



Engaging Faculty in the Recruitment Process: Keys for Success

Presented by

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SCANNELL & KURZ, INC.



Agenda

- Current marketplace realities
- Why faculty are key recruitment partners
- Faculty involvement that works
- Key elements to effective management of faculty volunteers



Current Marketplace Realities

- Communication streams are becoming ever more complex, involving not just mail, but e-mail, tele-counseling, online chats, electronic newsletters, social network communities, etc.
- Campus visits are now often managed using a “concierge” approach where everyone on campus can be tapped to ensure that the experience is memorable and targeted to the students’ and parents’ particular interests.



Current Marketplace Realities

- It is a buyer's, not a seller's market, at least for private higher education institutions.
- The competition for the best students is especially keen.



Current Marketplace Realities

- Last year, given the country's economic turmoil:
 - Students applied to more schools.
 - More students selected two- and four-year public institutions.
 - Students sought and expected more financial assistance.
 - Students were more wary of borrowing and parents had more difficulty borrowing.
 - Parents became even more involved in the college choice process and very focused on value.
 - Yields were stronger for majors with clear job prospects.



Current Marketplace Realities

- The need to **STAND OUT** as an institution with clear and distinctive features and benefits has never been more important.



Do these headers sound familiar?

- “A challenging academic experience”
- “An encouraging, caring community”
- “A beautiful, safe campus with outstanding facilities”
- “Hands on experience”
- “Low student to faculty ratio”



Current Marketplace Realities

- For the most part, colleges and universities are undifferentiated.
- When institutions are viewed as commodities, it starts to be all about price.



Current Marketplace Realities

“Nearly 30 percent of the 100 private colleges that responded to Moody’s survey project their net tuition and fee revenues to fall in the 2010 fiscal year.”

Inside Higher Ed, November 3, 2009



Why Faculty are Key Recruitment Partners

- They know the “product” better than anyone else.
- They can help describe what is distinctive.
- They can help convey the benefits.
- They are passionate about their disciplines.



Why Faculty are Key Recruitment Partners

- Recent results from the CIRP freshman questionnaire show that:
 - 62% of those responding to the survey applied to three or more schools;
 - 56% chose their college because graduates get good jobs;
 - 41% enrolled because of a visit to campus.



Why Faculty are Key Recruitment Partners

- Faculty can help make the case for ROI.
- How many of you have good information about what your graduates are doing?
- Has that been shared with Admissions?



Why Faculty are Key Recruitment Partners

- Faculty can also help make the campus visit a **WOW** experience.
 - Mock classes
 - Faculty juried contests
 - Student/faculty research presentations
 - Faculty led tour of facilities
 - “Meet your mentor” events



Why Faculty are Key Recruitment Partners

- Transfers—an increasingly important enrollment stream at most institutions—are particularly focused on the strength of particular majors as well as on how their credits will transfer.



Faculty Involvement that Works

- Faculty involvement in recruiting needs to take advantage of what faculty do best and be focused at the right time on the right students.



Faculty Involvement that Works

- Faculty are most likely to get involved later in the cycle with admitted students to enhance yield or with enrolling students to reduce “summer melt.”
- These activities are important, however faculty involvement needs to **start** with faculty educating recruiters about their programs—sharing compelling data as well as anecdotes that help differentiate the institution from its competitors.



Faculty Involvement that Works

- In addition, given that so many students conduct their initial college search online now, it is important to have faculty profiles on your website and to have faculty involved in enhancing departmental web pages.

Trine University Provides an Engaging Look at Faculty in Their “Natural Habitat”

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AS SHOWN IN THEIR NATURAL HABITAT.

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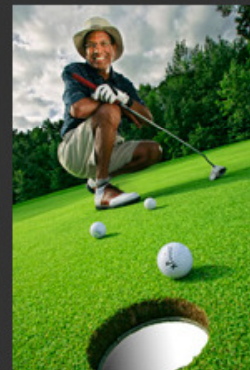
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From their very first semester, students in our department begin their work as makers of the still and moving image, receiving extensive hands-on experience with the tools and techniques of cinema and photography. Whether you are interested in telling a story, imparting information, or conducting an argument, our classes provide you with the necessary analytical, critical, and intellectual skills to be informed and effective image makers. Our goal is to produce graduates who are well prepared for work in their fields of specialization and who also have a sound command of the larger aesthetic, cultural, social, economic, and ethical dimensions of photographic media.

Project Grants and Funding Opportunities

Students in the department may apply for substantial [grants and awards](#) to help defray some of the costs of producing and exhibiting their films and portfolios. The department also helps support travel to academic conferences and film festivals so that students can interact with educators and professionals outside the Ithaca College community.

Beyond Ithaca: Internships and Off-Campus Study

The Ithaca College James B. Pendleton Center in Los Angeles provides a wealth of opportunities to gain professional experience. Our students can select from an extensive range of internship possibilities while continuing with their academic coursework. We also frequently offer classes that involve cinema and photography production abroad. For example, courses have been conducted in the Dominican Republic, Madagascar, Antigua, and Italy.

The Department of Cinema, Photography, and Media Arts boasts a faculty of nationally and internationally recognized artists, media makers, and scholars. Many of our professors program events that allow our students to see cutting-edge films on campus, visit galleries throughout the Northeast, and interact with visiting artists from around the United States and the world.

STUDENTS' ADVANCED PROJECTS ▾



Check out the [accomplished work](#) being produced by CPMA and Park students.

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Faculty Involvement that Works

- How many of you have compelling websites for your academic departments?
- Have you tested these sites with prospective students? Can they find them easily? Do they find the information compelling and interesting?



Faculty Involvement that Works

- It is also important for admissions to bring the “voice” of the market to faculty to help ensure that they develop marketable programs
 - New majors that speak to emerging academic interests;
 - Honors programs with clear eligibility criteria and benefits;
 - Transfer articulation agreements and two plus two programs.



Faculty Involvement that Works

- Faculty also need to be visible to campus visitors
 - Many institutions offer students the opportunity to meet with a faculty member as part of an individual visit.
 - Have faculty offer mini lectures or lab opportunities during major on-campus recruitment events.
- Messages from faculty should be part of the communication flow, targeted based on major or by quality level. Ideally faculty would make personal contact via phone or email with high-quality admits interested in their majors.
- Faculty to faculty relationships at key feeder community colleges are just as important as admissions counselor to college counselor relationships.



So How Do You Get, and Keep, Faculty Involved?

- Ideally, departmental resources would be linked to enrollments, which would give all faculty incentive to be involved.
- Typically, however, the ties between enrollment success and resources are not that clear.
- Consequently, managing faculty like any “volunteer” group is important.



Basic Elements of Managing Faculty Volunteers

- Start small, with a group of interested and supportive faculty leaders.
- Provide clear “job descriptions” and requests for action with as much advance notice as possible.
- Supply the tools needed for them to do their assigned tasks (e.g., email addresses, phone numbers, and data on students you want them to contact).



Basic Elements of Managing Faculty Volunteers

- Focus their efforts for optimum efficiency and effectiveness—use their time wisely
 - Don't have faculty “cold call” applicants—especially those outside their major
 - Don't expect faculty to “hawk” their wares at an academic fair in the gymnasium during open house events
 - Don't expect them to travel with recruiters except in very special circumstances (e.g., to key feeder community colleges or magnet high schools)



Basic Elements of Managing Faculty Volunteers

- Provide them feedback on the outcomes of their efforts.
- Publically recognize and reward their contributions.

Questions?

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