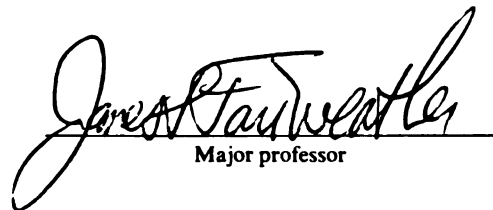This is to certify that the

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UNDERGRADUATE STUDENT RECRUITMENT: THE ROLE OF THE FACULTY

By

Kevin Alexander Pollock

A DISSERTATION

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ABSTRACT

UNDERGRADUATE STUDENT RECRUITING: THE ROLE OF THE FACULTY

By

Kevin Alexander Pollock

Admissions officials nationwide, under pressure to reach enrollment goals, now ask faculty members to actively assist in the recruiting of undergraduate students to their institutions. Faculty members, attempting to balance teaching, research, and service activities, are trying to determine their role in recruiting students. While the overall role of faculty member's teaching and research has been intensely studied, there has been a significant gap of information concerning the faculty role in recruiting students. This study begins to fill that gap of information by confirming the participation of faculty in recruiting activities and addressing the question of what factors might influence the involvement of the faculty in student recruitment.

This dissertation is dedicated to my wife D'Lynn, my children Sean and Brendan, and in

memory of my parents Alexander and Irene Pollock, and an inspirational teacher, Dave

Cobb.

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I. INTRODUCTION

Admissions officials at public comprehensive colleges and universities nationwide, under pressure to reach enrollment goals, now ask faculty members to actively assist in the recruiting of undergraduate students to their institutions. This means that many faculty members are now expected to add student recruitment to their list of responsibilities, along with teaching, research, and other service activities. In turn, this has created a difficulty among faculty as they try to determine what their role should be in recruiting students, or if they should even have a role. Although the overall role of faculty members' teaching and research has been intensely studied, there has been a significant gap of information concerning their participation in student recruitment. This study begins to fill that information gap by confirming the participation of faculty in recruiting activities and addressing the question of what factors might influence the involvement of the faculty in student recruitment.

To study this problem from a regional context, rather than nationally, faculty from selected Michigan institutions were surveyed and asked about their role in undergraduate student recruiting. In addition, the admission directors from each of the selected institutions were interviewed to provide information concerning the enrollment situations at each institution and additional information concerning faculty involvement in recruiting activities.

The institutions studied were bachelors and masters public universities in Michigan. These institutions had undergraduate populations between 3400 and 17,529 students and full-time faculty headcounts from 114 to 707 members. They were selected for this study because they faced similar challenges related to their enrollments. These institutions were "under pressure from legislators and faced with growing competition from distance-education and for-profit institutions. Their enrollments (would) rise and fall with the local population and economy. They faced increasing challenges as costs rose for colleges and universities" (Gilmour, 2000). "They lacked large endowments and had less flexibility to retrench or create new programs to meet the needs of job seekers in the new economy due to their population of heavily tenured faculty" (Selingo, 2000, p. A- 40). In addition, they faced a shifting marketplace, competition among themselves for the same student population, and sometimes, questionable enrollment objectives.

These institutions had to actively recruit students to their campuses. Dependent upon the revenue generated by tuition they were at risk financially if they were unable to attract enough students to their campuses. In Michigan, only about 56 percent of the operating budgets of public colleges is financed by state revenues, with the remainder of the operating budget coming from tuition (The Chronicle of Higher Education, September 1, 2000).

In 2000-2001 budget requests to the state of Michigan, the average requested increase for the four-year public institutions was 12.2 percent. This request exceeded the actual increase, 7 percent (Schmidt, 2000). This ranged from a 6.3 percent increase request

from the University of Michigan to a 29 percent increase request from Ferris State University. However, the governor "may initially propose giving the public colleges just enough additional money to stay ahead of inflation, and then add to their appropriations in the spring" (Hebel, 2001, p. A27). Again, this puts pressure on administrators at the institutions to raise a substantial amount of revenue through tuition, which is tied directly to enrollment.

The financial future for Michigan's public universities could become bleaker. The 2000-2001 budget remains intact, but the revenue growth for the state has slowed dramatically. Indications are that the next fiscal budget will be flat and that state officials are "watching Michigan's economy 'month by month' to determine which way it is heading" (The Chronicle of Higher Education, 2001, February 2).

Therefore, the institutional enrollments at these colleges and universities, as well the size of tuition increases, plays a role in the amount of money each institution receives in state appropriation money. Appropriations for Michigan public four-year higher education institutions for 1999 were approved in Enrolled House Bill No. 4302. The bill stated that appropriations were, in part, determined by whether or not the institution kept tuition hikes at 3 percent or below (1999, Enrolled House Bill No. 4302). It should be noted that institutions that kept tuition increases below 3 percent needed to increase their student body to raise additional funds.

The public universities in Michigan were divided into five separate groups, representing the funding floors for each institution. The funding floors ranged from $4,500 to $9,000 per fiscal-year-equated (FYE) student. The FYE was determined by a formula based, in part, on the enrollment figure provided each institution (1999, Enrolled House Bill No. 4302). The funding floors, and respective universities were:

- Funding floor of $4,500 for Grand Valley State University, Lake Superior State University, Northern Michigan University, Saginaw State University, and the University of Michigan-Flint.

- Funding floor of $4,600 Central Michigan University, Eastern Michigan University, Ferris State University.

- Funding floor of $4,700 for Oakland University, the University of Michigan-Dearborn.

- Funding floor of $5,700 Michigan Technological University, Western Michigan University.

- Funding floor of $9,000 for Michigan State University, the University of Michigan-Ann Arbor, Wayne State University (1999, Enrolled House Bill No. 4302)

With such a diverse funding base, and competition for the same student population, the administrators at public bachelors and masters institutions faced additional challenges in enrolling students: "Hyper competition, smarter and more active customers, advancing technology, and a quickening pace of change force today's institution to focus on

'sensing and responding' to rapidly changing market forces" (Alfred, 2000, p.1). For these institutions the recruitment of students was potentially a matter of survival.

These universities have largely moved beyond the "good old days" of being in the role of "gatekeeper", picking through more applications than needed to fulfill their needs. They face questions concerning the quality of their programs (Sperber, 2000). These selected Michigan universities, according to their admissions directors, recently have had difficulty meeting specific departmental needs or goals that were set for minority enrollment. They also faced a constant battle in student retention; the national freshman-retention rate for these types of institutions was 73 percent (Selingo, 2000).

In all senses they were competing among themselves, as well as other institutions, for the same pool of students. They also competed with more "prestigious" institutions for the elite students, where it was more difficult for a student to be admitted. For example, one competitor for students, the University of Michigan, a research-based state institution, had 23,000 applicants for the fall 2000 freshman class and only enrolled 5,400 new students (Lords, 2000).

These universities also competed with the local community colleges where lower tuition costs attracted students. They were fighting new competition for students by colleges and universities that had instituted distance-learning programs to offer courses practically anywhere (Farrington and Roland, 2000; Hawkins, 2000). In Michigan, two

private for-profit schools, The University of Phoenix and Baker College, offered a variety of online courses and degree programs (Wowk, 2000).

The University of Phoenix, "the fastest growing educational institution in the world" (Alfred, 2000, p.3) and a recognized threat to established four-year institutions, (University Business, 2000) directly competed with Michigan public institutions for students. The University of Phoenix used articulation agreements, special recruiting efforts, scholarships, and systematic placement of "campuses" in an effort to draw students away from public four-year institutions (Blumenstyk, 2000).

Another problem facing these Michigan four-year public universities was increasing applications for admission, but smaller yields of enrolled students from their applicant pools. In many cases the Internet allowed students to apply at multiple institutions with the push of a button (Raisman, 2000).

Interviews with the admissions directors at the selected institutions revealed diverse enrollment situations, and unique challenges, even for institutions that were able to record an enrollment increase. For example, one university in the study had a single year new student enrollment increase of 19 percent, only to experience a 20 percent decrease in new students the following year.

An admissions director at another of the selected universities, after successfully completing the enrollment goal that was set for this year, now found her office

challenged by a goal to increase the student body by 5000 students, or roughly 60 percent, by the year 2005. Another university, with a declining enrollment and located in an isolated regional area, had an enrollment goal set by the president to increase the student population by over 40 percent over a three-year period.

The admissions directors were pressured to become more innovative in their recruiting methods. To help accomplish their enrollment goals several admissions directors saw their admission's budgets exceed a million dollars. This did not include additional money that the institution had set aside for marketing purposes under a separate budget. The admissions officers, under pressure to meet enrollment goals and attract new students, were venturing down less explored avenues of recruiting techniques such as enrollment management. Enrollment management is best described as a total effort by an institution to influence the size and shape of its enrollment by utilizing all possible resources on the campus to recruit and retain students (Hossler, 1986). This includes the use of faculty members to recruit students. The concept of enrollment management is explored in more detail in the literature review section of this paper.

As faculty members were asked to assist the institution in meeting enrollment goals, what factors influenced the involvement of the faculty in student recruitment? This research examined this question. This research also addressed the question of whether enrollment concerns were the main motivating factor for faculty involvement in recruiting activities and reviewed other factors that influenced faculty participation.

Chapter 2, the Literature Review and Project Model, reviews the literature pieces on enrollment management, including faculty involvement in student recruiting. The literature review also includes information related to recruiting activities, a listing of actual recruiting events in which faculty participated, faculty influences on students, factors that influence a student's decision to select a college, and top recruiting activities. The chapter culminates with the Project Model, which examines factors potentially related to faculty participation in undergraduate student recruiting.

In Chapter 3, Variables, Instrumentation and Data Collection are examined. This includes measurement issues, the sampling and design used for the project, the telephone and the mailed survey used for the data collection, and the response rates for each data set.

Chapter 4, Results of the Surveys and Statistical Analysis, examines findings from the telephone interviews with the admissions directors and the mailed surveys to faculty respondents. Chapter 5, Conclusions and Recommendations, presents conclusions about the project's model, and makes recommendations concerning future studies in the area of the faculty role in undergraduate student recruiting.

II. LITERATURE REVIEW AND PROJECT MODEL

For the past fifteen years there has been a growing call for admissions offices to ask faculty members to assist in the recruiting of undergraduate students. Initially, this call began as administrators realized that faculty might affect prospective students' selection of a college or university. Later, the faculty/prospective student connection was actively promoted as a new concept called enrollment management. This concept surfaced during the increasing competition for students among the public and private sectors, selective and less selective institutions, and two- and four-year institutions (Hossler, 1986).

Enrollment management is "a process or an activity that influences the size, the shape, and the characteristics of a student body by directing institutional efforts in marketing, recruitment, and admissions, as well as pricing and financial aid. In addition, the process exerts a significant influence on academic advising, the institutional research agenda, orientation, retention services, and student services" (Hossler, 1986, p. 6). This process meant that administrators at universities and colleges in the United States should use all of the "tools" available to them on their campuses, including faculty, to control and influence enrollment (Williams, 1986; Ingold, 2000).

Faculty members have the largest contact with the student body through teaching, advising, and course placement (Hossler, 1987). Most of the available literature focused on the faculty impact on areas other than the recruitment of students. Many of them dealt with such areas as diversity (Bents and Haugen, 1992), enrollment stability (Erdmann,

1990; Merante, 1987), the enhancement of quality (Krotseng, 1992), advising (Hardee, 1970; Hossler, 1987), attrition (Bean, 1986), retention (Dunply, Miller, Woodruff and Nelson, 1987; Graff, 1986; Stodt, 1987), leadership (Astin, 2000), and the ability to influence institutional marketing strategies (Gilbralter, 2000).

However, in 1985 Frank Kemerer (1985) published an article detailing the role of Deans, department chairs, and faculty in enrollment management. The concept of enrollment management was still fairly new and Kemerer's concepts specifically targeted the use of faculty members to assist in recruiting undergraduate students.

Kemerer stated the need for faculty participation in enrollment management as follows: "It is essential that the faculty be involved with enrollment management for success over the long haul. There can be no substitute for faculty involvement because it is the faculty that develops programs, establishes articulation agreements with feeder institutions, publicizes departmental programs, and is directly involved with students daily through teaching and advising" (Kemerer, 1985, p. 5). It was this familiarity with the programs, and the contacts with faculty at other institutions, that made the faculty members a prime resource for recruiting new students. This thought was echoed by Craig Green (1990), who noted that, when higher education institutions target new markets, "the faculty is at the center of any successful marketing effort" (Green, 1990, p. 89).

Kemerer suggested that key faculty members engage in activities in feeder institutions of potential students, such as high schools and community colleges (Dennis, 1998; Keller, 1997; Kemerer, 1985). These simple contacts with potential students, teachers, and counselors might influence a student's choice of college. The faculty member had the opportunity to discuss the overall concepts, ideals, and programs of his or her particular institution. In essence, the faculty member potentially could recruit students.

For example, say a college or university wanted to increase the enrollment in the fine arts. Direct faculty contact with the local high-school teacher in charge of the drama department might yield a better result then an admissions counselor contacting the high school counseling department. A high school counselor with between 400 and 600 counselees would probably not know each individual student as well as the teacher that saw a smaller number of students for a specific class every day. Once initial contact was made with the high school teacher, follow-up arrangements could be made for the students and teacher to visit the campus, meet with faculty, and tour the fine arts department. The faculty member, preferably from the same academic discipline, should make the initial contact with the teacher (Mudie, 1978).

In addition, Kemerer suggested that faculty should review publications, work with alumni, host student events on campus, write letters and make phone calls to prospective students, and establish contacts with counterparts in feeder institutions (Kemerer, 1985). These recruiting activities were not as subtle and involved direct faculty members in

more "traditional" admissions office recruiting methods. These concepts put faculty on the "front lines" of recruiting and took them out of more traditional faculty roles that allowed for interaction with prospective students.

Potential roadblocks to this concept of faculty involvement in recruiting abounded (Ross-Black, 2000). Kemerer mentioned the lack of credit in a campus reward system for faculty efforts to assist in student recruitment and retention. He stated that, "often it is younger, non-tenured faculty who realize that their job security depends on sustained enrollment but are so pressed with community service, research, and publication that they cannot devote much time to enrollment management" (Kemerer, 1985). Kemerer raised the question about the importance of tenure status or seniority in influencing faculty participation in undergraduate student recruiting. Kemerer (1985) also suggested that the reward system be altered to include student recruitment and retention activities as one category for merit pay and tenure decision-making. Kemerer's article effectively touched on a multitude of activities that faculty could do to assist in undergraduate recruiting. Many of these activities were a reality for some programs and are reviewed later in detail.

Charles Pollock and W.C. Wolf, Jr. (1989) noted that advocates of enrollment management recommended that it focus on campus-wide student recruitment, admissions, and retention. There was a strong implication that all members of the campus community, including faculty, become involved in the enrollment concept, which would include recruiting students. Campbell went so far as to suggest that faculty become adjunct members of the admission offices (Campbell, 1978, p.57).

Some evidence suggested that undergraduate student development could be substantially affected by interactions with both peers and faculty (Astin, 1993, p.4). Based on this type of evidence, one could ask if it was possible that faculty could positively affect students even before they enrolled at an institution. Some studies indicated the answer was yes. One such study, conducted at Washington University in St. Louis, indicated that faculty members could be extremely influential in their impact on prospective students: "faculty and the students that make up the heart of the collegiate experience, and prospective students are rightfully concerned about the nature of their prospective faculty" (Turner, 1978, p.34).

Additional articles reinforced the notion that faculty could assist in undergraduate student recruitment. Departmental faculty members could write letters to prospective students or make telephone calls and provide students with comprehensive information on departmental offerings and career opportunities. The driving force behind this thought behind was that faculty members had the greatest knowledge about their own programs and, thus, interested students could ask more probing questions concerning curriculum and course offerings (Barton and Treadwell, 1978; Enrollment Management, 2000; Kemerer, 1984; Kreutner and Godfrey, 1980; Walker, 2001). Why have admission's counselors place calls to students and attempt to provide answers to specific questions about programs, when faculty members could provide more in-depth information and answers to prospective students? Faculty member's responses to telephone requests could make a difference in the successful recruitment of an undergraduate student (Green, 1990, p. 89). In sum, the "greater college community (students, faculty,

administrators, and alumni) multiplied the reach and influence of the admissions office"

(Barton and Treadwell, 1978, p. 82).

By the 1980s service on enrollment or recruitment teams was more common for

faculty members (Kreutner, 1980). In some cases, this service involved utilizing faculty

expertise in marketing and marketing research to supervise staff research into enrollment,

recruitment, and institutional marketing (Green, 1990). In addition, faculty could

contribute to student recruitment by attending Open Houses, Scholarship or Honors Days,

hosting Departmental Open Houses, attending prospective student receptions, hosting

campus programs for high school teachers, and organizing departmental Phon-a-thons

(Keller, 1997).

Again, the idea was that faculty members could provide more detailed information to

students about their programs than others on the campus (Ihlanfeldt, 1980). After all,

what would have more impact on a prospective student and his or her parents, a meeting

with an admissions officer or a tour of a laboratory by the faculty member that would

actually teach the course the student would take? This also held true for visits by high

school counselors as they met faculty members and learned in-depth information about

specific academic programs (Turner, 1978).

An additional method of recruiting students by faculty focused on the adult, or non-

traditional, student population (Enrollment Management Report, 2000, November).

Marguerite Dennis suggested that faculty who had contacts in the corporate world reach

out to employees that might need technological or remedial training. In particular, the "non-traditional" or adult student represents the largest growth segment in college enrollments (Jacobs, 1990, p. 49; McKinley, 2000; Paulsen, 1990, p. 30).

By 1990, for example, the population of traditional 18 to 24 year old students on campus had fallen from 70 percent in 1970 to 57 percent. The rest of the students were older, commuted, or studied part time (Green, 1990, p.79).

As faculty involvement in undergraduate recruiting grew, some questions arose. Did faculty members actually affect a student's decision about attending one particular institution above another? Did different types of recruiting efforts have distinct results? The difficulty in answering these questions was the complexity of student choice of college.

A 1976 study showed that the most common reason student's gave for selecting a college was the importance of getting a good job. Secondary reasons mentioned by students included academic reputation and special education programs (Brown, 1978, p.5). More recently, students tended to select a college and university based on a number of reasons: cost, financial aid, availability of a specific program, size, safety, quality of faculty, quality of teaching, friendliness of the campus, the location, family ties to an institution, social atmosphere, athletics, and religious influence (Huddleston and Batty, 1978; Kappler, 1997, p.14-16; Paulsen, 1990; Wilcox, 1991). Vincent Tinto's retention model identified family background, skills and abilities, prior schooling, student intention

and goals, academic performance, extracurricular activities, faculty and peer interactions, and academic and social integration as important factors in student's decisions to remain in school (Wilcox, 1991, p. 49). These reasons can be broken down into two categories: environmental factors beyond the institution's control and institutional characteristics controlled by the institution (Pagano and Terkla, 1991; Paulsen, 1990).

Environmental factors include demographic shifts in the programs that student's desired. Such a shift occurred between 1968 and 1972 when the traditional arts and sciences programs became less desirable to students then vocational and professional studies programs (Paulsen, 1990, p. 5). Other external factors include interest rates that affect a student's ability to pay for college, parental encouragement, and student characteristics such as race, sex, and ability to learn (Paulsen, 1990, p. 13). One study showed that, "among individuals who potentially influence a student's college selection, parents have the strongest influence, particularly mothers" (Pagano and Terkla, 1991, p. 39). Specific student characteristics that influenced the decision process included ability, socioeconomic background, input from influential advisors, aspirations and values, geographic considerations, high school characteristics, and expectations (Dolence, 1991, p. 14).

When marketing the institution, administrators realized that the interpretation and promotion of a college's program, the "marketing", was as important as the content and structure of the program. It played a vital role in attracting and keeping students (Brown, 1978, p.2). Institutional characteristics that affect a student's decision making included

the percentage of students that were part-time, the percentage of in-state versus out-of-state students, and the percentage of liberal arts degrees. In addition, the admission's selectivity and the school's urban or rural setting could influence a student's decision to attend an institution (Paulsen, 1990, p. 13). Finally, other institutional characteristics that influence student choice include price (Litten, 1978), location, reputation, academic program orientation, sponsorship and control, and physical plant (Dolence, 1991, p. 14).

Given the complexity of student choice, targeting faculty involvement in recruitment is difficult. Christopher Keller stated that "personal contact from college faculty members now more than ever plays a critical role in influencing student decisions regarding college choice, particularly among the best students and among those pursuing difficult programs of study" (Keller, 1997, p. 10). He also noted that, "unfortunately, the number of faculty members at most colleges that truly understand the admissions process and are willing to invest the time and effort to assist are relatively few" (Keller, 1997, p.10).

An article by Leonard Kreutner and Eric S. Godfrey (1980) detailed a successful enrollment management program at California State University, Long Beach. In the article the authors provided several examples of how faculty members at Long Beach assisted in the recruitment of students. Fifty-eight academic departments made use of applicant listings and contacted potential students, extending invitations for visits and on-campus advisement. In addition, the faculty provided applicants with factual and

comprehensive information on departmental offerings and career opportunities (Kreutner and Godfrey, 1980).

The authors stated that the driving belief motivating those activities was that individual faculty members were the most effective recruiters of students. In addition, Kreutner and Godfrey stated that it was much more difficult for a student to break ties with a department that he or she felt a part of than it was to leave a university. The departmental connection with the student was much stronger then the student's connection with the university as a whole (Kreutner, 1980).

William Ihlanfeldt (1980) reported that about 150 Northwestern University faculty members were involved in on-campus programs. He stated that faculty members appeared to be most effective in discussing their disciplines, not as interviewers or as general representatives of the institution. In addition, he questioned the use of faculty members in any capacity other than to represent their disciplines. "They can best assist the institution's marketing efforts by meeting the intellectual needs of students" (Ihlanfeldt, 1980, p. 128).

Marguerite Dennis (1998), Vice-President for Development and Enrollment at Suffolk University in Boston, provided evidence that faculty members did contact prospective students through phone calls and letters. She described a funnel of contacts with students, where the funnel was a systematic flow of information to prospective students including faculty letters, departmental newsletters, and faculty phone calls to

accepted students. She noted that this "funnel" was one that she has used over the years and had modified to suit the needs of the students and the market position of the school (Dennis, 1998, p.48-49). Dennis later remarked, "Throughout the recruitment cycle…the admissions office should send to each departmental chairperson a list of prospective students in their major. Faculty can contact applicants and play a significant role in the admissions process while at the same time helping to increase the number of students in their major" (Dennis, 1998, p.57). Dennis also stated that there was no enrollment and retention success without faculty input and cooperation. "Without faculty support for new ideas and programs and without faculty willingness to assist in the recruitment and retention programs, the best enrollment and retention managers will undoubtedly fail. One thing is certain: enrolling students and retaining them cannot succeed without faculty assistance and cooperation" (Dennis, 1998, p.56-57).

Don Hossler (1999) supported the concept that faculty affect student college choice. Hossler suggested that when potential students were ready to choose a college they would want specific, detailed, information. At this point "campus visits and opportunities to visit with faculty or learn more from student affairs staff become important parts of the conversion process" (Hossler, 1999, p.19). In his view, "The admissions office should be the expert in developing the applicant, but that once prospective students are ready to apply, the faculty, student affairs, and other campus representatives can play a key role in converting the applicant pool" (Hossler, 1999, p. 19).

A simple form of faculty involvement in undergraduate student recruiting happened at North Dakota State University. The faculty developed departmental fact sheets that were used by the admissions office in mailings to prospective students. The academic departments were responsible for providing the basic subject matter for the fact sheets and identifying post-college accomplishments of alumni (Kuh and Wallman, 1986). This relatively simple task was one method of assisting in undergraduate student recruiting. The faculty members in the department were able to provide more detailed information concerning their programs than admission officers. This detailed information was then dispensed to potential students.

In May, 2000, DePaul University initiated a high tech form of faculty involvement in recruiting undergraduate students, a Virtual Open House: "The Virtual Open House consisted of 22 chat rooms, representing each of the colleges and schools plus student life, admissions, financial aid and career services. They were staffed by 63 faculty and staff members, some of whom participated in shifts, others worked all six hours" (Kahn, 2000, p. 4). The admissions director noted that, "It was a very easy sell internally". Visitors could post questions, watch a discussion, and interact with faculty and students. "In a subtle way, it helps to demonstrate that DePaul is a technologically savvy institution" (Kahn, 2000, p.4).

An evaluation of institutional contacts with prospective students by Marian Pagano and Dawn Geronimo Terkla in 1991 reviewed the usefulness of a variety of recruiting contacts made by Tufts University. A specific type of contact used by Tufts included

letters from faculty to students. Institutions that had students visit classes, or meet faculty, ran the risk of having a negative experience (Pagano and Terkla, 1991). Tufts administrators learned to carefully select the faculty members that meet prospective students.

Studies that rank the top ten recruiting strategies used by colleges and universities suggested that a campus visit, along with meeting faculty, was the top recruiting tool for an institution in search of larger class sizes (Keller, 1997). Admissions officers and enrollment managers were asking faculty members to create time to meet with students that took campus tours. In addition, faculty members were being asked to make use of application listings and extend invitations for on-campus visits to prospective students (Kreutner, 1980).

Joyce E. Smith (1998) noted that successful on-campus visits by students only happened when faculty members were part of the program. To support this statement Smith charted the increase of the campus visit as a recruiting tool used by admissions personnel. In 1979 she noted that 38 percent of institutions surveyed reported a very frequent use of this "tool". By 1992 the percentage of institutions that used on-campus visits as a very frequent "tool" increased to 82 percent (Smith, 1998, p.129-131). Another study, the 1997 Annual Stamats National College Choice Study, a survey of admissions offices, listed letters written by faculty to students as one of the top ten recruiting tools utilized by institutions (Kapper, 1997). In most cases, faculty were asked

to help with recruitment because of declining enrollment, (Hossler, 1986) or potential enrollment problems (Krotseng, 1992).

Concerns over enrollment were the one constant that ran through each article that suggested faculty could assist in undergraduate recruiting, yet little was written about enrollment problems, which made it difficult to judge the effectiveness of faculty efforts. Accordingly, I reviewed additional literature areas, including institutional goals or missions, historical faculty responsibilities, motivation and vitality of faculty members, and rewards for the faculty.

Institutional Goals, Faculty Roles, & Faculty Rewards

What would happen if enrollment concerns became a major part of an institution's mission statement? Chait (1990, p. 25) suggests that attention to enrollment becomes a greater part of an institution's mission as trustees intensify calls for "accountability that promote 'business-like behaviors' such as marketing, strategic planning, and performance appraisal, areas where trustees have considerable expertise". This pressure is most evident when colleges and universities are in direct competition for resources – students, dollars, faculty, and equipment. Consider Sterling College, which faced an enrollment crisis that threatened the institution. Administrators and faculty reviewed the institution's mission, including Sterling's residential model, liberal arts curriculum, and religious makeup. Programs were altered or dropped, lowering the number of offerings from thirty majors to seventeen. Part of the new mission statement indicated that, "faculty members

and even the president are also expected to call potential students to encourage them to come" (Van Der Werf, 1999, p. A34). This episode suggests that an institutional enrollment crisis might influence the faculty role in recruiting

Since most academics lack a detailed job description, the best way to see how institutional missions and goals affect faculty is to examine university policies and procedures for academic appointments, tenure, promotion, and dismissal (Knapper, 1997, p. 41). Robert Diamond noted that the system for promotion and tenure of faculty members ideally should be compatible with the mission statement of the institution. He also stated that colleges and universities differ in their goals and that their reward structures should reflect these differences (Diamond, 1993, p.8). John Centra stated that the "goals of the institution and the responsibility of a particular faculty member determine the importance given to research, student advising, and public service" (Centra, 1979, p. 119). Centra implies that faculty involvement in recruiting undergraduate students must be made part of stated expectations and policies for faculty members. Moreover, if goals shift over time the faculty must support these changes or internal conflict will result (Kashner, 1990, p. 24).

Diamond also noted that an institutional mission statement "should (1) describe the desired institutional balance of teaching, research, and service activities; (2) identify major characteristics, strengths, and priorities of the institution; and (3) define the operational philosophy of the college or university" (Diamond, 1993, p.14). In this context, enrollment shifts at an institution could result in changes in the identification of

institutional strengths, and priorities, especially for colleges and universities whose budgets are tied to enrollment. Diamond (1993) continued by stating that recent studies suggest that tying mission and priorities to rewards can increase faculty productivity in high priority tasks.

Diamond also postulated that unit or department-specific missions statements were needed to identify discipline-specific criteria and procedures for use in the promotion and tenure process (Diamond, 1993, p.16-18). Bronwyn Adam and Alton Roberts demonstrated the wide range of goals set by various departments. They noted "scholars are not all the same" while reporting details of departmental goals from such areas as Chemistry, the Arts, and Geography (Adam and Roberts, 1993, p.24). Of particular interest was the statement that "some disciplines value professional service or outreach activities because they serve a critical function in the life and development of the field. One notes that the departmental goal set by the Chemistry task force included an outreach program that targeted minority and gender-based recruitment and retention of students (Adam and Roberts, 1993, p.47). Their findings suggest the possibility of including specific departmental expectations for a faculty member's participation in student recruitment.

The assumption that shifts in institutional priorities, goals, or mission, result in a shift in a faculty member's job responsibilities rests on faculty perceptions about their jobs. Richard Chait (1979) noted that faculty work in a freedom field: "Independence and autonomy are hallmarks of the academic profession. Personnel practices have been

traditionally slipshod and supervision historically loose. Organizational demands for

conformity are few. There are no dress codes and no time clocks. More fundamentally,

there is no insistence upon allegiance to institutional goals as determined by

management" (Chait, 1979, p. 38). Frederic Jacobs also commented, "For a generation,

college and university faculties have been unusually stable, in role and responsibility, in

size, and in membership. There has been a pervasive feeling that the faculty's role,

variable as it may be from institution to institution, is known and knowable, stable and

stabilizing, predictable to individual faculty members and their institutions" (Jacobs,

1990, p.43-44). However, the 1990s brought new expectations for faculty, new

requirements for activity and involvement, and changes in institutional resource

allocations (Jacobs, 1990). Translating these shifts into new faculty responsibilities

requires faculty cooperation. For any success, faculty must "have a clear idea of what is

going on and why" (Jones, 1990, p.54).

In particular, additions to faculty work that affect traditional functions are most

suspect: This historical review of the faculty role is necessary to gauge the impact that

changes in institutional conditions and goals might make in faculty assistance in

recruiting students. "Policy specifies that the primary responsibility of faculty is teaching

and research and scholarship, and in most cases teaching is listed first" (Knapper, 1997,

p. 41). The debate over how much time is allocated for these three functions is one that

has raged for years. The debate over faculty time recently has focused on enhancing the

value of teaching and learning (Boyer, 1990; Chait, 1979; Diamond, 1993, Fairweather,

1996; Knapper, 1997; Shuster, 1990; Ward, 1998).

A 1997 study of the teaching workload of full-time postsecondary faculty revealed that in 1992 faculty members spent 54.4 percent of their work hours teaching, 17.6 percent conducting research, and 13.1 percent performing administrative tasks. Professional growth accounted for 4.6 percent of the faculty's time. Outside consulting or freelance work represented 2.7 percent of the faculty work experience. Service and other work accounted for 7.4 percent of faculty time, an increase from 5.4 percent in 1987 (http://nces.ed.gov/pubs/ce/c9743a01.html).

The debate over faculty time has spilled into a critique of the faculty reward system. Rewards reflect institutional priorities. They determine which faculty are promoted or granted tenure, and serve as the basis for judging job performance. "With fewer faculty members being awarded tenure and promotions, research and scholarship as well as teaching performance are receiving close scrutiny, focusing in particular on the quality and impact of an individual's work" (Centra, 1979, p.119). Junior faculty members, in particular, learn that they must "publish more and publish quickly" (Wilson, 2000, p. A12). Perhaps Ernest Boyer was best able to cut to the heart of the matter: "Almost all colleges pay lip service to the trilogy of teaching, research, and service, but when it comes to making judgements about professional performance, the three rarely are assigned equal merit" (Boyer, 1990, p.15). Robert Diamond echoed the same sentiment: "No process in higher education receives more attention, generates more debate on individual campuses among faculty and administrators, or creates more frustration than the promotion and tenure system" (Diamond, 1993, p.5). Diamond also commented that faculty assignments and workloads needed to be equitable to allow faculty members

"adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service compatible with the mission and purpose of the institution" (Diamond, 1993, p.10). These findings suggest that faculty participation in recruiting undergraduate students depends, at least in part, in the activity being acknowledged in personnel decisions.

In 1985 Shelia Slaughter suggested that university and state leaders change the role expectations they held for faculty. She raised three questions: 1) what kinds of new role behaviors are involved in increasing productivity; 2) how do faculty respond to shifting expectations; and 3) how do changing expectations affect the traditional tripartite faculty role – teaching, research and service (Slaughter, 1985)? Slaughter defined internal service within the university as faculty participation in academic governance. She noted that in 1972 many faculty members refused to participate in this type of service until institutions began to include it in the merit structure (Slaughter, 1985). Might faculty also balk at assisting in undergraduate student recruitment if it is not recognized by their institutional administration as an internal service and part of the merit structure?

Service has not been at the forefront of the argument over faculty work allocation when compared with research and teaching. Service is mentioned in a majority of college and university-mission statements but can cover a wide variety of possible responsibilities for faculty, both on and off the campus. One thing seems certain: institutions continue to require more from their faculties in their service commitment (Jacobs, 1990, p. 48).

External service includes efforts by faculty that can benefit the local community, or

professional outreach such as consulting in the field of the faculty member's expertise

(Ward, 1998). External service also means service to the discipline or profession and

includes such tasks as serving on committees related to a faculty member's professional

affiliation (Ward, 1998, Knapper, 1997). Internal service often means taking on

administrative duties such as serving on committees on the faculty member's campus

(Knapper, 1997, Ward, 1998). Boyer noted that service covered "an almost endless

number of campus activities—sitting on committees, advising student clubs, or

performing departmental chores. It is not unusual for almost any worthy project to be

dumped into the amorphous category called 'service'" (Boyer, 1990, p.20).

One wonders whether placing faculty assistance in recruiting students under "service"

can be effective. Service is but a small portion of the faculty role, compared to teaching

and research. Faculty members might balk at this responsibility if it takes time away

from teaching or research.

James Faiweather's (1996) work reinforces this concept. He noted the public

perception of faculty as teachers spending too much time doing research, all the while

being protected by the tenure system. He also recognized that academics have "invented

and reinforced a reward system and socialization process that increasingly encourages

faculty to think more about research than teaching, that stresses publishing volume more

than quality, and that treats the publication of research as the principal, perhaps the only,

measure by which faculty can claim to have achieved high status" (Fairweather, 1996, p. xiii).

The premise of Fairweather's 1996 work was that teaching, research, and public service compete for faculty time. Administrators and faculty that want to increase the value of teaching and public service must recognize that there will need to be a compensatory decrease of faculty time spent on research to achieve this goal (Fairweather, 1996). Yet this shift runs counter to reward structures that increasingly emphasize research and scholarship regardless of type of four-year institution.

In 1994 Larry A. Braskamp and John C. Ory defined faculty work as teaching, research and creative activity, and practice and professional service (Braskamp and Ory, 1994). A fourth category, citizenship, reflected many types of faculty work, including memberships, interactions, interdependencies, and partnerships. Braskamp and Ory defined three specific forms of citizenship:

- Institutional contributions including work that facilitated and promoted the growth and development of the institution.
- Disciplinary/professional contributions including work in professional, scholarly, and disciplinary associations and organizations.
- Private and community contributions including work in community, political, religious, and civic organizations. (Braskamp and Ory, 1994, p. 49-50)

It is the first form of citizenship that best fits institutional service for those that assist in student recruitment. Their assistance in undergraduate recruiting could be considered work that facilitates and promotes the development of the institution.

Jack Shuster noted that, "faculty performance is the most influential factor bearing on an institution's efforts to fulfill its teaching, research and public service missions. All that is accomplished by the Academy is a product of the competence, enthusiasm, and energy of its faculty" (Shuster, 1990, p.33). Motivation and vitality of the faculty member also might influence faculty participation in student recruitment. For example, age, job responsibilities, and departmental concerns could affect a faculty member's motivation to participate in such non-traditional work as student recruiting. This might be especially true today, when nearly half of the respondents to The American Faculty Poll indicated that their academic work is impinged by their workload (Leatherman, 2000).

Robert T. Blackburn and Janet H. Lawrence defined motivation as the "tendencies to initiate and sustain a given activity" (Blackburn and Lawrence, 1995, p. 18). They examined the motivational process for faculty members through a variety of historical theories including personality and career development, reinforcement, dispositional, expectancy, attribution, efficacy, and information processing (Blackburn and Lawrence, 1995). Blackburn and Lawrence presented a theoretical framework for faculty role performance and achievement with four key premises:

- Academic institutions are achievement-laden environments in which the evaluation of faculty, student, and administrator performance is ongoing;

- Faculty use assessments of themselves and their social contexts to make meaningful decisions about their actions;

- Experience over time leads individuals to modify their understandings of their work environments as well as their self-images. These changes can affect the subjective incentive value of engagement in different facets of work, and consequently a faculty member's level of engagement in different activities can shift;

- Some types of self-referent thought and perceptions of the work environment are fairly enduring, whereas others change frequently on the basis of personal feedback and vicarious experience. (Blackburn and Lawrence, 1995, p.26)

Blackburn and Lawrence defined work allocation for faculty members by breaking down job responsibilities into three basic areas: Research, Teaching, Service and Scholarship. They determined that research was equated with the number of published materials created by the faculty member and that teaching was defined as the number of classes taught.

Service was defined as "the catchall name for everything that is neither teaching, research, nor scholarship" (Blackburn and Lawrence, 1995, p.222). External and internal service was specifically defined without reference to requests for faculty assistance in the

recruitment of students. Blackburn and Lawrence defined scholarship as keeping up-to-date with literature and intellectual activity (Blackburn and Lawrence, 1995).

In their research concerning faculty incentives and vitality, Baldwin and Krotseng defined vitality as "those essential, yet intangible, positive qualities of individuals and institutions that enable purposeful production" (Baldwin and Krotseng, 1985, p. 7). They noted that for faculty members, vitality is characterized by enthusiasm and curiosity. The authors also stated that faculty motivation was complex and could not be explained by a simple materialistic view (Baldwin and Krotseng, 1985).

Braskamp and Ory suggested that setting goals based on expectations significantly affects continuing faculty motivation. By setting attainable, challenging goals, administrators can enhance faculty motivation to excel by "examining their challenges and skills and the competencies that are required to meet the challenges" (Braskamp and Ory, 1994, p. 67). The authors then listed several suggestions and guidelines that might assist in the setting of goals and increasing faculty motivation. Among them:

- Remember, not everybody can be judged by the same yardstick. Different criteria and standards of excellence are needed for different faculty members;
- Campuses should consider their culture and ethos in determining how faculty develop and communicate their expectations and how they are reviewed by others;
- Formative assessment during the beginning years of a faculty members career is critical;

- Allow the opportunity for each faculty member to meet with the chair or academic head to discus plans to contribute to the departmental mission, provide a framework and context for the assessment of work, and establish a means for self-development and improvement. Perhaps a short-term and a long-term professional development plan can be established (Braskamp and Ory, 1994, pg. 68-71).

Unfortunately, none of these recommendations anticipated new faculty responsibilities such as involvement in student recruiting. One could question whether or not Braskcamp and Ory's suggestions would change if recruitment were taken into account. For example, one wonders about the opportunity of making sure that creative formative assignments during the beginning years of a faculty member's career is possible if they are asked to assist in student recruiting.

No studies related enrollment pressures with faculty motivation. Would enrollment pressures decrease or increase faculty motivation and vitality?

Rewards and incentives influence a faculty member's decision to assist in undergraduate recruiting (Fairweather, 1996). Frank Kemerer touched on this subject when he raised concerns that the reward mechanisms on campuses did not emphasize faculty efforts to assist in the recruiting of students (Kemerer, 1985). Christopher Knapper suggested that rewards could be extrinsic or intrinsic. Extrinsic rewards include such things as money or a larger office while intrinsic rewards come in the form of job satisfaction. Additional forms of faculty rewards could include such things as tenure,

promotion, academic appointment, the awarding of a sabbatical, or teaching awards (Knapper, 1997, p. 42).

Baldwin and Krotseng noted that incentives are tangible and intangible. Most tangible rewards take the form of extrinsic rewards such as salary increases, promotions, more interesting assignments, fringe benefits, and status symbols (Baldwin and Krotseng, 1985, p.11). Additional rewards come in such forms as a flexible teaching schedule, or release time, that allows time for research or service (Baldwin and Krotseng, 1985). This thought is echoed in the observation that deans and department chairs have a major influence in the motivation and rewarding of faculty members. They can influence faculty member's perceptions of priorities and rewards, development departmental norms concerning the importance of teaching, and allocate institutional resources (Roberts, 1993, p. 75).

Knapper postulated that it was more likely that subtle rewards play "a significant role in motivating faculty behavior and that extrinsic and intrinsic rewards interact with each other to affect faculty values and effort". In addition, Knapper noted that "studies of human motivation show that we will often strive for such overt rewards (such as financial compensation), but that the most powerful reinforcers are psychological, in particular prestige and self-esteem" (Knapper, 1993, p. 42-45).

Baldwin and Krotseng noted the impact of rewards on faculty members as they referred to studies that showed that faculty found incentives in the belief of influencing

others minds, contributing to student development, and enjoying the intellectual interchanges characteristic of academic life. Faculty members also enjoyed the freedom and autonomy available in the faculty position. Baldwin and Krotsen noted that these types of awards were often intangible. Other intangible rewards included approval, praise, and feelings of competence or self-actualization generated by their work (Baldwin and Krotseng, 1985, p.8).

Craig Green stressed the importance of recognizing faculty involvement in undergraduate student recruiting by stating that, "whatever faculty members do that is helpful needs to be valued and publicly recognized" (Green, 1990, p. 89). W.J. McKeachie, in "The Rewards of Teaching", suggested that "intrinsic satisfactions are derived from such things as satisfying relationships with students and colleagues, from intellectual stimulation, and from a sense of freedom and autonomy in carrying out one's job with a sense of personal control and efficacy" (McKeachie, 1982, p. 12).

Mihaly Czikszentmihalyi wrote that intrinsic motivation comes not from some outside goal such as becoming a good teacher, or making more money, but from the experience that is an end in itself. "The point is that for a professor, intrinsic motivation is both the product of the activity and the means by which the product is realized. The intrinsic rewards and the meaning of the activity must be discovered on one's own" (Czikszentmihalyi, 1982, p. 16 and 21). Robert Froh suggested that intrinsic motivation was perhaps the higher of the two motivators for faculty members. He noted that, "many faculty chose careers in academia for reasons other than fiscal rewards. They enjoy

working with younger people, they find the vigor of scholarly activity stimulating and the work with colleagues in their disciplines challenging, and they love teaching" (Froh, Menges, Walker, 1993, p. 87). In all of these discussions one fact remains clear: faculty are not homogeneous.

No literature examines rewards for faculty that assisted in undergraduate recruiting. It seems highly doubtful that many colleges and universities have altered their reward systems to include the efforts of faculty in recruiting students. It does seem possible that some faculty members need some form of acknowledgement to encourage participation in recruiting.

The most likely rewards for faculty that assist in recruiting are intrinsic. The self-satisfaction of making an impact on the departmental enrollment, meeting new students, or helping the university might be the only reward available to the faculty. This is not to say that an institution requiring faculty to assist in recruiting, such as at Sterling College, might not have found some method of rewarding faculty by altering workloads, or providing time off from teaching responsibilities. However, at this time, there was no evidence that administrators at institutions are altering the reward structures on campuses to include the work faculty members might be doing to try and increase enrollment.

Starting with the previous literature, I developed a model to explain faculty involvement in recruiting students. This literature suggests four potential influences on faculty involvement:

- Institutional goals or mission: The detailed description of the university's mission and faculty responsibilities. This included the university's plan to recruit undergraduate students.

- Historical faculty responsibilities: Teaching, Research, and Service. This included such traditional faculty areas as tenure, rank, and number of classes taught.

- Motivation and vitality of the faculty: Tendencies to initiate and sustain a given activity (Blackburn and Lawrence, 1995, p. 18). In this case that would include recruiting undergraduate students.

- Rewards – extrinsic and intrinsic: Something that stimulates action or effort (Baldwin and Krotseng, 1985, p.6). Extrinsic rewards included such things as money or a larger office while intrinsic rewards included such things as job satisfaction, or the satisfaction of a job well-done.

This initial model did not address the question of why faculty members were asked to assist in the recruiting efforts of undergraduate students. To fill out the model I developed three enrollment scenarios that potentially could influence a faculty member's decision on whether or not to assist an admissions office.

- The first scenario involved uncertain institutional enrollment. This uncertainty may take one of many forms. For example, there may have been a decline in the overall institutional enrollment. This institutional vulnerability might have caused a financial problem. Perhaps the overall enrollment of the institution was sound but the institutional administration desired an increase in enrollment. Another possibility

was that the institutional administration wanted to attract a higher quality of student, or increase a targeted population. Perhaps there was a drive to enroll more valedictorians, or students with a higher grade point average or standardized test score. Many institutions have been attempting to increase the number of minorities or women that enroll.

- The second scenario suggested there was a departmental decline in enrollment, or a departmental struggle to maintain a desired enrollment. This might have included the actual survivability of a program and could have impacted a faculty member's employment.

- The third scenario suggested that the department might have been launching a new program and had a desire to begin classes with a minimum number of enrolled students.

These enrollment situations might influence a faculty member's decision to assist in the recruiting efforts to attract undergraduate students. For example, a faculty member may have felt more loyalty to the department, and willingness to help, if the enrollment problem was situated in the home department. If the enrollment problem was located across the campus the urgency to assist might have been diminished and the faculty member may not become involved in the recruitment process.

Perhaps the launching of a new program in the department was tied to a specific faculty member or colleague. This might have motivated the faculty member to assist in recruiting students to make sure the launching of the program was successful. As noted

earlier, faculty attitudes about campus goals were a contributing factor to the success or

failure of an enrollment plan (Hossler, 1986, Dennis, 1998).

The final model incorporated institutional and departmental enrollment scenarios with

institutional goals, faculty responsibilities, motivation and rewards. I also added whether

or not the faculty member was asked to participate. This model formed the basis for

subsequent analysis.

III. VARIABLES, INSTRUMENATION AND DATA COLLECTION

Admissions directors at the selected institutions were surveyed to verify faculty involvement in undergraduate student recruiting and to provide information concerning institutional enrollment and enrollment goals. I surveyed faculty members to gather data on faculty involvement in undergraduate student recruiting, perspectives on institutional and departmental enrollment, job responsibilities, motivation, and rewards.

Three research questions guided data collection and analysis. These were:

- Research Question 1: Do faculty members assist admissions offices in the recruitment of undergraduate students?

- Research Question 2: Do enrollment concerns motivate faculty members to assist in recruiting students?

- Research Question 3: Besides enrollment concerns, what influences faculty participation, in recruiting undergraduate students?

Definitions of Survey Measures

The following definitions were used in this study:

- Faculty workload: The area of work allocation for faculty members broken down into research, teaching, service and scholarship as identified by Blackburn and Lawrence

(1995). In addition, professional growth, administrative duties, and outside work were considered as part of the faculty workload.

- Historical faculty responsibilities: Teaching, research, and service and scholarship as identified by Blackburn and Lawrence (1995). Also included were: tenure, rank, years of service at an institution, and the number of classes taught.

- Faculty motivation: Tendencies to initiate and sustain a given activity (Blackburn and Lawrence, 1995).

- Faculty rewards: Extrinsic rewards such as the recognition of faculty involvement in student recruiting through the realignment of the faculty workload, the reduction of other faculty responsibilities, or the recognition of student recruitment as part of the promotion and tenure process. Additional extrinsic faculty rewards for assisting in student recruitment could be as little as a token gift from the admissions office. Rewards could also be intrinsic and involve such things as satisfaction for a job well-done, enjoyment of working with students, or pride in assisting the institution.

- Faculty Participation: Identification of involvement in at least one of the sixteen recruiting related activities identified in the literature review. These included visiting high schools or community colleges, calling prospective students, serving on retention or enrollment committees, attending receptions or open houses, or creating recruiting materials that are used by the admissions office (Dennis, 1998, Green, 1990, Hossler, 1999, Ihlanfeldt, 1980, Keller, 1997, Kemerer, 1985, Kreutner, 1980, Kuh and Wallman, 1986, Smith, 1998).

- Faculty Participation Level: The number of recruitment activities in which the faculty member participated.

- Valid Response: Returned surveys from full-time faculty members. Invalid surveys were those where the faculty member was not longer at the selected institution, had moved into an administrative position, did not work with undergraduate students, had incorrect addresses, or had died.

Sampling and Design

This study focused on public universities in Michigan facing the greatest likelihood of enrollment competition and decline. Among the challenges faced by these institutions was competition for the same student population, concerns over state funding, a shifting marketplace, and questionable enrollment objectives.

Overall, Michigan has fifteen public four-year institutions of higher education. Five of the universities are considered research-oriented institutions based on the Carnegie classification system. These institutions face different enrollment situations then the other ten based on name recognition, state funding, and other factors. Because of these factors they were eliminated from the study. The remaining ten fell under the Master's Comprehensive Colleges and Universities I and II in the Carnegie Classification system and constituted the population understudy. These ten institutions are considered predominantly teaching-oriented. The undergraduate student population varied by institution and ranged between 3400 and 17,528 students. The undergraduate student population was determined by the self-reported enrollment figure provided by the institution for the 1999 edition of Peterson's Guide (Peterson's Guide, 1999).

The number of faculty in these institutions ranged from191 to1202. The range of

self-identified full-time faculty members was lower and ranged from 114 to 707 faculty

members. The combined number of full-time faculty members, at all ten institutions was

3733 (Peterson's Guide, 1999).

The selected institutions, with Carnegie classification, total number of undergraduate

faculty, and total number of full-time faculty are illustrated in Table 1.

Table 1

<u>Study Population</u>

Institution	Carnegie Classification	Total number of Faculty	Total number of Full-time Faculty
Central Michigan University	Masters I	859	707
Eastern Michigan University	Masters I	1202	707
Ferris State University	Masters II	494	434
Grand Valley State University	Masters I	818	508
Lake Superior State University	Masters II	191	114
Northern Michigan University	Masters I	354	296
Oakland University	Masters I	666	355
Saginaw Valley State University	Masters I	466	191
University of Michigan-Dearborn	Masters I	411	230
University of Michigan-Flint	Masters I	242	191

<u>Sampling Framework</u>

  <u>Sample #1: Admissions Directors</u>

The purpose of sample #1 was to use a telephone survey to identify, from the

institutional (i.e., administrative) perspective, factors related to faculty involvement in

recruiting students as well as university enrollment concerns and objectives. The

admissions directors at the ten selected institutions were selected as representatives of the

institutional perspective. Data from these administrators also provided additional

verification of faculty perceptions about being requested to assist admissions in recruiting

activities. Specifically, Sample #1 addressed eight areas:

- Did the admissions directors in the sample request faculty to assist in undergraduate

  student recruiting?

- Why did the directors request faculty assistance?

- If the directors did not request faculty assistance, had others on campus done so?

- If the directors did not request faculty assistance, would they be doing so in the

  future?

- How did the admission directors utilize the faculty members to assist in the recruiting

  process?

- Did faculty members decline the invitation to assist in recruiting?

- What were the reasons that were given by faculty members that declined the

  invitation to assist in recruiting?

- What types of enrollment goals and objectives were identified at the institution?

<u>Sample #2: Faculty</u>

The purpose of the second sample was to use a mailed questionarie to obtain information directly from the faculty about their participation (or lack of it) in recruiting undergraduate students. This information was compared and contrasted with the results of the administrative perspectives obtained in sample #1.

The total number of 3733 available full-time faculty members representing the ten selected institutions was too large a number for the study because of time and financial constraints. I selected a subset of departments at each institution that represented the full range of disciplines, based on a method devised by Anthony Biglan. Biglan used a multidimensional scaling of subject matter to determine if academic areas could be grouped based on the characteristics of subject matter. His study viewed the subject matter in various forms such as "hard", or science-orientated areas and humanities, pure-applied, and areas concerning living or organic objects of study (Biglan, 1973).

Biglan's study compared large and small college data. Three characteristics of academic subject matter held for both the university and small college setting. The first distinguished hard sciences, engineering, and agriculture from social sciences, education and humanities. The second dimension viewed academic areas with application to practical problems. Education, engineering, and agriculture were distinguished from hard sciences, social sciences, and humanities. The final dimension distinguished biological sciences and social areas from those that dealt with inanimate objects (Biglan, 1973).

For this study I used two groups: -- (1) hard sciences, engineering, and agriculture and (2) social sciences, education, and humanities -- as a basis for selecting faculty members. The selected departments, as identified by Biglan in his research, were for Group 1, Biology, Physics, Chemistry, and Engineering. For Group 2 I included Business, English, History, and Education.

The number of faculty members in those disciplines at the ten selected institutions resulted in a total population of 1431 members. (Table 2) Forty percent of that population created a sample size of approximately 575 faculty members. I used a forty percent sample because of budget constraints and because a presumed fifty-percent return rate from the 575 surveys would equate to a twenty-percent sample.

Table 2

Total Population by Department

	Eng.	Hist.	Educ.	Bio.	Chem.	Phys.	Bus.	Engin.	Total
CMU	51	20	27	21	18	7	62	0	206
EMU	44	24	58	20	21	10	74	0	251
FSU	33	3	5	14	5	4	66	0	130
GVSU	36	15	24	13	14	5	49	15	171
LSSU	8	3	4	9	5	3	13	13	58
NMU	29	9	19	12	8	4	22	0	103
OU	18	12	43	19	22	10	32	30	186
SVSU	23	8	12	8	6	4	21	9	91
UM-D	13	7	15	12	10	6	20	66	149
UM-F	19	5	13	14	8	4	20	3	86
TOTAL	274	106	220	142	117	57	379	136	1431

Faculty members were proportionally randomly selected from each of the eight selected programs from each of the ten identified institutions. The survey results were used to represent the faculty population as a whole, rather then institution or by department.

To achieve maximum response from the mailed survey I used Dillman's (1978) Mail and Telephone Surveys: The Total Design Method, with modifications from Rea Parker's Designing and Conducting Survey Research (Parker, 1997). One week after the initial survey was mailed I sent a postcard to each potential respondent as both a reminder and a thank you. Three weeks after the initial mailing I sent a letter and replacement survey to non-respondents. This second mailing had a shorter cover letter then the original mailing (Dillman, 1978, p. 183). One week after the second mailing I sent an e-mail to all non-respondents reminding them of the survey and requesting their assistance in the project by returning a completed survey. The use of the Total Design Method (TDM), when followed without modification generally generated a return rate range of fifty to seventy-five percent. Dillman recognized that the TDM, when modified, generally generated a fifty- to sixty -percent return rate (Dillman, 1978).

Data Collection

Telephone Interview with Admissions Directors

There were two separate sets of data collection. Telephone interviews with the admission directors at the ten institutions provided information about the first two

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research questions, evidence of, and motivation for, faculty participation in undergraduate student recruiting. These interviews also provided verification of enrollment goals and objectives of the institutions.

An initial consent form was sent to each of the ten admissions directors with a cover letter outlining the study. Upon the return of a signed consent form, I conducted a telephone interview with the director concerning that particular institution's use of faculty in undergraduate recruitment. The cover letter, consent form, and questionnaire used for the admissions directors survey can be found in Appendix A. It is important to note that this group of admissions directors drives the requests for undergraduate student recruitment assistance at each campus.

The admissions directors from all ten of the selected Michigan universities positively responded to the request to be interviewed by telephone. The interviews took place over the course of five weeks, from March 13th, 2000 to April 18th, 2000.

The interviews ran in length from twenty minutes to approximately an hour. Each interview began with a description of the project and a reaffirmation of the confidentiality statement. In addition, I verified that any information collected would be presented in an aggregate format. Each director was also provided with the phone numbers and e-mail addresses of the interviewer and the chair of the University Committee on Research Involving Human Subjects at Michigan State University.

The interviews gathered information about the type of recruiting assistance requested of faculty, tasks actually performed by faculty, the perceived amount of time faculty were involved in each project, as well as why faculty were asked to participate. The telephone interviews were broken into three segments covering personal data, overall institutional enrollment information, and the use of faculty to assist in undergraduate student recruitment.

Questions about faculty participation in undergraduate student recruitment included a question that asked if faculty participated in undergraduate student recruitment at the request of the admissions office. If answered positively, I asked the director why faculty members were asked to participate in undergraduate student recruitment, as well as the specific tasks were assigned. The directors were read a list of sixteen potential tasks that might involve faculty members and asked to indicate if they did or did not use faculty for each task. The directors were allowed to comment on each task listed. They were also asked if they had faculty participate in any other recruiting activities, other then those listed. In the event of a negative response to the question concerning faculty participation, I asked why faculty did not participate, and if there were plans for future participation on the campus.

Prior to the interviews I carried out two pre-test interviews with selected directors of admissions at other Michigan colleges and universities not part of the study. I modified the interview protocol based on the pre-test findings.

I did not record the interview but took notes during the conversations with each

admission director. At the end of the interview I read the written responses to the

director for verification of the data.

The results of the interviews were entered onto a Microsoft Excel spreadsheet and

compared and contrasted with the second data collection from the faculty surveys. In

addition, comments made by admissions directors were entered onto a Microsoft Word

document so that they could be retrieved and used to augment the numeric data. I

compared administrator and faculty responses on faculty participation and tasks, and the

reasons that faculty were or were not involved in undergraduate student recruiting.

Mailed Survey to Faculty Respondents

The second data collection was a mailed questionnaire sent to sampled faculty. The

survey was designed following a method that combined suggestions by Rea Parker, in

<u>Designing and Conducting Survey Research</u>, Don Dillman in <u>Mail and Telephone</u>

<u>Surveys: The Total Design</u>, Earl Babbie's <u>Survey Research Methods</u>, and Arlene Fink's

<u>How To Conduct Surveys</u> (Babbie, 1973, Dillman, 1978, Fink, 1985, Parker, 1997).

Parker suggested that written surveys should follow several rules. First among those

suggestions was that there should be clear instructions. In addition, there should be

adequate spacing between questions, with no questions divided by pages. The

questionnaire should have an identification number for purposes of non-respondent

follow-up. There should also be a cover letter that explained to the respondent the use of

the identification number, along with assurances of privacy and confidentiality (Parker,

1997, p. 68). I followed all of these suggestions in creating the survey and cover letter

sent to the selected faculty members.

To provide for a maximum response rate to a mailed survey Parker suggested that,

two weeks after the initial mailing, a postcard be sent to non-respondents encouraging

completion of the survey. Four weeks after the initial mailing a second mailing should be

sent to non-respondents. Additional processes past the second mailing could include a

reminder phone call or a third mailing sent certified mail (Parker, 1997, p. 69). This

process followed very closely that of Dillman's in Mail and Telephone Surveys: The

Total Design Method, and reinforced the modified version of the format used for this

project's survey. The final mailing method was described in the Sampling Methods

segment of this paper for Sample #2.

I pre-tested the survey with ten faculty members that were not included in the final

faculty selection. These ten faculty members were asked to complete the survey and

return it. In addition, they were asked to comment on the questions and layout design of

the survey. I modified three questions based on their responses.

The test subjects were also asked to time how long it took to complete the survey.

Their responses showed an average time of fifteen minutes or less. I incorporated the

information about the amount of time required to complete the survey in the cover letter for the survey.

After modification, the mailed survey was four pages in length broken into four sections: Instructions, Background Information, Enrollment, and Activities. A cover letter described the project and provided contact phone numbers and e-mail address for questions about the survey or about being a research subject. In addition, the cover letter explained the use of an identification number on the survey for follow-up with non-respondents. It also provided assurances of privacy and confidentiality. A postage-paid reply envelope was provided with each survey. The cover letter, survey, and follow-up contact information for the faculty survey can be found in Appendix B.

The background segment of the survey consisted of six questions concerning the respondent's tenure status, rank, age, and number of years at the current institution. In addition, the respondent was asked what percentage of time was spent on teaching, research, service, professional growth, administration, and outside consulting or freelance work. Another question asked about employment status and was used to verify that the respondent was a full-time employee.

The enrollment segment of the survey consisted of seven questions about the respondent's perception of departmental and institutional enrollment trends and about undergraduate enrollment goals of the institution. In addition, questions were asked concerning the faculty member's perception of assisting in undergraduate student

recruitment including institutional mission statements and goals, and whether or not the respondent was required to partake in the undergraduate recruiting experience.

The activities segment of the survey contained eight questions. It began with a list of sixteen potential recruiting activities. Faculty members were asked to mark all the activities on the list in which they had participated. Respondents were given the opportunity to add activities not listed. The respondents indicating they participated in recruiting activities were also asked where requests for undergraduate student recruitment assistance originated, if participation created a time conflict with other responsibilities, and their motivations for participation.

The final survey questions, asked of all faculty members sent the survey, asked for information concerning feelings towards recruiting undergraduate students. They also allowed for the respondent to express opinions to an open-ended question concerning the topic.

The results of the surveys were entered into an SPSS software package for statistical analysis. To prepare these variables for the regression analysis I created a new code system for study variables as follows:

- PARTICIP (Participation)
  Did the faculty member participate in recruiting? 0=no, 1=yes

- OVERALL (Overall institutional enrollment)
  The faculty member's perceived institutional enrollment trend: -1=declining, 0=stable, 1=increasing

- DEPART (Departmental enrollment)
  The faculty member's perceived departmental enrollment trend: -1=declining, 0=stable, 1=increasing

- PROGRAMS (New programs)
  Did the faculty member's department launch a new program? 0=no, 1=yes

- TENURE (Tenure status of the respondent)
  Was the respondent tenured? 0=No, 1=Yes

- YEARS (Years of service)
  Number of years the faculty member has spent at the current institution: (actual number)

- CLASSES (Classes taught)
  The number of classes taught per semester: (actual number)

- CONFLICT (Conflict with other duties)
  Did recruiting cause a conflict with other duties? 0=no, 1=yes

- MOTIVATE (Motivation of the faculty member)
  The main motivating factor, as identified by the respondent, for participating in recruiting activities: 1=enrollment, 2=service, 3=other

- REQUEST (Where the request for participation in recruiting originated)
  From where did the request for participation originate? 1=Department (Dean, chair, other faculty member, departmental secretary) 2=Admissions, 3=other

- PERCEPT (Respondent's perception of the faculty role in recruiting)
  What was the faculty member's perception of the faculty role in recruiting? 0=not a faculty function, 1=is a faculty function

- REWARD (Reward, either intrinsic or extrinsic, given to the respondent)
  Was the respondent rewarded for participating in recruiting activities? 0=No, 1=Yes

The variables TENURE, RANK, CLASSES, YEARS, PERCEPT, represented

institutional goals and missions and historical faculty responsibilities, the first two of the

additional influencing factors put forth in the model. The variable MOTIVATE

represented faculty motivation in the project's model and REWARDS represented faculty rewards. REQUEST, CONFLICT, and REWARD were omitted from the regression model because they only applied to individuals who participated in the recruitment of students. The variables used in the regression analysis were TENURE, RANK, YEARS, CLASSES, OVERALL, DEPART, PERCEPT, and PROGRAMS. The dependent measure was PARTICP, or participation in student recruitment.

In addition to coding the variables used in the statistical analysis, the faculty responses were entered onto Microsoft Excel spreadsheets to track participation in activities, time allocated at work, perception of enrollment goals, and the origination of the requests for recruiting assistance. The data from the surveys was then compared and contrasted with those answers provided by the admissions directors. Written comments of faculty members were compiled on a Microsoft Word document and used to augment the numeric data that was collected.

The initial mailing of the survey to the 575 selected faculty generated 224 valid responses. A second mailing of the survey to non-respondents, with a shorter cover letter, generated an additional 68 returned surveys for a total of 292 valid responses. A follow-up e-mail to all non-respondents of the second mailing generated an additional 20 returned surveys for a combined final total of 312 valid responses. The final response rate to the 575 mailed surveys was 54.26 percent. The 312 responses equated to 21.80 percent of the overall population of 1431 faculty members. (Table 3)

Table 3

Mailed Survey Response Rate

	Response	Total Response (575 Mailed)	Percent Response (575 Mailed)	Overall percent response (575 Mailed)	Percent of total population (1431 Faculty)	Overall percent of total population (1431 Faculty)
First Mailing	224	224	38.95%	38.95%	15.65%	15.65%
Second Mailing	68	292	11.83%	50.78%	7.83%	20.40%
E-mail	20	312	3.48%	54.26%	1.40%	21.80%
Total	312					

Twenty-four surveys were not valid (e.g. death, moved, changed positions). When the twenty-four non-valid members were subtracted from the 575 overall number used for the study, the number of available faculty members became 551 and the 312 valid responses equated to a 56.62 percent return rate (Babbie, 1973, p. 165; Fink, 1985, p, 62). When the twenty-four non-valid members were removed from the overall population the number of potential faculty members dropped from 1431 to 1407. The return of 312 valid surveys then represented 22.18 percent of the overall population. This response rate falls between adequate and good according to Babbie (1973, p. 165) and Parker (1997, p.69).

The response rate to the survey varied by institution and department. The average institutional response rate was 57.12 percent. The response rate by institution is found in Table 4.

Table 4

Response Rate by Institution

Institution	Response Rate
Central Michigan University	45.12%
Eastern Michigan University	45.55%
Ferris State University	42.31%
Grand Valley State University	60.87%
Lake Superior State University	91.30%
Northern Michigan University	62.79%
Oakland University	65.33%
Saginaw Valley State University	55.55%
University of Michigan-Dearborn	50.84%
University of Michigan-Flint	51.42%

The departmental response rate to the survey varied by program. The lowest response rate was from the physics faculty members at 41.66 percent. The highest response rate was 71.74 percent from the Chemistry faculty. The average response rate for the eight programs was 54.03 percent. Response rates for each program are found in Table 5.

Table 5

Response Rate by Program

Program	Response Rate
Biology	63.79%
Business	54.61%
Education	64.04%
Engineering	44.44%
English	43.11%
Chemistry	71.74%
History	48.83%
Physics	41.66%

IV. RESULTS

Results of the Admissions Director Telephone Surveys

The directors had a wide range of work experience in the admissions field. Two of the directors worked in admissions for five years, representing the low end of the experience range. At the high end one institutional representative had twenty-eight years of admission's experience. The average tenure of the ten directors was fourteen years of experience in admissions. Most admissions directors felt they had sufficient experience to provide current data about faculty assistance in recruiting, as well as relating the information in a historical perspective.

Only one director reported an overall decline in the number of undergraduate students over the past three years. Two other respondents described their institution's enrollment as stable. The enrollments at seven other institutions had increased over the past three years.

Eight of the admissions directors indicated that the main enrollment goal for their institution was to increase the overall number of undergraduate students. One respondent stated that the enrollment goal at his institution was not to increase the student population but to maintain the overall size of the institution. The tenth admissions director noted that he had never received direction from his superiors concerning enrollment goals. However, he suspected that the answer would be to increase the overall number of students.

The most mentioned secondary enrollment goal of the directors was the desire to increase the diversity of the entering student body. Increasing the quality of the incoming students followed diversity as another secondary goal.

The admissions directors from all ten universities acknowledged that faculty members were asked to assist in recruiting undergraduate students. All ten directors verified that he or she had faculty that worked with the admissions office in some recruiting capacity. In addition, the directors noted that faculty involvement in recruiting students was increasing. One went so far as to acknowledge that faculty involvement with recruiting had become a "hot topic" on her campus.

Each director was read a list of sixteen potential faculty activities. The list included such items as faculty visits to high schools and community colleges, calls to prospective students, attendance at open houses and receptions, the writing of letters to students, service on enrollment or retention committees, assistance in the application process, and review of admissions literature (Dennis, 1998, Green, 1990, Hossler, 1999, Ihlanfeldt, 1980, Keller, 1997, Kemerer, 1985, Kreutner, 1980, Kuh and Wallman, 1986, Smith, 1998).

The recruiting activities were discussed one at a time and the directors were allowed to comment on each activity. The data collected from the admission's directors revealed the following:

- 50 percent of the institutions had faculty visit high schools;

- 100 percent of the institutions had faculty visit community colleges;

- 60 percent of the institutions had faculty place calls to prospective students;

- 100 percent of the institutions had faculty attend open houses;

- 90 percent of the institutions had faculty members attend admission's receptions for prospective students;

- Faculty served on enrollment committees at 60 percent of the institutions;

- Faculty served on retention committees at 70 percent of the institutions;

- 50 percent of the institutions had faculty members involved in the admission decision process for new students;

- 90 percent of the institutions had faculty members review, and provide input, on the admission's literature pieces.

The information provided by the admissions directors confirmed that many of the suggested recruiting activities and ideas noted in the literature were occurring. The data supplied by the directors supported Williams' (1986), and Ingold's (2000) beliefs that the resolution of enrollment issues required a campus-wide effort.

The data also supported recommendations from the literature about having faculty participate in writing letters to students (Barton and Treadwell, 1978; Enrollment Management 2000; Green, 1990; Kemerer, 1985; Kreutner and Godfrey, 1980,), serving on enrollment and recruitment teams (Kreutner, 1980), visiting high schools and

community colleges (Dennis, 1998; Keller, 1997), and attending Open Houses (Keller, 1997).

The directors also listed recruiting activities other than those listed. One noted that faculty on his campus worked on creating a CD Rom sent to prospective students. Several directors commented that faculty assisted with high school and junior high school students' visits to campus. This involvement included organizing tours of classrooms and providing laboratory demonstrations for students, as well as meeting with parents and teachers that toured with the students. Four directors also noted that faculty members provided valuable input as they sat on scholarship committees and career panels.

Seven admission directors felt that the role of faculty assisting their offices had grown over the past three years, while three directors felt that it had stayed fairly stable. One of the latter three directors remarked that because the university already had faculty involved in so much, it would have been difficult to ask them to do more.

The directors provided a variety of reasons for why they asked faculty to participate in undergraduate student recruiting activities. Several of the admissions directors said that they that considered faculty members effective recruiters, especially when dealing with students interested in their academic programs. These comments supported Kreutner and Godfrey's (1980) assertion that faculty were the most effective recru iters, as well as Dennis' (1998) and Hossler's (1999) points that faculty could effectively recruit students. One director stated that, "We use faculty because it helps in the

conversion of applicants to enrolled students. The role of faculty is very beneficial to converting a student, particularly in the faculty's own field of interest".

The directors felt that faculty members who assisted in recruiting were more believable than admissions officers in relating information to students, had more credibility than admissions officers, and had more impact than anybody else in influencing students and parents. A director noted, "We ask faculty to assist because of their experience of working with undergraduate students, their interest, and their high school contacts. They are eager to recruit the best students".

Another director stated, "Our University recognized that student relationships with faculty were critical and thus an important reason for requesting faculty help. We can have the faculty meet students earlier and build an advising relationship with them". He continued, "I wish I had a commitment from a faculty member to speak to parents and students for every campus tour we give. Nothing underestimates the impact of the faculty. Schools our size need faculty involvement".

The admissions directors provided a number of reasons for why they felt that faculty assisted in the recruiting process. The issue of enrollment (Krotseng, 1992, Hossler, 1986), especially departmental enrollment (Diamond, 1993) was a major factor for faculty participation in the eyes of the directors. The director of one of the larger institution stated that, for his university, "enrollment and departmental survival is the reason for faculty giving time. There are programs that are not here now where faculty

were asked to assist but believed the role of recruiting to be solely the admissions office responsibility. Unfortunately those faculty are no longer here since their programs didn't survive". One director commented that the faculty members at his particular university were "being held more accountable for their (enrollment) numbers". The admission director at another large institution was straight to the point: "They help because they are building their programs. It's very Darwinian with self-preservation in mind".

One respondent mentioned enrollment concerns as an issue, but also brought out several other reasons why she believed faculty assisted her office. "Some faculty members do it because it is important to the survival of the institution. Other faculty members are involved due to program conservation, but many are involved because they believe recruiting is everybody's job. Some do just because they enjoy it".

When asked why some faculty members turn down requests for assisting in recruiting, one director from an institution whose enrollment had grown by more then 33 percent over the past three years said:

The faculty don't see it as their mission. They turn us down due to time constraints and ask why would I benefit from this? They say it is not their role. Sometimes they don't understand the impact they have in the selling of the school and the image they project. If I have a blue-chip prospect I go for it and contact faculty immediately. It is hard when it is the same faculty members over and over again but people that care will always participate, it is part of their make up.

These thoughts were echoed by other directors who noted that time constraints were an issue with faculty. They replied that many faculty members stated they were just too busy. They also noted that some faculty negatively refused requests to assist with recruiting by stating it was not their job. At one university this response was especially common among the senior faculty. The director at that particular institution said, "They say no because they believe recruiting is the job of the university. When pushed they ask 'What's in it for me?' We in admissions need to inform our colleagues on campus why enrollment is important to them".

One director believed that faculty sometimes refused the requests to help with recruiting because of "latent hostility towards administrative types". At another institution where the admissions director received good faculty assistance requests were very open-ended. This finding raised the possibility that the manner in which faculty members were asked for assistance affected their response.

The respondents noted that most requests for recruiting assistance came directly from the admissions office. It was not uncommon, however, for the requests to come from the president, vice president of student affairs, or a chancellor. The latter administrators were more likely to make requests during a special event or program, or during a critical recruiting time.

At one institution faculty became involved in recruiting because assistance was made part of the academic review process. At this university an academic affairs committee

identified programs with enrollment "stress". The committee, staffed predominantly by faculty members, had a pool of approximately $50,000 that it could award to programs in need of additional funding to assist in recruiting students. The programs identified as at risk had the opportunity to present a plan to the committee to bolster their enrollment.

The committee would then select five or six programs and allocate $4000 to $6000 per program, sometimes not using their entire pool of money. The faculty members of these programs could then initiate their proposed recruitment plan to augment the admissions office's effort and bolster their enrollments. The committee would also try to partner with faculty members that had done outstanding recruitment efforts in the past to recognize their work publicly and present evidence of the need for faculty participation.

The directors all lamented that there were no significant rewards that came directly from either the admissions office, or from the administration, for faculty members that assisted in recruiting. One director commented, "We are not rewarding them for this kind of service. We give appreciation lunches and some trinkets but it is not enough. As a university, to be successful with this endeavor, we need to have this written into the tenure or promotion process".

Several directors used the opportunity to provide additional feedback during the open comment segment of the survey. All mentioned communication difficulties with faculty. Among the concerns was the inability to provide the faculty with detailed information explaining the need for faculty assistance in recruiting. In addition, some directors felt

that many faculty members had misconceptions of the recruiting process and didn't understand the reasons certain recruiting events or programs were held.

The lack of an opportunity to train the faculty members for the recruiting activities was mentioned, as was a problem with allowing the faculty to volunteer for programs. "Let's be realistic here," stated one director, "there are certain faculty that I would not want to talk to students or parents. Of course, those are the ones that sometimes volunteer the most. They then spend their time with students and parents complaining about the school, or venting their frustrations. The problem is, how do tell them you don't want their help, without causing an even bigger problem?"

Another director had a different problem:

Sometimes, my biggest problem is dealing with departments when I call and ask for somebody to talk to a parent or student. They don't understand that, many times, parents and students just walk into our office without an appointment. When they ask to talk to a faculty member I really can't say no to them. This is especially difficult when parents mention that they are visiting several colleges and you worry that your school won't provide the same level of service as the other colleges. This is a situation that has caused some grief.

Overall, however, the admission directors were grateful for faculty participation in recruiting activities, and appreciated the assistance given by their faculty.

Results of the Faculty Survey

The first section of the survey provided background information about the respondents. Among the data collected were the respondent's tenure status, rank, and number of years of service at the current institution. In addition data were collected on the faculty members' job responsibilities and the number of classes they taught. Lastly, the respondent's participation, or lack of participation, in recruiting activities was tracked.

The second area of data collection provided the faculty member's perception of institutional and departmental enrollment trends. The respondent's perception of the role of the faculty in undergraduate student recruiting was also recorded.

Finally, the respondents that indicated they had participated in student recruiting activities identified the office that asked for their assistance in recruiting, and the primary motivation for assisting in recruiting activities. They also provided data concerning conflicts caused by their participation, and whether or not they were rewarded for their work.

Description of the Faculty Respondents

The data collected from the faculty members first verified that all of the respondents were full-time faculty members at their institutions. All of the respondents to the survey

answered the questions concerning tenure, rank, and the number of classes they taught. A

few skipped the question concerning the faculty member's number of years at their

current institution.

The data concerning the background information about the faculty showed that about

three-quarters of the respondents, nearly 78 percent, were tenured. (Table 6)

Table 6

Tenure

	Frequency	Percent	Valid Percent	Cumulative Percent
Non-tenured, tenure not available	10	3.2%	3.2%	3.2%
Non-tenured, on tenure track	63	20.2%	20.2%	23.4%
Tenured	239	76.6%	76.6%	100.0%
Total	312	100.0%	100.0%	

Faculty members from all ranks participated in the project. Nearly 42 percent of the

respondents had achieved the rank of professor, while 55.1 percent were associate or

assistant professors. (Table 7)

Table 7

Rank

	Frequency	Percent	Valid Percent	Cumulative Percent
Professor	130	41.7%	41.7%	41.7%
Associate Professor	108	34.6%	34.6%	76.3%
Assistant Professor	64	20.5%	20.5%	96.8%
Instructor	0	0%	0%	96.8%
Adjunct Faculty	2	.6%	.6%	97.4%
Lecturer	4	1.3%	1.3%	98.7%
Other	4	1.3%	1.3%	100.0%
Total	312	92.3%	100.0%	
Missing	0	0%		
Total	312	100.0%		

Slightly less than half of the faculty respondents, 43 percent, had been at their current institution for ten years or less. Ten faculty members were in their first year of service at their current university while one faculty member was in his thirty-seventh year at his institution. (Table 8)

Table 8

Years of Service at the Current Institution

Years at the current institution	Frequency	Percent	Valid Percent	Cumulative Percent
1-10	124	39.7	43.0	43.2
11-20	89	28.5	31.0	74.0
21-30	48	15.4	16.6	90.6
31 or more	27	8.7	9.4	100.0
Total	288	92.3	100.0	
Missing	24	7.7		
Total	312	100.0		

The faculty members were asked "Please give the percentage of your time spent on the following activities: Teaching, Research, Service, Professional Growth, Administration, Outside Consulting or Freelance work, and Other (The total should be 100%)". The results for the average time spent for each activity for the respondents is presented below:

- Teaching represented an average of 52.45% of the faculty's time;

- Research comprised an average of 15.84% of the faculty's time;

- Service comprised an average of 13.71% of the faculty's time;

- Administration represented an average of 11.96% of the faculty's time;

- Professional growth only represented an average of 4.17% of the faculty's time;

- Outside Consulting or Freelance Work comprised an average of 1.37% of the faculty's time;

- Other duties comprised an average of .41% of the faculty's time.

Twenty-two respondents were not teaching during the time they completed the survey. A majority of the respondents, 44.6 percent, were teaching three classes. (Table 9)

Table 9

Number of Classes Taught

Number of classes	Frequency	Percent	Cumulative Percent
0	22	7.1	7.1
1	28	8.9	16.0
2	47	15.1	31.1
3	139	44.6	75.7
4	55	17.6	93.3
5	21	6.7	100.0
Total	312	100.0	

Faculty Perceptions of Institutional Trends and Priorities

Overall Enrollment

Faculty members were asked to describe enrollment trends at their institutions and departments as having increasing, decreasing, or stable enrollments. Over 90 percent of the faculty perceived their institution's overall enrollment as increasing or stable. (Table 10)

Table 10

Faculty Perception of the Overall Undergraduate Enrollment

	Frequency	Percent	Valid Percent	Cumulative Percent
Increasing Enrollment	198	63.5%	69.0%	69.0%
Decreasing Enrollment	28	9.0%	9.8%	78.7%
Stable Enrollment	61	19.6%	21.3%	100.0%
Total	287	92.0%	100.0%	
Missing	25	8.0%		
Total	312	100.0%		

Over 18 percent of the faculty respondents felt that their department was experiencing an enrollment decline. In contrast to the 70 percent of the faculty respondents who felt that their institutional enrollment was growing, only 46.9 percent of the faculty felt that their own departmental enrollment was increasing. (Table 11)

Table 11

Faculty Perception of Departmental Enrollment

	Frequency	Percent	Valid Percent	Cumulative Percent
Increasing Enrollment	134	42.9%	46.9%	46.9%
Decreasing Enrollment	52	16.7%	18.2%	65.0%
Stable Enrollment	100	32.1%	35.0%	100.0%
Total	286	91.7%	100.0%	
Missing	26	8.3%		
Total	312	100.0%		

Over two-thirds of the respondents indicated that their department had started a new program over the past three years. (Table 12)

Table 12

Has your department launched any new programs in the past three years?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	185	59.3%	68.5%	68.5%
No	83	26.6%	30.7%	99.3%
Don't know	2	.6%	.7%	100.0%
Total	270	86.5%	100.0%	
Missing	42	13.5%		
Total	312	100.0%		

Faculty Participation in Undergraduate Student Recruiting

Faculty were asked to mark all of the sixteen activities in which they had participated. The responses to this question indicated faculty participation in undergraduate student recruiting. If a faculty member marked any box, indicating participation in an activity, the respondent was considered a participant in his or her institution's recruiting effort. Using this method of tracking responses, a total of 264 of the 312 (84.6 percent) faculty members indicated that they participated in at least one of the undergraduate recruiting activities listed in the mailed survey. (Table 13)

Faculty responses verified participation in all sixteen of the listed recruiting activities pulled from the literature. In order, the top five recruiting activities involving faculty were:

- Attending Open Houses;

- Meeting with parents and students taking campus tours;

- Hosting prospective student events on the campus;

- Serving on an enrollment or retention committee;

- Developing departmental fact sheets, brochures, or newsletters to be sent to prospective students.

Interestingly, the top five responses indicated that faculty favored the activities that allowed them to remain on campus. Visiting high schools and community colleges, and

other off-campus activities, fell far down the line of those in which faculty participated.

All of the responses to the question can be found in Appendix 3.

Table 13

Faculty Respondents Participation in Recruiting

	Participated in Recruiting Activities	Percent	Cumulative Percent
Yes	264	84.6 %	84.6 %
No	48	15.4 %	100.0%
Total	312	100.0 %	

Faculty members that participated in one to three activities comprised 44.7 percent, or 118, of the respondents. At the other end of the spectrum five faculty members indicated that they participated in thirteen or more of the listed recruiting activities. A total of 75 percent of the faculty members participated in between one and six recruiting activities. (Table 14)

Table 14

Number of recruiting activities

	Frequency	Percent	Cumulative Percent
1-3	118	44.7%	44.7%
4-6	80	30.3%	75.0%
7-9	43	16.3%	91.3%
10-12	18	6.8%	98.1%
13 +	5	1.9%	100.0%
Total	264		

Faculty Perceptions of the Faculty Role In Undergraduate Recruiting

Several questions related to the faculty role in undergraduate student recruiting. The first asked the respondent to indicate whether faculty assistance in recruiting was a service activity, other faculty responsibility, not a faculty function, or something else. The responses showed that most faculty members, nearly 62 percent, felt that faculty assisting in student recruiting should be viewed as a service activity. Nearly one-fifth, 19.3 percent, felt that recruiting should not be a faculty function. (Table 15)

Table 15

Is your perception of faculty assisting in undergraduate recruiting a:

	Frequency	Percent	Valid Percent	Cumulative percent
Service Activity	186	59.6%	61.8%	61.8%
Responsibility	52	16.7%	17.3%	79.1%
Not a faculty function	58	18.6%	19.3%	98.3%
Other	5	1.6%	1.7%	100.0%
Total	301	96.5%	100.0%	
Missing	11	3.5%		
Total	312	100.0%		

Responses of the Participants in Undergraduate Recruiting

Forty-eight faculty members not participating in undergraduate student recruiting activities were told to skip four questions on the survey and move directly to the final set of questions. The questions they skipped concerned rewards and conflicts, for those that assisted in recruiting efforts on their campus. The final set of questions, asked of all those taking the survey, dealt with the participant's personal feelings towards faculty

participation in student recruitment and were to be answered by all respondents taking the survey.

Origination of Requests for Assistance

The first question for those that indicated participating in recruiting undergraduate students asked, "Which office or individual asked you to participate in the activity or activities you checked?" By far, most requests originated from the respondent's own department. Nearly two-thirds of the respondents, 65.5 percent, mentioned that the request for assistance in recruiting came from their own departmental area. Departmental requests came from the Dean, department head, other faculty, or the departmental secretary.

The directors of admission indicated that most of the requests for faculty assistance originated from their offices. In contrast, only 18.5 percent of the faculty respondents indicated the requests came from admissions. This apparent conflict may result from the communication path. Many of the projects and activities originated from the admissions office and were given to departments, which then asked faculty to participate.

A variety of other areas were mentioned as sources of requests for participation, such as local high schools, the athletic department, Provost, President of the institution, minority office, or cultural affairs office. The number of responses for each these areas were very small and were combined under the category "other". (Table 16)

Table 16

Office or individual that originated the request for faculty assistance

	Frequency	Percent	Valid Percent	Cumulative Percent
Department	163	52.2%	65.5%	65.5%
Admissions	46	14.7%	18.5%	83.9%
Other	40	12.8%	16.1%	100.0%
Total	249	79.8%	100.0%	
Missing	63	20.2%		
Total	312	100.0%		

Conflicts

The second question asked of faculty participants in recruiting was, "Do you feel that your participation in the activity or activities created a time conflict with your other responsibilities?" Of the valid responses, 58.3 percent of the faculty felt that their participation in recruiting activities caused a time conflict with other their responsibilities; 41.7 percent of the respondents did not feel so. (Table 17)

Table 17

Did recruiting cause a conflict with other duties?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	103	33.0%	41.7%	41.7%
Yes	144	46.2%	58.3%	100.0%
Total	247	79.2%	100.0%	
Missing	65	20.8%		
Total	312	100.0%		

Motivation

The main motivating factor for faculty members that participated in recruiting

activities was concern about enrollment. These responses supported suggestions made by

Hossler (1986) and Krotseng (1992) and verified the comments made by the admissions

directors. Respondents mentioned institutional and departmental enrollment concerns as

motivating factors. Another enrollment concern that was frequently mentioned was the

desire to enroll quality students.

The second most mentioned motivating factor was related to service. Many

comments fell into the category of other. Some of the other motivating factors mentioned

by respondents included assisting others in the department, a desire to work with

students, and enjoyment in participating in the activities. (Table 18)

Table 18

Key motivating factor for participating in recruiting activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Enrollment	100	32.1%	41.5%	41.5%
Service	53	17.0%	22.0%	63.5%
Other	88	28.2%	36.5%	100.0%
Total	241	77.2%	100.0%	
Missing	71	22.8%		
Total	312	100.0%		

Rewards

More than three-quarters of faculty respondents, 78.3 percent, indicated that they

were not rewarded for their assistance in recruiting undergraduate students. (Table 19)

Table 19

Were you rewarded in any manner for your participation in recruiting activities?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	191	61.2%	78.3%	78.3%
Yes	53	17.0%	21.7%	100.0%
Total	244	78.3%	100.0%	
Missing	68	21.8%		
Total	312	100.0%		

Regression analysis

The regression analysis showed three variables significantly influenced a faculty

member's participation in undergraduate student recruiting. The strongest predictor,

positively related to likelihood of participation in student recruitment, was the perception

that recruitment is part of the faculty job. The number of classes taught was negatively

related to participation in recruitment. The perceived decline in departmental enrollment

was positively related to participation in student recruitment. The variables can be found

in Table 20.

Table 20

Variables in the equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step a 1						
TENURE	-.111	.708	.024	1	.876	.895
RANK	-.314	.310	1.031	1	.310	.730
YEARS	.025	.028	.828	1	.363	1.026
CLASSES*	-.405	.218	3.447	1	.063	.667
OVERALL	-.437	.419	1.088	1	.297	.646
DEPART*	-.640	.347	3.403	1	.065	.527
PERCEPT***	2.033	.434	21.985	1	.000	7.638
PROGRAMS	.585	.450	1.685	1	.194	1.794
Constant	3.663	1.961	3.490	1	.062	38.964

a. Variable(s) entered on step 1: TENURE, RANK, YEARS, CLASSES, OVERALL, PERCEPT, PROGRAMS
* = p < .10
*** = p < .001

Table 21

Omnibus Tests of Model Coefficients

	Chi-square	df	Sig.
Model	38.999	8	.000

Table22

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	154.439	.140	.266

Table 23

Classification Table (a)

Predicted

Observed	PARTICIP .00	PARTICP 1.00	Percentage Correct
Step 1 PARTICIP .00	5	27	15.6 %
PARTICIP 1.00	6	220	97.3%
Overall Percentage			87.2%

a. The cut value is .500

V. CONCLUSIONS AND RECOMMENDATIONS

The results of the project showed that faculty were involved in undergraduate student recruiting at the selected universities. The principal factor in faculty participation in student recruitment is the perception that this function is an expected part of the faculty position. Also important are the perception that departmental enrollment is declining and having a lower teaching load that permits involvement in recruiting.

For those who participated, recruiting sometimes conflicted with other duties. This finding suggests that recruiting competes for time with other activities in a faculty member's workweek. For participants, concern about departmental enrollment was an important motivator whereas rewards were not as important.

Research Question 1

Do faculty members assist admissions officers in the recruitment of undergraduate students?

The data collected for the project found strong evidence that the faculty in Michigan public Masters-level institutions assist recruiting undergraduate students. The ten admission directors all acknowledged that faculty members assisted in their institution's recruiting effort. The data from the faculty survey showed that 84.6 percent of the respondents participated in at least one recruiting activity during the past three years, with

the mean number of activities for the respondents at 3.98. Although the level of

participation varied, 44.7 percent of the respondents participated in one to three recruiting

activities. The number of faculty members that participated in over ten recruiting

activities was 8.7 percent of the respondents.

These results support claims made by Ingold (2000) and Williams (1986) that successful

enrollment campaigns require a campus-wide effort including the faculty. The top five

recruiting activities in which faculty participated were campus-based activities. In order

they were: attending open houses, meeting with parents and students taking campus tours,

hosting prospective student events on campus, serving on enrollment or retention

committees, and developing departmental fact sheets, brochures or newsletters. Many of

these functions were recommended by Kahn (2000), Dennis (1998), Keller (1997),

Kemerer (1985), Kreutner and Godfrey (1980), and Barton and Treadwell (1978).

Comments from the faculty members and the admissions directors indicated that

faculty participation in recruiting was an important issue on many of the campuses. For

example, one admissions director stated that the issue of faculty assisting in recruiting

was a "hot topic" on his campus and a point of contention among some faculty. In the

open comment section faculty respondents forcefully stated their opinions, both pro and

con, on recruiting issues related to enrollment concerns, conflicts with other duties, and

communication problems with the admissions offices.

In sum, most of the literature suggested that faculty could assist in recruiting with few articles actually providing evidence of faculty involvement. The study shows that many faculty members are being asked to assist in their institution's recruiting efforts.

Research Question 2

Do enrollment concerns motivate faculty members to assist in recruiting activities?

Perceived departmental enrollment decline, not institutional enrollment problems, is a significant factor in faculty participation in student recruitment. It is **not** the strongest predictor, however. Many faculty respondents expressed a desire to increase departmental enrollment or to enroll more "quality" students within the department.

A sample of the comments from the respondents concerning departmental enrollment showed specific reasons why faculty became involved in recruiting students. Among the comments:

- A desire to increase departmental enrollment;

- The loyalty to other departmental faculty who wanted to start additional departmental programs;

- A feeling of responsibility to the department but not to the institution;

- A tendency to believe that additional new student enrollment could mean more revenue for the department;

- A professional responsibility to the department to make a program known to the outside world;

- A desire to influence the size, or makeup of the entering student body. This included such areas as "properly placing students", influencing the quality of the entering student body, or competing with other departments for students.

The overall tenor of the comments supported faculty assistance in the recruiting process to improve the department. The faculty respondents gave more detailed comments concerning the consequences of recruitment for their department than any other area of the survey. The faculty seemed to relate the recruiting issue to their departmental work lives rather than to more abstract themes such as an institutional mission statement or institutional enrollment goal.

Among the many positive statements, one respondent declared, "Faculty who have a vested interest in increasing enrollment in their departments should welcome an opportunity to do so. That's a direct win/win situation". Another faculty member reasoned, "I believe that each department feels these are legitimate requests from admissions and most faculty enjoy meeting prospective students and talking about what we do".

Among the reasons faculty respondents wanted to recruit students for their own department was the feeling that they could provide students with more detailed information about their academic programs then others on their campuses. Among the

comments: "Students need to know faculty in departments to make intelligent choices in higher education. It is a service to students". Another respondent wrote, "Students and parents want to know who the professors are and whether they are dedicated to the students. If professors participate in undergraduate student recruitment it reassures prospective students and their parents".

Faculty respondents also commented about why faculty should recruit students, how departments could coordinate recruiting activities, and the service component of the activity. The faculty respondents also raised a concern about the conflict between recruiting students for their particular department and more general recruiting activities. Faculty also were concerned that they were being asked to recruit students for programs already over-enrolled. This finding suggests that institutional leaders may set enrollment goals without input by the faculty.

Many faculty respondents were motivated not by enrollment numbers but by the quality of the entering student. To this end, one faculty member noted how his assistance could have an impact:

As coordinator of an academic program I am especially concerned about the quality of students we attract and the impression they have of us before they come to campus. Also, I expect to play a major role in the student's lives when they're in my classes. If a little personal contact with a real person can help them feel better about coming

the university, it's worth my time. Perhaps I can make a difference to the student, while at the same time increasing the quality of the students entering my program.

Another faculty member described how recruiting could be simplified at the departmental level if everybody assisted: "If everyone pitches in, the demands are kept at a reasonable level. The faculty is the face of the university and having personal contacts with faculty is a useful and beneficial component of recruitment. Students, especially undergrads, need mentors and models in their prospective fields. I'm happy to help out when I can".

One respondent touched on the subject of service. He contended:

I think it [assisting in student recruitment] is important to do in departments where enrollments are declining [like our own]. It should be rewarded as a service activity as to do it well takes time. Our department sort of informally rewards it in annual evaluations, but there aren't any formal campus procedures for reward that I am aware of. It makes sense to have faculty participate in this because no one knows our programs as well as we do.

Another faculty member agreed, "I believe it is important for faculty to participate, especially to provide information related to their field. Also, it helps prospective students to know that they will be given individual attention at our institution". Finally, a respondent stated, "I believe faculty can be very effective representatives in the area of

recruiting students since we can speak with the most knowledge and experience about our programs and opportunities". He then added, "For this to occur on a large scale, though, I do think it should be formalized as a service activity for which faculty would be rewarded, ideally with release time from other responsibilities. As of today, I am unaware of any specific program or effort to specifically involve faculty in recruiting beyond various ad hoc activities".

A few respondents mentioned the historical commitment by the department to student recruiting. One said: "My department has always been active in student recruitment. My activity in this area is much less than many of my colleagues. In other areas I will do more where they do less. This works well. Therefore, while there should be a commitment on the part of faculty to recruit, it doesn't need to be done by ALL faculty". Another said that his department actually worked towards recruiting students without the admissions office at the institution being aware of their work. He said that student recruiting was, "A highly desirable activity, but not usually encouraged by admissions offices, who feel this is their responsibility. So, in our department we operate independently—probably never even bother to inform our admissions staff".

Although not a significant predictor of participation in recruiting, launching a new departmental program did influence a few faculty members. According to one, "In any developing program, unless the faculty go out and help administration in student recruitment, the program may not develop fast. Established programs may not need this help. Universities with only undergraduate programs in professions like engineering,

nursing, medical technology, and physical therapy may have to use faculty in their recruitment efforts".

Faculty respondents mentioned two potential downsides to participating in recruiting activities. The first concerns the potential conflict between serving the department – a high priority goal – and serving the university in general – a lower priority goal. As an example, a faculty member expressed disappointment when he found himself talking to a diverse group of students, most of whom were not interested in his department. Many of the students appeared uninterested in what he had to say. He described this frustration: "Many students here have other interests ahead of learning. How would a professor passionate about literature, interested in discerning the principles by which a poet has arranged his words in a particular poem, recruit students whose primary interest is another part-time job to help pay off the auto loan?"

The second downside mentioned by faculty dealt with the faculty being asked to assist in recruiting, even though the department might be overloaded with students. One faculty member wrote that, "My department [teacher education] is being overwhelmed with undergraduates seeking teaching certificates. We should be limiting enrollment, not expanding it. Thus, undergrad recruitment is not an issue at all here, recruiting graduate students is however".

This type of comment appeared several times in the faculty responses and showed a conflict with the stated goals of many of the admissions directors to increase the overall

undergraduate population at their institutions. Another example: "We are so busy trying to hire enough faculty to accommodate our growing student population, that student recruitment is not a goal. We can't now serve everyone who wants to go to [our institution] for education in Teacher Ed".

This phenomenon occurred at more then one institution. "We have more students then we can handle already. Some faculty involved in the process is important and there need to be faculty available to meet with prospective students. The administration needs to look at how many students in enough though". From a faculty member at a different institution, "Our University is one of the fastest growing in the state. Requiring faculty to recruit is not a necessity. Departments that are concerned about their own enrollments are motivated to do this on a voluntary basis".

Research Question 3

Besides enrollment concerns, what influences faculty participation in recruiting undergraduate students?

The logistic regression results showed little effect on faculty participation in student recruitment by tenure, rank, or years of service. In contrast, work assignment – number of classes taught – especially the perception that recruiting is a core part of the faculty job influences participation.

The mean for the number of classes a faculty member taught was 2.7692. Several respondents commented about the number of classes they taught and the time involved in recruiting students. The following is indicative of comments: "At teaching institutions where the load is above average [the situation at my institution] faculty should be granted release time if the expectation remains that faculty have to be involved; however, in my college release time is rarely granted. In addition, the average teaching load in my college is twelve hours per semester. I currently have release time, but for activities other than recruiting".

Perceptions of the faculty role in recruiting

The question asking for the faculty member's perception about the role of faculty in recruiting generated more feedback than any other question on the survey. There were numerous comments concerning whether recruiting students was a service activity, a responsibility, or a function in which faculty members should not participate. I grouped responses into these categories. The responses also showed that even faculty supporting faculty assisting in student recruitment activities were concerned about its implications for their work.

A service activity

Supporting comments by Diamond (1990), Boyer (1993), and Slaughter (1985) the majority of faculty respondents believed student recruiting should count as a service

activity. Categorizing it as service, however, left many unanswered questions, particularly the value of service in faculty rewards.

Faculty respondents with positive views of recruitment as service seemed to work in institutions that valued service. As one example, "Faculty participation at my institution counts as a service activity. Occasionally, the department can provide course release time to allow faculty participation in recruitment". Another respondent reported, "It should be recognized as one [of a number] of service activities that we can engage in, and, at my institution, it is". A faculty member from a third university concurred, "Should be counted as a service activity; it is here".

In contrast, faculty respondents at institutions less inclined to value service say allocating recruitment to service more negatively: "Such assistance should be recognized as part of the overall service component of professional responsibilities leading to promotion and tenure, [it isn't here] and not just dropped on top of an already demanding and multi-faceted list of faculty duties".

Some respondents expressed concern that participation in recruiting activities conflicted with other faculty duties. Often this concern was expressed as adding recruiting as a service requirement without reducing other commitments. The concern raised over the conflict of time allocation was most often expressed as whether or not participation in student recruitment would detract from teaching and research responsibilities. A typical comment from the respondents was, " It's fine for faculty to

participate in these activities, but they should not take too much time and energy away from faculty's primary responsibility—teaching and research". One faculty member put it quite bluntly by stating that, as a service commitment, recruiting should be, "A secondary option—not to interfere with teaching and advising responsibilities". Another respondent discussed the limited value of service in faculty rewards:

I think that recruiting should 'count' in evaluations, under service (not teaching if it counts at all). All anyone ever looks at is research—and those of us who have 'people skills' and talents in the classroom and student advising are seriously under appreciated. I advise five programs in our department and often see 2-5 people a day. It's a huge time suck, and nobody cares but the students—whom the administration doesn't seem to care about. Typical scenario I think.

Several respondents commented on the adverse consequences of adding another responsibility – recruiting to an already full schedule. One faculty member commented: "The idea of faculty assisting in recruiting is good, but faculty have many demands on their time. Time spent on undergraduate recruiting should not come from an increase in 'service' time. Other service activities must be reduced if recruiting is increased". Another respondent agreed, "I need to have time to do it (recruiting). It cannot be done in addition to a full faculty load of teaching and research and publishing". Another faculty member pointed out, "Time for new assignments, such as assisting in student recruitment, must come from somewhere. Either we quit doing something else, or we do things less well". Another respondent suggested that, "Only faculty who are truly

interested in this type of service should be involved. There should, however, be some way for faculty to trade off other responsibilities if they are heavily involved in recruiting". Concluded one respondent, "We are already being pulled in a million directions that greatly reduce time available for teaching and research". These comments support assertions made by Fairweather (1996) and Jabobs (1990) that an increase in faculty involvement in one area of responsibility requires decreasing responsibilities in other areas. These findings also support suggestions made by Baldwin and Krotseng (1985) concerning release time and flexibility in responsibilities.

Perhaps best illustrating a division amongst the respondents was when two faculty members, from the same university and department, had opposing viewpoints about faculty being required to recruit students as part of a service commitment. The first faculty member felt that assisting in recruiting students should be a required part of the service commitment from faculty: "Everyone benefits when faculty meet with and talk to prospective students. If recruitment became a service commitment, it might strengthen our program". The second faculty member disagreed. He wrote:

> We already have too much to do. Recruitment is not our area of expertise. It is already difficult to not become 'watered down' in what we do. If faculty members choose recruitment as a service activity, fine, otherwise there should be no obligation. If we're involved in any way it shouldn't be to recruit. Let us work at improving programs and working to meet changing needs—not recruiting.

The responses of the faculty suggest that some institutions do not recognize student recruitment as a service activity, or place much emphasis on the merits of institutional service as a factor in determining raises or tenure. These policies can affect faculty participation in student recruitment. Note the comments of this faculty member, "I enjoy being asked to participate and I enjoy meeting students. I see no evidence however, that this will ever be valued toward tenure/promotion. Service gets little support. They want more people to help—but it's thankless. There will come a time soon when I will be less willing to participate". A second faculty member stated, "I believe that such activities are worthwhile and that faculty should support them. At the same time I believe that universities should support faculty who endeavor to assist in these programs, e.g., the service should be given significant consideration in tenure and promotion decisions". A third faculty member, from a different institution remarked, "If service of any sort were properly recognized in promotion/tenure decisions and in merit raise decisions, then it would be entirely appropriate that the faculty assist in recruitment. But, under the current reward structure, it is an unreasonable expectation".

Respondents supporting participation in recruiting as a service activity emphasized faculty choice in the amount of participation. For example, one faculty member suggested that, "I believe that faculty should have a choice in this area. It should be considered service to the institution (as it is at our university)". Said another faculty member: "Personally, I feel interaction with undergraduates and their parents to be rewarding. I feel it would be a mistake to force faculty who do not share these feelings to assume such a role". Another respondent wrote, "I believe it's a good idea, however,

faculty are very busy people (generally) and that needs to be taken into consideration. There should be a core of faculty identified who are interested. Some enjoy it, some don't". Finally, one faculty member gave a personal reason why he felt that assisting in student recruiting should be voluntary. Although he supported the concept of faculty assisting in recruiting undergraduate students he didn't want to be forced to participate. His confession: "I think helping out admissions is a good idea—I just don't think I'm temperamentally suited for it".

A responsibility

The perception that student recruitment was a responsibility of the faculty was shared by nearly 17 percent of the respondents. Many of the comments that supported this notion were simple, "Recruiting is everyone's job regardless of position, faculty and staff", or "A necessity!" One faculty member reasoned, "It is just part of the job. No big deal if you are on campus". Another agreed, "It should be a normal part of our job". One respondent noted, "Faculty should be involved at all levels of undergraduate recruiting". A simple statement, "All faculty members should be involved". A final comment, "It's important for faculty to assist in recruiting. We wouldn't have a job if not for the students".

One faculty member expressed the opinion that recruiting is, "OK. We all know a critical mass of students is necessary for optimal use of facilities and for creating viable programs. It comes with the territory of being part of a university". Another respondent

agreed with that notion and stated, "Such requests [for assistance in recruiting] are reasonable and appropriate, and most faculty are receptive. It is essential that faculty be involved in student recruiting".

Other faculty respondents had more detailed explanations of why they felt that recruiting was a faculty responsibility. Many of the faculty responding to the survey looked at recruiting as an opportunity to meet future students, or as an early chance to advise those coming to their campus. One wrote, "I sincerely believe that the role of a teacher is to invite students to partake of the opportunities to learn. Therefore, being a good/effective teacher means making those invitations visible and viable. It's my job/career to learn inside and outside of the classroom. I feel that all faculty should engage in recruitment [in a positive manner]".

Another faculty member had a slightly different reason for feeling that recruiting was a faculty responsibility. She wrote, "I feel that all faculty should be involved. There is an advisory component to this activity that aids prospective students in understanding how education at colleges and universities works and sometimes orients a student to a suitable area to study. A properly 'placed' student is a happier student that aids in student retention". A male faculty member from a different institution thought along the same lines, "Assisting in advising prospective students takes little extra time—student enrollment is our 'lifeblood'".

There was one lengthy response that provided a unique personal perspective, from a parental point-of-view, about why faculty members should be responsible for assisting in student recruiting. This perspective came as a result of a trip a faculty member took with his son to look at Carnegie-Mellon:

I was very impressed with the faculty involvement at Carnegie-Mellon. (My son is in junior high school and we visited there last fall). My impression is that a particular faculty member is assigned from each department or college. They were very well prepared and very helpful. The follow-up from the college also included a call from a student. It is a good model to see what other schools are doing. In summary, I think faculty involvement is very important, but if it depends on volunteers and ad hoc arrangements, things fall through the cracks. It is much more formalized at Carnie-Mellon. When you call the computer science department, for instance, they direct you exactly to the faculty member you should talk to—same in Chemistry and Business. At [my institution] it is more ad hoc, is my impression".

One respondent felt student recruiting was a faculty responsibility, but with some parameters attached. "I feel it is part of our role and should be enjoyable if we feel good about our programs. I do want to retain the right to make decisions about how much I can do—as I am in other areas of responsibility". Finally, one faculty member raised an interesting point concerning student recruiting. "It already is a responsibility of the faculty. Every time we appear in public we are representing ourselves, and the

university's confidence in us. We should look professional, act professional, and in the process be a walking public relations firm for our university".

Not a faculty function

Opposing the idea that faculty could or should assist in undergraduate student recruiting were faculty members that felt that such assistance was not a faculty function. In many cases faculty respondents argued that their scholarly work, or reputation, was their contribution to recruiting students. Some faculty members were quite adamant about not being involved in the recruiting process.

"It is not a faculty job, it is an administration function", wrote one respondent. Another faculty member added, "The faculty are being asked to assume ever increasing service responsibilities that make it difficult to fulfill their academic demands. Recruiting students should not be a faculty responsibility". One respondent said, "I do not feel that faculty should be responsible for undergraduate recruiting".

Some faculty members provided reasons that faculty should not be involved in recruiting activities. One wrote, "It is an activity with high costs for not much return. What determines our number of students is the number of high school seniors, not much else". Another felt that participation by the faculty sent the wrong message to students. "At a large public school like mine, faculty doing recruitment is fraudulent—it creates the false impression that students will work closely with individual faculty as soon as they

arrive. In fact, the friendly faculty face lures the unsuspecting freshman to come and be one of the masses. Participation in recruitment is bad!"

One faculty member suggested that faculty assistance in recruiting shouldn't be done at state institutions. Among his comments, "It is done at some schools, primarily private colleges trying to survive. It is also done for outstanding high school seniors. However, faculty have enough demands on their time without recruiting 'warm bodies'". Another respondent felt that participation by faculty was a bad idea because faculty members were not trained or prepared for the job. "The kind of social skills and techniques used by successful recruiters are, in some cases, not those that are, necessarily used in teaching and research. I'm not sure faculty thus make good recruiters—or at least, not reliably". He then suggested that there may have been conflicts on his campus over faculty recruiting. "It's like assuming that a good physician should be a good choice for activity coordinator. And it puts the physician in a very bad position if he/she is not a good activity coordinator, and can be fired for that".

Among the respondents that did not favor faculty assistance in student recruiting was a faculty member who had twelve years of experience running admissions offices. He wrote, "Undergraduate recruiting is basically sales. Most faculty members are lousy at this. Faculty should focus on product delivery, their job is retention—admissions should bring them in". A second faculty member's comments seem to echo the former directors statement. "Faculty have too many non-teaching responsibilities which detract them from

their main mission. This can and should be done primarily by administrative personnel. Don't muddy the waters".

Other respondents stated that recruiting should be the sole function of the admissions office. One felt, "This should be a responsibility of the admissions department. A better use of faculty would be to videotape special programs where professors are seen as they interact with students individually (advising) in class and with the community and then shoe the video, or parts of it, when needed". Another added, "The faculty has absolutely no responsibility in recruiting undergrads. We have paid professionals in our admissions office to do that. We have our work to do". A third wrote, "It is the business of marketers, not educators, except in very indirect ways related to professional contacts, conferences, etc.". A final comment from another respondent, "It is the responsibility of the admissions department to successfully market and sell the University's programs, period".

One faculty respondent noted the time conflict involved in assisting in recruiting, as well as the number of professionals already dedicated to the job. He wrote:

Well, faculty are already fully employed. If they engage in recruiting activities, then the cost is sacrifice in some other area such as teaching, or more probably, research. My university has numerous staff in recruiting and enrollment management areas. These folks should do their job and not lay the work off on faculty. We don't ask them to teach our classes, etc. There are lots of other areas that seek faculty

involvement at universities these days. A good example is fund raising. If you're going to have faculty do this kind of work, why do we need to employ so many people in this area? We need to put a stop to this.

The principal role of the faculty in recruiting students, to some of the respondents, was the quality of their teaching and research. Said one respondent, "Faculty should be good teachers first and foremost. When this becomes known via word-of-mouth, students will want to attend those classes". Another faculty member wrote, "Faculty assist by teaching good courses and—some of them at least—by scholarly activities that enhance the name of the institution beyond its borders. For those who do these things well and thereby provide arguments for professional recruiters, these activities are the most important thing that they can undertake to keep with recruiting". Still another respondent added, "A scholar's contribution to recruitment is his or her reputation for quality teaching and quality scholarship. The promotion of that contribution is a public relations job".

Non-enrollment factors

Requests for faculty participation in recruiting

Faculty responses indicated that most requests for their assistance in recruiting students came from their department, which contradicts the admissions directors' assertions that their offices drove the requests for faculty assistance. The data collected

from the surveys did not provide enough information to indicate that the origination of the request for faculty assistance significantly influenced the faculty member's participation. However, the regression analysis showed that departmental enrollment concerns influenced faculty participation, as did the faculty member's perception of the role of the faculty in recruiting. It is conceivable that there is a correlation between the origination of the request and participation. That is, placing recruitment needs in the local department context appears more effective than a general appeal from admissions or university leaders.

Conflicts

Nearly 60 percent of the faculty that participated in recruiting activities reported that their participation conflicted with other duties. This finding is consistent with the regression result that heavier loads detract from time for recruitment. To some faculty members the conflict resulted from the timing of the recruiting event, while others focused on the event itself. "Phone calls are time consuming", wrote one faculty member. Another said, "The campus visits are sometimes at bad times. Also, committee meetings always take away from something else you could be doing".

Faculty respondents were concerned about participating in Saturday and weekend recruiting events and about evening programs. One faculty member declared, "They (recruiting activities) tend to be Saturday and 'after hour' activities. Its one more thing to do in a busy week; cuts into personal time. I keep trying to have a life". Another faculty

member, from a different institution, mentioned the same problem: "Two of the activities did take away from faculty time by being at night or Saturday morning". The weekend concern was echoed by this faculty member, "I don't mind helping in recruiting, but now I have young children and weekends and evenings are hard. I'm sure when my children are older I will help more. We are not compensated for this extra time at all so many faculty do not participate".

One faculty member expressed frustration by saying:

There are finite hours in a day. When I attend (the institution's Open House), it's a ½ day commitment. It's a ½ day less to do other things. When my service commitment is high, very little time remains for research, which tends to suffer first. (I have to get student papers graded, etc. so the research gets pushed aside). This is why I only volunteer once or twice a year. So, then it spreads the load, but I do think it is important.

Other comments concerning the topic of conflict caused by spending time assisting in the effort to recruit students included the following:

- "I didn't have nearly as much time to prepare for teaching because of time spent with campus activities or other special administrative things";
- "If traveling long distances I would have to either cancel or rearrange classes and/or meetings";

- "Took a lot of time in recruiting undergraduate students in the program";

- "I do all additional science activities too—I'm maxed out";

- "I felt I had to participate in order to make a better case for tenure as well as renewal of my second contract";

- "When teaching 16+ hours it is very hard to find time to recruit new students. New student recruiting is negatively correlated with faculty over-load";

- "This is a big issue in our department right now—we're feeling pressure to compete with other departments";

- "While I strongly believe in faculty contact with students, sometimes there are strains on faculty members who need 30 hours a day to live in a 24 hour world".

The faculty comments supported Kemerer's (1985) statement that time constraints could influence faculty involvement if recruiting activities. They also showed that most faculty were asked to assist in recruiting activities without being allowed to decrease other responsibilities, which conflicts with recommendations suggested by Fairweather (1996).

Motivation

The premise that the motivation, or lack of motivation, of the individual faculty members could influence their participation in undergraduate student recruiting was supported by the data collected in the faculty survey. The strongest predictor of participation in the regression model was viewing recruitment as a regular part of the faculty job. Concern about departmental enrollment also affected participation in

recruitment. The faculty who participated described motivating factors in two categories: concerns over enrollment and service to either the department or institution. Additional individual reasons for participating in student recruitment included personal interest, institutional survival, the desire for quality students, and a sense of responsibility.

The commentary by respondents in open-ended questions provided stronger support that motivation, or the lack of it, was an influencing factor in participating in undergraduate student recruiting.

Using Blackburn and Lawrence's definition of motivation as the "tendencies to initiate and sustain a given activity" as a yardstick (Blackburn and Lawrence, 1995, p.18), motivation influenced participation in several ways:

- Enrollment concerns, especially those that might impact the continuation of a faculty member's job. One faculty member commented, "My job depends on having students to teach. No students equals no job. So, I think devoting time to this activity is in my own interest". Faculty members were more likely to participate in recruiting if they perceived that their departmental enrollment was declining;

- The desire to influence the composition of the student body, including "properly placing students", the quality of the entering students, and competing with other departments for students;

- The enjoyment of working with students, or counterparts at other institutions;

- The sense of responsibility, service, or duty to the department or institution;

- The opportunity for communicating with potential students;

- Enjoyment of the activity.

The bulk of the comments concerning motivation centered on enrollment and leaned heavily towards concerns in the faculty member's own department. Among the comments:

- To ensure students enroll in my program;

- Enrollment to the department;

- Increasing majors in the department;

- Department responsibility. I feel an obligation to promote physics and support the continued success of the department, because I believe in it;

- Develop the newly started engineering program;

- My department is small and needs more students;

- To help increase low engineering enrollment;

- Increase the enrollment in the teaching program;

- My professional responsibility to make my program known to the outside world;

- We have a strong premed/predent program and I want the best students to find out what our strengths are;

- Institutional survival.

Respondents mentioned the desire to increase the enrollment of specifics groups, such as minority students or women. Most important, however, was the concern about quality. Some examples:

- Bring in quality students;

- Increase the quality of entering students;

- Helping to ensure recruitment of quality students;

- Self-interest in improving the quality and quantity of majors;

- Interested in better students;

- I'd like to help recruit better prepared students;

- Select the best students for our program;

- I'd like us to get a few good students.

The concept of service, duty, or responsibility to the department or institution was the next most frequently mentioned response. Many faculty members either wrote the word "service", or mentioned a service commitment to either the department or the institution as their main motivation for participating in recruiting activities. Some faculty members indicated that they assisted in student recruiting out of a sense of responsibility to their department, their university, or students. "I feel a responsibility to help—a good university citizen!" declared one faculty member. Another respondent stated that the main motivation for assisting was, "A desire to help the department; to give a good impression of the institution to prospective students". Finally, one faculty member asserted, "I consider recruiting to be a part of every faculty member's responsibility. If

the Dean asks, I'll do what I can to help out". Perhaps the most detailed response to the question of motivation was from a faculty member who wrote:

I believe that higher education is an opportunity filled with mystique. I have the responsibility to help others understand. My career depends on continued enrollment. If I don't recruit my position is at risk. I am very proud of my department and institution and promote them due to my pride. My children are in high school and I make or take every opportunity to recruit their friends and contacts.

In sum, these results suggest that viewing recruitment as a regular faculty activity and concern about departmental enrollment influence faculty participation in student recruitment.

Rewards

Of those who participated in student recruitment 78.3 percent indicated that they were not rewarded for their participation in recruiting activities. Since only those who participated answered this question we cannot assess the influence of rewards on faculty participation in recruiting undergraduate students. However, the information shared by the faculty members reveals some important factors.

Most extrinsic rewards were mere tokens of appreciation, such as free lunches, gift certificates, pins, sports tickets, donuts, or snacks. Usually the faculty respondents dismissed the smaller awards with such phrases as "nice", or "not enough". However,

some extrinsic rewards such as counting the amount of time spent recruiting towards service commitments were more significant, and solicited a stronger faculty response. For example, one faculty member noted the importance of the reward when he wrote, "Admissions and recruitment work counts as college service, which is a significant factor in promotion and tenure". Another faculty member stated that she would only assist in recruiting activities, "as long as it's counted toward tenure and promotion".

Intrinsic rewards were also noted by the faculty. Respondents to the survey used such phrases as "satisfaction of a job well done", "warm fuzzy feeling", and "warm inner glow" to describe the numerous intrinsic rewards that were reported by the faculty members. Some faculty members indicated that participation fulfilled a desire to help others, or to help their department or institution.

More significant to some respondents was the lack of concrete rewards. Many respondents noted that such things as merit pay, or release time would influence the participation level of faculty members. A particular comment, that represented this thinking was, "The reward system must be linked to the activity". Other comments included the point that "real" rewards such as release time, or money, be provided to faculty involved in recruiting. These types of comments supported the assertions of Baldwin and Krotseng (1985) that release time and flexible scheduling were regarded as significant rewards by the faculty.

The most often mentioned reward was a letter of recognition. Sometimes these were from the admissions office, other times from the president of the institution, department chair, dean, provost, or a sports coach. A few faculty that received letters of thanks noted that they kept them for professional files.

Several faculty members stated that they were compensated for their time. The concept of faculty stipends was mentioned a couple of times, with one faculty member reporting a $50 stipend. Others didn't give a specific dollar amount but used such phrases as "extra money". One faculty member's entire response was to print a dollar sign in the comment section of the question.

A main form of an extrinsic reward, reported by the faculty, was the counting of time spent recruiting undergraduate students as part of a service commitment. This reward was mentioned numerous times as something that would affect promotion and tenure decisions, as well as possibly salary. The amount of how much this impacted those areas was not always reported. These rewards varied by institution. For example, one faculty member noted that, "Admissions and recruitment work counts as college service which is a significant factor in promotion and tenure". A faculty member from a different institution countered with the statement that assisting in recruiting, "Probably counted a TINY bit for 'service contribution', which in turn counts a TINY bit towards my raise".

One respondent noted that, as a reward, he was allowed course release time for serving as an assistant chair on scholarship committee but mentioned that there was no compensation for that service.

Intrinsic rewards were often mentioned by the faculty who participated in recruitment. This finding supports Froh's (1993) assertion that intrinsic rewards affect faculty motivation. Among the various comments were such phrases as "satisfaction of a job well done", "warm fuzzy feeling", and "warm inner glow". One faculty member mentioned the good feelings she felt through the gratitude of parents and students. Another faculty member enjoyed the "verbal recognition from peers and superiors". Two faculty members simply wrote the word intrinsic in the comment section of the reward question. One additional respondent noted the satisfaction of assisting students and parents. She observed that, "Meeting with prospective students and parents can be rewarding in its own way. Both often have misunderstandings and misconceptions of a college program and experience which can be clarified".

A few faculty members who participated in recruitment expressed displeasure with assisting in student recruitment because of the lack of rewards. This finding suggests that lack of rewards may limit the extent of involvement in recruiting or possibly deter some faculty from any form of participation. Said one faculty member:

I did 25-28 prospective student/parent meetings one year and never got any feedback from anyone. I never got a thank you note from anyone. I don't do them anymore. I

suggested to the Provost/Dean that you get a thank you card from admissions good for a lunch after doing two tours. How about campus shop gift drawings each month? The more you do the more chances you have to win a sweatshirt, hat, etc. Talk to the President!

Other faculty members also commented that rewards could influence their participation in assisting in undergraduate recruiting. "Overall, they need to give merit pay for those assisting for all their time and effort. There are a lot of faculty members who slide by and a few who do all the work". A different faculty member stated, "Until the administration values this by reward [release, salary] it will remain self-motivation". A third faculty member simply stated, "Faculty are being asked to do more in every area. Undergraduate recruiting is no exception. The reward system must be linked to the activity". Another opinion was offered by this faculty member, "It is reasonable for faculty to participate in modest time commitments such as showing prospects around the department (i.e. using office hour time). There should (on a voluntary basis) be real rewards, time or money for faculty involvement beyond that".

The admissions directors noted that the lack of rewards for faculty that helped their offices was bothersome. The responses from the faculty indicated that the effect of rewards in faculty recruitment of students requires further study.

Recommendations

The study's findings have implications for the practice of faculty recruiting undergraduate students at Michigan public four-year comprehensive universities. The identifiable factors that influence faculty participation in recruiting; the perception that recruitment is part of the faculty job, perceived departmental enrollment concerns, and the number of classes taught, provide information that can be used by admissions directors and faculty in examining the future use of faculty in recruiting. Other faculty concerns of time conflicts and rewards by those that participated in recruiting, while not significantly influencing a faculty member's participation, raise issues that should be considered by both admissions directors and faculty members. Finally, an additional concern raised by faculty respondents, communication difficulties with admissions offices, needs to be addressed by both admissions officials and the faculty.

Admissions Directors

Based on the study's findings, admissions directors at some of the selected institutions need to improve the utilization of faculty in undergraduate student recruiting through a better understanding of what influences faculty members' participation in these endeavors. Improved communication with the faculty, organization of recruiting activities geared toward departmental enrollments, and the knowledge of what motivates faculty members are starting points toward improving relations with the faculty that can help increase campus enrollments.

The admissions directors need to address communication concerns by providing faculty members on their campuses with information about enrollment challenges and goals, as well as how goals are determined. As noted earlier by one admissions director, they also need to explain why enrollment and the faculty role in recruiting should be important to the faculty. An example of the misconceptions faculty can have about enrollment is illustrated by the faculty respondent's comment that high school enrollment numbers are the only predictor of future college enrollments. If enrollment management is used as an enrollment mechanism the faculty should understand that concept as well. The directors should attempt to eliminate misconceptions about the recruiting process and clearly explain the recruiting role that can be played by the faculty.

The study's findings revealed a strong departmental connection to faculty participation in recruiting activities; therefore the sharing of information by admissions should be tailored to the department and not presented in too general a format. Since training is critical, the initial step by admissions directors should be a contact with a Dean or department head and the offer of an "education and training" session concerning enrollment. The directors can use the data gathered from the study to provide evidence to faculty members about how similar four-year Michigan institution's use faculty to assist in the recruitment of students.

The directors need to have well organized recruiting plans that provide faculty members with advance notice of recruiting events, open-ended requests for participation, and an opportunity to pick and choose activities. An extended effort by admissions

officers in this area will assist in lowering faculty conflicts. Perhaps innovative admissions directors can explore less time consuming recruiting activities suggested by the faculty respondents, such as videotapes of lectures, or e-mail contact with prospective students. Admissions officers should welcome alternative recruiting suggestions by faculty, and institute such ideas as noting the academic achievements of faculty in the marketing of the institution.

Admissions directors need to learn what motivates faculty participation in recruiting and structure their requests for assistance accordingly. The opportunity to influence departmental enrollment as opposed to institutional enrollment and influence the quality of the entering student are important factors to faculty. The directors should tailor recruiting activities so that faculty volunteers can influence their own departmental enrollments and have the opportunity to draw high quality students to their programs. The combined efforts of successful departmental enrollment plans would have a positive influence on the overall campus enrollment and assist the admissions officers in reaching institutional enrollment goals.

What can be done to encourage faculty to accept recruiting undergraduate students as part of their job? One strategy would have the recruiting process written into the job descriptions of new faculty members under the guise of internal service to the institution. If this is done, the service commitment must be an important part of the job review for tenure. Another possibility would be to provide faculty members with more control over

the recruiting process. An example of this was noted earlier when faculty members at one of the selected institutions controlled funds used for additional recruiting activities.

Finally, admissions directors need to take an active role on their campuses and call for the recognition of faculty that assist in recruiting and the implementation of meaningful rewards, such as release time, and the inclusion of time spent on recruiting activities as service time towards tenure decisions, promotions and raises.

Faculty

Based on the findings of the study, many faculty at the selected institutions need to develop a better understanding of the reasons they are asked for assistance in recruiting undergraduate students. In addition, they need to recognize the scope of faculty participation in student recruiting at Michigan four-year public institutions similar to their own. They also need to recognize that there are successful recruiting endeavors involving faculty members at some of these institutions that address many faculty concerns. The more faculty-friendly recruiting efforts at these institutions include open-ended requests for participation and the recognition of the time spent by faculty as service time counting towards promotion and tenure.

Faculty members at the selected institutions need to work with their admissions office and be proactive in developing departmental recruiting plans that assist in influencing their enrollment and attract high quality students. Concerns over such things as recruiting

additional students to already overcrowded programs need to be shared with those that set

enrollment goals and the campus admissions office. Faculty can assist in recruiting

efforts by self-identifying departmental faculty members that believe that recruiting

should be considered part of the faculty job.

Faculty can find success in their recruiting endeavors by working closely with the

admissions office and understanding what influences student choice in selecting a college

or university. For example, it was noted earlier that parents, especially mothers, greatly

influence their children's selection of a college. If faculty members are calling

prospective students, meeting with a campus tour group, or speaking to a family during

an open house, the faculty member should concentrate on influencing the parents as much

as the student. Faculty members should also be able to refer students to other offices and

specific people for assistance in order to show that the entire campus community is

working together for the student's benefit. It should be noted that even the best faculty

member won't be successful in convincing every student to come to campus. The

success therefore is often found in the effort put forth by the faculty member and not the

actual outcome.

Finally, faculty at some of the institutions need to work within their department for

recognition that an increase in time spent recruiting students should be balanced with a

decrease in time spent in other activities. This can lead to a broader recognition of time

spent in recruiting activities counting as service time for promotions and tenure decisions.

Noting the lofty enrollment goals of some of the institutions in the study, a department

with an organized recruiting plan can increase their enrollment, influence the quality of the entering student, and become better recognized for their efforts.

In conclusion, admissions directors and faculty members need to recognize the growing trend of faculty participation in student recruiting and the implications for all involved on their campuses. Understanding what influence faculty participation in recruiting activities can lead to better defined recruiting plans that can assist in meeting institutional and enrollment objectives and properly reward faculty participation.

APPENDICES

Appendix A

February 29, 2000

Name
Title
Address
City, State, Zip

Dear Name:

I hope that the recruiting year is going well for you this year. I'm looking forward to seeing you at our next DASUM meeting.

As you might know, I am working on my dissertation for a Ph.D. in Higher, Adult, and Lifelong Education at Michigan State University. The topic of the dissertation involves faculty participation in the recruitment of undergraduate students to colleges and universities in Michigan. This is a topic that impacts all of us. To initiate the exploration of this area I will be sending surveys to randomly selected faculty at ten Michigan four-year institutions, including yours.

The use of faculty in undergraduate student recruiting is increasing nationwide as institutions vie for new students. Does this use of faculty reduce time spent in teaching or research? Should assisting in undergraduate student recruitment be considered a faculty service project. Are faculty members being required at any institutions to participate in undergraduate student recruitment? These are just some of the questions that I will be exploring in the dissertation.
df
To counterbalance the information that I will receive from the faculty I would like to conduct a phone interview with each of the admission's directors at the selected institutions.

I am asking your permission to conduct a phone interview with you concerning this topic. There will be no data in the information that will be able to identify you or your institution. All data collected will be presented in a group format. **YOUR CONFIDENTIALTIY WILL BE PROTECTED TO THE MAXIMUM EXTENT OF THE LAW.**

If you are willing to participate would you please sign the attached form and return it in the enclosed postage paid envelope. Upon receipt I will contact you and set a time for the telephone interview. I will provide each director of admissions with a copy upon completion of the dissertation.

Thanks for your time. I hope to hear from you soon. Please call me if you have any questions concerning this letter or the project at 906-635-2670. Questions concerning being a research subject can be directed to David E. Wright, Ph.D., Chair: University Committee on Research Involving Human Subjects, at Michigan State University, 517-355-2180.

Kevin A. Pollock
Director of Enrollment and Recruitment
Lake Superior State University

Consent Form

You are invited to participate in a telephone survey by Kevin Pollock that will take fifteen to forty-five minutes to complete. The topic of the conversation will be the use of faculty to assist in undergraduate student recruiting.

If you are willing to partake in the survey please sign this form and return it to Kevin in the enclosed envelope. This will indicate your voluntary participation in the project and Kevin will call you to set up a specific time for the actual telephone survey.

During the survey you may refuse to participate in certain procedures or answer certain questions.

Data gathered from the telephone survey will be treated with strict confidentiality and that the results of that data set will be in a group format. In addition, your confidentiality will be protected to the maximum extent of the law.

If you have questions concerning the survey or this consent form please contact Kevin Pollock at 906-635-2670. If you have questions concerning being a research subject please contact David E. Wright, Ph.D., Chair: University Committee on Research Involving Human Subjects, at Michigan State University, 517-355-2180.

_____

Name (Please Print)

_____

Signature

_____

Date

SURVEY FOR ADMISSION DIRECTORS

Thank you for agreeing to participate in this survey. If you have any questions or concerns during this interview, please raise them at any time.

As you are aware, this telephone survey is to explore the admissions side of the use of faculty members in undergraduate student recruitment.

Questions for Admission Directors:

1. How long have you been the director of admissions at this institution?
2. How long have you been in the admissions field?
3. What has the undergraduate enrollment been like over the past three years at your institution? What types of enrollment objectives and goals have been established at your institution?
4. Have you launched any new programs over the past three years?
5. Do you use faculty to assist in undergraduate student recruiting?
6. If yes, then what ways to you ask faculty member to assist in recruiting undergraduate students? (LIST: visit high schools, visit community colleges, call prospective students, attend Open Houses, attend admissions receptions, write letters for admissions use, sit on an enrollment committee, sit on a retention committee, play a part in the application decision process, develop fact sheets, brochures, newsletter, etc. that are used by admissions or sent to prospective students, participate in other recruiting activities.). If no, then do you plan on using faculty to assist in recruiting in the future?
7. (If the answer to question #5 is yes) Why do you ask faculty members to assist in undergraduate student recruiting?
8. (If there is a positive response to any of question 5) Who has asked faculty to partake of these roles? (If there is a negative response to question 5) Would you like to ask faculty to assist? Why do you think your faculty members are not participating in admissions related recruiting?
9. Do you perceive an increase, decrease, or stability in the role of faculty assistance in undergraduate recruiting?
10. Have faculty turned down requests for their assistance? If yes, what reasons were given?
11. (If a positive response was received for any question 5) What motivating factors do you believe are behind faculty participation in the noted areas?
12. Do you have any insights, or comments, concerning the role of the faculty in undergraduate student recruitment?

Thank you for your time. When the project is completed you will be sent a copy of the results. Do you have any questions?

Appendix B

March 14, 2000
Greetings!

I am currently working on my dissertation for a Ph.D. in Higher, Adult, and Lifelong Education at Michigan State University. The topic of the dissertation involves faculty participation in the recruitment of undergraduate students to colleges and universities in Michigan. To initiate the exploration of this area I have interviewed the admissions directors at ten of the public universities to determine, from the admission's standpoint, what is being asked of faculty, in the recruitment of these students.

The head of your admission's office was kind enough to participate in that aspect of the study.

Since the dissertation topic concerns faculty participation, 575 randomly selected faculty members from the ten selected institutions have been sent this survey. It is my sincere hope that you will take the time to complete the survey and send it back in the enclosed postage-paid envelope. The average time to complete the survey is less then fifteen minutes.

The use of faculty in undergraduate student recruiting is increasing nationwide as institutions vie for new students. Does this use of faculty reduce time spent in teaching or research? Should assisting in undergraduate student recruitment be considered a faculty service project? Should faculty be rewarded for their recruitment efforts? What are the motivating factors behind faculty offering their time to recruiting?

These are some of the questions that are explored in the survey. Each survey has a code number on the back to allow me to know which surveys have been returned. It is not part of the data set. In the data set there is no information that can identify you. **Your confidentiality will be protected**. Furthermore, all data analysis is of groups of faculty, not individual members.

When the research is completed a final copy of the dissertation will be sent to your admissions office and can be reviewed by you.

Questions concerning the survey can be directed to me at 906-635-2670. Questions concerning being a research subject can be directed to David E. Wright, Ph.D., Chair: University Committee on Research Involving Human Subjects, at Michigan State University, 517-355-2180.

I thank you in advance for your participation.

Sincerely,

Kevin A. Pollock

April 17, 2000

Greetings!

I recently sent you a survey concerning the participation of faculty in the recruitment of undergraduate students to colleges and universities in Michigan. I am using this survey to gather information from faculty as part of the data collection for my dissertation for a Ph.D. in Higher, Adult, and Lifelong Education at Michigan State University.

To date I have not received your response. While I realize that it is near the end of the school year and that you are busy, please allow me to explain why your response is important. The use of faculty in undergraduate student recruiting is increasing nationwide as institutions vie for new students. Does this use of faculty reduce time spent in teaching or research? Should assisting in undergraduate student recruitment be considered a faculty service project? Should faculty be rewarded for their contributions in this area? What are the motivating factors behind faculty offering their time to recruiting? These are questions that I am attempting to explore in my research.

Even if you have not assisted in the recruiting efforts at your institution your response is needed for this project. Faculty views about student recruitment, as well as data collected concerning actual time spent in recruiting students, are both included in the study.

I have interviewed the head of your admissions office and have received survey responses from several of your faculty colleagues at your institution. **The time to complete the survey is averaging less then fifteen minutes.**

Each survey has a code number on the back to allow me to know which surveys have been returned. It is not part of the data set. In the data set there is no information that can identify you. **Your confidentiality will be protected**. Furthermore, all data analysis is based on the faculty unit as a whole, not individually. There will no identification of your institution as well since the data will be reported in an aggregate format.

When the research is completed a final copy of the dissertation will be sent to your admissions office and can be reviewed by you.

Questions concerning the survey can be directed to me at 906-635-2670. Questions concerning being a research subject can be directed to David E. Wright, Ph.D., Chair: University Committee on Research Involving Human Subjects, at Michigan State University, 517-355-2180.

I thank you in advance for your participation.

Sincerely,

Kevin A. Pollock

Instructions:

Survey projects are successful ONLY if high response rates are achieved. Your participation would be deeply appreciated. Most faculty members complete the survey in less than 15 minutes. Please take the time to answer all questions. There is an opportunity to write in your own thoughts regarding faculty participation in undergraduate student recruiting on the last page. This information might be the most important information that is received. Take this opportunity to express your own views.

There is a number in the box at the bottom of the survey. It is there only to let me know which faculty members have returned the survey and enables me to follow-up with those faculty members that have not returned the survey. It is not part of the data set. In the data set there is no information that can identify you. Furthermore, all data analysis is of groups of faculty, not individual members. **After the third round of surveys the code number will be stripped from the data.**

Some questions ask for only one answer to be circled or marked, while others allow for multiple responses (mark all that apply). Please be careful to note this when answering a question. By returning this questionnaire you indicate your voluntary participation. Your confidentiality will be protected to the maximum extent of the law.

Background information

1. **Please describe your tenure status. (Circle the appropriate answer)**

   1. Non-tenured, tenure not available for my position at this institution
   2. Non-tenured on tenure-track
   3. Tenured

2. **What is your rank? (Circle the appropriate answer)**

   N/A. Not applicable: no ranks at your institution.

   1. Professor
   2. Associate professor
   3. Assistant professor
   4. Instructor
   5. Adjunct faculty
   6. Lecturer
   7. Other (WRITE IN)

   _____

3. **What is your age?** _____

4. **How many years have you worked at this institution?** _____

5. **Are you a part-time or full-time employee? (Circle one answer)**

   1. Part-time
   2. Full-time

6. **Please give the percentage of your time spent in each of the following activities. (The total should be 100%)**

   1. Teaching _____
   2. Research _____
   3. Service _____
   4. Professional Growth _____
   5. Administration _____
   6. Outside Consulting or Freelance Work _____
   7. Other _____

Enrollment

7. **What is your perception of the undergraduate enrollment goals your institution should attain? (Mark all that apply)**

    0   Increase the overall number of undergraduate students

    0   Increase the number of undergraduate minority students

    0   Increase the number of undergraduate women

    0   Increase the number of undergraduate students in certain departments

    0   Increase the quality of the undergraduate students

    0   Decrease the number of undergraduate students

    0   No perception

    0   Other _____

8. **What is your perception of the overall undergraduate enrollment in your department? (Mark the appropriate answer)**

    0   Increasing
    0   Declining
    0   Stable

9. **What is your perception of the overall undergraduate enrollment at your institution? (Mark the appropriate answer)**

    0   Increasing
    0   Declining
    0   Stable

10. **Is your perception of faculty assisting in undergraduate student recruiting a: (Mark one)**

    1.   Service activity _____
    2.   Responsibility _____
    3.   Not a faculty function _____
    4.   Other _____ (Describe what you consider other)

    _____

11. **How many classes do you teach?**

    1.   No classes taught
    2.   Number of classes _____

12. **Are you required to assist in the recruiting of undergraduate students to your institution? (Circle the appropriate response)**

    1. Yes
    2. No

13. **Is faculty participation in undergraduate recruiting a part of your institution's mission statement or listed in your institutional goals?**

    1.   Yes
    2.   No

Activities

14. Please check ALL of the activities in which you have participated that assisted in recruiting UNDERGRADUATE students to your institution over the past three years:

0   Visited feeder high school

0   Visited community college

0   Hosted prospective student event on campus

0   Called prospective students

0   Served on an enrollment or retention team or committee

0   Attended an Open House, Scholarship, Honors, or Departmental Open House for prospective students

0   Attended a reception for prospective students

0   Hosted a program for high school teachers

0   Wrote a letter to prospective students

0   Organized or participated in a Phon-A-Thon for prospective students

0   Met with prospective students taking a campus tour

0   Represented your institution by participating in a lecture, play, demonstration, or concert at a high school

0   Used corporate contacts to promote adult education

0   Developed departmental fact sheets, brochures, or newsletters to be sent to prospective students

0   Reviewed admission's publications

0   Established contact with counterparts in a community college to promote articulation agreements

0   Other

_____

_____

If you checked any of the activity boxes in question number 14 please answer the following questions. If you did not check any of the activity boxes please skip to question number 19.

15. Which office or individual asked you to participate in the activity or activities you checked? (If there are multiple answers please identify the activity and the source)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

16. Do you feel that your participation in the activity or activities created a time conflict with your other responsibilities? (Circle the appropriate response)

1. No
2. Yes

Optional comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

17. What was the key motivating factor for your participation in recruiting activities?

_____

_____

_____

_____

_____

_____

18. Were you rewarded in any manner for your participation in recruiting activities?

1. No
2. Yes

(If yes, please describe what type of reward you received)

_____

_____

_____

_____

_____

_____

19. Do you feel that there is a shift in faculty responsibilities towards assisting in undergraduate student recruitment at your institution?

1. Yes
2. No

20. Should assisting in undergraduate student recruitment become part of a service commitment from faculty?

1. Yes
2. No

21. Has your department launched any new programs in the past three years?

1. Yes
2. No

22. Please take the opportunity to express your opinion towards requests for faculty time to assist in undergraduate student recruiting.

_____

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Survey Number:

Appendix C

Please check **ALL** of the activities in which you have participated that assisted in recruiting **UNDERGRADUATE** students to your institution over the past three years:

	Frequency	Percent of Frequency	Cumulative Percent
Visited feeder high school	48	4.3%	4.3%
Visited community college	44	4.0%	8.3%
Hosted prospective student event on campus	110	9.9%	18.2%
Called prospective students	75	6.8%	25.0%
Served on an enrollment or retention team or committee	97	8.7%	33.7%
Attended an Open House, Scholarship, Honors, or Departmental Open House for prospective students	162	14.6%	48.3%
Attended a reception for prospective students	87	7.8%	56.1%
Hosted a program for high school teachers	37	3.3%	59.4%
Wrote a letter to prospective students	44	4.0%	63.4%
Organized or participated in a Phon-A-Thon for prospective students	15	1.3%	64.7%
Met with prospective students taking a campus tour	129	11.6%	76.3%
Represented your institution by participating in a lecture, play, demonstration, or concert at a school	29	2.6%	78.9%

Used corporate contacts to promote adult education	26	2.3%	81.2%
Developed departmental fact sheets, brochures, or newsletters to be sent to prospective students	93	8.4%	89.6%
Reviewed admission's publications	47	4.2%	93.8%
Established contact with counterparts in a community college to promote articulation agreements	44	4.0%	97.8%
Other	24	2.2%	100.0%

Means and Standard Deviations

	N Valid	Missing	Mean	Std. Deviation
TENURE	312	0	.7660	.4240
RANK	312	0	6.0321	1.1781
YEARS	288	24	14.4722	9.9832
DEPART	286	26	.2867	.7551
OVERALL	287	25	.5923	.6619
PERCEPT	296	16	.8041	.3976
CLASSES	312	0	2.7692	1.2415
CONFLICT	247	65	.5830	.4941
REWARD	244	68	.2131	.4103
PROGRAMS	270	42	.6852	.4653
PARTICIP	312	0	.8462	.3614
REQUEST	249	63	1.5060	.7573
MOTIVATE	241	71	1.9502	.8837

Correlations

	TENURE	RANK	YEARS	DEPART	OVERALL	PERCEPT	CLASSES	PROGRAM	PARTICIP
TENURE									
Pearson Correlation	1.000	.530**	.537**	-.159**	-.001	-.047	.013	-.086	.016
Sig. (2-tailed)	.	.000	.000	.007	.985	.420	.817	.160	.776
N	312	312	288	286	287	296	312	270	312
RANK									
Pearson Correlation	.530**	1.000	.413**	-.054	.042	-.015	-.050	-.040	-.003
Sig. (2-tailed)	.000	.	.000	.359	.478	.803	.380	.513	.951
N	312	312	288	286	287	296	312	270	312
YEARS									
Pearson Correlation	.537**	.413**	1.000	-.136*	-.007	-.112	-.042	-.012	.010
Sig. (2-tailed)	.000	.000	.	.021	.903	.063	.478	.851	.860
N	288	288	288	285	286	277	288	269	288
DEPART									
Pearson Correlation	-.159**	-.054	-.136*	1.000	.353**	-.106	.020	.128*	-.164**
Sig. (2-tailed)	.007	.359	.021	.	.000	.078	.731	.036	.005
N	286	286	285	286	285	276	286	269	286
OVERALL									
Pearson Correlation	-.001	.042	-.007	.353**	1.000	-.096	-.006	.059	-.145*
Sig. (2-tailed)	.985	.478	.903	.000	.	.110	.922	.335	.014
N	287	287	286	285	287	276	287	268	287
PERCEPT									
Pearson Correlation	-.047	-.015	-.112	-.106	-.096	1.000	-.063	-.004	.336**
Sig. (2-tailed)	.420	.803	.063	.078	.110	.	.286	.944	.000
N	296	296	277	276	276	296	296	261	296
CLASSES									
Pearson Correlation	.013	-.050	-.042	.020	-.006	-.063	1.000	-.015	-.058
Sig. (2-tailed)	.817	.380	.478	.731	.922	.283	.	.807	.308
N	312	312	288	286	287	296	312	270	312
PROGRAMS									
Pearson Correlation	-.086	-.040	-.012	.128*	.059	-.004	-.015	1.000	.039
Sig. (2-tailed)	.160	.513	.851	.036	.335	.944	.807	.	.521
N	270	270	269	269	268	261	270	270	270
PARTICIP									
Pearson Correlation	.016	-.003	.010	-.164**	-.145*	.336**	-.058	.039	1.000
Sig. (2-tailed)	.776	.951	.860	.014	.014	.000	.308	.521	.
N	312	312	288	286	287	296	312	270	312

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed)

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