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# Preface

Monique L. Snowden, Ph.D.

Vice President for Institutional Planning & Effectiveness  
Fielding Graduate University

Achieving an optimum enrollment mix that takes into consideration the diversity of students who apply to and enroll at a particular college or university—and successfully complete their respective academic programs—is paramount to student and institutional success. To that end, the American Association of Collegiate Registrars and Admissions Officers (AACRAO) recognizes *Diversity and Inclusion* as a core competency—consisting of knowledge, skills, and dispositions—that applies to all professions represented by its members.

Admissions, records and academic services, and enrollment management comprise the primary professional domains represented by AACRAO members. Annual surveys of members' position responsibilities, however, evince a broad range of professionals among the association's membership. In addition to expertise typically associated with AACRAO, member accountabilities span the areas of student affairs, academic advising, transfer and articulation, international admissions, financial aid, institutional research, technology, and information services.

AACRAO calls for its members to “value and foster an environment that ensures respect, support, and safety for all members of their campus and professional communities and actively pro-

mote the expansion of ideas, perspectives, and understanding that comes from a diverse and inclusive community.” The association's leadership is committed to supporting the development of content knowledge, skill attainment, and ethical awareness related to matters of diversity and inclusion. This publication is an essential resource for broadening and deepening readers' expertise on three levels:

- \* **Entry Level:** Integrate cultural knowledge on specific diversity topics into enrollment-related programs and services, designing culturally relevant programs, services, policies, and practices. Willingness to assess and increase one's own skill set regarding equity and inclusivity and to develop strategies to increase one's understanding of other cultures.
- \* **Intermediate Level:** Building on basic skills, actively engage enrollment management staff in learning opportunities to facilitate growth and understanding of social justice concepts as well as how to integrate these principles into their daily work. Use advocacy skills to contribute intentionally to the creation of an inclusive campus climate and profession.
- \* **Expert Level:** The principles of diversity and inclusion are integrated into all activities, including identification and elimination of bar-

riers, resource allocation, strategic planning, attracting and hiring individuals of diverse backgrounds, and personal and professional leadership. Ensure that enrollment management policies, practices, structures, resources, and technologies contribute to a diverse and inclusive climate and represent diverse abilities and beliefs. Serve as a leader on campus and across the profession in fostering a culture that supports a safe and open exchange of

ideas, identifies instances of power and privilege, and actively works to address areas in which diversity is not yet fully supported.

Taken as a whole, the chapters proffer insight into a range of strategic and operational matters that inform, influence, and yield the recruitment and retention of diverse student bodies in higher education.

## About the Authors

### ***Yvonne Berumen***

Yvonne Berumen has over 19 years of experience in higher education and college counseling. A Pitzer alumna from the Class of 1997, Yvonne received her bachelor's degree in Psychology and Sociology. In 2005, she earned her master's in Higher Education with an emphasis in Quantitative Analysis.

Prior to returning to Pitzer, she was the Vice President of Scholarships and Academic Support for the Hispanic Scholarship Fund where she managed HSF's strategic outreach to students, parents and educational constituents, which included developing content that promoted college attainment and academic success. She was co-architect of a \$417 million grant to establish The Gates Scholarship, a next generation scholarship that would recruit, retain and support the best and brightest underrepresented students through their bachelor's degree.

### ***Bruce Clementsen***

Dr. Bruce Clementsen is currently Vice President for Student Services at Linn-Benton Community College in Albany, Oregon. He earned degrees from Willamette University, Michigan State University and Bowling Green State University. In his 33 years in higher education,

Bruce has worked in various student affairs roles at multiple types of institutions. He teaches in the College Student Services Administration and the Community College Leadership programs at Oregon State University. Bruce has written and consulted on institutional relationships and community college SEM. He currently serves on the Oregon Community College Student Success Center committee. Bruce's current research interests and writing are centered on relationships between two and four-year institutions, integrating student development into guided pathways, and addressing student affordability.

### ***Darnell Davis, Jr.***

Darnell D. Davis Jr. was appointed Student Trustee by Gov. John Kasich in August, 2015. Davis holds a bachelor's degree in political science and is a Masters of Public Administration candidate at the University of Akron. He has served as a student engagement coordinator, as chief of staff for the Male Excellence Network, as diversity director of the Residence Hall Council and as president of Grant Hall. Davis has completed an internship in the Office of the President, and he has served on the Rethinking Race Planning Committee and the Black Male Summit Planning Committee, among others. His numerous

awards include the Student Intercultural Understanding Award in 2013, Commitment to Diversity Award in 2012 and National Residence Hall Honorary Bronze Pin.

### **Lee Furbeck**

Lee Furbeck, Ph.D. currently serves as Director of Undergraduate Admissions and Student Transition at Cleveland State University. In this role, she has responsibility for freshman and transfer admissions and recruitment, international graduate and undergraduate admissions and recruitment, graduate and undergraduate admissions application processing, international credential evaluation, campus visits and events, and new student orientation. She has published and presented extensively on transfer-related topics, student access and equity, and admissions and recruitment. Dr. Furbeck directed the transfer program for AACRAO's Technology and Transfer Conference from 2009 to 2015. She served as Chair of the AACRAO Transfer and Articulation Committee and has worked with transfer students and transfer credit policy at the institutional and state levels in multiple states. Dr. Furbeck has also served as Chair of the AACRAO Professional Development Committee and in several regional leadership roles. Prior to coming to Cleveland State University, she worked in admissions at the University of Kansas and Iowa State University. She earned a doctorate in English at the University of Missouri in Columbia, Missouri, and master's and bachelor's degrees from the University of Kentucky.

### **Darlene Head**

Darlene S. Head is Manager of Veterans Services, Emeritus, Salt Lake Community College (SLCC) in Utah. She graduated from SLCC and

studied at Brigham Young University. She retired June 2017, after 33 years working at SLCC where she started as a single mom and student work-study employee.

Darlene is a two-time contributing author for AACRAO publications. In addition, she has made over 250 presentations to colleges, professional organizations and at conferences across the nation. She has received numerous awards for her work with Veterans including: the 2011 Innovation of the Year award, 2013 National Veterans Program Administrators (NAVPA) Distinguished Service Award, 2014 Innovation of the Year award for partnership with Disability Services to better serve Veterans, 2017 Utah Veterans Service award from Zion's Bank, and 2017 Ron York Meritorious Achievement award from NAVPA.

She is also the founder of Valentines for Veterans and has collected over 50,000 valentines and messages of love and support for Veterans and Active Duty Service members. She is also a co-founder of the SLC non-profit, Angels in Action. Darlene is the proud mother of three children and two granddaughters who bring her much joy. Her granddaughter, Kaitlyn, participates with her on all of her many service projects.

### **Steven Janoski**

Steven M. Janosik served for 38 years as an administrator and faculty member at Virginia Polytechnic Institute and State University (Virginia Tech). Prior to assuming his faculty position, he served as Deputy Secretary of Education for the Commonwealth of Virginia where he worked closely with the State Council of Higher Education for Virginia, the Virginia Community College System, and the State Department of Education.

He has authored or co-authored more than 100 refereed journal articles, book chapters, and pol-



icy reports on the topics of campus crime, higher education law and policy, liability and risk management, and professional standards and ethics.

During his career, Steve served on the executive board of the National Association of Student Personnel Administrators, the executive committee of the Association for Student Conduct Administration, and as editor of the *Journal of College and University Student Housing*. He also served as a member of the media board of the American College Personnel Association, and as a reviewer for five other national refereed journals in higher education.

Steve grew up in Richmond, Virginia and attended Thomas Jefferson High School. He and his wife, Rhoda, have been married for 45 years. Their son, David, lives in Orlando, Florida.

### **Tammy Johnson**

Dr. Tammy Johnson has worked at multiple institutions, in various areas of higher education, including student affairs, athletics, admissions and enrollment management for the past 20 years. Currently, she serves as Dean of Admissions and Executive Director of Enrollment Services at Marshall University, with oversight of undergraduate, graduate, and international admission, as well as financial aid, immigration and international student service functions. Dr. Johnson is an active member of AACRAO and has twice served as Chair of the AACRAO Admissions Policies and Practices Committee; has presented multiple times on a variety of subjects, at state, regional and national conferences; has served as a foreign credential evaluation specialist and professional trainer for NAFSA; and as a peer reviewer for the Higher Learning Commission, specializing in enrollment management review. Her professional areas of interest center on college access

and success, particularly in relation to underrepresented populations. Dr. Johnson's published work has appeared in *The Chronicle of Higher Education*, ACCRAO's *SEM Source*, and most recently, in the NASPA sponsored book *Increasing Adult Learner Persistence and Completion Rates: A Guide for Student Affairs Leaders and Practitioners*. She holds earned degrees from the University of Charleston (B.S.), Texas Woman's University (M.Ed.), and Marshall University (Ed.D.).

### **Michael Kutnak**

Michael J. Kutnak has served for 10 years as an administrator and faculty member at multiple institutions. Prior to assuming his role as Virginia Tech's ADA and Accessibility Specialist, he served in a variety of roles at the institution including instructor, program director, and assessment specialist. Before arriving at Virginia Tech, he served as an enrollment advisor for the University of Phoenix and as an adjunct faculty member at Piedmont Virginia Community College.

He has published and presented at multiple regional, national, and international conferences on physical access and facility management, higher education law and policy, accessible and inclusive events on campus, and students with disabilities and the admission process to higher education.

Michael holds a Ph.D. in Higher Education from Virginia Tech and a Master of Science in Occupational and Technical Studies from Old Dominion University. He has previously served as the ACPA College Educators International's (ACEI) Chair of the Coalition for (Dis)Ability. He currently serves as the Access Chair for ACPA's Convention Planning Team. He was also the recipient of ACPA's 2017–2018 Disability Leadership Award.

### **Alicia Moore**

Alicia Moore, Dean of Student & Enrollment Services for Central Oregon Community College (COCC) and Senior Consultant with AACRAO Consulting, brings more than 20 years of leadership experience in the field of student and enrollment services. In this capacity, Dr. Moore emphasizes the need for a collaborative, cross campus approach to student success planning and implementation. During her tenure at COCC, Ms. Moore helped the College navigate record-setting enrollment goals, develop a SEM plan and associated student success strategies initiative, developed partnerships between high school and university partners, and developed a new comprehensive one-stop service center, including admissions, registration, placement testing, academic advising, student account/bursar and financial aid.

Additionally, Dr. Moore frequently serves as an author and presenter on strategic enrollment management, assessment, transfer students, performance-based funding, and community college marketing and enrollment planning, among other areas. She has a bachelor's degree from Willamette University, master's degree from Colorado State University and is currently pursuing her doctorate in educational leadership from Oregon State University.

### **Alicia Ortega**

Alicia Ortega has worked in college admissions since 1997 and is currently an Enrollment Consultant with Ruffalo Noel Levitz. Alicia worked in the admissions offices of Western Oregon University, Portland State University and Oregon State University (OSU) before working as a Senior Educational Manager with the College Board.

Alicia holds a bachelor's degree in political science from OSU, and a master's degree from

Portland State University in educational policy and administrative studies. She has served as president of the Pacific Northwest Association for College Admission Counseling as well as faculty, and then director, for the College Board's Summer Admissions Institute for new professionals. At OSU she co-developed the university's "START Bilingue" program, a fully bilingual orientation program for Latino students and their families.

### **Jesse Parish**

Jesse Parrish serves as Financial Manager in the Department of Architectural Science at Ryerson University in Toronto, Ontario. Mr. Parrish previously served as Assistant Registrar at Elon University, where he worked with Dr. Rodney Parks to study vulnerable student populations, procedural innovation, and emerging transcript technologies. The two now continue their collaboration internationally, adding new perspective to their growing body of research.

### **Rodney Parks**

Rodney Parks is University Registrar and Assistant to the Provost at Elon University, where he has served since 2013. Dr. Parks also serves as an Assistant Professor of Human Service Studies. Parks earned his Ph.D. in Counseling from the University of Georgia in 2011 and has published numerous studies focused on unique student populations and their challenges in navigating higher education. Dr. Parks has mentored dozens of undergraduate students over the years leading to multiple articles published in higher education literature. Dr. Parks is also well known for his work to expand the academic transcript, leading Elon University to launch a visual co-curricular transcript in 2015.

### **Monique Perry**

Dr. Monique Perry is an award-winning higher education administrator, leadership coach, and speaker utilizing a hybrid of leadership experiences from over a decade in the private sector and higher education arenas to support student success. In her current role, she serves as the College's Chief Enrollment Officer leading five departments including Admissions, Outreach and Orientation; Financial Aid; Academic Records/Registrar; One-Stop Center & Call Center Operations, and Enrollment Data and Communications. While in this role, Dr. Perry was selected by the SC Technical College System as the state-wide recipient of the A. Wade Martin Innovator of the Year Award in 2017.

Prior to leading the enrollment operation, Dr. Perry served as the college's Public Information Officer and Director of Strategic Marketing and Communications. Prior to that role, she served as a full-time faculty member and advisor in the English/Communications department at York Tech.

Dr. Perry earned her doctorate in Higher Education Administration from the University of Florida; and completed a graduate degree in Strategic Communications and Leadership from Seton Hall University. Her undergraduate degree in English is from North Carolina Central University. She has a Coaching Certificate from the Association for Talent Development (ATD).

### **Michele Sandlin**

Michele Sandlin is currently a Managing Consultant for AACRAO. She previously served as the Director of Admissions and the Campus Visitors Center at Oregon State University (OSU) for 15 years, during which university enrollment grew by over 67%, while achieving additional goals for diversity and academic preparedness of incoming

students. Prior to OSU, Michele served at Pacific University, Portland State University, University of Oregon, and Western State College in Colorado, holding leadership roles in admissions, orientation, records and registration, articulation and financial aid.

During her 30 year career in enrollment services, Ms. Sandlin has developed industry-leading expertise in admissions operations, staff management, campus partnerships, transfer articulation agreements/practice/policy, accreditation compliance, graduate and international admissions, holistic admissions, and team building. She has served in state, regional and national leadership positions with AACRAO and with the International Baccalaureate Program, having served as the IB Chair for the Americas College and University Recognition Board.

Ms. Sandlin completed her Master of Science degree in 1996 in Higher Education Policy Foundations and Administration at Portland State University. She is a native of the Colorado Rockies, and earned her Bachelor of Science degree in Human Sciences from Colorado State University in 1979.

### **Luke Schultheis**

Luke David Schultheis has over twenty years of experience in higher education administration following a career in hospitality management in New York City. He is currently the Vice President for Enrollment, Planning and Effectiveness at Fairleigh Dickinson University. Prior to arriving at Fairleigh Dickinson University, he served at Michigan State University, was Vice Provost for Strategic Enrollment Management at Virginia Commonwealth University, and Associate Vice President of Enrollment and Student Services at the University of Nevada, Las Vegas.

Luke is widely known as a leading expert in enrollment management, and has led the development of many innovative programs for multiple institutions, while authoring book chapters and journal articles on admissions and enrollment management. He recently completed a three year term on the AACRAO Board of Directors as Vice President for Admissions and Enrollment Management during which time he chaired the newly formed Strategic Planning Committee. He is also a member of the Editorial Review Board for *Strategic Enrollment Management Quarterly* and the *Southern ACRAO Journal* and has reviewed articles for the *Journal of College Student Retention & Research, Theory & Practice*.

Luke has a proven track record of improving access, the academic quality and diversity of new students and leading improvements in retention and graduation rates at several institutions. He has introduced technological platforms to significantly enhance admissions, financial aid and enrollment management and incorporated the use of non-cognitive variables in developing student success programs at UNLV, VCU and MSU.

Luke received his Ph.D. in education studies from the University of Nebraska, an Ed.M. and M.A. in higher education administration from Columbia University, an M.S. in hospitality industry studies from Columbia University and New York University. He earned his undergraduate degree from the City University of New York.

### **Monique Snowden**

Monique L. Snowden, Ph.D. is Vice President for Institutional Planning & Effectiveness and faculty in the School of Leadership Studies at Fielding Graduate University in Santa Barbara, CA. Her administrative oversight includes academic and administrative technology, institu-

tional research, registrar-supported academic and enrollment services, admissions processing operations, and financial aid/scholarships. Prior to joining Fielding, in 2009, as the inaugural associate provost for enrollment management she held senior administrator positions at Northwestern University and Texas A&M University.

Dr. Snowden is serving a three-year appointment (2017–2020) as a commissioner on the WASC Senior College and University Commission, one of six U.S. regional accrediting agencies. She served on the AACRAO Board of Directors, as the vice president for access and equity from 2014–2017, and is currently on the board of the Santa Barbara & Ventura Colleges of Law (an affiliate institution of TCS Education System) and Just Communities—a Central California non-profit organization focused on issues of diversity, inclusion and equity.

Dr. Snowden is a 2015–16 American Council on Education Fellow, hosted at Cal Poly Pomona and engaged with EDUCAUSE. She earned a B.B.A. in Business Analysis; M.S. in Management Information Systems; and Ph.D. in Communication, with an emphasis in organizational communication—all from the main campus of Texas A&M University. Dr. Snowden holds a certified Project Management Professional designation from the Project Management Institute and a Certified Information Systems Auditor designation from ISACA.

### **May Toy Lukens**

May Toy Lukens currently serves as interim dean of instruction for Seattle College's Seattle Vocational Institute. She has served as the project director of department of education grants, including South Seattle College's Asian American Native American Pacific Islander Serving Insti-

tution (AANAPISI) grants and Renton Technical College's Title III Strengthening Institutions Program grant.

Ms. Lukens is an independent program evaluator of federally funded minority serving institution projects. She has collaborated with the White House Initiative on Asian American Pacific Islander Affairs, Department of Education, Washington State Commission for Asian Pacific Affairs Education Committee, National Commission on Asian American and Pacific Islander Research in Education, Partnership for Equity in Education through Research, University of Denver's Culturally Engaging Campus Cultures, and as a Department of Education Collaborative Lead for the AANAPISI/MSI Community of Practice in serving Asian Americans and Pacific Islander students. She serves on the Asian & Pacific Islander American Scholarship Fund AANAPISI Advisory Council, and is a Qualified Administrator of the Intercultural Development Inventory.

Ms. Lukens holds a master's in Business Administration from the University of San Diego, and a bachelor's in Political Science from the University of Washington.

### **Daniel Weber**

Daniel Weber is the University Registrar at Northeastern Illinois University where he has served since 2011. Dan has worked in various admissions and registrar positions at several Illinois colleges and universities over the past 24 years. He has presented often at both state and national admissions and registrar conferences regarding how colleges and universities can meet the needs of prospective and current LGBTQ students. Dan has been a member of, and actively involved with, AACRAO's LGBT Caucus since 1999. In 2013–14, Dan served as president of the Illinois Association for Collegiate Registrars and Admissions Officers. Dan earned his M.S.Ed. from Eastern Illinois University and his B.A. from the University of Wisconsin-Platteville.