrollment phase, students develop a plan for managing financial aid against planned personal needs.

This early empowerment of financial literacy is most critical for understanding how to manage resources. A prudent information resource in this regard is **THEORY**, which stands for **The Higher Education Of Resource Research Yield**. FEM strategy in today's competitive marketplace should include innovative and creative ways to attract students, such as, the relatively recent initiative at the College of Staten Island where an increase in ethnic minority recruitment of African-Americans and Latina/o students occurred as a result of provision of an outreach shuttle service. It is estimated that this innovation increased the enrollment of these students up to 50%. In all recruitment activities, strategies, and innovations, there must be the undeniable practice of ethics and law-abiding leadership.

Data Points: Data Frequency: Data Repository: Data Tracking:

Retention & Matriculation

A methodology and mechanism for institutional retention and student persistence is elaborated in the referenced essay on the faculty's role in propelling student success toward degree completion. However, student retention is also manifested in the relational graphic "Academy of Scale," concerning personal development, academic development, transition development, career development, and leadership development, in association with the major areas from retention to placement. The one stop-student-service-center is recommended to navigate these stages of development under the preceptorial guidance of faculty, the information available from student profile data, and institutional research data for knowledge management to generate a tracking and tracking system for student persistence. This system should include performance indicators that gauge student matriculation on at least a quarterly basis to determine the student's patterns toward degree completion.

From the one stop student-service center, the data driven decision-making process should include an analysis of data for diagnostic, proactive, and prognostic purposes. This type of data should also be considered in conjunction with the mentoring process that is guided by the student's identification of vision, philosophy, practice, coping, goal setting, measurement, change, resources, life-long learning, and purpose. This type of mentoring keeps the student focused on a plan that originated at orientation and is recaptured prior to graduation. In other words, all three of the inner circles within the "Academy of Scale" graphics are inter-dependent and contribute to student persistence and institutional retention. Ongoing communications and conversations between the student and members of the staff or faculty should engage all of the elements within the three circles, from constant linking of all of the parts that are fundamental to the whole.

Data Points: Data Frequency: Data Repository: Data Tracking:

Transition

The transition element of Enrollment Management is grounded from the stages in student development described above relative to matriculation/retention. The transition includes a critical transformation of the student moving from his or her student development to his or her preparation for career development. The mentoring process that is guided from the faculty and the data generated from the one stop student service center should empower the student to craft a portfolio that describes how all of the related developments contribute to professional preparation in the workforce. The portfolio should be a lifetime document that not only reminds the student of his or her human development at the institution, but also provides the impetus for the student to reflect on those experiences while in the aspired career. An unconventional, yet paramount area for the student to embrace as part of her or her development, is the analysis of the student's own disposition, comportment, demeanor, trajectory, and affect. These areas contribute to the student's unique profile and composition of gained competencies and proven skills. By identifying these areas in a portfolio, the student is able to articulate how all of his/her development prepared and propelled them for positioning in the competitive marketplace.

Data Points: Data Frequency: Data Repository: Data Tracking:

Graduation

The transition phase should include not only the student's audit or inventory of all financial obligations to the institution, but a plan should be crafted in this phase to strategize a financial plan for paying back any student loans on the horizon. Again, prior to graduation, students should reflect of their experiences at the institution and the contributions of their development toward the preparation of graduation.

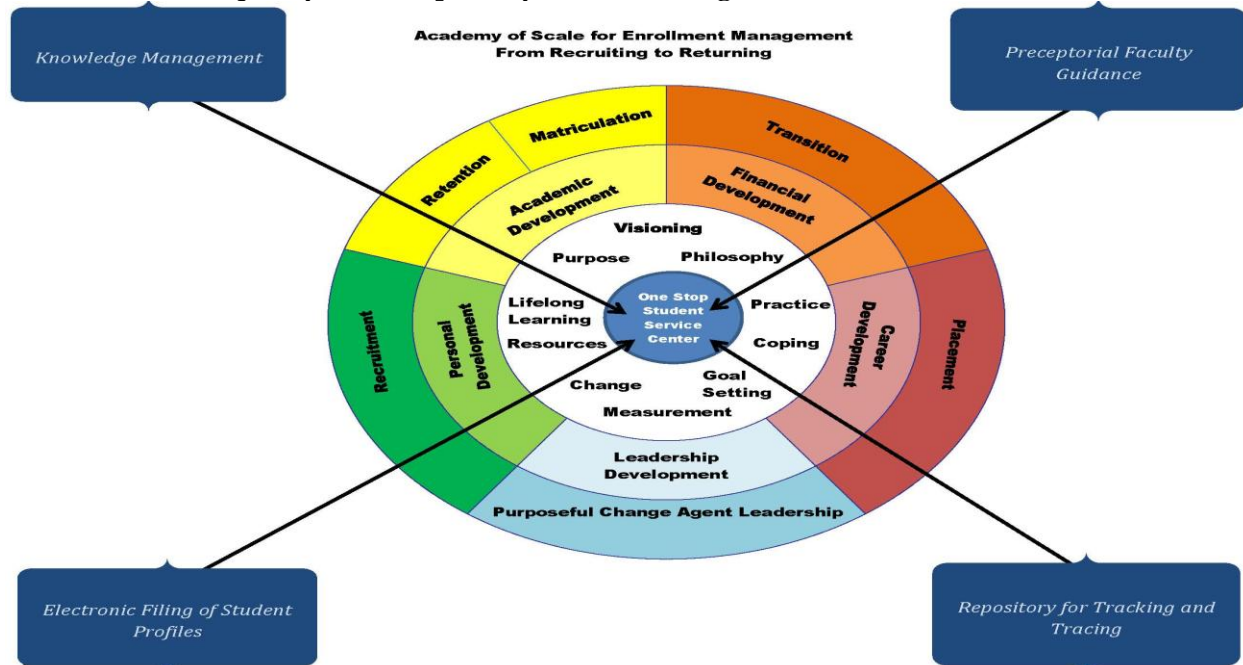
Of course, the institution, as well as the individual student, should be responsible for a backward process of auditing the curriculum map that prepared the student for the degree. This process should include an inventory of all the courses taken toward degree completion. Upon graduation, this institution should also conduct an exit interview with the student to determine lessons learned from the educational experience, better practices that should be considered to enhance the educational experience, and other recommendations that would be helpful for the institution for be aware of from both constructive and formative perspectives.

Data Points: Data Frequency: Data Repository: Data Tracking:

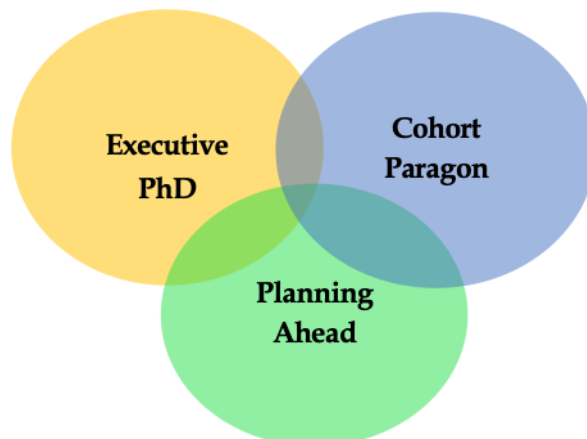
Placement

The student’s placement in the workplace should be considered a major milestone, but not the end of the student’s human development. All of the developments identified in the “Academy of Scale” graphic contribute to leadership development in the modern global workplace. The suggested portfolio empowers the student to reflect on these developments once the student has been placed in the workplace and returned to the community. However, as referenced in the mentoring process of “life-long learning,” the student should be encouraged to remain focused on life-long development as related to becoming a purposeful agent of change in a changing world that desperately needs courageous leaders. Prior to the placement process, the student should analyze elements in the workforce as part of the above phase of transition. For instance, the student should be able to articulate to the extent to which the institution and their human development contributes to being competent in the modern areas of global diversity, change management, project management, human diversity and dynamic, performance and productivity assessment, and other areas that contribute to work ethic regardless of where the student is placed. All sectors of business, government, technology, education, human services, and other areas in global commerce are seeking potential employees who have the skills and competencies in these areas with the comportment and disposition also mentioned above.

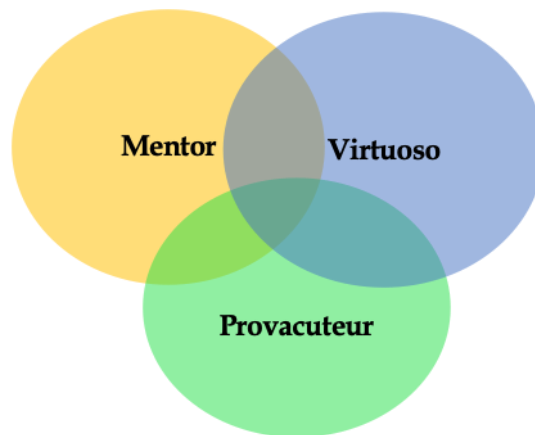
Data Points: Data Frequency: Data Repository: Data Tracking:



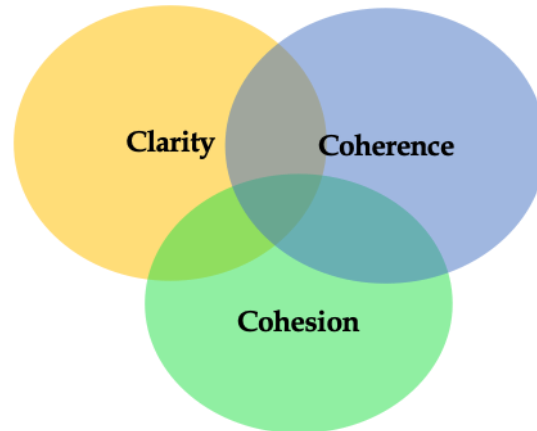
On a final note, as an advocate of the cohort paragon (model) with block scheduling, what follows is the description of a very successful model at the doctoral level at Jackson State University (JSU). The Executive Ph.D. cohort paragon at JSU represents a cohort-driven cadre of committed colleagues who enroll in and graduate from an accelerated research-based doctoral program. Matriculation occurs through a rigorously planned and intensely prescribed academic program of study, which requires a signed agreement and related pledge by each student in the cohort. Although culminating dissertation development is finalized in the latter stages of doctoral studies, the preparation, planning, and refining of the dissertation are interwoven throughout the 24-month period of the program for doctoral study.



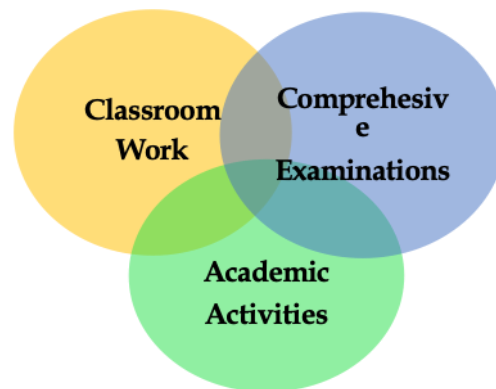
Students are required to develop a two-year plan, which identifies a balance between their course work and professional work duties at their home, host institution, or agency. The development of the plan facilitates high performance and sustainable productivity in the student's life during enrollment in the program. The EPhD cohort paragon requires both the enrolled individuals and the engaged institution to carefully and diligently plan ahead. The paragon promotes collegiality, interdependence, networking and camaraderie among students for a lifetime. The EPhD paragon and program has a transdisciplinary curriculum, allowing students to apply theories and practices in daily workplace situations in urban higher education settings. The paragon provides an executive environment and cultural setting in which faculty in the fields of higher education, public policy and administration, business, and urban and regional planning are brought together as colleagues and experts from the field. The EPhD enrollment paragon is designed for adult learners who are working professionals who can persevere, as well as endure the rigor of the program so as to promote personal and professional growth. Students are informed in advance and upon enrollment, of expected outcomes and the competencies necessary to complete the academic program of study as designed. Students receive personalized guidance from faculty to ensure completion of the academic program on time and on task.



Toward this end, students have access to the support of faculty resource coaches (called Mentors/Virtuosos/Provocateurs or MVPs) who are carefully selected and designated to help with dissertation preparation, comprehensive examination preparation, written and oral communication, and, other areas related to personal and professional guidance. Ideally these senior faculty, characterized as MVPs, mentor the doctoral students in executive development, and serve as both virtuosos for engaging students in discussions about positioning for future executive placement and as provocateurs for stimulating creative thinking about becoming a catalyst for positive change in higher education leadership. Students learn academic theories and are exposed to faculty who are either trained academicians, practitioners in the field, or visiting scholars and leaders from around the world.



The EPhD paragon encourages extensive group work that follows a framework utilizing the following participants: moderator/convenor, recorder/reporter, and observer/evaluator. It is imperative that EPhD enrollees recognize, upon admission, that this program requires dedication, commitment, focus and discipline, as well as awareness of the common interdependent tenets in the program such as complexity theory, exchange analysis, generative learning and community of practice. These tenets are threaded throughout the program of study in classroom work, comprehensive examinations, and other academic activities to promote clarity of learning outcomes, coherence of program purpose, and human dynamic cohesion within the cohort.



In conclusion, the leader's role in FEM has become pivotal to optimizing efficient and effective operations at colleges and universities. The academy of scale for navigating student persistence from the recruitment of students within their communities to returning the students to their communities as purposeful agents of change, requires strategic points of progress toward sustainability. The faculty's role in propelling this student persistence is paramount during the educational experience. This intersection for facilitating the academy of scale for Enrollment Management involves several relational synergies from recruitment to placement, personal development to leadership development. The mentoring process involves the establishment of an enlightened vision by the student with an empowered philosophy for professional engaged practice. From there, the student should establish strategic planning for coping, goal-setting, change management, and the identification of resources to be successful. All of these student development areas contribute to the student's commitment to life-long learning and a higher purpose beyond the higher education experience. The process of *Sustainable Enrollment And Totality* describes all of these manifestations within the academy of scale. The information technology, along with other institutional research, can also enhance this process through the principles of knowledge management. Knowledge management in conjunction with preceptorial guidance, student profile data, and a tracking system for gauging student success should all be components within a one-stop student service center established to facilitate all the relationships in the above circular graphic, from recruiting the student in the community from returning the student to the community as a modern purposeful leader for positive catalytical change. The faculty's role as a *Mentor, Virtuoso, and Provocateur* is most important in the student's educational experience inside and outside of the classroom.

A good resource for this type of multifaceted mentoring is provided in the forthcoming publication entitled, “*PROBE for MVPs*” by Jones and Stevenson (2020). The FEM leader is charged with leading all of these efforts within the academy from internal pressure points, as well as challenges by the external pressure points in the modern competitive academic marketplace. At the end of the day, it is recruiting students from their pre-college space, navigating their college experience from personal, academic, financial, career and leadership development, and returning them to the communities to be future leaders in our constantly changing global community. To this end, institutions of higher learning must maximize operations and leverage infrastructures to navigate student persistence toward degree completion. This will require leaders to constantly and continuously examine the analytics and informatics that are within and surround the institution’s modus operandi, infrastructure and academy of scale.

Johnny D. Jones is the Assistant Vice President and Dean for University College at Mississippi Valley State University and Joseph Martin Stevenson is a Distinguished Scholar of Higher Education.

References

- Buckman, R.H. (2004), *Building a Knowledge-Driven Organization*, McGraw-Hill, New York, NY.
- Bontrager, B. (2004). Enrollment management: An introduction to concepts and structures. *College and University Journal*, 79 (3), 11–16.
- Buller, J. L. (2007). *The essential academic dean: A practical guide to college leadership*. San Francisco, CA: Jossey-Bass, John Wiley & Sons, Inc.
- Buller, J. L. (2013) *Positive Academic Leadership: How to stop putting out Fires and Start making a difference*. San Francisco, CA: Jossey-Bass, A Wiley Brand.
- Conboy K. 2014. Establishing and implementing your vision: Strategic planning in academic affairs. Pp. 149-154 in *The Resource Handbook for Academic Deans* (3rd edition). Jossey-Bass: San Francisco.
- Freidman, L. F. (2006) *The World is Flat: A Brief history of the Twenty-First Century*. 175 Fifth Avenue, New York, NY 10010.
- Huseman and Goodman (1999). *Leading with Knowledge. The Nature of Competition in the 21st Century*.
- Luthans, F., & Youssef, C. M. (2004). Human, Social, and Now Positive Psychological Capital Management: Investing in people for competitive advantage. *Organizational Dynamics*, 33(2), 143-160.
- Pfeffer, J (1998a) *The Human Equation*, Harvard Business School Press, Boston, MA.
- Schwartz, B. (2015) Intellectual Virtues. *The Chronicle Review*. June 26,58(25): B6-B9.
- Youssef, C. M., & Luthans, F. 2005. Resiliency development of organizations, leaders and employees: Multi-level theory building for sustained performance. In W. Gardner, B. Avolio, & F. Walumbwa (Eds.), *Authentic leadership theory and practice: Origins, effects and development*, vol. 3: 303-343. Oxford, UK: Elsevier.