

Resolution 20 1988-89

Faculty Senate

TO: President John E. Van de Wetering
FROM: The Faculty Senate Meeting on 5-17-89
(Date)

RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
X III. Other (Notice, Request, Report, etc.)

SUBJECT: Acceptance of Letters and Science Ad Hoc Committee
Report on Recruiting Highly Qualified Students

RECEIVED
MAY 22 1989
PRESIDENT'S OFFICE
BROCKPORT, New York

AUG 28 1989
SUNY BROCKPORT
FACULTY SENATE
DATE Sent 5-22-89
14420

Signed *John H. Parsons*
(For the Senate)

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
a. Accepted. Effective Date *Fall 89*
b. Deferred for discussion with the Faculty Senate
on _____
c. Unacceptable for the reasons contained in the
attached explanation

II, III.

- a. Received and acknowledged
- b. Comment:

DISTRIBUTION: Vice Presidents: *see attached (Call President ofc for copy of report)*

Others:

Distribution Date *8/15/89*

Signed: *John E. Van de Wetering*
(President of the College)

ADMISSIONS COMMITTEE

Proposed resolution on acceptance of Letters and Sciences Ad Hoc Committee report:

- WHEREAS: It is in the best interest of the entire College community to anticipate the potential decline in high school graduates in the 1990's; and
- WHEREAS: The College community is best served by a balanced and diverse student body representing many levels of ability; and
- WHEREAS: Making the College attractive to this diverse student body is a responsibility of the entire College community;

BE IT RESOLVED THAT: THE REPORT OF THE LETTERS AND SCIENCES AD HOC COMMITTEE ON RECRUITING HIGHLY QUALIFIED STUDENTS be accepted in principle to guide the College's recruiting efforts.

REPORT OF THE LETTERS AND SCIENCES *AD HOC* COMMITTEE
ON RECRUITING HIGHLY QUALIFIED STUDENTS*

This report of the *Ad Hoc* Committee contains the following:

- I. A set of assumptions regarding the recruitment process;
- II. Three global recommendations on enhancing the recruitment of highly qualified students, with suggested implementation; and
- III. An appendix of recruitment strategies.

The three recommendations we make are:

- A. Project and enhance the image of the college internally as well as externally;
- B. Increase the role of individual departments, majors and programs in attracting, admitting and retaining students; and
- C. Integrate the recruitment of highly qualified students with the total recruitment process.

* Prepared by Frederick Burelbach, Ira Geer and Charles Edwards (Chair), with generous help and suggestions from the Dean and Chairs of the School of Letters and Sciences.

I. Assumptions regarding the recruitment process:

This report is guided by the following propositions:

It is the responsibility of each department to seek to attract highly qualified students to the college by promoting its fields of study.

It is the responsibility of each individual faculty member to enhance the image of the college in whatever way she or he can.

These assume that attracting students is a total institutional responsibility that transcends the processes normally considered under the term "recruitment," that different departments and faculty may contribute to these efforts in different and unique ways, and that enhancing the image of the institution and our disciplines will pay off, not only in attracting superior students, but also in retaining them.

These recommendations should further enhance the recent and hard won successes of the college and its personnel in improving our image among potential students. They expand the role of the entire college community in making Brockport attractive to an even larger pool of students—students who might best benefit from our programs and who, in turn, will benefit the College community.

Our recommendations are predicated on the following assumptions:

1. It is in the best interest of faculty and departments to minimize the shock of the decline in HS graduates anticipated in the 1990's.
2. To do this, we need to increase Brockport's attractiveness to students who, in the 1990's, will have a wider selection of quality colleges and programs from which to choose.
3. This will be best served by increasing the percentage of students who: a) select Brockport as a first or second choice; b) matriculate as Freshmen and; c) remain at Brockport to graduate.
4. As a public comprehensive arts and sciences college we have the obligation to serve—and will be well served by—a diverse population of motivated and able students. These include students with special talents, adult students, traditional students, and "highly qualified" students (Defined here as those with HS GPA \geq 90 and SAT $>$ 1000). It also includes students who show academic promise but who may require special academic support to fulfill that promise.
5. Although specific efforts need to be directed at recruiting and matriculating highly qualified students, recruiting such students cannot be divorced from efforts to improve the overall quality of the student body. Increasing the quality of the "average" student can affect the total campus environment, making it more attractive to superior students as well.
6. Similarly, attracting students to Brockport cannot be divorced from retaining the students we already have. Satisfied students and successful graduates constitute our most powerful recruiting/retention agents.
7. Strategies for attracting and retaining highly qualified students go well beyond what are normally lumped under "recruitment," and thus involve the entire college community. A campus-wide investment in recruiting and retaining quality students now can have long term benefits, especially in the 1990's
8. However, given the heavy demands currently placed on faculty and staff, we need to concentrate on those efforts that will produce the greatest long term benefit within the limitations of constrained budgets, time and energy. Not every faculty or department can or

should contribute in the same way. By encouraging a diversity of approaches that capitalize on the different strengths of departments, programs and staff we are more likely to achieve this total institutional involvement.

9. For this to work, however, the departments, programs and faculty serving these students need to have direct input into the recruiting process.
10. More attention needs to be placed on attracting students into specific majors and programs. Helping students invest in programs, majors or faculty early can be a powerful retention tool. Programs, majors and faculty need, therefore, to have more immediate input into the way their programs are defined and presented and what kinds of students are accepted.
11. Attracting and retaining more Freshmen will place increased burdens on the General Education Program. Reducing the number of students requiring special remedial training while increasing the number of highly qualified students who might be waived from some GEP Cog Skills requirements will relieve some of that burden.
12. We need to take a positive approach to attracting and retaining students at *all* levels of ability who can be best served by the College and who best serve our needs. Thus, we should aim to attract, not only honors-type students, but also the most qualified EOP, transition and special talent students to assure a fit between their needs and our abilities to meet them.

II. Recommendations on enhancing the recruitment of highly qualified students:

A. Project and enhance the image of the College internally as well as externally:

Considerable effort has gone into promoting Brockport's reputation among potential students and guidance counselors over the past five years. However, other indicators suggest that our reputation among potential or incoming Freshmen is still not consistent with the quality of our faculty and programs: Only two SUNY colleges matriculate a lower percentage of Freshmen than we do, only 30.5% of Freshmen responding to the ACE questionnaire identified good academic reputation as one of Brockport's strengths, and a majority of the Freshmen we do admit do not go on to graduate from Brockport.

Any effort to promote us to the larger community should start at home. We should thus pay closer attention to how we present our accomplishments to our students and to our peers. Before we can promote ourselves externally, we need to share what we are doing among our colleagues and students.

Suggested Implementation:

1. Provide systematic and easy to use mechanisms for recording and disseminating information on faculty *and student* accomplishments. A simple, standardized form could be used to channel information from departments or deans to Office of College Relations. This information should be disseminated internally (Perhaps in a newsletter) and to media (including *The Stylus*).
2. Assure that faculty and student accomplishments are presented to and *in* the media in the best light. For example, make sure that Brockport's name is headlined in newspaper

articles, that proper faculty titles (Dr., etc.) are used.

3. Make faculty and students aware of successes of current students and recent graduates, including awards, fellowships, Law/Med school placements, etc.
4. Faculty accomplishments such as books, major fellowships and grants, presentations or performances in prestigious forums, etc. deserve wider publicity, both on and off campus.
5. The Alumni Office should compile information on successful graduates that can be disseminated to departments.
6. We should actively seek alumni support in recruiting highly qualified students.

B. Increase the role of individual departments, majors and programs in attracting, admitting and retaining students.

In the final analysis, it is quality programs and majors that attract and retain students. We should try to attract a larger percentage of Freshmen who have specific interests and goals. Once we link such students with specific departments and faculty we can use this link to keep them at Brockport, even if they subsequently change majors.

Suggested Implementation:

1. Coordinate recruitment goals through departments and deans.
2. Target HS juniors. Many already have tentative goals and are already looking for colleges with programs appropriate for their goals.
3. When applicants have identified majors or potential interest areas, provide deans/departments with specific information on these applicants. Information should include SAT, GPA, age and, if practical, transcripts. This information is necessary for effective follow up by departments.
4. If applicant has not identified a major, we should try to identify some general interests and link applicant with faculty member closest to interest area.
5. When applicants visit campus, arrange for visit to department in major or interest area.
6. Include information on recent grads in fact sheets. See if we can get current majors or recent grads to write testimonials to send to applicants.

C. Integrate recruitment of highly qualified students with the total recruitment process:

Highly qualified students (SAT>1000, GPA>=90) may be attracted to a college for a variety of reasons. Therefore, recruiting such students should not be separated from the total recruiting process and, if anything, should be closely linked with the recruiting efforts of individual departments.

Suggested Implementation:

1. The Honors Program and Delta College serve important roles in recruiting certain highly

qualified students. However, for various reasons, these programs are not appropriate for all highly qualified students. Therefore, the recruitment of superior students should not be restricted to the Honors program and Delta College.

2. It may be appropriate, therefore, to expand the duties of the Honors Director to include the coordination of recruiting efforts aimed at superior students regardless of program. The Honors Director would thus work in liaison with individual programs or departments to establish goals and strategies for locating and recruiting such students.
3. An effort should be made to connect each highly qualified applicant with an individual faculty or department early in the admissions process, particularly if the applicant has already identified a major or interest area.
4. Departments need updated information on scholarships, special kinds of financial aid, etc. that may be relevant to their major programs. Departments may use this information as part of a package to attract superior majors. The Brockport Foundation should vigorously recruit scholarship funds to attract highly qualified students.
5. Expand enrichment activities within the major, such as research/internship opportunities related to major. Efforts should be made to include funding for undergraduate training, research or internship opportunities in faculty research grants. Perhaps an easily accessible pool of IFR moneys could be made available to support undergraduate research projects.
6. Provide more financial and logistical support necessary to support enrichment activities such as a chorus, band, etc., appropriate to college of our size.
7. Consider expanding Honors Program to provide entry at the upper division, either within major or as adjunct to the existing Honors Program. There should be an opportunity for the student who excels after matriculating to obtain an honors degree.
8. Expand opportunities for Honors students to complete Honors requirements and courses within the major.
9. Adult students may include superior students who do not fit the 1000 SAT and 90 GPA criteria. Efforts should be made to identify such students and link them with appropriate courses and programs.

III. Appendix. Recruiting strategies inventory:

Central to this report is the assumption that recruiting efforts will be best served by encouraging a diversity of approaches that capitalize on the strengths of individual departments and faculty. Furthermore, some individuals might be better prepared to employ certain strategies. The following suggestions are not exhaustive nor should they be seen as expectations incumbent upon all departments and individuals. However, they are approaches that might be modified and used to advantage by some.

1. Many of our accomplishments are hidden under bushels and some faculty don't like to appear immodest. However, making others aware of individual accomplishments can enhance the overall image of the college. We could develop more formal and ongoing procedures within the School for making the larger public aware of the unique accomplishments of our faculty and students, in the form of newspaper articles, TV-Radio interviews, press releases, etc. .

2. "Road shows" aimed at high school and pre-high school levels: The Schlecht/Mancuso science show and *Danscore* (the touring student dance ensemble) project a very good image of Brockport among potential students, their teachers and parents. Are there faculty in other areas who might present equally impressive demonstrations?
3. Participation in any events, professional organizations, science fairs, etc. that bring us into contact with school teachers.
4. Personal calls/letters to prospective students, guidance counselors, and teachers.
5. Coordinated efforts among faculty/departments with overlapping interests (such as ANT, SOC and AAS) to support each others' recruiting efforts, develop common recruiting materials, and perhaps share the work on recruiting trips, etc. .
6. Coordinate more closely the efforts between departments and special programs such as Delta College, the Honors program *as well as* EOP and Transition to help attract into those programs students who would also benefit from our major programs.
7. A recruitment newsletter with information on innovative recruitment strategies, lists of scholarships, etc., that might be useful to departments.
8. Establishing or maintaining contacts with alumni, guidance counselors, or school teachers
9. Presentations by our students in public showings, science meetings such as Rochester Academy of Sciences, etc. .
10. Institutional, departmental or individual support of on campus events that appeal to superior students, etc. .
11. Any activities visible to the large community that make us and our students appear capable, such as the Weather Calendar, the Art Department photography calendar, etc. .
12. Improve fact sheets to make them more interesting. Perhaps highlight accomplishments of faculty and grads in fact sheets.
13. Involvement in off campus lectures, TV, radio, newspaper interviews, etc.
14. Mention or discuss faculty or student accomplishments in our classes. Let them know that we are proud of our peers' and students' accomplishments.
15. Scholarships: Provide prospective students and departments with guidelines for scholarships relevant to programs.
16. Provide data on where Brockport grads go after graduation, especially those in specific programs.
17. Departmental advisement/recruitment materials aimed at displaying our programs or helping students make better decisions, such as Math/Computer Science advisement video or Anthropology's *Anthropology and Careers* booklet.
18. Programs that bring our students into the public schools to give presentations, work one-on-one with students, provide tutoring, etc., can provide high schoolers and pre-high schoolers with positive role models.

19. Don't neglect the pre-high school students. Early, positive, impressions tend to last.
20. Identify unusually good students enrolled in our courses and ask for name of their high school counselor or most influential teacher; write letter to the counselor or teacher telling them of the student's success at Brockport and encourage them to urge similar students to consider Brockport.
21. Develop structures within major department to foster and utilize contacts with alumni in recruitment of students and dissemination of departmental changes, news, projects, facilities and programs.
22. Ascertain and incorporate information about alumni career patterns in materials to be distributed to prospective majors.
23. Encourage students in research methods courses that conduct research on campus issues—such as SOC 310—to write articles of high student interest for *The Stylus*.
24. Install a display case in high student traffic area for the display of student and faculty work or high interest news events which involve issues relevant to the major.
25. Restore or provide administrative support for organizations such as the Institute for Social Science Research that demonstrate the relevance of student and faculty skills to the larger community.
26. Short videotapes featuring individual departments and their programs could be made available in the Admissions Office for viewing by prospective students.