Encouraging Faculty Participation in Student Recruitment
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Table of Contents

1) Executive Overview ........................................................................................................ 4
   Key Observations ............................................................................................................. 4

2) Marketing and the Enrollment Funnel .......................................................................... 5
   Personalization Strategies .............................................................................................. 5
   Promotional Material Development ................................................................................ 6
   Phone and Email Interaction ........................................................................................... 7

3) On-Campus Faculty and Prospective Student Interaction .......................................... 8
   Faculty-Led Programs ...................................................................................................... 8
   Prospective Student-Led Discussions .............................................................................. 9

4) Incentives for Faculty Participation ............................................................................. 10
   Transparency in Tuition Revenue ................................................................................... 10
   Nonmonetary Incentives ................................................................................................. 10

5) Research Methodology ................................................................................................. 11
   Project Challenge ........................................................................................................... 11
   Project Sources .............................................................................................................. 11
   Research Parameters ..................................................................................................... 12
1) Executive Overview

Key Observations

Faculty participate in recruitment efforts at all stages of the enrollment funnel (i.e., from prospective to enrolled student), but faculty interact with accepted and admitted students most frequently. Faculty participate in admitted student days through mock lectures, panel discussions on their research, department fairs, and luncheons. Students typically rate small group meetings with faculty higher than larger events, such as department fairs.

To encourage faculty outreach to prospective students, admissions staff provide academic departments with templates and guidelines for phone calls and letters to prospective students. Templates for phone conversations with students include scripts for opening a call and a list of academic program strengths to highlight.

Admissions staff and university leaders do not require faculty involvement in recruitment initiatives and do not compensate faculty financially for their participation. Higher department enrollments, institution-branded items, and access to academic affairs leaders at recruitment events incentivize faculty participation.

Academic units do not fund student recruitment initiatives of admissions offices. General institution funds typically support recruitment efforts. At College B, the marketing and admissions office receives three percent of the College’s operating budget.
2) Marketing and the Enrollment Funnel

Personalization Strategies

*Identify Faculty to Participate in Marketing Efforts through Students’ Self-Identified Study Interests*

Department leaders and faculty members at *University A* personalize email, phone, and direct mail recruitment through information provided by students through Hobson’s customer relationship management software, Connect.

**Process to Gather and Disseminate Student Interest Data through Connect**

<table>
<thead>
<tr>
<th>Technology Cost</th>
<th>$350,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>A five-year subscription to Hobson’s ‘Connect’ cost University A leaders approximately $350,000 from the University’s central budget.</td>
<td></td>
</tr>
</tbody>
</table>

**Information Fields in a Student Interest Form**

- Name and contact information
- Potential major and program areas of interest
- Potential future plans (e.g., graduate school, career, fellowship)
- Areas for students to rank:
  - Importance of factors to college selection process (e.g., career preparation, cost/financial aid, quality of major field, graduate school placement)
  - Desired qualities in major field (e.g., quality of facilities and equipment, accessibility of faculty, faculty research reputation, course variety, national reputation of department)
  - Importance of experiences that enhance college experience (e.g., internship, independent research, overseas experience, student organizations)
  - Level of interest in affiliated organizations (e.g., conservation centers, research institutes, political organizations, museums)

Admissions staff also provide prospective students with postage-paid cards for students to mark interests and return to the institution.
Personalize Recruitment Efforts Once Students Request Further Information

Customized recruitment materials improve application and acceptance rates. Faculty and admissions staff provide targeted information to prospective students through phone calls, emails, and in-person meetings. Time constraints prevent faculty members from personalizing all student recruitment outreach. Personalization of marketing and student recruitment is most efficient for applicants and accepted students as these prospective students are most likely to enroll at the institution.

Types of Marketing by Faculty and Admissions Staff

![Diagram showing types of marketing]

Promotional Material Development

Provide Faculty with Templates and Guidelines to Develop Marketing Materials

Admissions staff at University C recommend selecting the three most noteworthy accomplishments of a department to feature on the department Web site homepage. Faculty describe current research on department Web sites for the benefit of colleagues at other institutions. Templates and content guidelines encourage faculty members to condense research descriptions and include student-focused information such as internship and independent research opportunities.

Topics to Include on Departmental Web Sites and Brochures

- Distinctive programs offered through department (e.g., study abroad, research grants, capstone project or senior thesis, field experiences)
- Skills taught and applicability of skills toward career or graduate school (e.g., organic chemistry knowledge prepares students for the MCAT)
- A sample four-year curriculum plan
- Alumni survey data (e.g., alumni ratings of department’s contribution to critical thinking, problem solving, writing, and speaking skills)
- Earnings of alumni compared to earnings of alumni at peer institutions
- Associated student groups (e.g., academic fraternities, service clubs)
Phone and Email Interaction

**Faculty Contact Only Students Who Demonstrate Interest**

Contacts report that faculty prefer to call only students who actively seek information. Admissions staff at College B ask faculty to contact students who submit ACT or SAT scores, contact admissions counselors, or complete student-interest forms. The Vice President for Enrollment, Communication, and Planning developed templates for phone conversations and personalized letters to facilitate communication between faculty and prospective students.

**Components of a Phone Conversation Template**

- **Introduction script:**
  - “The admissions staff tells me you expressed an interest in [biology, statistics, philosophy, etc.]. Since that’s my field, I always enjoy talking about it. How did you become interested in this topic?”
  - “You have been recommended very highly by [admissions counselor, coach, alumnus/a, current student]. I thought it might be helpful to give a faculty perspective on our college. What are you looking for in a college experience?”

- List of notable achievements to mention (e.g., new internship program, a colleague was quoted in a newspaper, student received a national award).

**Calls per Faculty Member**

15

Admissions leaders at College B encourage each faculty member to contact 15 prospective student per academic year.

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1) College B Internal Memorandum Regarding Faculty Participation in Student Recruitment
3) On-Campus Faculty and Prospective Student Interaction

Faculty-Led Programs

Design Mock Lectures around Popular Culture and Current Events

Prospective students visit faculty during office hours, join classes with current students, or attend mock lectures for admitted students. At College D, admissions staff provide students with descriptions, locations, and times of current courses so that prospective students may attend lectures relevant to students’ interests. Admissions staff at University C and College B select faculty members recommended by current students to lead mock classes for admitted students. Faculty members design mock classes to appeal to popular interests of incoming students; a recent admitted student visit day at College B featured mock classes such as:

- "Bono, Beyoncé, and Beyond: Understanding Society through Popular Music,"
- "Power of Image in T.V. Advertising;" and
- "The Human Genome Project and You."

2) College B Internal Memorandum Regarding Faculty Participation in Student Recruitment
Include Student Participants in Faculty Research Discussion Panels

On admitted student visit days, students at College D join their faculty research advisors on panel discussions of new research discoveries. Faculty members and students describe the collaborative process of research projects to emphasize research opportunities to prospective students. Contacts report that the addition of current students to faculty panels led to higher ratings in prospective student surveys.

Small Group Meetings Rate Highest Among Prospective Students

At luncheons or similar gatherings, faculty members interact with 10 to 15 students interested in faculty members’ fields of research. Prospective students at University C rate small group meetings with faculty higher than department fairs, faculty panels, mock classes, and other events that feature faculty during admitted student visit days. Admissions staff at College B provide prospective students with a list of questions to ask faculty to help students lead conversations.

Questions for Prospective Students to Ask Faculty

- Individual attention
  - What is your favorite way to work with students one-on-one in your courses or outside of class?
  - In what ways do you help students determine their career paths?
- Hands-on learning
  - What types of internships, research, or service learning are available within your department?
- Special opportunities
  - Do students in your department participate in international study programs? What are examples of locations, types of programs, and courses specific to your field?
- Location
  - How do students in your department take advantage of local internships, community events, and research?

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3) College B Memorandum Regarding Faculty Participation in Student Recruitment
4) Incentives for Faculty Participation

**Share Departmental Enrollment Data and Tuition Revenue with All Faculty and Department Leaders**

Contacts at **College B** report that transparency of tuition revenue for each department encourages faculty in departments with low enrollment numbers to increase recruitment efforts. The president shares revenue information at presidential forums, and the dean of admissions sends an annual report with admissions metrics, including tuition revenue per department, to all faculty members. Leaders also developed a report on institutional effectiveness and mission fulfillment that included a list of departments with the highest and lowest number of graduates. Leaders do not allocate department operational funds by student enrollment, but contacts report that leaders are considering allocation of resources based on departmental tuition. Departmental funding based on enrollment provides faculty with a direct incentive to participate in recruitment efforts and promotes department-wide participation.

**Faculty Are Not Compensated Financially for Recruitment Efforts**

Admissions staff compensate faculty for their recruitment efforts through small gifts rather than money. Admissions staff at **College D** order institution-branded items such as tote bags and mugs at the beginning of each academic year and give items away throughout the year. Admissions staff spend between $3,000 and $5,000 on these items for faculty members and student recruitment volunteers.

**Faculty Gain Access to Top Leadership at Recruitment Events**

Academic leaders such as the provost attend luncheons to encourage faculty involvement and deliver welcome addresses to students. Academic leadership’s attendance demonstrates their commitment to recruitment efforts and provides faculty who participate in recruitment efforts an opportunity to develop professional relationships with leaders.
5) Research Methodology

Leadership at a member institution approached the Forum with the following questions:

- At what stages in the marketing and enrollment management process are faculty members and academic leaders involved? What are faculty and academic affairs leaders’ responsibilities throughout the marketing and enrollment management process?
- How do faculty and academic affairs leaders assist marketers in the development of marketing materials?
- How do institutions encourage or require faculty and academic affairs leaders to contribute to enrollment management and marketing initiatives?
- What portion of the university operating budget is allocated for marketing and enrollment purposes?
- How much, if at all, are faculty and academic leaders compensated for their efforts?
- What practices do contacts report as most effective for collaborative models? What practices are least effective?
- What challenges do enrollment management and marketing staff face with collaborative models? How do staff overcome these challenges?

The Forum consulted the following sources for this report:

- Institution websites and internal memoranda.
The Forum interviewed admissions and enrollment directors at non-faith-based, liberal arts institutions with enrollments under 4,000.

A Guide to Institutions Profiled in this Brief

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Type</th>
<th>Approximate Institutional Enrollment (Undergraduate/Total)</th>
<th>Classification</th>
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<tbody>
<tr>
<td>University A</td>
<td>South</td>
<td>Public</td>
<td>3,300/4,000</td>
<td>Master’s Colleges and Universities (Medium Programs)</td>
</tr>
<tr>
<td>College B</td>
<td>Midwest</td>
<td>Private, Non-Profit</td>
<td>2,500 (all undergraduate)</td>
<td>Baccalaureate Colleges -- Arts &amp; Sciences</td>
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<td>University C</td>
<td>Mid-Atlantic</td>
<td>Public</td>
<td>3,700/4,200</td>
<td>Master’s Colleges and Universities (Smaller Programs)</td>
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<tr>
<td>College D</td>
<td>Mid-Atlantic</td>
<td>Private, Non-Profit</td>
<td>700/1,000</td>
<td>Baccalaureate Colleges -- Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

Source: NCES