

2006

Minority recruitment efforts aimed at increasing student diversity at historically black public colleges and universities and predominantly white public institutions

Nia Francis Mason

Louisiana State University and Agricultural and Mechanical College, nmason1@lsu.edu

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_theses



Part of the [Mass Communication Commons](#)

Recommended Citation

Mason, Nia Francis, "Minority recruitment efforts aimed at increasing student diversity at historically black public colleges and universities and predominantly white public institutions" (2006). *LSU Master's Theses*. 3855.

https://digitalcommons.lsu.edu/gradschool_theses/3855

This Thesis is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Master's Theses by an authorized graduate school editor of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.

MINORITY RECRUITMENT EFFORTS AIMED AT INCREASING STUDENT DIVERSITY
AT HISTORICALLY BLACK PUBLIC COLLEGES AND UNIVERSITIES AND
PREDOMINANTLY WHITE PUBLIC INSTITUTIONS

A Thesis

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Master of Mass Communication

in

The Manship School of Mass Communication

by

Nia Mason

B.A., The George Washington University, 2003

May 2006

ACKNOWLEDGEMENTS

I would like to thank everyone who made this thesis both possible and rewarding. I would first like to thank my committee for their outstanding guidance. Dr. Boyer, thank you for your helpful insights and unwavering patience during this process. I feel lucky to have found a professor with similar interests and a vast knowledge in the subject I chose to research. Dr. DeFleur, it has been my honor to work with you. Dr. Lundy, it was a pleasure working with you, both as my committee member and as your graduate assistant. Dr. Meehan, I believe your careful scrutiny during this process has made my thesis more valuable and has helped me become a more thorough researcher.

Most importantly, I could not have completed my thesis without the love and support of my family. Mama, you are my inspiration. You have taught me the true definition of strength and courage through your own perseverance and personal triumphs. Daddy, I am grateful for your unwavering belief in my abilities. Your optimism has allowed me to believe in myself and realize that anything is possible. You both have been there to guide me in the right direction.

Jared and Kenan, thank you for helping me to smile when life made that an almost impossible task. You are more than my brothers. You have become two of my best friends. Belinda, thank you for always encouraging me to search for the different perspectives that life has to offer.

To my grandparents, aunts, uncles, and cousins, it would not be enough to simply say thank you. Your constant love and support have always been the source of my drive to succeed. My life will never be boring with you in it, but without you I would be lost.

Leah, thank you for keeping me focused. You have stood with me in both good and bad times. I am extremely lucky to have a friend like you in my life.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
ABSTRACT	v
CHAPTER 1. INTRODUCTION	1
1.1 Justification for the Study.....	1
1.2 System of Higher Education in the United States.....	2
1.3 Importance of Minority Recruitment in Higher Education.....	3
1.4 The Need for Public Relations in Higher Education	5
CHAPTER 2. REVIEW OF LITERATURE	7
2.1 Public Relations History and Concepts.....	7
2.2 Public Relations and Higher Education.....	10
2.3 Legal Aspects of Diversity in Higher Education.....	13
2.4 Diversity in Higher Education	16
2.5 Image Management and Self-Presentation in Higher Education.....	21
2.6 Ethnicity, Cultural Identity, and Cultural Communication.....	24
CHAPTER 3. METHODOLOGY	29
3.1 Qualitative Research.....	29
3.2 In-Depth Interview	30
3.3 Site Selection.....	31
3.4 Participants.....	33
3.5 Data Collection	33
3.6 Data Analysis	35
CHAPTER 4. FINDINGS	38
4.1 Description of Participants Backgrounds and Interview Environment.....	38
4.2 Minority Student Population and Prospective Student Qualities.....	46
4.3 Minority Recruiters and Professional Training.....	48
4.4 Effective Recruitment Tactics.....	50
4.5 The Perfect Recruitment Tool.....	54
4.6 Other Recruitment Efforts.....	57
4.7 The Importance of Photographs	59
4.8 Minority Recruitment Concerns: Increased Admissions Standards	60
4.9 Minority Recruitment Concerns: Competition with Other Institutions	61
4.10 Minority Recruitment Concerns: The Needs of Minority Recruits	62
4.11 Minority Recruitment Concerns: Battling Negative Images	63
4.12 Explaining Legal Factors	65
4.13 Participant’s Personal Experiences with Minority Recruitment	66
4.14 The Future of Minority Recruitment	68
4.15 Suggestions for Improving Minority Recruitment.....	71
4.16 Goals for Minority Recruitment	72

CHAPTER 5. DISCUSSION AND CONCLUSIONS.....	75
5.1 Discussion.....	75
5.2 Limitations of the Study.....	87
5.3 Conclusions	87
REFERENCES	92
APPENDIX A: INTERVIEW GUIDE.....	99
APPENDIX B: CONSENT DOCUMENT	101
VITA.....	103

ABSTRACT

Minority and other race recruitment have become a significant part of general recruitment efforts at many predominantly white institutions (PWIs) and historically black colleges and universities (HBCUs). Despite increased efforts, some universities have not been successful at increasing diversity on campus. This study relies on the use of in-depth interviews to document, describe and understand the similar and differing characteristics of minority and other race recruitment tactics being used at PWIs and HBCUs. The researcher conducted interviews at four public institutions of higher education; two of which are HBCUs, and two of which are PWIs. The researcher also sought to determine if the universities in the study created their recruiting techniques as a self-presentation tactic.

The findings of this study reveal that although similarities exist in general recruitment practices at PWIs and HBCUs, many recruiters and university administrators note the necessity to approach prospective minority and other race students differently than majority students. Secondly, findings suggest negative perceptions of institutions may hinder minority recruitment efforts. Findings also suggest that the universities are putting forth effort in attempts to overcome this problem; therefore, this study supports the idea that universities practice self-presentation in efforts to overcome negative images and poor minority enrollment.

CHAPTER 1. INTRODUCTION

1.1 Justification for the Study

In order to increase the percentage of minority students enrolled at colleges and universities, it is necessary to research why this is such a problem. Schools with a high minority population appear to be the exception, not the rule. In order to find a solution to this problem, it is necessary to find out if this situation is perpetuated by public relations tactics being used by universities when approaching their minority publics, or if the problem lies in the mindset of a country that was a victim of legally imposed segregation for hundreds of years (Loo & Rolison, 1986; Wu, 2005).

The primary issue that this thesis addresses is the minority recruitment techniques being used by Historically Black Colleges and Universities (HBCUs) and Predominantly White Universities (PWIs) to increase minority enrollment. The relationship between universities and their publics is an important factor in that their recruitment pools stem from those populations. Since universities actively recruit students in the hopes of enrolling them, the universities must form, cultivate, and maintain mutually beneficial relationships with their communities and with students. This study centers on cultural communication and minority recruitment, including difficulties in communication between cultures, and public relations tactics used in an attempt to recruit minorities.

In order to address these issues and gain an understanding of how different schools are attempting to attract minority students to their campuses, the researcher documented and described recruitment efforts at four public institutions of higher education; two of which are historically black universities and two of which are predominantly white institutions. All four universities are located in the southern region of the United States. The researcher also studied

image management and self-presentation theories as possible justification for university public relations tactics.

This study is unique because although much has been written about minority recruitment, admissions and enrollment (Chaundra & Paul, 2003; Kobrak, 1992; The progress of black student matriculations, 1999; Yens, Benenson, & Stimmel, 1986), there has been little scholarly inquiry on the topic of minority recruitment tactics at universities. This is especially true in comparing minority recruitment approaches at PWIs with those at HBCUs. As colleges and universities make attempts at increasing the diversity of their student bodies, the significance of documenting, describing, analyzing and understanding minority recruitment efforts at both minority and majority institutions within the higher education community is unquestionable. This study is a point of interest to higher education administrators, admissions officers, educators and mass communicators in that these findings may aid those groups of people in successfully communicating their agendas with minority groups.

1.2 System of Higher Education in the United States

One of the key concepts on which the United States was founded more than two centuries ago was the ideal that its citizens would be enlightened individuals with the opportunity for individual achievement and success (Riley, 1997). As time progresses, Eckel and King (2004) point out, the American student population increases in diversity, age, gender, socioeconomic status and economic interest. Although there is a more diverse population of students pursuing a higher education, there has been a societal shift to resegregation in southern schools (Hendrie, 1999).

According to the U.S. Department of Education (2006), there are nearly 130,000 individual institutions in the United States educational system. The system includes 6,000

postsecondary vocational and technical schools and 4,000 degree-granting institutions of higher education. There are also 105 HBCUs, including 40 public 4-year, 11 public 2-year, 49 private 4-year, and 5 private 2-year institutions (www.ed.gov, 2004).

The way in which the U.S. educational system is organized is unique, and many Americans refer to the educational system as a marketplace (U.S. Department of Education, 2006). The concept of the educational marketplace stems from U.S. law classifying postsecondary institutions and private schools as corporations. As corporate entities, institutes of higher education are internally self-governing and make their own decisions, including whom to admit to study and to graduate. Furthermore, the U.S. Department of Education (2006) notes that most public institutions, which are chartered educational systems or individual campuses whose governing boards appointed by the state legislature or governor, operate in the same manner as private institutions, but they abide by whatever limitations may exist in state or local law. The more publicized legal limitations in the realm of higher education seemingly have dealt with segregation, integration, and affirmative action.

1.3 Importance of Minority Recruitment in Higher Education

Taylor and Olswang (1999) state that despite increasing numbers of African Americans attending college, there are still legal and ethical debates about methods for integration of some PWIs. In terms of schooling, whites remain the ethnic group that attends institutions that are not especially diverse (Hendrie, 1999). According to the U.S. Census Bureau, of the African American students that attend college, 28.5 percent attend historically black colleges. The rest attend predominantly white colleges throughout the country. Although some PWIs have been able to attract black students by being located in heavily minority populated areas or aggressively recruiting minority students, most PWIs have small percentages of African American students.

In fact, only three of the top ten institutions that graduate the most African American baccalaureates were PWIs (Gasman, 2005)

HBCUs are not unaffected by call for minority recruitment. Taylor and Olswang (1999) note that although HBCUs have never practiced race-based admissions policies, court cases in Alabama, Louisiana and Mississippi have focused on desegregation issues affecting those institutions. These court-imposed mandates require HBCUs in these states to enhance the number of non-African American students enrolled. The number of white students in schools with a majority minority population, however, dropped in the South between 1987 and 1996 (Hendrie, 1999). In recent years, however, by making an effort to attract large numbers of white students, U.S. News and World Report rated several HBCUs as having good race relations (In Praise of Watchdogs, 1998).

As noted by Madrid (1988), attracting minorities into higher education is important to society as a whole.

The well being of a society is directly related to the degree and extent to which all of its citizens participate in its institutions. As educated and educator members of this society we have a special responsibility for assuring that all American institutions, not just our elementary and secondary schools...reflect the diversity of our society (p.131).

In order for institutions of higher education, both HBCUs and PWIs, to reflect society as a whole, those colleges and universities must make a concerted and organized effort to do so.

Others also note that diversity in higher education is important. ACE president David War said, "Diversifying our colleges continues to be a key issue for our society, and we ought to respond to the challenges in a way that is strategic" (Honawar, 2005, p. 6).

1.4 The Need for Public Relations in Higher Education

The U.S. education system is unique and has been noted to resemble a marketplace. The education system, therefore, includes elements such as independence, ambition and competitiveness (Eckel & King, 2004). In line with that competitiveness, institutions compete with each other for research funding, faculty, and the most talented students. The student talent pool being competed for by universities, by most calculations, will be “majority minority,” which refers to a population where the majority belongs to an ethnic group other than non-Hispanic whites (Edmondson, 2006). Bagnato (2005) notes that Texas announced that it joined California, New Mexico and Hawaii, the states that now are considered “majority minority.” Texas now has a 50.2 percent minority population. Nine other states, including New York and Florida, are on the path to becoming majority minority (Edmondson, 2006).

The changing social climate of the United States will make it necessary for universities to find new avenues of attracting students and help manage change. One such avenue is the field of public relations. The Public Relations Society of America (PRSA) defines the field of public relations as one that “helps an organization and its publics adapt mutually to each other” (Public Relations Profession, 2005).

The definition implies the functions of research, planning, communications dialogue and evaluation. Also, the definition includes the key words organization and publics. The word organization is not as limiting in its implications as the words company or business (Public Relations Profession, 2005). Publics is defined as people who are mutually involved or interdependent in some way with certain organizations (Cutlip, Center, & Broom, 2000). The word publics recognizes that all organizations have numerous groups from which they attempt to elicit understanding and support (Public Relations Profession, 2005).

Developing effective public relations tactics to recruit and diversify institutions of higher education is becoming increasingly important because public relations provides an organization with new opportunities. Practitioners interact with more internal and external audiences than anyone else in the organization and have the ability to identify new markets, new products and new methods (Public Relations Profession, 2005).

Universities should utilize public relations to first make apparent to their publics that they are concerned with diversity and it is an important issue. Some schools, however are neither responding nor clarifying their commitment to affirmative action (Roach, 2005). They have simply moved forward without saying much. Wu (2005) suggests that the promise of diversity will only be realized if there is an insistence on institutional leaders, grassroots efforts that build bridges among communities, and more scholarship opportunities. Universities should also set the goal of helping students develop their college aspirations and their competitiveness (Roach, 2005).

CHAPTER 2. REVIEW OF LITERATURE

In order to establish the basis for the research on minority recruitment, a discussion of the following concepts is necessary: 1) public relations and its utilization in higher education, 2) image management and self-presentation in organizations, 3) a historical description of court cases that influence diversification efforts in higher education and 4) the relationship among ethnicity, cultural identity and cultural communication.

2.1 Public Relations History and Concepts

Public relations, although often considered a development of the 20th century, actually has roots dating back to ancient times. Not unlike current farm bulletins distributed by the U.S. Department of Agriculture, Iraqi farmers dating back to 1800 B.C. carved messages into stone tablets. The messages offered other farmers suggestions on irrigation, sowing crops, and dealing with mice (Cutlip et al., 2000). Later, Greeks regarded communication skills with high regard, often electing the best speakers into leadership positions. The Catholic Church was also a contributor to the beginnings of public relations. In the 1600s, the Church established a College of Propaganda to help promote faith (Seitel, 1980).

Others who influenced the field of public relations prior to the 1900s were Sam Adams, a soldier during the American Revolution, Amos Kendall, a member of Andrew Jackson's administration, and press agent P. T. Barnum. Adams led the communications phase of the American Revolution. Through a series of planned communications, Adams set out to reduce British loyalties and increase revolutionary enthusiasm. He organized the Committees of Correspondence to disseminate anti-British information quickly. He also staged events such as the Boston Tea Party. Adams attempted to exploit British transgressions with publicity, ultimately labeling what is today known as the Boston Massacre (Seitel, 1980).

During Andrew Jackson's presidency, public presidential campaigning and the functions of the presidential press secretary had clearly begun. In the late 1820s and early 1830s literacy increased, as did political interest. These changes, coupled with the increase in people's political power, campaigning for support became necessary. During this time, Kendall emerged as a pioneer of public relations. He served as Jackson's pollster, counselor, ghostwriter and publicist. Kendall aided Jackson in conveying his thoughts to Congress and the country (Cutlip et al., 2000).

Barnum was a press agent. His only goal was to make money by using publicity. Many public relations practitioners would prefer not to consider Barnum a pioneer in the field, but he was an impressive publicist. He was the owner of a major circus, and in the 1800s Barnum generated countless articles to promote his traveling show. Barnum gave his star performers short names so they would fit into narrow newspaper clippings. He also staged bizarre events. Some press agents still practice his techniques (Seitel, 1980).

Although the contributions of these men are well noted, Ivy Lee is considered the father of modern public relations (Seitel, 1980). Lee began working in the field of publicity in 1903. He believed that companies should strive to earn public confidence and keep the public informed. Using ethical standards as a guide, Lee issued a "Declaration of Principles" in 1906. Lee's Declaration served as his philosophy of public relations and was a key factor in the "evolution of press agency into publicity and of publicity into public relations" (Cutlip et al., 2000, p. 117). Lee may not have used the term public relations until 1919, but his philosophy and techniques made public relations a credible field in which to work (Cutlip et al., 2000).

Another prominent figure in the field of public relations, emerging in the 1920s, was Edward L. Bernays. He was the first to refer to himself as a public relations counsel. Bernays

said public opinion is important to democratic society. Therefore, he concluded, the public relations practitioner must be aware of changes in society and be prepared to make policy modifications to keep up with changes in public opinion (Simon, 1984). Bernays also taught the first public relations course at New York University in 1923 (Cutlip et al., 2000). Simon notes that Bernays was aware that there is a close relationship between public relations and the society within which it must operate.

Public relations steadily built its reputation and earned respect throughout society. The components of good public relations became ethics, truth, and credibility, as opposed to cover-up or distortion (Seitel, 1980). As a means to continue the advancement of the field of public relations, the Public Relations Society of America (PRSA) formed in 1948 by the merger of the American Council on Public Relations and the National Association of Public Relations Counsel. The PRSA serves as a unifying body for the public relations field through its four-day annual conference; regional conferences, seminars and meetings; various publications; Silver Anvil awards program; and central office activities (Simon, 1984).

Even though modern public relations is less than 100 years old, it has been defined in different ways. Early attempts at defining the functions of public relations focused on press agency and publicity. Cutlip et al. (2000) note that press agency is the creation of newsworthy stories and events in order to attract media attention and gain public notice. Cutlip et al., also note that publicity is an uncontrolled method of placing messages in the media. The source does not pay for the media placement and the information is used because it has news value.

As public relations was recognized and utilized to a greater extent, definitions began to include concepts such as the need for research, planning and evaluation, the use of a continuing and systematic process, recognition of many publics, and the need for a long-term commitment

(Public Relations Profession, 2005). In an attempt to decrease the wide-ranging descriptions of the profession, the PRSA adopted the formal definition of public relations noted earlier in 1988.

2.2 Public Relations and Higher Education

Harlow (1939) defines public relations in higher education as the body of thought and practice built up over time, for colleges and universities to develop and maintain sound contact with the public they serve and which serves them. Cutlip et al. (2000) suggest therefore, that public relations is a part of an organization's purposive and managed behavior in an effort to achieve goals. Like most organizations, the publics that colleges and universities must reach are numerous. Each institution is a complex community of individuals that can be grouped into five publics: the board of trustees or the board of regents; an active head of the university, generally called the president; other administrative officers; various members of faculty; and the student body (Titus, 1935). Titus notes that other publics institutions must reach are alumni, parents of students, government officials, and citizens in the general population. Through an intelligent and responsible public relations program, the publics of the college community can communicate effectively with one another (Steinberg, 1966).

The realm of higher education increasingly took notice of the usefulness of public relations, resulting in the utilization of some type of public relations organization on nearly every college and university campus (Harlow, 1939). The University of Michigan was the first to utilize public relations when the university established a publicity office in 1897 (Cutlip et al., 2000). Cutlip et al. note that similar programs began to develop when private institutions found themselves in competition for funding and students. Between the years 1910 and 1920, Rodnitzky (1968) offers that state colleges and universities were seen as utilitarian institutions with presidents who had business backgrounds as opposed to intellectual backgrounds. A

business background would naturally lead university presidents to seek a highly regarded reputation, as well as good will through publicity and conformity to public opinion (Rodnitzky, 1968).

The 20th century saw institutions responding to the needs of the times. The demand for institutional growth and research increased, as well as the need for funding, so college administrators began to use publicity techniques and ultimately public relations (Cutlip et al., 2000). Steinberg (1966) notes that universities began to employ college information officers to provide explanations of the organization's aims and direction. These officers also developed press relationships. Another function of public relations that began to be utilized by universities was development to secure financial support (Steinberg, 1966).

As time progressed, colleges and universities began to reflect a competitive marketplace because of demographic, economic and political changes (Gioia & Thomas, 1996). Steinberg (1966) notes higher education became a massive business enterprise that developed a consciousness of public opinion and its public relations tactics were developed to correspond with this awareness. The practice of university public relations attempts to mold public opinion. In turn, the effects of their efforts also shape the institutions (Rodnitzky, 1968). Similarly, Harlow (1939) suggests that university public relations is able to grasp and hold favor from the unpredictable public, which is a necessity for any rising cultural force.

In 1974, two associations, The American College Public Relations Association and the American Alumni Council, merged which further legitimized the use of public relations in higher education. The merger of the two groups formed the Council for Advancement and Support of Education (CASE) (Cutlip et al., 2000). The goals of the organization support public relations efforts in higher education. Cutlip et al. state that the goals of the organization are to build

public understanding, increase alumni involvement and support, improve educational government relations, strengthen communication with internal and external publics, and increase private financial support.

Harlow (1939) says public relations keeps the community in close contact with college and university institutional life through students, both current and alumni; therefore, a public relations practitioner maintains close contact with these publics in order to serve and be served by them. Other goals of public relations programs in higher education are to strengthen community relationships, reduce misunderstandings, and give the public a clear understanding of the efforts and objectives of the school (Grossley, 1945).

University public relations programs are designed to maintain the mutually beneficial relationship of the university system. The relationships that organizations, such as universities, build and maintain with publics are subject to the constant political, social, economic, and technological changes in society. Organizations must frequently change their relationships with their publics in response to the ever-changing social climate (Cutlip et al., 2000).

Harlow (1942) suggests that universities operate within the social framework, and their public relations programs simply express what the institution believes its purpose is within that framework. Because of this, institutions of higher education have both an opportunity and an obligation to encourage knowledge and social change (Umali, 2005). The ever-changing social climate, however, makes “ethnic public relations” that universities practice to attract minority students difficult (Blythe, 1947, p. 344). The climate for general public relations, in terms of its goals, is favorable. General public relations takes advantage of known cultural realities, such as consumption and the desire to maintain or raise social status. On the other hand, public relations used to improve inter-group relations moves largely in opposition to cultural attitudes, customs,

and institutions. These informal codes achieve virtually the same end as legal segregation (Blythe, 1947).

2.3 Legal Aspects of Diversity in Higher Education

The current efforts being made by institutes of higher education to increase diversity on university campuses stems from early American segregation. America's segregationist system was commonplace in many environments, including in the country's educational system. The United States Supreme Court set the legal standard for all such social conditions. One such standard that plagued the United States for hundreds of years that infiltrated its educational system was *Plessy v. Ferguson*, also known as the "separate but equal" doctrine. "Separate but equal" became the legal justification for European Americans, although in the numerical minority, attempting to keep slaves submissive, illiterate and uneducated (Douglass, 1845; Fountain, 1995; Fry, 1969).

In 1868, the Court ruled on *Plessy v. Ferguson*, which dealt with the constitutionality of a Louisiana law that provided for separate railroad train cars for the white and black passengers. Being that the statute only provided that the cars are separate, not different, the Court could not find a violation of the United States Constitution (*Plessy v. Ferguson*, 1896). The Court held that the use of "separate but equal" facilities was constitutional. The decision also advocated Louisiana's race-based classification system, and held that blacks were "substantially different from whites, and that this difference deserved legal recognition" (Roche, 1951, p. 219).

According to Groves (1951), the subsequent characterization of the South as being separate in all social aspects, including separate railroad coaches, separate waiting rooms, separate water fountains, and dual systems of public education remained. In addition, Cose (1996) suggests that although the "separate but equal" doctrine was set aside more than a half

century ago, ethnic groups have yet to develop a mutual appreciation of one another and the promise of desegregation has yet to materialize.

The Court struck down the idea of “separate but equal” in 1954 in *Brown v. the Topeka Board of Education*. The decision held that segregated public schools are inherently unconstitutional (*Brown v. the Topeka Board of Education*, 1954). Despite legal pressure to end the segregated way of life and integrate the public school system, the South was resistant to social change during the civil rights era. Following the Supreme Court’s 1954 Brown decision, Zanden (1962) found massive resistance to integration in Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina and Virginia. Opposition to racial integration would not end without less prejudice, greater acceptance and further intervention of the American judicial system.

In order to further aid in efforts to increase minority enrollment in American colleges and universities, the Supreme Court heard the case of *Regents of the University of California v. Bakke* in 1978. Allan Bakke was denied admission twice to a California medical school despite having better grades and test scores than successful minority applicants. Bakke was among the first to bring grievances about affirmative action to court. Bakke claimed that he was a victim of reverse discrimination (*Regents of the University of California v. Bakke*, 1978). Overall, the Court found that state universities were permitted to give modest preference to minority students provided that all other admission credentials were essentially equal (Cross, 2000). Four justices confirmed that Bakke had been the victim of reverse discrimination; however, four others agreed that the school's affirmative action plan was a logical application of the 1964 Civil Rights Act. Justice Lewis Powell sided with both viewpoints. The result was Bakke's admission to the school as well as the upholding of affirmative action. The Court's split decision invalidated UC-

Davis's quota program for minorities but also struck down a California court's ruling that race could not be used as a factor in considering applicants (Regents of the University of California v. Bakke, 1978).

However, doubt has arisen since the *Bakke* decision. For example, *Hopwood vs. Texas*, “is best understood as the start of a sea change in the university admissions across the country” (Hopwood v. Texas, 2000). The case began in 1992, when Cheryl Hopwood was denied admission to the University of Texas Law School, despite believing that she was more qualified than many admitted minority students. The result of her eventual lawsuit was the banning of a race-based admissions process in Texas, Louisiana, and Mississippi (Hopwood v. Texas, 2000).

More recently, in 2003 the Supreme Court rendered the opinion that race could be used in university admissions decisions in its ruling of *Barbara Grutter v. Lee Bollinger, et al.*, and *Gratz, et al. v. Bollinger, et al.* However, the court also seemed to put limits on how much of a factor race can play in giving minority students an advantage in the admissions process. The first case, *Barbara Grutter v. Lee Bollinger, et al.* involved the University of Michigan Law School. Barbara Grutter applied for admission to the law school in 1996 but was rejected. Grutter, a white woman, investigated and found that minority applicants with lower overall admissions scores were admitted. Citing illegal discrimination, she sued. The justices decided in a 5-4 decision to uphold the University of Michigan law school affirmative action policy (Grutter v. Bollinger, et al., 2003). At the same time, Justices struck down the affirmative action policy for undergraduate admissions, giving the opinion that using a points system in the admissions process violated equal protection provisions of the Constitution (Gratz, et al. v. Bollinger, et al., 2003).

Increasing diversity at PWIs has not been the only focus of court cases. HBCUs have attempted to increase the number of other race students, which is the minority population at an HBCU, in part because courts have ordered many of them to desegregate by admitting more whites as well (Drummond, 2000). One such example is *Jake Ayers, Jr., et al. v. Kirk Fordice, Governor, et al.*

In 1975, the late Jake Ayers Sr. filed a suit on behalf of his children and other black college students citing long-term neglect of three of Mississippi's majority black institutions, including Jackson State, Mississippi Valley State and Alcorn State universities. The settlement agreed upon by the state and most plaintiffs would distribute \$503 million over 17 years to the three historically black universities. One stipulation of the settlement was that \$246 million would be used to attract white students to enroll at the HBCUs (Jake Ayers, Jr., et al. v. Kirk Fordice, Governor, et al., 2000). The *Ayers* settlement specifically requires that the predominantly black institutions in Mississippi attain a 10-percent other-race enrollment and sustain it for three consecutive years (Brown, 2003). The percentage of white students, also termed other-race students, at many majority black institutions is as low as that of minorities at majority institutions. Some HBCUs, however, have increased their other-race enrollment.

According to Thomas (2002), between 1990 and 1998, white enrollment at HBCUs increased by 16 percent. In fact, as many as three HBCUs are now majority white, including West Virginia State College, Lincoln University, and Bluefield State (Blitzer, 2000). Other HBCUs, such as those located in Georgia, want more white students to enroll. The successful recruitment of white, Hispanic and Asian students to Georgia's HBCUs might force the state to shift more money to those minority institutions (Georgia Wants More White Students, 2000).

The legal aspects of diversity in higher education have had a direct effect on diversity trends in university enrollment.

2.4 Diversity in Higher Education

Despite the establishment of the first institution of higher education in 1636, Cross (2000) notes that for nearly two centuries after that institute was established, the majority of blacks had not received a degree from an American college or university. Because of progressive attitudes, however, 40 African Americans were able to gain admission to northern colleges and universities and graduate by the end of the Civil War (Cross, 2000). The progressive environment in the northern educational system was not replicated in the South.

There were few opportunities for blacks to be educated in the south prior to the 1830s. In order to fill this void, white philanthropic and religious groups established HBCUs in the south in order to educate freed blacks during the period prior to and during Reconstruction era. These schools mostly prepared blacks to work in industrial occupations. The earliest of these segregated schools, Cheney State University was founded in 1837 in Pennsylvania. The development of HBCUs can be viewed in a geographical context because social institutions tend to express the prevailing values, sentiments and assumptions of the region in which they exist (Stanley, 1953).

To combat America's segregated educational system, on May 17, 1954, the U.S. Supreme Court ruled that the segregation of black and white children in the public schools solely on the basis of race denies black children the equal protection of the laws guaranteed by the Fourteenth Amendment, even though physical facilities and other factors of the segregated white and black schools may be equal (Brown v. the Topeka Board of Education, 1954). Following the Court's declaration that intentional school segregation is unconstitutional, almost no blacks in

the south attended predominantly white schools. In 1954, African Americans only made up one percent of freshmen at PWIs (Cross, 2000).

It was not until the 1960s that this percentage increased above two percent, which was a result of many things, including the GI Bill of Rights, the breakdown of school segregation as a result of *Brown vs. the Topeka Board of Education*, federal civil rights legislation, and ultimately, the adoption of affirmative action admissions policies in hundreds of American colleges and universities (Cross, 2000). Hendrie (1999) notes that although diversity on college campuses began to increase after the 1960s, the percentage of black students attending white schools had dipped from 43.5 percent to 34.7 percent between 1988 and 1996. Also, the percentage of white students attending majority minority schools had dropped in the South between 1987 and 1996 (Hendrie, 1999).

Possible factors for the limited diversity on many PWI campuses include: higher college dropout rates, lower levels of academic preparation in high school, lower socioeconomic status, and greater alienation or isolation in the white college environment (Loo & Rolison, 1986). Ineffective communication also may be a factor that keeps minorities from actively seeking a higher education at PWIs. For example, disadvantaged groups may not be willing to actively change their situation if they do not see some practical means of redress (Brown, 2000).

Just as there are social factors that hinder PWIs from increasing diversity, HBCUs also are competing with long standing societal beliefs. Gasman (2005) suggests that there has been a stigma of inferiority attached to HBCUs since their establishment. Part of this stigma is the idea that all HBCUs are substandard in comparison with PWIs, and they are consequently lumped into one category. Although strides are being made to overcome these stereotypes, attracting

white students to institutions that are viewed as socially substandard has proved difficult (Gasman, 2005).

Another problem facing HBCUs is that with the exception of minority institutions, the overall culture on university campuses has been, and continues to be, designed for white students (Helm, Sedlacek, & Prieto, 1998). Additionally, it is likely that whites do not see the relevance of their culture to diversity issues. Helm et al., (1998) suggest that white students are less inclined to attend an institution where they are considered the minority unless they have been taught the advantages of learning to deal with diversity, as well as participating in programs that focus on their role in a healthy multicultural society.

The Supreme Court found race is a necessary factor when making university admissions decisions. The Court's decision recognizes that affirmative action is still needed in America. Justice Sandra Day O'Connor said, however, "We expect that 25 years from now, the use of racial preferences will no longer be necessary to further the interest approved today" (Barbara Grutter vs. Lee Bollinger, et al, 2003).

The opinion of the Supreme Court in the 2003 *Barbara Grutter vs. Lee Bollinger, et al.* case was revealing in that it made aware that diversity is still a major concern of institutions of higher education. Wu (2005) suggests the United States is becoming numerically multiracial (See Table 1). Furthermore, around the year 2050 there will cease to be a single identifiable racial majority in the United States.

The increase in minority populations in the United States has had an effect on universities. Marchese (1997) notes that in 1945, the realm of higher education was mainly populated by elitist, white males who were relatively detached from society. Since 1991, the number of minority students enrolling in college has grown. Between 1991 and 2001, the

number of African Americans enrolled as undergraduates increased by 36 percent. Hispanic enrollment increased by just over 75 percent, which was the highest rate of growth in that period. American Indian enrollment grew by 35 percent, and Asian-American enrollment grew by 54 percent (Harvey & Anderson, 2005).

Table 1: Change in U.S. population, actual and projected (in millions)

	American Indian or Alaska Native	Asian and Pacific Islander	Non-Hispanic Black	Non-Hispanic White	Hispanic
Actual increase 1980-2002	0.6	7	7.5	14.3	20.7
Projected increase 1980-2020	0.6	11.4	9.7	13.3	25.1

* Source: Pew Hispanic Center

In the five decades since WWII, America rebuilt and greatly expanded participation in its system of higher education in an effort to make educational opportunity more open and accessible, fairer and more relevant (Marchese, 1997). The increased minority population and increased enrollment in higher education have not erased the boundaries that were created by segregation. Although more minority students are taking advantage of that accessibility, they are attending institutions with students of similar racial backgrounds, increasing the lines of racial and ethnic separation (Hendrie, 1999). Universities are attempting to understand and alter this trend in order to diversify their student populations. Insight into university actions and student reaction may be studied in relation to image management and self-presentation.

2.5 Image Management and Self-Presentation in Organizations

The terms image and identity have become key concepts in recent years because each is a “multi-level notion” that deals with both individual and organizational issues and can offer insight into the behavior of organizations and their members (Gioia, Schultz, & Corley, 2000, p.

68). Albert and Whetten (1985) define identity as being central, enduring and distinctive about an organization's character. Dutton, Dukerich, and Harquail (1994) define organizational identity as the way an organization's members believe others see their organization. An organizational image, on the other hand, has been defined in a broader context.

Dutton and Dukerich (1991) define organizational image as the way an organization's members believe others see their organization. On the other hand, some researchers suggest the definition of image is more oriented to how the top management of an organization would like outsiders to see the organization (Gioia & Thomas, 1996; Whetten, Lewis, & Mischel, 1992). This definition is concerned with an organization projecting an image of the organization to others. The projected image could be the organization's desired future image. This desired image would communicate the organization's vision of what it would like to achieve to internal and external publics (Gioia et al., 2000). No matter the definition, there is a commonality in each that notes organizational image is connected to how external publics view the organization (Gioia et al., 1996).

The relationship between image and identity often requires members of an organization to re-examine and reconstruct their organizational sense of self. Albert and Whetten (1985) note that in order to understand how identity is interrelated with image, one must assume that an organization's members, especially those in management positions, have developed a sense of who the organization is, and have communicated that identity to both internal and external publics. An organization's members receive feedback about the organizational image portrayed, and if the feedback is inconsistent with how the organization sees itself, then several questions arise. These questions pertain to whether or not the inconsistency should be of concern, and whether action should be taken to resolve the discrepancy (Gioia et al., 2000).

Gioia et al. (2000) suggest that in the event that the management of an organization sees the discrepancy as important, a decision to resolve the problem would suggest two major options. The first option would be to change the way in which the company views itself. The second option would be to attempt to change the way others perceive the organization. This would entail changing the external public's impression or the organization's reputation. One option for top management is to project an attractive image of the organization to its publics that reflects what the organization hopes to embody in the future. A declaration of that future image to external publics can signal that the organization is changing. An organization's projection of an appealing future image can directly affect identity, construed external image, and external perceptions of the organization (Gioia et al.).

Impression management has been suggested to be a part of self-presentation, which is the act of projecting, or presenting ones' self to others. This act is routine and necessary element of social behavior, and its goal is to create a certain impression of the self on an audience (Schlenker, 1985). Self-presentation refers to the way in which someone establishes his or her identity in presenting his or herself to others (Arkin, 1986). As a theory, Tetlock (1981) proposes that self-presentation explains that people justify their own behavior specifically to support their claims of positive social images or identities.

There are two possible ways to define self-presentation in an organizational setting. Tedeschi and Melburg (1984) found self-presentation to be assertive or reactive. Assertive self-presentation is a behavior initiated by an actor in order to create a desired identity. Reactive self-presentation, on the other hand, is intended to repair potentially damaging self-images, such as giving excuses for an undesirable situation.

Self-presentation is a complex act. Being that actors are usually looking for positive reactions, they must take into consideration how their actions will be received. Hendricks and Brickman (1974) state that people are typically constrained in their self-presentations according to what others already know or could easily discover about them. Furthermore, an effective self-presentation cannot depart too far from past performances without risking suspicion, which would undermine the entire presentation. In order to gain approval or avoid disapproval, the actor introduces cues from which impressions can be formed (Tedeschi & Reiss, 1981).

Gurevitch (1984) named three receiver perceived impressions of an actor's self-presentation: manipulateness, sociability, and ability. Manipulateness is defined as taking or not taking advantage of the other; sociability as giving or not giving attention or consideration for the other's interest; and ability as non-interactive traits that do not have to be expressed as interpersonal relations. Therefore, if an individual held a negative image of the actor beforehand, the receiver may consider the differing positive self-presentation insincere. Gurevitch (1984) suggests that the influence of a positive self-presentation depends on the degree of change in the receiver's status and self-image implied by the presentation. The greater the implied change, the greater the influence.

Institutions of higher education use public relations in their recruiting efforts to present a culturally friendly environment to external publics. This positive image is projected specifically in hopes of raising numbers of minorities and other races on campus, which would create a more diverse student body (Cross, 2000). Cross describes many of the special recruitment efforts being used by various universities as a part of this process. These efforts include specially funded recruiting activities for minority students, on-campus events devoted to minority students, and tutorial programs for newly matriculating minority students. Other efforts Cross

notes are keeping special admissions files to make sure that no highly qualified minority applicants are overlooked, designation of minority affairs officers, holding race relations seminars, and sponsoring SAT and ACT preparation courses for prospective students from inner-city high schools.

To increase minority enrollment, Chaundra and Paul (2003) suggest universities use techniques like “friend-get-a-friend” to educate and increase awareness, promoting efforts through community leaders and minority members of the organization, and targeting the message to the minority community in a culturally sensitive manner. Institutions are learning to adapt their activities to the changing social climate. They are also relying on their practitioners to help win public support and trust through listening and communicating with their publics more effectively (Seitel, 1980). Chaundra and Paul (2003) note that ethnic and cultural factors must be considered when communicating with the many individuals that university publics are comprised of in order to ensure that the message is effectively received.

2.6 Ethnicity, Cultural Identity, and Cultural Communication

According to Phinney, Horenczyk, Liebkind and Vedder (2001), the term ethnicity, although vague and ambiguous, can be conceptualized as a multidimensional concept that relates to an individual’s identity, or sense of self. Ethnicity can be seen in terms of membership in a subgroup within a larger society that claims a common ancestry, and possibly shares culture, race, religion, language, kinship, and/or place of origin. One’s ethnic identity defines an individual as being a member of the minority or majority group in society.

Shafritz, Knoppe and Soper (1988) define a minority group as “any recognizable group, being racial, religious, ethnic, or social that suffers some disadvantage due to prejudice or discrimination” (p. 299). A group that is privileged and not discriminated against, yet is still a

numerical minority, has rarely been termed a minority group. The term “minority group” in the realm of higher education has been generally understood to mean an ethnic group, based on race, underrepresented in higher education (Astin, 1982).

Madrid (1988) suggests otherness for the majority is permanently sealed by physical appearance or by ways of being, doing, or by speaking. Culture consists of the shared and material items that form a group’s identity, and are created, shared, and transmitted through communication (Baldwin, Ribeau & Hecht, 1994). Intercultural communication occurs whenever the role of culture is strong enough to noticeably influence an interaction. That influence may be positive or negative (Baldwin & Hunt, 2002). The presence of an other, or subgroup in an environment containing a strongly held majority group, from a communication standpoint, can be wrought with frustration and misunderstanding (Barna, 1994).

Cultural communication is a concept affected by social and cultural issues. Besides misconstrued perceptions and stereotypes, Barna (1994) explains there are five other stumbling blocks associated with intercultural communication: assumptions of similarities, language differences, nonverbal misinterpretations, tendency to evaluate (to approve or disapprove), and high anxiety due to the number of uncertainties present. For example, Baldwin et al. (1994) indicate that different ethnic groups have diverse shared histories and ways of seeing the world. This creates unspoken and subconscious rules that one culture has for communication that may differ from those grasped by another. In particular, given the impact of historical race and power relationships in the United States, it is possible that African Americans and other American cultures would apply differing rules for measuring effective communications with in-group and out-group members. Whether or not the groups are aware, there are real cultural differences in the process of intercultural communication (Baldwin & Hunt, 2002).

Brown (2000) suggests that inter-group communication is also affected by group member inter-group attitudes and behavior tending to reflect the objective interests of their group vis-à-vis other groups. Where these interests conflict, their group's cause is more likely to be pushed forward by a competitive orientation towards the rival group, which is often easily extended to include prejudiced attitudes and even overtly hostile behavior. Experiments that have been carried out since the early 1970s have shown that discrimination against an out-group can be elicited by the simple act of categorizing people into groups (Ng, 1982).

Cultural knowledge is fundamental to many organizations. Various organizations are recognizing that success requires focusing efforts on ethnic groups they previously ignored. In order to reach these groups, organizations have begun using multicultural marketing (Cui, 1997; Facenda, 2004; Stock, 2004). According to Lee (2004), if a general market institution delivers a general message to a historically ignored population, those groups assume the message is not for them; therefore, tailoring the message to meet cultural mores becomes incredibly important. Organizations attempt to communicate effectively with their publics by using promotional communications to win business and build brand equity (Holland & Gentry, 1999).

In order for organizations to assure successful multicultural communication, there are several measures that can be taken. First, organizations should not assume they are reaching multicultural publics by using token minorities in marketing materials (Tailoring the Message, 2004). Lee (2004) notes that when ads are shown to minorities that are not customized for them or feature people who do not look like them, they totally ignore the information or view it as unimportant. People tend to be more receptive to people who look like them and speak their language (Tailoring the message, 2004). In California, for example, 65 percent of the state's

ethnic population surveyed agreed they are more receptive to products and services advertised in an ethnic-oriented media outlet (Gordon, 2004).

A second measure organizations can take is by making a long-term commitment that communicates a consistent message (Tailoring the message, 2004). Gordon (2004) suggests that organizations use media outlets that make frequent minority specific information an affordable. Outlets include ethnic and minority newspapers, magazines, television and radio stations, and websites.

Third, all materials should be equal (Tailoring the message, 2004). Materials produced for minority groups should not be of lesser quality because they are aimed at smaller groups. Additionally, organizations should be aware of cultural differences and avoid cultural pitfalls (Tailoring the message, 2004). Organizations have begun taking more precautions so as not to offend their targeted publics. Holland and Gentry (1999) note that many organizations are investing in ethnic advertising agencies in an attempt to avoid possible stereotypical pitfalls that accompany intercultural communication.

Chapter two has provided a review of literature about concepts related to public relations in higher education and factors that effect minority recruitment in higher education. These concepts provide both a background for minority recruitment, and possible explanations for how universities recruit minority students. In attempt to further understand previous research, the researcher posed the primary research question: what are the minority recruitment techniques being used by HBCUs and PWIs to increase minority enrollment? In addition, five secondary questions were posed:

- 1) What is the trend of minority recruiting?
- 2) How do HBCUs present themselves in written recruitment materials?

- 3) How do HBCUs present themselves verbally to minority recruits?
- 4) How do PWIs present themselves in written recruitment materials?
- 5) How do PWIs present themselves verbally to minority recruits?

Chapter three will describe the methodology used by the researcher for this study on minority recruitment tactics being used by PWIs and HBCUs.

CHAPTER 3. METHODOLOGY

3.1 Qualitative Research

The qualitative methodology that was utilized in this case study was in-depth interviewing to understand the methods of minority recruitment at both HBCUs and PWIs. For the purposes of this study, qualitative research methods do have advantages. Patton (2002) suggests that qualitative inquiry may aid the researcher in more accurately describing the behavior of individuals and groups. The qualitative researcher seeks to learn in-depth and intimate information about a smaller group of persons (Ambert, Adler, Adler, & Detzner, 1995).

Further advantages of qualitative research include allowing a researcher to view behavior in a natural setting, increasing a researcher's depth of understanding of what is being investigated, and allowing flexibility to the researcher to pursue new areas of interest (Wimmer & Dominick, 2003). Qualitative research is considered an umbrella concept that covers several methods of investigation allowing the researcher to understand and explain a social phenomenon with minimal disruption (Merriam, 1998). Lincoln and Guba (1985) suggest that carrying out research in a natural setting is best because realities cannot be understood when isolated from the overall context of their environments.

Qualitative research seeks answers to how a social experience is created, lived, and felt (Denzin & Lincoln, 1998). This type of research often falls within the context of discovery as opposed to verification and is not necessarily guided by hypothesis or literature-driven questions (Ambert et al., 1995). Qualitative research is exploratory and emphasizes process rather than measurable ends as in quantitative research (Merriam, 1998). Some qualitative researchers believe the standards for judging quantitative research are not appropriate in judging qualitative research and modifications should be made. Although qualitative researchers agree that the

usual canons of good scientific practice should be retained, a redefinition is required to fit qualitative research. These canons include significance, theory-observation compatibility, generalizability, consistency, reproductability, precision, and verification (Corbin & Strauss, 1990).

3.2 In-depth Interview

A particular form of qualitative research is termed naturalistic (Ambert et al., 1995). Naturalistic qualitative methods include open-ended questionnaires, ethnographic studies, participant observation, and in-depth interviews. The specific type of qualitative research utilized in this research is in-depth interviewing. Glesne (1999) defines an interview as being between two people, but other possibilities include one or more interviewers and one or more interviewees. Glesne notes that during the process of conducting an interview, researchers ask questions for purposes generally only fully known to themselves, and respondents answer questions in the context of motives, values, concerns, and needs. This process finds researchers having to unravel information offered by respondents to make sense out of the answers that are generated by their questions.

Weiss (1994) suggests seven reasons to conduct a qualitative interview study, including developing detailed descriptions, integrating multiple perspectives, describing process, developing holistic description, learning how events are interpreted, bridging intersubjectivities, and identifying variables and framing hypotheses for quantitative research. Just as the reasons for interviewing vary, so do the interviews themselves. As the interviewer moves from respondent to respondent, various things will change, including the nature of the interaction, the location of the interview, and the climate of the times. During the interview, the interviewer

must simultaneously listen and look because feedback is both verbal and nonverbal (Glesne, 1999).

Although there is little risk to either the interviewer or respondent, Weiss (1994) does offer difficulties that might occur during interviewing. First, an interviewer may be unresponsive, believing that there is risk involved with being candid, or feeling that there is no profit in participation. A second difficulty may be that a respondent is determined to present a particular picture to the interviewer. Weiss (1994) suggests that the presence of others during an interview is a third difficulty. The presence of an outside party may lead the respondent to be less candid and hinder the interviewer from asking certain questions. One last possible difficulty that could occur during an interview is when a respondent is uncomfortable if uncooperative. This is termed an interview failure (Weiss, 1994).

3.3 Site Selection

Interviews were conducted with recruiters at four public universities located in two Southern states, two of which are HBCUs, and two of which are PWIs. The four universities are: Louisiana State University and Agricultural and Mechanical College (PWI) and Southern University and Agricultural and Mechanical College (HBCU), both located in Baton Rouge, Louisiana, and University of Southern Mississippi (PWI), located in Hattiesburg, Mississippi, and Jackson State University (HBCU), located in Jackson, Mississippi.

Louisiana State University (LSU) was founded in 1860 and is the flagship institution of the state of Louisiana. It is one of 25 universities nationwide that holds both land-grant and sea-grant status. The university is home to more than 30,000 students. It offers more than 130 bachelor, graduate, professional, and doctoral degrees. The university currently has an

enrollment of approximately 10-12 percent African Americans (Louisiana State University and Agricultural and Mechanical College Catalog, 2003).

Southern University (SU) is an HBCU that was founded in 1880 and is a 4-year public institution. The campus is part of the only historically black land-grant university system in the United States, and offers 71 bachelor, graduate, professional, and doctoral degrees. On an average, 9,000 students attend the university each year. Currently, SU has approximately 3-5 percent other-race students on campus (Southern University and A&M College Catalog, 2002).

A legislative Act founded the University of Southern Mississippi (USM) on March 30, 1910. The university was the state's first state-supported teacher training school. USM was originally known as Mississippi Normal College and was renamed the University of Southern Mississippi in 1940. The university currently has an enrollment of 15,050, making USM the second largest university in the state. The university currently has a 28 percent minority student population (<http://www.usm.edu>).

Jackson State University (JSU) is an HBCU. The university is a research intensive, public institution of higher learning that has been designated as the "urban university" of Mississippi. The campus is 172 acres and is located one mile west of the main business district of the city of Jackson. The current undergraduate enrollment of the university is 7,783 students (<http://www.jsums.edu>).

The reason for choosing these four universities was that each is a public, land-grant institution with full accreditation status. More importantly, each pair of institutions (LSU and SU, and JSU and USM) are located in close proximity to each other and offer an opposing relationship in that one university is a PWI and the other is an HBCU. Due to their proximity, each pair of universities is recruiting from the same prospective student population. Also, the

minority group of each school's student population comprises the majority group for the opposing institution. Moreover, the accessibility to the institutions and the willingness of the university recruiters and administrators to participate in the study was beneficial to the researcher.

3.4 Participants

Miles and Huberman (1994) suggest that qualitative research is usually conducted with small samples of people situated in their contexts to be studied in-depth. The researchers suggest that samples are not completely pre-specified, but rather develop during the fieldwork. With some forms of qualitative research there must be boundaries set in order to define what sampling is acceptable within the researcher's time and research constraints, yet connect directly to the research questions specified in the study. A framework must also be established to aid the researcher in uncovering, confirming, or qualifying the basic developments that prompt the study (Miles & Huberman, 1994).

In this study, purposive and snowball sampling procedures were used to generate respondents. Participants were identified through the individual school admissions offices as well as by interviewees. This population was chosen to ensure information gained was accurate, as these individuals deal both directly and indirectly with the recruitment process at the universities.

3.5 Data Collection

As Patton (2002) notes, qualitative interviewing begins with the assumption that the information being offered by the participant is meaningful, knowledgeable, and candid. Interviews allowed for the collection of information regarding the participant's experiences about the phenomenon under investigation. There are three approaches to conducting interviews,

including informational conversational, the general guide approach, and the open-ended approach (Patton, 2002). The researcher chose to use the open-ended interview approach of collecting qualitative data.

With this understanding, the researcher posed the primary research question: what are the minority recruitment techniques being used by historically black colleges and universities (HBCUs) and predominantly white universities (PWIs) to increase minority enrollment? In addition, this study sought to answer the following five secondary questions:

- 1) What is the trend of minority recruiting?
- 5) How do HBCUs present themselves in written recruitment materials?
- 6) How do HBCUs present themselves verbally to minority recruits?
- 7) How do PWIs present themselves in written recruitment materials?
- 5) How do PWIs present themselves verbally to minority recruits?

Using these questions as a general outline, the interview guide (Appendix A) was developed in an attempt to learn about the minority recruitment tactics at the universities and how they use those tactics to increase the percentage of minority students enrolled. The interview questions were divided into three subject areas: the participant's personal experience in the field, recruitment tactics and diversity concerns at the university, and legal factors involved in minority recruitment.

The time period for this project was June 2005-February 2006. The researcher applied for IRB approval in June. Upon receiving IRB approval, the researcher contacted possible participants to use as the sample for this thesis. Possible participants were contacted either by email or by telephone to request a face-to-face interview. After initially scheduling five interviews, participants offered suggestions as to other possible participants. In all, a total of 10

interviews were scheduled for various dates and times over a five-month period. Each participant, or participant's assistant, chose the date, time, and location of the interview. Three interviews were held at LSU and SU, and two interviews were held at JSU and USM.

The researcher arrived early to the interview site to be sure that interviews would not be hindered due to researcher tardiness. In addition, the researcher brought a tape recorder, extra batteries, and extra tapes. The researcher also brought the interview guide and a consent form (Appendix B) to the interviews. Before conducting the interviews, the researcher provided the consent form, which presented a brief overview of the study, as well as any risks or benefits to the participant. The participants were asked to sign the form and the researcher provided each participant with a copy. To ensure confidentiality, only the researcher and the researcher's advisor know the identities of participants. Also, only the researcher has access to consent forms, interview tapes, and all notes pertaining to each interview.

Each interview was approximately one hour and was recorded using a hand held tape recorder. Patton (2002) notes that using a tape recorder when conducting interviews is accurate and also allows the interviewer to be more attentive to the person being interviewed. During the interview, the interviewer took notes on the physical setting, participant nonverbal cues and expressions, and personal thoughts. Interview tapes were later transcribed verbatim and all hand written notes were typed.

3.6 Data Analysis

Yin (1989) suggests that because qualitative research may use a separate research method with its own designs, some researchers may lack the knowledge necessary to make an accurate assessment. Also, information obtained during qualitative research may not be easily categorized because fuller responses are obtained; therefore, analysis of qualitative research will

rely mostly on interpretation, summary, and integration. Findings of the qualitative study will be supported more by quotations and case descriptions than by tables or statistical measures (Weiss, 1994).

The primary data source for analysis was the tapes, transcripts, and notes taken from each interview. Tapes and all transcribed material were filed according to university and then separated by individual participant. By using this data, the next step was to come up with conclusions and generalizations based on the study's primary and secondary research questions.

To organize and make the information contained in each interview more accessible, the researcher created an outline of each interview. Merriam (1998) proposes that this is a way to separate ideas that appear across data. The interviews were read through several times from beginning to end in order to look for regularities, phrases, or ideas with similar themes across the interviews.

Miles and Huberman (1994) offer 13 specific tactics for the analysis of qualitative data: Noting patterns/themes, seeing plausibility, clustering, making metaphors, counting, making contrasts/comparisons, partitioning variables, subsuming particulars into the general, factoring, noting relationships between variables, finding intervening variables, building a logical chain of evidence, and making conceptual/theoretical coherence. These tactics are used to test or confirm meanings, avoid bias, and assure the quality of conclusions.

For the purposes of this study, making contrasts/comparisons were the tactic used for analysis. Miles and Huberman (1994) consider comparison a time-honored, classic way to test a conclusion. Contrasts and comparisons are made between two sets of things that are known to be different in some important respect. Making comparisons assists the researcher in guarding

against bias and also helps to achieve greater precision and consistency (Corbin & Strauss, 1990). University minority recruitment tactics were used as the unit of analysis.

Chapter three has provided an explanation of the methods the researcher used to explore the task of minority recruitment. The chapter offered previous research as justification for the methodology used in the study, as well as key questions the researcher hoped to answer during the course of the investigation. Chapter four will explain insights and information offered by the participants in the study.

CHAPTER 4. FINDINGS

Interviewee's discussions of minority recruitment tactics at their universities made clear that each university is committed to creating a diverse campus; however, the interviews reflected different attitudes and levels of concern with minority recruitment.

4.1 Description of Participant Backgrounds and Interview Environment

The researcher interviewed a total of 10 participants. Participants brought differing backgrounds and perspectives to the field of minority recruitment in higher education. This section offers a brief description of each participant.

Participant PWI 1-A is an African-American female staff member in the Office of Multicultural Affairs at LSU. When applying to college, she mainly looked at HBCUs because her family came from a long line of HBCUs. She attended SU in Baton Rouge, LA and earned a B.S. in Biological Sciences. She also earned a Master of Public Administration from LSU in Baton Rouge, LA. Prior to working at LSU, the participant taught in the East Baton Rouge Parish school system. She decided to look for work in higher education in order to work with older students. The participant then applied for a coordinator position at LSU and was hired in 2000. She served as assistant director for the Office of Multicultural Affairs from 2004-2005 and was promoted to her current position in August 2005. She became interested in minority recruitment after realizing that minority students find the social experience of a college campus very important.

On the day of the interview the participant wore black pants, green shirt, and a green and white jacket. The researcher observed that her office was not personal. Office contents included three uncomfortable chairs, a file cabinet, and bookshelves. The bookshelves held personal photographs and paraphernalia of Alpha Kappa Alpha Sorority, Inc. The only painting on the

wall, which was of a coffee cup, pitcher and plate, appeared to have come with the office. The office walls also were adorned with university calendars.

Participant PWI 1-B is white male who is a high-level staff member in the Office of Recruitment Services at LSU. He attended McNeese State University in Lake Charles, LA. He earned both a B.A. in Speech Communication in 1995 and a M.Ed. in Instructional Technology in 1998 from that university. He is currently working toward a Ph.D. in Human Resource Education and Workforce Development at LSU. After receiving his B.A. in 1995, he immediately became a recruiter for McNeese. In 1999 the participant began working for LSU as the Coordinator of Special Programs and Alumni Recruitment. In 2001 he became associate director of Admissions and Recruiting Services. He held that position until he was promoted to his current position in 2003. He became interested in minority recruitment because it is a part of LSU's flagship agenda. He said minority recruitment has been an consistent part of the university's recruitment planning since the 2001—2002 academic year.

The participant was between 20 and 30 minutes late for the interview because he forgot it was on his schedule. Prior to arriving, he had someone give me a recruitment packet to look through. The interview was held in the office conference room instead of in his office. The participant wore a white collared-shirt and gray pants. The participant was friendly during the interview and also recommended other individuals that could be helpful in the study.

Participant PWI 1-C is an African-American woman who is a high level administrator in the Provost's office. She attended Xavier University in New Orleans, LA, and HBCU, and received a B.S. in Psychology. She later attended the University of Southern Mississippi where she earned a M.S. in counseling, and then a Ph.D. in Counseling Psychology from Auburn University. She said she was always interested in the psychology difference of otherness and

had an affinity for learning counseling techniques that were beneficial to ethnic minorities and underrepresented groups.

Prior to working at LSU, the participant was a resident fellow at Boston Medical Center's Center for Multicultural Training. She initially took a job at LSU in 2001 as assistant director of the Office of Multicultural Affairs and has been promoted on the fast track. The participant has helped the institution become a place that is more accepting of diverse cultures. She assumed her current position in 2004. Part of the reason she is interested in minority recruitment is that her job is to ensure that ethnic minorities throughout the institution see LSU as a place to live and learn.

On the day of the interview the participant wore a cream-colored skirt suit and a necklace with a large purple flower attached. Her office was relatively small and was decorated with three plants, four paintings, and she also displayed her degrees. Although 20 minutes late for the interview, the participant was very nice and receptive to the researcher. She was comfortable answering questions during the interview and recommended numerous people that would be helpful in the study.

Participant HBCU 1-A is an African-American female and is a high-level staff member in SU's Office of Admissions and Recruitment. She attended SU in Baton Rouge, LA and after graduating she became a recruiter for the university in 1998. The participant held the recruiter position for five years. She left the position in 2003 to pursue other opportunities. In 2005, the Office of Admissions and Recruitment called and asked her to come back and assume her current position on an interim basis. She said that interim basis has been extended. She said she is interested in minority recruitment because it is a part of the university's overall recruitment process.

The participant wore a red suit jacket and black turtleneck during the interview. When the researcher arrived, there were two people in the participant's office. One of them chose to remain in the office during the interview. The participant had a large office that held a desk, round table, sofa, two chairs and a bookcase. The participant had family photographs displayed on the bookshelf. She also displayed her degree for SU and a certificate indicating her membership to Alpha Kappa Alpha Sorority Inc.

Participant HBCU 1-B is a Venezuelan native and a recently hired recruiter for SU. He began his college career at Southeastern Illinois Union College in Harrisburg, IL and transferred to SU in Baton Rouge, LA in 2000 on a baseball scholarship. He earned a B.S. in Business Management in 2002. As a Latino male, he was a minority at both institutions. Prior to working at SU, the participant was an assistant manager for an apartment complex. He assumed his current position in October of 2005. Although he had no previous experience as a recruiter, he said he was qualified to assume the position because he is a minority and speaks three languages. He is interested in minority recruitment because not too many people from other countries know how to come to the United States to attend school. He said his job gives him the opportunity to tell other races that they have the opportunity and the option to attend SU or other universities in the United States.

The participant spoke with a heavy accent making communication slightly difficult during the interview. Although he had only been working at the institution for two months at the time of the interview, he was willing to contribute any information he could. During the interview the participant wore a blue collared-shirt paired with a blue and yellow tie. His suit jacket was placed on the back of his chair. His office was small and only had a desk and two

chairs. There was a picture of him and his wife on his desk. There were also two framed and autographed baseball pictures on the wall.

Participant HBCU 1-C is an African-American female and is a high-level administrator for the Office of Student Affairs at SU. She grew up in Baton Rouge, but attended Howard University, an HBCU in Washington, DC. Prior to working for SU, she worked for the federal government and in the field of higher education in several capacities. The participant worked at the University of New York, Bronx Community College as director of Upward Bound. She also worked at Howard University in an administrative position. While working for the federal government, the participant was employed by the Department of Labor and the Department of Justice. While at the Department of Justice, she applied for the executive to the vice chancellor position at SU and was hired. She has been in her current position since 1995. She is interested in minority recruitment because the Office of Student Affairs services all students. Her department is related to recruitment, and anything that would help to make students time at the university enjoyable.

During the interview, the participant wore a long skirt and jacket. She also wore large silver jewelry and blue-framed glasses. The walls of her office were covered with certificates and degrees that she attained. There was also a painting of Rosa Parks on her office wall. There were family photographs on her desk, and her bookshelf was covered with Alpha Kappa Alpha Sorority, Inc. paraphernalia. The participant was helpful and suggested outside resources that could be helpful to the study.

Participant PWI 2-A is an African-American female and is a high-level administrator in the Office of Student Affairs at USM. She attended the University of West Alabama, a PWI, where she earned undergraduate degrees in Social Science and Psychology and a M.A. in

Counseling. She described herself as an active undergraduate student. The president's office called her a year after she graduated and asked her to return in the capacity of minority recruiter. One of the goals of the institution was to increase minority enrollment. She worked as a minority recruiter for the university for 10 years before being hired at USM. The participant began working at USM in 1987 as the associate dean of students. She was in charge of minority affairs and students government. She assumed her current position in the Office of Student Affairs in 1993. She found herself interested in minority recruitment when she worked as a minority recruiter at the start of her career. She said she really minority recruitment after she started in that field.

The participant wore a brown skirt and light blue shirt during the interview. She also wore a colorful matching necklace and bracelet. The participant was poised in her demeanor. She was very nice and helpful. She recommended outside articles for the researcher to use as well as recommended other individuals who she felt would be beneficial to the study. The participant had a large office that held a leather sofa and chair, leather desk chair, bookshelf, and an end table. There were family pictures displayed on the bookshelf and the end table held a candle and small floral arrangement.

Participant PWI 2-B is an African-American male and was recently hired as a recruiter for USM. He attended USM and received a B.A. in Journalism in 2001. After graduation he moved to the Mississippi gulf coast and worked as a newspaper editor. He lived there for two and a half years but decided wanted to move back to Hattiesburg, MS. He said there would be no better place to work than his alma mater. One of his professors informed him that an admissions counselor position was available. He interviewed for the position and began working in the university's Office of Admissions in 2004. He was promoted to his current position in

2005. He said that the university is diverse, but he is interested in minority recruitment because he is a minority himself; therefore, he said he knows that sometimes there are things that minority students simply do not know about the college process. He felt that this would be an opportunity to explain the admissions process to prospective minority students.

During the interview the participant wore a yellow shirt and tan pants. He has a small office with a desk and three chairs. Papers were scattered over the office, and he did not appear very organized. The walls of his office were decorated with USM materials, including the university baseball and football schedules, scholarship opportunities, and symphony orchestra schedule. The participant was somewhat quiet, but was willing to provide any information he could even though he was new to the position.

Participant HBCU 2-A is an African-American female and is high-level staff member in the Office of Admissions at JSU. She is a graduate of JSU. After graduating from the university she applied for a job at the university and was told by the interviewer that she would be better suited as a recruiter. She was later promoted to her current position in the office. She said she still has the same enthusiasm for what she does because the office of admissions is the front line for the university. She is interested in minority recruitment because diversity is the way of the world. She added that the world is made up of different ethnicities, ideas, and cultures, so by attracting minorities to the university, there is greater diversity, which is needed to prepare a student for life after college. Also, by doing that, they are learning how to make themselves more marketable.

The participant was over an hour late for the interview because of an unexpected meeting, but was friendly and was eager to speak with the interviewer. She wore a black pantsuit and pink shirt. The participant had a large office that held a bookshelf, computer desk, a

second desk where she sits, and a round table for meetings. The office was decorated with university and sorority paraphernalia. The participant's bookshelf was covered with Delta Sigma Theta Sorority, Inc. materials, and there were also tigers throughout the office. The tiger is JSU's mascot. Her degree from JSU hung on the wall, as did motivational messages. The participant seemed calculated in her answers as if she had been asked these questions many times before.

Participant HBCU 2-B is a white male that works as a recruiter for JSU. He attended Hinds Junior College in Jackson, MS from 1969 until 1971 when he transferred to the University of Southern Mississippi. He graduated in 1973 with a B.S. in Sociology. He said that after getting a degree in sociology, he realized his degree was "pretty much useless." He found himself working at Firestone as a retail sales manager. One day he sold tires to the Dean of the Graduate school for JSU and enrolled at the institution in 1974 pursuing a M.S. in Guidance and Counseling, but instead received a M.S. in Education, Administration and Supervision in 1990.

While working in a work-study position at JSU, the participant met the Dean of Admissions and Records who mentioned he was looking for a white male between the ages of 21 and 26 to work as a recruiter. He applied for the position of admissions counselor/minority recruiter in 1975 and was hired. In 1978 he became the assistant director of special recruitment. The title coordinator of veteran's affairs was added to his title in 1986. He has also worked as a university registrar between 1990 and 1994. Due to cutbacks, the participant was fired. In 2000 he returned to the university as coordinator of the community college education program and assumed his current position two months later.

The participant was extremely talkative. In full disclosure, the researcher is related to an individual with a high-level administrative position at the university. After the interview was

completed, the researcher learned that the participant was made aware of this relationship prior to the interview, which could have affected the participant's responses.

During the interview, the participant was dressed casually in a JSU polo-style shirt and khaki pants. He had a pair of sunglasses tucked into the collar of his shirt. The walls of his office were decorated with a map of the state of Mississippi and with artwork of nature, including posters of mountains, creeks, and sunsets. His office was neat and held two chairs, file cabinets, and a large cherry wood desk. He also listened to JSU's jazz station during the interview. At one point during the interview, the participant stopped to speak with a prospective minority student and a current student and offer guidance. He said that by recruiting minority students to the university he feels he serves a purpose. Also, the participant said he grew up four blocks from the university and never once thought that he would be working there.

4.2 Minority Student Population and Prospective Student Qualities

Both LSU and USM defined their predominant minority population as being African American. Participant PWI 1-B pointed out that although recruiting efforts at LSU are focused on African Americans, the university has recruitment activities for other underrepresented races, including Hispanics, American Indians, and Asians. Both participant PWI 1-A and PWI 1-B agreed that prospective minority students are not given preferential treatment. Participant PWI 1-B said that he "would like to have every student we recruit meet admissions standards."

In agreement with participant PWI 1-B's comments, participant PWI 1-A remarked that both "fortunately and unfortunately, there is no preferential treatment. They are really looking for a minority student who can meet all the general requirements for admission to LSU."

Interviewees at USM noted that although their predominant minority population is African American, that population is not necessarily the only focus of minority recruitment.

Participant PWI 2-A thought that when the term “minority” is used, attention is drawn to African Americans. She pointed out, however, that the university has a significant minority population, including 34 percent African Americans, 0.3 percent Hispanic students, 0.4 percent Native American students, and others. A recruiter for the university noted that there is a large population of students attending the university that are not from the United States. These students are also considered minority students.

Participants at SU and JSU defined their predominant minority population as all non-African American students. Participant HBCU 1-C noted that all white students and African American males should be considered minorities on campus because there are more women enrolled than men. She also said that the recruiters are looking for students who have prepared themselves to attend college.

Participant HBCU 2-B specified that the federal judge of U.S. Fifth Circuit Court of Appeals designated JSU’s minority population to be white. He said, “I think he also used Caucasian or [minority students] can be of non-African American descent, which would include Chinese, Indians, Russians – all of that.” The interviewee wanted to be sure that any minority student he recruited would not abuse scholarship opportunities. This was a concern because the recruiter noted that some individuals use scholarship money to attend JSU for two or three years and then transfer to another institution. Participant HBCU 2-A said she looks for prospective students who want to excel at JSU.

Participant HBCU 2-B also said that in his opinion, “The white prospective student that will actually culminate and attend here are those who are in a commutable distance from the campus, or you’re going to pay full room and board and tuition, as well as books as an enticement to get them here.”

4.3 Minority Recruiters and Professional Training

Three of the four university recruitment offices have a designated minority recruiter. USM does not have a designated minority recruiter; however participant PWI 2-B noted that although he was not hired as a “minority recruiter,” he does play that role on some level. He said:

By being a minority myself, the majority of schools in my territory are minority schools and I guess the university felt that with my background I would be able to, I guess, interact with those students more effectively than someone else would be able to.

The interviewee had only been hired about one year prior to the interview. The minority recruiters at SU and LSU had only been in their positions for a few months. The minority recruiter for JSU has been a staff member at the university for 25 years in various capacities.

In terms of minority recruiting and other minority issues, eight out of the ten respondents said they did not receive instruction when they were hired. Participants PWI 1-A and PWI 1-B at LSU said they were offered general recruitment goals or ideas from administration, supervisors and colleagues, but it is mostly on-the-job training. Participant PWI 1-B said the administration gives the office “a rough guideline as far as we want to add more.” He further added, “We always seek to implement and enhance our enrollment of predominantly minority students and predominantly African-American students, because we have to pay attention to that because of the desegregation ruling.”

Participant PWI 1-C noted when she was hired, LSU had just begun making efforts in increasing diversity on campus. She said she came into her position with both academic and experiential knowledge in diversity management, but the university was “still in its infancy in

terms of diversity management, so they didn't know what they expected." She said that although her predecessor had given the office a basic structure that highlighted the need for student, faculty, and policy development arms, the university still did not know "where we want to be in five years" or "where we want to be with respect to diversity in 10 years." She added that there was an "unspoken expectation from administrators that she would be gentle with them and helped them understand the role that ethnic diversity plays in terms of enriching a college campus.

Similarly, participant PWI 2-A noted that when she began her career as a minority recruiter she did not receive training because no one knew how to actively recruit minority students. She began recruiting in 1976, and she said, "Nobody could really teach you because no one really had proven things that had been done to show that it would work."

Participant HBCU 1-A said recruiters received no formal training at SU. She did receive verbal advice from other recruiters in the office. Also, recruiters in the office received training from a consultant firm that worked with them for three or four years developing recruitment strategies. She said the firm helped to put together a recruitment plan that included minority recruitment.

Participants HBCU 1-B and HBCU 1-C did not reply that they had no training. Participant HBCU 1-C, although a staff member in the Office of Student Affairs, refrained from answering the question because she does not deal directly with recruitment. Participant HBCU 1-B answered that he did have some type of training when he started his job. He said he received instruction from both the director and assistant director of the admissions office. But he also admitted that he learned through watching other recruiters. He said, "I could see how each of the

recruiters did their job.” He added, “I could see good things or bad things,” and also “how they did [their job], what they say.”

4.4 Effective Recruitment Tactics

All participants agreed that there is a general recruitment process followed by universities. Participant PWI 1-B identified the components of the basic recruitment process. He said, “There are three basic components to recruiting in order to recruit a student.” Participant PWI 1-B went on to discuss the three parts of the recruiting process, including correspondence, high school activities, and on-campus programs. The first aspect, correspondence, includes the letters and postcards. He also noted that throughout the recruitment process students make inquiries by phone, through email, or by letter. He believes LSU’s “correspondence program has definitely made an impact. Not only with minority recruitment, but with recruitment in general.”

Participant HBCU 1-C said SU does “an awful lot to send out packages.” She said SU “finally has a beautiful package that is being sent out.” She also noted that the university now has a website and also remains in contact with students throughout the admissions process. She said, “I think that when they hear from a student they actually do a lot of one-on-one, going back to make sure that the prospective student understands.”

Participant HBCU 2-A said JSU gives out informational brochures and “other innovational mailing pieces.”

Participant PWI 1-B said the second component is high school activities, which include high school programs, school visits, and counselor visits. Participant HBCU 1-B said that he travels a lot to different high schools. Participant PWI 2-A said USM looks “at schools that are definitely our feeder schools.” Participant PWI 1-B reiterated this sentiment. He said:

We take a look at where we were getting scores from, where we're getting applications from, and what the profile of the different schools and areas look like as far as where we can most likely pull interested students enrolling at LSU.

He added that when looking for minority students, a school like McDonough 35 in New Orleans, LA is probably going to be one of the university's larger feeder schools.

Participant HBCU 2-A said JSU targets diverse high schools. She also added that they recruit extensively at academies that are majority white. Also, according to participant HBCU 2-A, recruiters at JSU attend a program once a week at junior colleges throughout the area.

The third component participant PWI 1-B spoke of is on-campus programs. Interviewees spoke of the various types of programming each university has for prospective minority students. Participant PWI 1-A said the programs LSU has "showcase" the university. She named Spring Fest as one of LSU's most successful programs. She said, "Spring fest is our weekend program that we have for high achieving African American high school juniors and bring them to campus." She added, "They come and they spend a weekend with us and we highlight all the great things about LSU from academics and pride to social stuff. They take a tour of the campus and meet with the colleges and all that kind of great stuff."

Interviewee PWI 1-A noted that the Spring Fest Program was not modeled after another. Although she said there is a program at Purdue University that may focus on high school students, she felt that LSU's program is unique because unlike other programs, it focuses on juniors in high school. She added, "I do know of some that bring students on campus for summer research, and they are in high school, but I don't know of any that bring students in for a recruitment weekend." Participant PWI 1-B also stated that Spring Fest is one of the university's

more successful programs, adding that the program gets “a lot of students, especially those who are going to lean towards being high achieving students by the time they graduate.”

Another program participant PWI 1-B felt was especially beneficial to LSU’s minority recruitment is Cultural Connections. He noted, “It’s not only for African Americans. We do include all students, who are interested in other races. The program is basically a kind of reception in such that we have an information fair at the college with representatives from around campus on that day.”

Participant PWI 1-B said, “The programs that we have, the manner of our correspondence and everything like that, we try to keep pace with the profession at large.” He added that his office tries to make their correspondence unique to LSU. He also noted that he and associate directors in his office try to apply techniques and the knowledge they gained by working as recruiters at other institutions. He said, “We bring perspectives of other institutions in here and into a lot of what we do.” He added, however, that he would not necessarily say their recruitment plan was modeled after other programs “because our recruitment plan was built based upon needs. And we had nothing to really go from before.”

Participant HBCU 1-A said SU has special programs such as tours, receptions, and Family Day. She considers Family Day the university’s most successful recruiting program. She said this is a type of open house that is held in conjunction with a football game, and the university invites as many students, parents and alumni as possible. She said the event usually brings about 1500 students to campus. The students also have the opportunity to learn about different colleges on campus. She said the program was modeled after Aggie Pride Day, an event held at North Carolina A&T, another HBCU. She said SU used Aggie Pride Day as a template for their program.

Participant HBCU 2-A did not mention any programs at JSU specifically for minority students, but she noted that JSU's high school day and student ambassador program are successful. She believes the university is a forerunner on many things. She said, "With the Student Ambassador concept, a lot of schools have modeled their student groups after Jackson State University." She added they try to keep their marketing pieces "hip and innovative." For example, the interviewee said her office created JSU rubber band bracelets, which are a popular accessory worn by adolescents and teenagers.

Participant HBCU 2-B noted that he could not find a program that focuses on the recruitment of other race students as a minority group. He said, "I started looking on the Web, and every time you look up diversity, it's always the flip side. The minority is either black or Hispanic. I have yet to find any flip around where I can say this looks good." He added, "You could say that I could use the same format that they have, but the conditions are different."

No interviewee at USM noted special programs for prospective minority students. Participant PWI 2-A did, however, mention, "Whatever programs that we do, we create the opportunity for all groups to program together." For example, she noted that when she began working at the university, a black history month committee was formed. She felt it was important to diversify the committee. She said, "We've got everybody involved, and I think you've got to create that environment and atmosphere that everybody is in this together. That is your best recruitment tool for students to come in and say, wow, black history month is sponsored by all these people. It must be a real big deal here." She added, "It is the same way we do our international students fair. That's kind of the way we do it."

Participant PWI 2-B said that USM did not model their recruitment programs after any other program or university. He said, "All of our stuff is in-house. We do our own recruiting

programs and methods.” He added that they try to stay original in doing that. Participant PWI 2-B also noted that they are not making any special efforts at minority recruitment. He suggested that the university is successful in its recruitment efforts because they are “just doing what we’ve always done, and that’s just putting the student first and letting the students know that we’re here to answer all their questions and assist them throughout this admissions process.”

4.5 The Perfect Recruitment Tool

When asked what the perfect recruitment tool would be for a university, an underlying theme in many interviewees’ answers was the need for money. Participant PWI 1-A said, “The perfect recruitment tool is going to have to include some dollars.” She suggested that many students choose not to attend LSU because of the lack of financial incentive. She said LSU must build what she refers to as the “three-point play.” She explained, “We have them on the social. We have them on the academics. But we lose them with the financial package.”

Participant PWI 1-B said that if money and resources were no object for recruiting students to LSU, he would make sure that a plane was available to him and his staff so that they could travel over the country. He explained that he would use the plane to bring “the best and brightest” students to campus. He said he would “take them here and tour them around, treat them to a great Louisiana meal, bring them to Tiger Stadium and let them sit in there and enjoy themselves.”

Participant HBCU 1-A believed that having free tuition would make SU more attractive to other race students. Participant HBCU 1-C also believed that money and resources were a necessary component of the perfect recruiting tool. She said, “Money is an issue. Money drives everything when you’re competing with scholastic scholars and schools like Spelman and Morehouse, who can get 25 Merit scholars and give them money.” She added that money would

help in diversity recruitment too. Other components of what she believed to be the perfect recruitment tool included “being able to provide the material that you want all the time to the prospective students, and students having an understanding of the true core of the successful programs at your school.” She also felt that traveling outside of the region to set up networking groups are important, as well as working closely with alumni to get more students.

Participant HBCU 2-B believed that making more scholarship money available for other race students would go towards creating the perfect recruitment tool for JSU. There are currently only a total of 55 scholarships available for other race students to attend JSU. Once a student receives scholarship funds, that money is no longer available to other students for the duration of time the scholarship holder attends JSU. Participant HBCU 2-B said that the College Board gives guidelines specifying that scholarship recipients must be of non-African American ethnicity. He further noted that preference should be given to Mississippi residents.

Participant HBCU 2-B offered other components of the perfect recruitment tool. One, he said, would be to have a sufficient supply of materials to represent all of the colleges in the university. A second would be color viewbooks, which is a recruitment piece that offers descriptions of universities. Thirdly, he noted that because he and other recruiters are not able to see everybody, depending on other departments to aid in recruitment is necessary.

Like participant HBCU 2-B, other interviewees thought that all members of the university community played a pivotal role in effective recruitment. Participant PWI 1-C said that diversity and recruitment are everyone’s responsibility. She added that it is problematic when offices that hold programs do not recruit top-notch ethnic minority students. It is also problematic if offices that go out into the community to do service projects, or to do science projects only go to private schools where there are low numbers of ethnic minorities. She

concluded that minority recruitment is a problem. She added that the challenges could lie throughout the institution when there is a lack of communication. She said minority recruitment would be more effective if everyone were on the same page about diversity, and challenge themselves to do a better job.

Many participants noted that students would be of the utmost aid in recruitment of other students. Participant PWI 1-B, for example, said, “The strongest tool you have is your students.” He said this is a tool that the university does not have to necessarily pay for, except “to give out scholarship money to get the students here.”

Participant HBCU 2-A said, “In order for us to be as successful as we are, everybody plays a role in [recruitment].” She mentioned a combination of great alumni being a voice piece for the university, as well as university staff and administrators. She noted that in the case of students, she wants them to finish from JSU and become a spokesperson for the university.

In fact, a particular success she recalled was a white student that was recruited from Detroit, MI. He was a football player for the university. She said, “He loved the experience of Jackson State University.” He attended high school visits with participant HBCU 2-A. She said that a triumphant moment for her was when he told people that he was treated like everyone else on campus. She said, “So all of the people, even counselors, were amazed, because they were under the impression that his experience would be different because he was a white student.” She said he still actively recruits for the university today.

Participant HBCU 2-A suggested that if a university is able to make its students happy and meet their needs, recruitment should not be necessary. She said her “philosophy about recruitment is, it’s not about going into schools. It’s not about talking to counselors. It’s not

even about going to career day. It's about those students who are a product of your institution going back and telling their friends about the wonderful place that has been provided to them."

4.6 Other Recruitment Efforts

Besides on-campus programs, participants remarked on whether there were any other recruitment pieces specifically geared to prospective minority students. Most interviewees answered no to this question. Participant PWI 1-B noted that LSU did have a minority brochure in the past. He said that after having a discussion with the staff, they decided to "show inclusion, not separation." He added, "We tried to be more inclusive with what we showed on all of our pieces. To not only focus on general information that we need to present but to show the diversity, which makes LSU show not only African Americans and Hispanics, but to show a lot of different people."

Participant HBCU 1-B, however, said that he does bring a marketing piece with him on school visits specifically to share with other race recruits. He described the piece as a magazine that focuses on other race minority students in the United States. Students showcased in the magazine, he further noted, discuss their undergraduate experiences, as well as what was helpful in their successes and graduation.

Although most universities did not have recruitment brochures specifically targeted to minority and other race students, some interviewees said having pieces targeted to those groups would be beneficial. Others said this would not be effective in recruiting minority and other race students. Participants PWI 1-C and HBCU 2-A, for example, felt that having materials targeted toward minority recruits is good, whereas participants HBCU 1-C and PWI 2-A were opposed to that idea.

Participant PWI 1-C described why she suggests minority specific recruitment materials would be beneficial. She said, “I am definitely a proponent of making LSU very specialized because, especially with social groups, you want to make sure that an ethnic minority student knows that LSU can be home for them.” She added that LSU battles “a very negative perception about being an institution that is not welcoming and that it has a climate that is not warm for ethnic minority students.” Therefore, she said that having brochures, CDs and DVDs targeted to minority students would show students that “the negative perception that is out there is not reality.”

Participant HBCU 2-A believed that having recruitment pieces targeted to other race students is necessary because everybody is different. She said that everyone is unique and individuals should not be lumped into groups with everyone else. She added, “So as a marketing arm of our university, we have to identify and respect and focus on the uniqueness of our customers. That’s the reason we embrace different marketing tools that address the needs of the students.”

In an oppositional view, participant PWI 2-A believed that she was speaking for the entire Office of Students Affairs by saying that they want any materials they create to be representative of all students. She noted:

I as an African American, would be offended if I got a piece that was all black, because I would want to say, why did you send me that? I want to see the university that I am going to be attending. And hopefully it will be an institution where I would be embraced and accepted, and if you had to send me something so different for me, I’m wondering why.

She said she was also eerie about having special programs for minority students. Instead, she said, “My goal has been to get the students here, let them know we are here to deal with them their freshman year, and send them on their way and say, infiltrate the campus. Get involved.”

Similarly, participant HBCU 1-C, also a staff member in the Office of Student Affairs, said she has a problem with individuals being tagged as minority students. She is also not in agreement with universities saying, “Hey, let’s have a place for all the white kids to go. Or here’s a place for all the black students to go.” She said although this might be an antiquated view, “you end up segregating all the time.” She further added that “having good professors, and having good leadership at the university can make anybody feel good without having to have an office” for minority or other race students.

4.7 The Importance of Photographs

Regardless of whether they were in agreement with having specialized recruitment pieces for minority recruits, the majority of interviewees believed that photographs used in recruitment pieces are important. The overwhelming idea was that pictures were the key to showing recruits that the campuses were diverse and there were individuals with similar racial backgrounds to prospective students enrolled at the institution. Participants PWI 1-B and HBCU 2-B suggested that pictures also were important because some people would be more inclined to look at colorful photographs than to read the information included.

Participant PWI 1-C said photographs are extremely important and she works “closely with public affairs to make sure that they have diverse pictures in all of their literature and all of their materials that they produce show a balanced effect of LSU.” She wanted to be sure that they show that the university does have a large population of ethnic minorities and international students on campus.

Participant HBCU 1-C also makes sure that publications created in student affairs include “several pictures of different students from different ethnic groups.” She added, “We are a historically black school and that’s no question. That’s what we are founded for. However, I think that pictures, and having students be exposed to different things does make a difference.”

Both participants PWI 2-B and HBCU 2-A felt that pictures would make students feel as though they would fit in on campus. One offered, “If you’re trying to recruit students from a predominantly black school, you don’t want to just have pictures or photos at your table of all white students. You want to show that student that they will be able to fit in here at the university.”

The other said that photographs are important because that is how people identify themselves. She added that if she did not see a piece that reflects herself, then she would not be aware of there being others like her enrolled at the institution.

4.8 Minority Recruitment Concerns: Increased Admissions Standards

Participants PWI 1-B and HBCU 1-A noted that their institutions have increased admissions standards recently, which they felt would hamper recruitment for both minority and non-minority students alike. Participant HBCU 1-B said that it would be harder for SU to recruit students because they recently went from being a school with open admissions to a more selective admissions process.

Similarly, participant PWI 1-B noted that LSU has continued to increase its admissions standards over the past few years. The increased standards, coupled with Louisiana’s declining graduation rate through the year 2012, will force LSU to increase the quality of its scholarship offers to be able to compete for top prospective minority students.

4.9 Minority Recruitment Concerns: Competition with Other Institutions

The researcher posed the question of whether or not competing for minority and other-race students was difficult when there are universities nearby where those students are the majority in the student population. Although not a major concern, some interviewees noted an overlap in recruiting the same students. Others acknowledged an increased competition with other universities for both prospective minority and majority students.

Participant PWI 1-B said that having HBCUs like Southern and Grambling located in Louisiana is a challenge. He noted that it is especially difficult having an HBCU in Baton Rouge. He said LSU has become more aware of the fact that it needs to get more students from Baton Rouge to come to LSU. The university must also extend to New Orleans because it loses students to Xavier and Dillard, both HBCUs, everyday. He added that the university must address that competition factor.

Similarly, participant PWI 1-C noted that because LSU and SU are both land grant institutions, they are both recruiting students that are residents of Louisiana. She noted, however, that the two institutions have different missions. She described LSU as a research one institution and SU as a four-year college institution or a teaching college. She said that people in the state are either diehard LSU Tiger fans or a part of SU's Jaguar nation. She said these students knew where they were going to attend college before they were born. She concluded then, that the universities are in competition with each other for some students, but because of certain circumstances, they are not.

Participant HBCU 2-B said JSU is in competition with a school like USM for both black and white students. He noted that USM is getting a lot of black students because counselors and

teachers are pointing students in that direction. The black students that JSU would normally get, he said are now being told to apply to USM and they are ultimately enrolling.

Other interviewees reiterated the difficulties of competing for students. For example, participant PWI 2-B described recruitment as being a competition with every university in the state of Mississippi, not just Jackson State.

Another interviewee called recruitment a very competitive race. She explained that students look at universities as if they are shopping for a new car or clothes. The outcome, she believes, depends on whoever does the best job at courting, persuading, and encouraging prospective students to attend their university. Furthermore, she believes that the difference is in ongoing communication between the university and prospective student.

4.10 Minority Recruitment Concerns: The Needs of Minority Recruits

A major concern of Participant PWI 2-A was of finding new ways to communicate with other race recruits. Participant PWI 2-A was concerned that PWIs did not understand that majority and minority students should not be communicated with in the same way. She said her major concern and challenge is “trying to get people to understand what some of the issues are as you recruit minority students, because you cannot recruit minority students the same way you recruit majority students.” She said it is a whole different need and strategy.

During her time as a minority recruiter, the interviewee explained that one of the different strategies she had to teach her supervisor was that the best time to reach a minority parent was at 7:00 or 8:00 at night because many minority parents have more than one job. She also noted that the person recruiting the minority student must be someone familiar with the intricacies of speaking with a minority parent.

Participant PWI 2-A also explained that the need of prospective minority students and their parents is different; therefore, the person speaking with them must know what questions to ask in order to relay beneficial information. She said, “It’s almost like walking people through like baby steps, because nine times out of 10 that was the first child they ever sent to college, and you’ve got to be mindful of that. And so your whole strategy with the parents and the student has to be from that standpoint that I want to make sure that I’m giving you every answer you need to make the best decision you can make.”

4.11 Minority Recruitment Concerns: Battling Negative Images

Participant HBCU 1-B said that another concern she has for minority recruitment is the difficulty the university is having in changing some of the mindset that LSU is not the same institution today that it was 30 years ago. LSU was not always welcoming to minority students, and the university is trying to overcome that perception. He suggested it would be to the benefit of the institution to show that LSU is “an evolving institution” that is changing and making commitments.

Another interviewee at LSU was also concerned with perceptions of the university. Participant PWI 1-C said there “is definitely a climate and perception issue.” She added, “So while LSU has come a very long way from their days of exclusion, we certainly have to be truthful and honest to note that people bring their biases to campus. So students bring their biases, faculty bring their biases, professional staff bring their biases. So it is definitely a microcosm of the world.”

Along those same lines, participant HBCU 2-A said that it is difficult to inform prospective students about JSU because the university has a negative image it is trying to overcome. She described the history of the state of Mississippi as “the biggest obstacle” they

interface with daily. She added, “That’s been the biggest hurdle, breaking down those barriers and to let folks know, we may have been, but look how far we’ve come.” Her office would like to inform people that the university is welcoming to all students.

Similarly, participant HBCU 2-B said that being charged with recruiting white students to a predominantly black institution is not an easy task. He believed that the problem usually lies with people not affiliated with the campus, “and their interpretation of what Jackson State is or what they perceive it to be. The perception in most cases, are pretty much incorrect in my opinion.” He noted that he has had to fight with the perception that the campus is unsafe because the area surrounding campus is inundated with dilapidated and abandoned homes and buildings. He also noted that when driving to campus he sees numerous homeless individuals, as well as others who accost drivers for various reasons. He called the university’s difficulty an “image problem” and cited the neighborhood surrounding the campus to be a major part of the problem.

The interviewee further noted, “You’ve got folks that won’t try it out because of stuff that’s been put in front of them for years and years.” He suggested that many 17 or 18-year-olds graduating from high school would not consider JSU an option because of family or peer pressure. He also noted that he is not given a warm reception at some schools. As an example of the less than welcoming reception he receives at some schools, participant HBCU 2-B described the situation he was dealing with at the time of the interview. He was preparing to call a counselor at a high school and request an equal amount of display space as the other universities that were participating in the event. He said, “I’m the only predominantly black public institution that’s coming to their program from the state of Mississippi, and they give Mississippi State, Ole’ Miss, the University of Southern Mississippi, and Delta State a six-foot table. They give me about 2 ½ feet.” He said this has been the situation for the past two years.

From experiences such as these, participant HBCU 2-B suggested when he goes to a private school and has half the space to set up a university display as other institutions, JSU has already been delegated by the administration as being less than other institutions. He said the perception would continue to be less than if students and their peers will not branch out and learn about JSU. For this reason, he noted that at times he must search for alternative means of informing the public about the university.

4.12 Explaining Legal Factors

Many participants noted that their universities increased minority and other race recruitment efforts because of legal reasons. Six of the ten participants noted this to be true. Three participants, PWI 2-A, PWI 2-B, and HBCI 1-A, did not know of any legal reasons for increased minority recruitment efforts. Participant PWI 1-A only noted private goals that were set in enrollment services and recruiting services.

Participants PWI 1-B, PWI 1-C, HBCU 1-B and HBCU 1-C all noted the higher education desegregation legislation in Louisiana. Participant PWI 1-C noted that the legislation expired on December 31, 2005. According to participant PWI 1-B the general terms of the legislation were that universities in Louisiana must have an “other race recruiter” identified on staff, minority recruitment efforts must be organized, and universities must concentrate on the admission of students.

Participant PWI 1-C spoke in more specific terms. She said that within the bounds of that legislation, 15% of freshman seats were to be set aside for exceptions. She explained that 15% of all exceptions needed to go to ethnic minorities. She said, for example, if an individual does not quite have the ACT score, but is a bassoonist and the university’s Jazz ensemble needs a

bassoonist, then that is considered an exception. She explained that a person does not need to meet a specific requirement if there are other talents that they can offer.

Participants HBCU 2-A and HBCU 2-B cited the Ayers case as a factor in their minority recruitment efforts. Participant HBCU 2-A said the Ayers case came out of a complaint that funding was not adequately allotted to every state institution. She noted that the case was to ensure that all state universities commit to increasing diversity on campus and understand the importance of experiencing diversity. She further added that, every one must follow the same rules and regulations where admissions and certain guidelines are concerned. She said the Ayers case was a means to making the playing field even for all state institutions.

Participant HBCU 2-B offered that the Ayers case mandated that over the next seven to 10 years, the university has to increase its other race student population to 10% and maintain that percentage. He explained that the overall idea of the case was that if other race students attend the university, possibly on scholarship allocated by the Ayers decision, and have a positive experience, then hopefully they will tell others about that experience.

4.13 Participant's Personal Experiences with Minority Recruitment

With the exception of Participants HBCU 2-B and HBCU 1-C, the interviewees did not recall coming into contact with people in similar positions as themselves when they applied for college. Participant HBCU 2-B said that meeting someone who was attempting to recruit other race students to JSU is what convinced him to take the extreme actions that he did. The interviewee met with the associate director of admissions in the early 1970s. He said the associate director was recruiting white students, although he was not sure if he was doing it actively. After speaking with the associate director, participant HBCU 2-B could not wait to quit his job at Firestone to attend JSU.

Participant PWI 2-A came into contact with minority recruiters during the mid-1970s when she was also a minority recruiter. She explained that all the minority recruiters knew each other and traveled the same circuit. She noted that some schools were easier to recruit for because they did not historically have a lot of negative publicity about life on campus for minority students. As an example, she noted that Alabama had a history in the mind of the black community as not being welcoming because of legal segregation. She said that even today, Auburn finds it difficult to enroll minority students. She noted that reputation plays a role in this dilemma.

Participant PWI 1-A said that when she applied to college, she received information from majority institutions because they received her address and other information through standardized tests such as the ACT. Buying test scores for prospective student information is a practice that is still used today. Participant PWI 1-B pointed out, however, that buying test scores is not necessarily beneficial. Bought scores are not true test scores. Universities only receive true test scores when the student requests that their scores be sent to that specific university.

Another participant noted differences in recruitment practices today from when she applied to college as an undergraduate. Participant PWI 1-C felt that the experience of a recruit is different today because there are more progressive recruiters and administrators in higher education who are interested in seeing diversity as a benefit to the university. She felt that she did not get a warm reception when she applied to predominantly white institutions. She did apply to LSU for college, but she did not feel as though the university was home because recruiters did not take a keen interest in the fact that she was a black scholar and a high achieving

student. She believes things have changed because there are administrators and professional staff in place to craft recruitment to appeal to black students.

Participant PWI 1-C also noted similarities and differences in recruitment tactics. She noted similarities in terms of phone calls that are made by current students. She said, “A lot of times, especially around ethnic minorities we try to team up those calls with ethnic minority college kids.” She also felt the amount of materials that prospective students get in the mail is something that is similar. Differences she noted revolve around technological advances. She said the Internet was not a part of recruitment when she applied to college. She said that now, different institutions have personal web pages that can be built for potential students. She added, “So because today's recruit is so technologically savvy many of the quote old-fashioned ways of recruiting, like the telephone calls and the push carts and the birthday cards and the letters are taking a back seat to the technology at hand and with personalized Web design.”

4.14 The Future of Minority Recruitment

Most of the participants believed that there is a long-term future for minority recruitment. Many participants felt that the field of minority recruitment is going to grow, and others described future endeavors their universities hope to implement to aid minority recruitment efforts.

Participant PWI 1-B said there would be a long-term future for minority recruitment because one of the objectives of college is expand beyond one's own comfort zone. He added that universities want to make sure that students are given an opportunity to explore different cultures and explore different demographic backgrounds. He said this is what makes a well-rounded student.

When speaking to the long-term futures of minority recruitment, participant PWI 1-C said that minority recruitment would have a long-term future because of the philosophy of the Browning of America. She said LSU would be at a severe disadvantage if it does not give more attention to recruiting within the Hispanic population in the next 10 to 15 years. She added that the university would be foolish to not reach out to the Hispanic community, especially since a large Hispanic population is located next to Louisiana in the state of Texas.

Participant HBCU 1-B also felt that there would be a long-term future for minority recruitment out of necessity. He believed that the field would grow, noting that although minority recruitment was not actively used in the past, it is something that is needed today. He added that being exposed to greater diversity would help American students grow as individuals.

Participants HBCU 2-A and PWI 2-B both said their minority populations are increasing. Participant HBCU 2-A said that although slowly, other race students are beginning to embrace JSU as more than just an HBCU. She believed that the difference would be seen when more other race students matriculate at the university and begin to market the university and recruit other students.

Many participants noted that university administration plays a role in continued efforts in minority recruitment. For example, participant PWI 1-C said university administration says to continue in a direction where minority recruitment is at the forefront. She believed this is part of the knowledge base that over the next seven to 10 years the amount of graduates from high schools in Louisiana will decrease significantly. She added that in terms of minority recruitment, the university must do its best to reach into other markets, citing the ethnic population in Texas.

Participant PWI 1-A said university administrators are asking for help in diversity issues. She said they want ideas and acknowledge that they may not know how to deal with diversity

issues, or may not know that the old way is not working. She said her office may not have a full understanding of the legal factors the university must consider in its decision-making, but she can tell administrators and people in recruitment what kind of student it would be most beneficial to recruit.

Participant HBCU 2-A noted that the university president as well as alumni recognize efforts made in her office and give them accolades. Participant HBCU 1-C also felt that administrators at her university are supportive. She said that they know minority recruitment and diversity on campus is a significant problem, but the university simply does not have the finances to do the things necessary to greatly increase diversity on campus.

Some interviewees told of programs and other efforts that have recently been implemented or things that will be implemented in the near future. For example, participant PWI 1-B described an ACT preparatory program that his office will be implementing soon. He said he wanted to do something in the community so the office is going to be working with 100 to 200 students from predominantly minority high schools in the Baton Rouge area. He explained that many high schools in the area have low ACT composite scores, so the program will address that problem, while bringing those students to campus. He said this effort will showcase LSU's interest in them, and also give them something to work with. And we want to show that to the community of Baton Rouge. He added that if the program is successful it may be expanded to areas outside of Baton Rouge.

Participant PWI 1-C noted that LSU is in the process of hiring a vice provost for Enrollment Management. She described this position as a high-level administrator who will advise the provost on all things that are a part of enrollment management. She noted that this

position would benefit minority recruitment efforts because this administrator will “be able to connect with others and devise a plan that significantly integrates minority recruitment.”

Participant HBCU 1-A pointed out that SU had recently hired an other race recruiter. She believed that he was going to be a good asset to the office because he has ideas regarding how to improve the university’s minority recruitment efforts. She noted that it was going to take time to rebuild the university’s minority recruitment program, but the other race recruiter had developed new ideas and had recently submitted a proposal to the office. She also said, however, that all of his ideas are still being developed.

4.15 Suggestions for Improving Minority Recruitment

Participants offered ideas for what they believed would be beneficial to increasing diversity on campus. Participant HBCU 2-A said she would like to alter what the university calls “city tours.” The university’s city tours involve university faculty and staff traveling to cities outside of Baton Rouge to visit with prospective students. She would like to include students instead of just faculty and staff. She said that taking current students on trips to meet with prospective students would be more beneficial. She said prospective students can relate to the students that are currently enrolled in college.

Neither participant PWI 1-A nor PWI 1-B said that adding more programs would be beneficial to minority recruitment efforts. Participant PWI 1-B said that recruitment efforts should not be repetitious or overload anybody. He did say, however, that he would like to commit his office to working closer with other departments. He noted there are some academic colleges at LSU that have connections with some high schools in the area. He added that those colleges sometimes hold programs for numerous students on campus. He said his office does not always know about those events, so the office is going to try and enhance communication with

the colleges and other offices to stay informed about activities that would be beneficial to recruitment efforts because that is an effort where different offices can partner.

Similarly, participant PWI 2-A said that in order for minority recruitment at her university to remain successful, it is important for the office of recruitment to maintain close ties with any kind of program or activity that is going to affect minority students.

Participant PWI 1-C believed that having more minority recruiters would be beneficial. She noted that LSU currently only has one minority recruiter. The participant explained that because the minority recruiter was recently hired, and is the only staff member specifically designated to deal with prospective minority students, she is overwhelmed at times. The interviewee said, “It’s a wonderful thing to have cross training with all of the recruiters that are recruiting for LSU, but it’s nothing like having a face that is a mirror image.” She added that one recruiter cannot do it all, and more students would see LSU as their first choice if there were more ethnic minority recruiters relaying the same message.

Participant HBCU 2-B felt that a new high-level position should be added at the administrative level. He described the position as a dean, or an individual with a similar title, who would deal with issues of cultural diversity.

Many cited office budget as a major hindrance in implementing new programs. Participant HBCU 2-A said that a lack of funding made it difficult to create new avenues for attracting students to the campus.

4.16 Goals for Minority Recruitment

The participants also look to reach both institutional and personal long-term goals of increasing the percentage of minority and other race students on campus. At SU, participant HBCU 1-A said she would like to see 3-5% of each freshman class be composed of other race

students. She noted that the university currently has 2 % other race students enrolled. Another interviewee at SU said he would like to see the percentage of other race students to be at least 20-25% in the next 10 years. He said the university is working on reaching 20-25%, but it is not an easy task.

Participant PWI 1-C said that the Louisiana desegregation ruling indicated that LSU needed to increase its ethnic minority population rate by 5%. She believed that the university would like to maintain and enhance that figure. She noted that the state has an ethnic minority population that hovers between 33 and 35 %, and LSU hovers between 8 and 10%. She said, “That is dismal in comparison to our land-grant mission.” In the next five years, she said the university would like to see the number be close to 12%.

Participant PWI 1-B said that there is not an exact percentage that his office is looking to reach. Instead, he said that his office is committed to recruiting another 150 minority students each year.

Speaking in general terms, participant PWI 2-B said that he could not speak for the university as to what percentage of minority students it would like to have on campus in the next five years. He did say, however, that he would personally like to see the number of minority students at USM increase greatly. Also speaking to personal goals and aspirations, participant HBCU 2-A said that if given the opportunity, she would like to think in larger terms and increase the percentage of other race students at JSU to 50% in the year to come.

Chapter four described the aspects of minority recruitment as seen by individuals working in higher education. Although not all recruiters, each participant had an understanding of minority recruitment because of direct or indirect contact with minority students. Chapter five

will discuss the information gained through the interviews, as well as offer limitations of the study, and draw conclusions about the research.

CHAPTER 5. DISCUSSIONS AND CONCLUSIONS

5.1 Discussion

The purpose of this research was to identify similar and differing characteristics of minority and other race recruitment tactics being used at PWIs and HBCUs. Secondly, the researcher sought to determine if image management and self-presentation theories could be used to explain university recruitment tactics. The following section entails how the study's findings support or refute past research and literature that discusses the subject matter.

5.1.1 Research Questions

The researcher sought to answer one primary research question and five secondary research questions. The primary research question posed by the researcher was to describe the minority recruitment techniques being used by Historically Black Colleges and Universities (HBCUs) and Predominantly White Universities (PWIs) to increase minority enrollment. Interviewees were in agreement with general recruitment practices universities use for all students. Participant 1B gave the most thorough account of the process, but the general ideas offered by all participants were the same. Each university sends correspondence to prospective students, travels to college programs at high schools and other venues, and holds on-campus activities at the university. General components of each idea were similar, but specific participant and university ideas about the minority recruitment were where differences could be found.

Correspondence between the universities and prospective students was of particular importance to interviewees. Some interviewees believed that continuous communication could possibly tip the outcome of applying and admittance in their favor. A large part of the correspondence arm of recruitment appeared to be the various recruitment pieces that are mailed

to students as well as those brought on recruitment trips. These items were general, such as prospect cards, applications, and information on each university. SU and JSU both cited lack of money for their shortage of materials.

A common thread throughout these interviews was that the universities do try and stay unique and at the forefront of all recruitment materials and programming. Cutlip et al. (2000) note that organizations must frequently change in response to the ever-changing social climate. Yet, none of the participants said the universities create recruitment materials specifically for minority recruits. Although participants were in agreement about the inclusion of diversity in written materials, not all participants were in agreement as to whether having separate recruitment pieces for prospective minority students would be a positive or negative element.

Not using ethnic specific recruitment pieces is not congruent with previous research that shows that many organizations are using ethnic specific messages (Cui, 1997; Stock, 2004; Facenda, 2004). They do try, however, to be sure that the materials are inclusive of all ethnic minorities enrolled. Only one interviewee said when visiting high schools he brings a magazine that offers minority students perspectives on college life, but this is not something used by all recruiters at his university.

Attending high school programs was another component of the recruitment process. Both participants at USM and LSU noted that they recruit from schools that are their feeder schools. LSU, for example, said they recruit from McDonough 35 in New Orleans, a predominantly black high school. The implication here is that these two PWIs tend to recruit minority students from high schools from where they are accustomed to gaining prospects and admits. On the other hand, participants at JSU said they target both diverse high schools and academies that have a majority white student population. The university continues to actively

recruit from these schools even though one participant admitted to being ridiculed and feeling unwelcome at many of these schools. It was not indicated whether recruiters at SU target balanced race or feeder high schools, but it was clear that the university mainly targets schools in Louisiana.

Holding on-campus programs was the third component of recruitment that was discussed. Each university includes programming in their recruitment tactics, but the individual programs differed in the activity and targeted audience. Most of the programs were designed to include all students. Some participants felt that having events targeted to minority students promotes segregation, not integration. Continued segregation was a concern for previous researchers. Cose (1996) suggested that the promise of desegregation has not developed because ethnic groups have not developed an appreciation for one another. This has resulted in a societal shift towards resegregation in southern schools (Hendrie, 1999).

LSU was the only university that offered recruitment programming specifically for minority students. Cross (2000) noted that holding special on-campus events targeting minority students is a special recruitment effort being made by universities. The university's Spring Fest focuses on high achieving minority high school students. Many interviewees noted that they could not offer prospective minority students the amount of money needed to be a number one choice. Financial incentive was the basic component of what participants would consider the perfect recruitment tool.

The five secondary research questions addressed trends in minority recruitment, as well as verbal and written messages universities utilize during recruitment. The first secondary question dealt with what participants believe to be the trend of minority recruitment. The general consensus of the participants was that minority recruitment would continue for years to come.

The long-term commitment of the universities to increase diversity on campus supports research that noted the increased diversity in the United States guided the educational system to become more open and accessible to all groups (Marchese, 1997). Also, making a long-term commitment to improving diversity concerns is beneficial to achieving diversity goals (Tailoring the message, 2004).

Many participants pointed out that universities serve their students best if the university population reflects the state's ethnic population, as well as the world at large. Increasing diversity at universities is necessary, therefore, because by the year 2050, there will be no single identifiable majority (Wu, 2005). Researchers have suggested that individuals in the field of education have a responsibility to encourage social change and make sure all American institutions reflect diversity in society (Madrid, 1988; Umali, 2005).

Each university hopes to continue to increase their minority population in the future and continue to look for new ways to recruit students. This is a necessity because most participants noted that competition with other institutions for students is increasing. Previous research suggested that higher education is similar to a competitive marketplace that competes for funding and students (Cutlip et al., 2000; Eckel & King, 2004; Gioia & Thomas, 1996). LSU and SU noted that it would become even more difficult to recruit students over the next decade because the number of students graduating from high school in Louisiana will decrease.

Participants also described programs their universities recently implemented or hope to implement in the future. LSU will be implementing an ACT preparatory program to reach out to minority high schools in the area. Roach (2005) suggested that programs that develop student college aspirations could possibly help in minority recruitment. One participant at LSU also suggested that partnering with other offices and colleges within the university that hold activities

that include minority students from high schools in the city would be beneficial. LSU will also hire a top-level staff member to advise the university provost on enrollment management issues, which includes minority recruitment in a significant portion.

Because SU had only recently hired a new minority recruiter, a participant noted that it would take time to rebuild the program. She did remark, however, that the new recruiter did have ideas for improving the program. The participant added that it would be beneficial if prospective students were able to meet with current students. She said she would like to include this activity in the current program.

Participants at USM noted that the university has no plans to alter their current recruitment practices. One participant noted that the university's minority population has steadily increased over the years, and the university would continue treating minority students as all other recruits. The participant, however, made contradictory statements because although she said it was not necessary to target minority recruits using ethnic specific materials and programs, she suggested that prospective minority students and their parents must be approached differently than the university's majority population. The participant's second statement supported previous research that suggested cultural differences do exist in communication; therefore tailoring the method of communication and message may be necessary (Baldwin & Hunt, 2002; Lee, 2004).

The only suggestion for future minority recruitment efforts at JSU was the addition of a staff position. One participant at JSU noted that it would be beneficial to create a position for a top-level administrator who would organize diversity matters on campus. Cross (2000) suggested that designating minority affairs officers is a special recruitment effort being made by universities that could be beneficial to minority recruitment.

Secondary question number two asked how HBCUs present themselves in written recruitment materials. A participant at SU said the university had revitalized the recruitment package sent to students in recent history. She also noted that they now have a website to which the university refers students. JSU gives informational brochures to prospective students and they also have other mailing pieces that they consider to be innovational.

Secondary question number three addressed how HBCUs, in particular, present themselves verbally to minority recruits. One participant at JSU said the university would like to make clear to prospective students that the university is welcoming to all students. Verbally communicating with prospective minority students, however, was noted to be a challenge. Some participants said communicating verbally is difficult because many prospective minority students are not interested in hearing information about their particular school, for one reason or another. For example, participants at JSU and SU said it is often difficult to get prospective minority students to offer them the opportunity to relay their information.

Previous researcher offers possible explanations for the lackluster reception of HBCU recruiters by prospective other race students. Hendrie (1999) noted that whites are the most segregated population in the United States. The percentage of white students attending majority minority schools began to fall after 1987. Gasman (2005) suggested that HBCUs have a stigma of being inferior to PWIs. Helm et al. (1998) suggested that whites are less likely to attend a school where they are the minority because they do not understand their role in diversity. Helm et al. also suggested that white students should be taught what their role in a healthy multicultural society is. The participants from SU and JSU would consider it a success if they were given the opportunity to tell students what their university has to offer.

Secondary question number four asked how PWIs present themselves in written recruitment materials. Similar to responses at the HBCUs, participants at the PWIs said they offer general information in their written materials. Only LSU noted that they had separate recruitment pieces for minority students at one time. They discontinued use of separate recruitment materials after discussing their usefulness. Some participants felt that separate recruitment pieces would be offensive to minority students. At least two participants, both from PWIs, noted that as African Americans, they would question why it would be necessary for a university to have separate recruitment materials for minority students.

Most written recruitment materials described by participants were composed of general information about the universities, including admissions requirements and financial aid information. Photographs were considered to be an important component as well. Most participants noted that departments on campus make sure to show diversity in photos, but do not have separate pieces for minority and other race students. Participants felt it was necessary to show diversity in photos so that prospective minority students would be able to see that there are others like them enrolled at the university. Lee (2004) noted that when ads are shown to minorities that do not feature people who look like them, they ignore the material.

Besides using written materials to communicate with prospective students, participants noted various ways in which they come into verbal contact with students during the recruitment process, including high school visits, during special programs, over the telephone, and when students come to campus. Some interviewees pointed out that there is a different way to approach and speak with prospective minority students. They said that people who resemble them physically and understand how to speak with them should approach minority students.

This is congruent with research that suggests people are more receptive to people that are physically similar to them and speak their language (Lee, 2004; Tailoring the message, 2004).

To be more receptive to prospective minority students, three of the four universities do have a minority or other race recruiter identified on staff. The fourth university, USM, has a recruiter that is an African American male who does not consider himself a minority recruiter. He does, however, appear to serve in that capacity because he mainly visits schools in an area of Mississippi that has a majority African American population. He also noted that he might have been hired because the university felt that he would be better equipped to interact with minority students.

University attempts at hiring minority recruiters with similar racial backgrounds as their minority student population supports previous research. Ribeau et al. (1994) note that ethnic groups have diverse shared histories, creating unspoken rules for communication. Sharing an ethnic background with prospective minority students would minimize possible stumbling blocks that exist in intercultural communication described by Barna (1994). One of those stumbling blocks, language differences, may be unavoidable for SU's minority recruiter however, because the researcher observed he spoke with a heavy accent. His first language is Spanish, and communication during the interview was difficult at times. Language differences could make communication between the recruiter and prospective students difficult.

Secondary question five addressed how PWIs verbally present themselves to prospective minority students. Participants at the PWIs did not mention any specific verbal messages they relay to prospective minority students. One participant did suggest, however, that it would be beneficial to have more minority recruiters who know how to communicate with minorities. They should also understand the special needs and the nuances of recruiting minority students.

A common thought of most participants was that minority recruitment could not be effective if recruiters are the only people making an attempts at increasing diversity because they are not able to do it all. Participants believed that minority recruitment would only be effective if everyone in the university community participates. Participants felt that recruiters and recruitment office staff members must know what other offices are doing with minorities in the community so they can be included and participate in those activities.

Participants also felt that the best mouthpiece for a university is students. Harlow (1939) noted that universities use students to keep close contact with the community. Participants noted that students and alumni speak with many people outside of the university community, and they relay their experiences. For this reason, a major focus of participants was making students happy during their time enrolled. Participants described students as an inexpensive and effective form of public relations. LSU even uses current minority students as a tool for reaching prospective minority students. Participants noted having currently enrolled minority students make phone calls to prospective minority students, as well as taking minority students on high school visits.

Other information gained during the study was more general. The term minority group has been defined as any recognizable group that suffers some disadvantage due to prejudice or discrimination (Shafritz et al., 1988). In the realm of higher education, the term minority group has been generally understood to mean a race-based ethnic group that is underrepresented in higher education (Astin, 1982). Participants at LSU and USM defined their main minority student population as African American, but they also count all underrepresented groups as minority students. Participants at JSU and SU mainly defined their minority students as white, or any ethnicity other than African American.

Participants noted that the universities did not have any definitive programs in place to recruit these underrepresented student groups. Participant 1C said that the lack of a clear plan for recruiting minority students might be due to a lack of higher administrators with a vision. It fell, therefore, to individual offices to create a plan to aid in minority recruitment. Only SU noted bringing in a consulting firm to help develop a recruitment plan. However, minority recruitment was only a small part of that plan. Participants at USM, the university with the highest percentage of minority students, believed that they were successful because they treated minority students the same as other students. They noted many times that they put forth little effort in minority recruitment because they do not need to.

Participants' ethnic and occupational backgrounds varied, as well as did their reasons for becoming involved or interested in minority recruitment. Some participants remarked that they became involved in minority recruitment because it was a part of their university recruitment plan. Participants at three out of the four universities noted legal reasons for including minority recruitment as a part of the university's general recruitment plan. Although participants at USM did not note legal factors as a reason for minority recruitment practices at their university, the Ayers case, as participants at JSU described, applies to all state institutions in Mississippi. Others said it was important because of their respective ethnic backgrounds. For example, African American respondents at LSU and USM said it is important to recruit minority students to campus and make them feel as though it is their home. The other race recruiter at SU, an international graduate of SU, said that recruiting international students was important.

5.1.2 Theory

Whether it is in written materials or verbally, participants noted that their tactics, in part, are used to combat negative images that people have about their university. The concept of

organizational image is tied to how external publics view an organization (Dutton & Dukerich, 1991; Gioia et al., 1996; Gioia et al., 2000). Participants viewed their organizational image as having an effect on external publics. Some participants suggested that existing negative images of universities hinder minority recruitment efforts. For example, one participant at JSU noted that he has to contend with perceptions that the campus is not safe. Participants at LSU noted they are trying to overcome lingering images of LSU from its times of being unwelcome to minority students. One participant at USM said that some universities have the image of not being welcoming to minority students and continue to have low numbers of minority students.

Participants noted that their universities seek to be inclusive of all ethnicities and underrepresented groups, despite what some external publics may believe. As suggested by Gioia et al. (2000) this discrepancy leads an organization to resolve the problem. In the process of resolving the discrepancy, organizations practice impression management, a component of self-presentation. Self-presentation refers to the act of presenting an identity to others in order to support claims of a positive social image (Arkin, 1986; Schlenker, 1985; Tetlock, 1981). In accordance with the theory, many efforts being made by universities are an attempt to combat negative images of the organization and promote university acceptance of diversity.

Participants at USM said they do not have a problem attracting minority students because the university has worked to make minority students feel as though USM is their home. Although they would like to continue increasing the number of minority students enrolled at the institution, the participants said their fervent efforts no longer made it necessary to overcome a negative image. Both interviewees at USM noted that their minority population continues to increase because they continue to treat prospective minority recruits no different than other prospective students.

A participant at LSU noted that the university is creating an ACT preparatory course in inner city high schools to show the minority community that they are important to the university. Participants were also very clear in stating that the universities make sure to include photographs that show diversity in their brochures and other materials. Participants noted this is the way minority students can recognize that diversity exists at their universities.

Researchers (Gurevitch, 1984; Hendricks & Brickman, 1974; Tedeschi & Reiss, 1981) suggest that because self-presentation is a complex act, actors must take into consideration how their actions may be received. The actor must be careful in presenting their organizational image as not to depart too far from past performances, appearing manipulative. Findings support this past research in that, although participants note that universities make sure to include diversity in materials, none of them create recruitment materials specifically for prospective minority students. Some participants suggested that creating ethnic specific materials would render suspicion and questions as to why materials such as these would be necessary.

5.1.3 Implications

The findings pose implications for public relations and higher education scholars. First, this thesis notes that although similarities exist in general recruitment practices at PWIs and HBCUs, many recruiters and university administrators note the necessity to approach prospective minority and other race students differently than a university's majority students. Secondly, findings suggest negative perceptions of institutions may hinder minority recruitment efforts. Findings also suggest that the universities are putting forth effort in attempts to overcome this problem; therefore, this study supports the idea that universities practice self-presentation in efforts to overcome negative images and poor minority enrollment. In relation to self-presentation and image management, the research also shows that these universities are using

public relations to relay the message to minority recruits that their university is welcoming to minority students.

5.2 Limitations of the Study

Due to the exploratory nature of this study, there are some limitations that exist. Additionally, there is limitation in the methodology of the investigation. The researcher conducted in-depth interviews. Due to the qualitative nature of this study, the findings could be subject to other interpretations.

Also, the researcher utilized both a purposive and snowball sample for the study. This purposive sampling procedure decreases the generalizability of findings. Only a small number of schools located in the southern region of the United States were used. Furthermore, only a select number of university staff members and administrators at those four universities were interviewed. Also, universities vary in type, size, and location. Consequently, this study may not be generalizable to minority recruitment practices at all HBCUs and PWIs.

5.3 Conclusions

The results of this study offer insight into current recruitment practices at four universities and further support research and theoretical ideas put forth by past researchers. Researchers have explained individual and organizational actions in terms of image management and self-presentation theory. The general concept of self-presentation theory, as presented by researchers, is the way in which someone presents or projects his or herself to others (Arkin, 1986; Schlenker, 1985; Tetlock, 1981). Albert et al. (1985) noted that over time, organizations reconstruct their sense of self because of feedback they receive from external publics. Gioia et al. (2000) studied image

management, argued to be a part of self-presentation, and how image and identity can offer insight into the behavior of organizations and their members. The researchers indicated that when organization members are concerned with its image as seen by external publics, management might choose to project an attractive image of the organization to signal that the organization is changing.

The constant evaluation and reconstruction of organizational image is just as visible in higher education research. In 1966, Steinberg noted that higher education became a massive business with a consciousness of its image. This is apparent in that participants in the study noted that the universities are attempting to develop and maintain a positive image in the community in order to reach enrollment goals. Gioia et al. (1996) later found that universities reflect demographic, economic, and political changes in society, which provides justification for increased attempts by universities to reflect the face of society. Just as any other organization, universities use public relations to keep par with societal changes; therefore, as Cutlip et al. (2000) pointed out in their study, organizations use public relations as a managed effort to achieve their goals.

A concern of participants was the image and perception that external publics had of their institutions. It did seem, in fact, that the universities are making attempts to reconstruct their organizational image by creating programs and using recruitment tactics to project a welcoming image to prospective minority students. The tactics that the universities are implementing go to further support findings of researchers that studied various minority recruitment efforts.

Chaundra and Paul's (2003) study centered on minority recruitment in clinical trials. The researchers offered several tactics that are being applied at the universities.

For example, the researchers proposed techniques like “friend-get-a friend,” promoting efforts through minority members of the organization, and targeting messages to the minority community in a culturally sensitive manner. Results of this study found that universities rely heavily on students, both past and current, to tell others about the university. This effort is similar to the “friend-get-a-friend” concept.

Second, universities tend to rely on individuals with similar ethnic backgrounds to communicate with potential minority students. And similar to Chaundra and Paul’s (2003) suggestion, universities seem to put thought into ways of communication that would be most beneficial and least offensive to prospective minority students. Efforts noted by Cross (2002) were also mentioned by participants, including specially funded recruitment efforts for minority students, on-campus invitational events devoted to minority students, and sponsoring SAT and ACT preparation courses for possible applicants from inner-city high schools.

Self-presentation and image management appeals to scholars and public relations practitioners because each offers insight into organizational behavior. Understanding how and why universities enlist the minority recruitments tactics they do is a step forward in understanding which of those efforts are most or least effective. As competition between universities for all students becomes greater, and the minority population in the United States steadily increases, understanding effective recruitment tactics is imperative.

This study also provides useful information to all members of the higher education community. As noted in the results section of this study, participants believe it is necessary for all members of a university to take part in recruitment for it to be effective. All members of a university community must believe in and relay the same

message to external publics for that message to be effective. If diversity efforts are an important issue to university administrators, those efforts should be understood at all levels of the university community. Also, this study, as well as future research, may help members of the higher education community learn what ways to effectively market their university to external publics, both to specific groups and in general.

This study presents several avenues for further research. As noted earlier in the review of literature and reiterated by participants in the results section, the universities discussed in this study were encouraged to give a significant amount of attention to minority recruitment by legal forces. A subsequent study of minority recruitment practices at universities could explore whether universities located in states with no definitive legal specifications of minority enrollment are as active in creating minority recruitment plans. Furthermore, because other universities may not be legally bound to recruit minority students, a comparison of their recruitment practices to those of universities that are actively recruiting minority students may be helpful in discovering if developing minority recruitment tactics is effective.

An interesting finding in this study was that participants were not in agreement as to whether having recruitment pieces and events specifically targeted to prospective minority students are helpful or hurtful. Future studies could address what type of tactics prospective minority students respond most positively to. Specifically, researchers should inquire about why students apply to certain schools, why they do not apply to other schools, and whether or not university recruitment tools change their perceptions of those universities. Because prospective minority students are the immediate public

universities are attempting to reach, it is important to learn what tactics that group responds to in the most positive manner.

Future research should also look at the long-term effects of university implementation of minority recruitment tactics. Most participants viewed minority recruitment as a long-term effort. To discover whether or not efforts have been beneficial, results of those efforts should be studied over time. Comparing the difference in the percentage of minority students enrolled at universities that recruit minority students over time would shed light on whether actively recruiting minority students is making an impact. A study such as that would quantify the public relations efforts of these universities, helping interested parties make decisions regarding future efforts at increasing minority enrolment.

REFERENCES

- Albert, S., & Whetten, D. A. (1985). Organizational identity. In L. L. Cummings & B. M. Staw (Eds.), *Research in Organizational Behavior* (pp. 263-295). Greenwich: JAI Press.
- Ambert, A., Adler, P. A., Adler, P., & Detzner, D. F. (1995). Understanding and evaluating qualitative research. *Journal of Marriage and the Family*, 57, 879-893.
- American Association of Colleges for Teacher Education. (1988). One-third of a nation: A report of the Commission on Minority Participation in Education and American Life. Washington, D.C.: ACE/Education Commission of the States.
- Arkin, R.M. (1986). Self-presentation strategies and sequelae. In: Zelen, S. (Ed.), *Self Representation: The Second Attributional-Personality Theory Conference, CSPP-LA, 1986* (pp. 5-29). New York: Springer-Verlag New York, Inc.
- Astin, A.W. (1982). *Minorities in American higher education*. San Francisco: Jossey Bass.
- Author Unknown (2000). Georgia wants more white students to enroll at state's HBCUs. *Black Issues in Higher Education*, 17 (19), 13.
- Author Unknown (1998). In praise of watchdogs: Ranking American colleges and universities on race relations. *The Journal of Blacks in Higher Education*, 20, 41-42.
- Author Unknown (2004). Tailoring the message. *Canadian Business*, 77(7), 65-66.
- Author Unknown (1999). The progress of black student matriculations at the nation's highest-ranked colleges and universities. *The Journal of Blacks in Higher Education*, 25, 8-16.
- Bagnato, K. (2005). The clock is ticking. *Diverse Issues in Higher Education*, 22(16), 22-25.
- Baldwin, J.R., Ribeau, S.A., & Hecht, M.L. (1994). An African American communication perspective. In L. Samovar, & R. Porter (Eds.), *Intercultural Communication: A Reader* (pp. 140-147). Balmont: Wadsworth Publishing Company.
- Baldwin, J.R., & Hunt, S.K. (2002). Information-Seeking Behavior in Intercultural and Intergroup Communication. *Human Communication Research*, 28, 272-286.
- Barna, L.M. (1994). Stumbling Blocks in Intercultural Communication. In L. Samovar, & R. Porter (Eds.), *Intercultural Communication: A Reader* (pp. 337-335). Balmont: Wadsworth Publishing Company.
- Blitzer, W. (2000). Enrollment of White Students on Rise at Historically Black Colleges. Retrieved March 31, 2004, from <http://www.cnn.com/2000/US/05/18/black.colleges/>.

- Blythe, J. (1947). Can public relations help reduce prejudice? *The Public Opinion Quarterly*, 11(3), 342-360.
- Brown v. the Topeka Board of Education*, 347 U.S. 483 ____ (May 17, 1954)
- Brown, R. (2000). *Group processes: Dynamics in and between groups* (2nd ed.). Oxford, England: Blackwell.
- Brown, R. Students Say Diversity Good, Enticement Not. (2003, November 3). *The Clarion Ledger*.
- Caillouet, R. H., & Allen, M. W. (1996). Impression management strategies employees use when discussing their organization's public image. *Journal of Public Relations Research*, 8(4), 211-227.
- Carey, J. D. (1995). Tradition and Transition: Achieving Diversity at Harvard and Radcliffe (Doctoral dissertation, Harvard University, 1995). Digital Dissertations. (UMI No. 9534594)
- Chaundra, A., & Paul, D. P. (2003). African American Participation in Clinical Trials : Recruitment Difficulties and Potential Remedies. *Healthcare and Public Policy*, 81(2), 33-38.
- Coover, G.E. (2001). Television and Social Identity: Race Representation as "White" Accommodation. *Journal of Broadcasting & Electronic Media*, 45, 413-431.
- Corbin, J. & Strauss A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative sociology*, 13(1), 3-21.
- Cose, E. (1996, April 29). The realities of black and white. *Newsweek*, 127(18), 136.
- Creswell, J. W. (2003). *Research design qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Cross, T. (2000). Hopwood in Doubt: The Folly of Setting a Grand Theory Requiring Race Neutrality in All Programs of Higher Education. *The Journal of Blacks in Higher Education*, 29, 60-84.
- Cui, G. (1997). Marketing strategies in a multi-ethnic environment. *Journal of Marketing*, 122-134.
- Cutlip, S. M., Center, A. H., & Broom, G. M. (2000). *Effective Public Relations* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Denzin, N. K., & Lincoln, Y. S. (1998). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.

- Douglass, F. (2003). *Narrative of the life of Frederick Douglass, an American slave* (2nd ed.). Boston, MA: Bedford.
- Drummond, T. (2000). Black schools go white. Retrieved March 31, 2004, from <http://www.cnn.com/ALLPOLITICS/time/2000/03/13/school.html>.
- Dutton, J. E., & Dukerich, J.M. (1991). Keeping an eye on the mirror: Image and identity in organizational adaptation. *The Academy of Management Journal*, 34 (3), 517-554.
- Dutton, J.E., Dukerich, J.M., & Harquail, C.V. (1994). Organizational images and member identification. *Administrative Science Quarterly*. 39, 239-263
- Eckel, P. D., & King, J. E. (2004). *An overview of higher education in the United States: Diverse, access, and the role of the marketplace*. Washington, D.C.: American Council on Education.
- Edmondson, B. (2006). America, new & improved. *Advertising Age*, 77(1), 31-34.
- Facenda, V. L. (2004). Know your multicultural shopper. *Retail Merchandiser*, 44(4), 17-21.
- Fountain, D. L. (1995). Historians and historical archaeology: Slave states. *Journal of Interdisciplinary History*, 26(1), 67-77.
- Fry, G. M. (1969). The System of Psychological Control. *Negro American Literature Forum*, 3(3), 72-82.
- Gasman, M. (2005). Brown v. Board's legacy and contemporary black higher education. *Diversity*, 8(2), 8-9.
- Gioia, D. A., & Thomas, J. B. (1996). Identity, image, and issue interpretation: Sensemaking during strategic change in academia. *Administrative Science Quarterly*, 41(3), 370-403.
- Gioia, D. A., Schultz, M., & Corley, K. G. (2000). Organizational identity, image, and adaptive instability. *The Academy of Management Review*, 25(1), 63-81.
- Glesne, C. (1999). *Becoming Qualitative Researchers: An Introduction* (2nd ed.). New York: Addison Wesley Longmas, Inc.
- Gordon, K. T. (2004). In the mix. *Entrepreneur*, 32(4), 86-88.
- Gratz et al. v. Bollinger et al.*, No. 02-516, 539 U.S. ____ (June 23, 2003).
- Grossley, R. S. (1945). The Negro college and its public relations. *The Journal of Negro Education*, 14(1), 38-47.

- Groves, H. E. (1951). Separate but equal – The Doctrine of Plessy v. Ferguson. *Phylon*, 12(1), 66-72.
- Grutter v. Bollinger et al.*, No. 02-241, 539 U.S. ____ (June 23, 2003).
- Gurevitch, Z.D. (1984). Impression formation during tactical self-presentation. *Social Psychology Quarterly*, 47, 262-270.
- Harlow, R. F. (1939). Public relations gaining increased recognition. *The Journal of Higher Education*, 10(5), 263-267+290.
- Harlow, R. F. (1942). Public relations and social action. *The Journal of Higher Education*, 13(1), 2-29.
- Harvey, W. B., & Anderson, E. L. (2005). *Minorities in higher education 2003-2004: Twenty-first century status report*. Washington, D.C.: American Council on Education
- Helm, E. G., Sedaleck, W. E., & Prieto, D. O. (1998). The relationship between attitudes toward diversity and overall satisfaction of university students by race. *Journal of College Counseling*, 1, 111-120.
- Hendricks, M. & Brickman, P. (1974). Effects of status and knowledgeableblily of audience on self-presentation. *Sociometry*, 37, 440-449.
- Hendrie, C. (1999). Harvard study finds increase in segregation. *Education Week*, 18(41), 6.
- Holland, J. & Gentry, J. W. (1999). Ethnic consumer reaction to targeted marketing: Theory of Intercultural accommodation. *Journal of Advertising*, 28(1), 65.
- Honawar, V. (2005). Report: Minority enrollment growing. *Education Week*, 24(24), 6.
- Hopwood v. Texas*, 236 F. 3d 256, 272 ____ (2000)
- Jackson State University. Retrieved January 30, 2005, from <http://www.jsums.edu>.
- Jake Ayers, et al. v. Kirk Fordice, Governor, et al.*, No. 4:75CV009-B-D____ (2000)
- Kobrak, P. (1992). Black student retention in predominantly white regional universities: The politics of faculty involvement. *The Journal of Negro Education*, 61(4), 509-530.
- Lee, M. D. (2004). The minority (marketing) report. *The Credit Union Journal*, 6.
- Lincoln, Y. S. & Guba, E.G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage.
- Loo, C.M., & Rolison, G. (1986). Alienation of ethnic minority students at a predominantly white university. *The Journal of Higher Education*, 57, 58-77.

- Louisiana State University and Agricultural and Mechanical College. *The Graduate Bulletin*. Baton Rouge: LSU office of University Relations
- Madrid, A. (1988). Diversity and its discontents. In L. Samovar, & R. Porter (Eds.), *Intercultural Communication: A Reader* (pp. 127-131). Belmont: Wadsworth Publishing Company.
- Marchese, T.J. (1997). U.S. higher education in the postwar era: Expansion and growth. *U.S. Society and Values*, 2(4), 10-15.
- Merriam, S.B. (1988). *Case study research in education*. San Francisco: Jossey-Bass.
- Merriam, S.B. (1998). *Qualitative research and case study applications in education* (2nd ed.). San Francisco: Jossey-Bass.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: A sourcebook of new methods* (2nd ed.). Thousand Oaks, CA: Sage.
- Ng, S. H. (1982). Power and intergroup discrimination. In: Tajfel, H. (Ed.), *Social Identity and Intergroup Relations* (pp. 179-206). Cambridge: Cambridge University Press.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Pew Hispanic Center. (2005). *Hispanics: A people in Motion*. Washington, D.C.: Pew Hispanic Center.
- Phinney, J.S., Horenczyk, G., Liebkind, K., & Vedder, P. (2001). Ethnic identity, immigration and well-being: An interactional perspective. *Journal of Social Issues*, 57, 493-510.
- Plessy v. Ferguson*, 163 U.S. 537___(1896)
- Public Relations Profession. Retrieved February 5, 2005, from http://www.prsa.org/_Resources/Profession/index.asp?ident=prof1
- Regents of the University of California v. Bakke*, 438 U.S. 265___(1978)
- Riley, R. W. (1997). Foundation of a nation: Strong and effective schools. *U.S. Society and Values*, 2(4), 5-9.
- Roach, R. (2005). Drawing upon the diaspora: Immigrant-origin blacks gaining presence at elite institutions. *Diverse Issues in Higher Education*, 22(14), 38-41.
- Roche, J. P. (1951). The future of "separate but equal." *Phylon*, 12(3), 219-226.

- Rodnitzky, J. L. (1968). Public relations, the public, and the university: Some historical perspective. *The Journal of Higher Education*, 39(6), 336-339.
- Schlenker, B.R. (1985). Identity and self-identification. In: Schlenker, B. (Ed.), *The Self and Social Life* (pp. 65-99). New York: McGraw-Hill.
- Seitel, F. P. (1980). *The practice of public relations*. Columbus, OH: Charles E. Merrill Publishing Co.
- Shafritz, J.M., Knoeppe, R.P., & Soper, E.W. (1988). *Dictionary of multicultural education*. New York: Facts on File.
- Sidanius, J., & Pratto, F. (1999). *Social dominance: An intergroup theory of Social hierarchy and oppression*. Cambridge: Cambridge University Press.
- Simon, R. (1984). *Public relations: Concepts and practices* (3rd ed.). New York, NY: John Wiley & Sons, Inc.
- Southern University and A&M College (2002). *Catalogue 2002-2004*. Baton Rouge: SU Office of Publications and Electronic Media.
- Stanley, W. O. (1953). *Education and social integration*. New York: Columbia Teachers College.
- Steinberg, C. S. (1966). Public relations on the campus: An analysis and interpretation of the replies to a questionnaire survey. *The Journal of Higher Education*, 37(3), 129-136.
- Stock, H. J. (2004). Sí, hablamos español: How banks are tailoring sales strategies to reach Hispanic market. *Bank Investment Consultant*, 36-37.
- Taylor, E. & Olswang, S. (1999). Peril or promise: The effect of desegregation litigation on historically black colleges. *The Western Journal of Black Studies*, 23(2), 73-82.
- Tedeschi, J.T. & Melburg, V. (1984). Impression Management and Influence in Organization. In: Barach, S. & E. Lawler (Eds.), *Research in the Sociology of Organizations* (pp. 31-58). Greenwich, CT: Jai Press.
- Tedeschi, J.T. & Reiss, M. (1981). Identities, the phenomenal self and laboratory research. In Tedeschi J. (ed.), *Impression Management Theory and Social Psychological Research* (pp. 3-22). New York: Academic Press.
- Tetlock, P.E. (1981). The influence of self-presentation goals on attributional reports. *Social Psychology Quarterly*, 44, 300-311.
- Thomas, S. White students increase their presence at HBCUs. (2002, October 21). *The Louisiana Weekly*.

- Titus, C. H. (1935). The university and its public relations. *The Journal of Higher Education*, 6(1), 13-20+58.
- Umali, S. (2005). Student leaders reflect on the legacy of Brown. *Diversity*, 8(2), 10.
- University of Southern Mississippi. Retrieved January 30, 2005, from <http://www.usm.edu>.
- United States Department of Education. Retrieved January 17, 2006, from <http://www.ED.gov>.
- Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative interview Studies*. New York: The Free Press.
- Whetten, D.A., Lewis, D., & Mischel, L.J. (1992). Toward an integrated model of organizational identity and member commitment. Paper presented at the annual meeting of the Academy of Management.
- White House Initiative on Historically Black Colleges and Universities. Retrieved March 31, 2004, from <http://www.ed.gov/about/inits/list/whhbcu/edlite-index.html>.
- Wimmer, R.D., & Dominick, J.R., (2003). *Mass media research*. United States: Wadsworth, a division of Thompson Learning, Inc.
- Wu, F. H. (2005). Making good on the promise of diversity. *Diverse Issues in Higher Education*, 22(15), 45.
- Yens, D. P., Benenson, T. F., & Stimmel, B. (1986). Recruitment of underrepresented student groups: A controlled study. *The Journal of Higher Education*. 57(1), 44-57.
- Yin, R. K. (1989). *Case study research design and methods*. Newbury Park, CA: Sage.
- Zanden, J.V. (1962). Accommodations to undesired change: The case of the south. *The Journal of Negro Education*, 31(1), 30-35.

APPENDIX A: INTERVIEW GUIDE

Personal Experience

- Q1. How did you come to find yourself in this job?
SQ1. Why did you want to be a part of minority recruitment?
- Q2. What has been your most fulfilling experience while doing your job?
- Q3. What has been the most challenging experience?
- Q4. When you started in this position, what type of instruction or training did you receive?
- Q5. How is the experience of a minority recruit today similar or different from the experience you had when applying to colleges?
SQ1. What college did you attend?
SQ2. Did you come into contact with anyone in a position similar to the one you hold now?
SQ3. How, if any, were the recruitment tactics you use today a part of your college application experience?

Recruitment Tactics and Diversity Concerns

- Q6. What is the definition of *minority* with respect to (School A)?
- Q7. What type of minority student does (School A) look for?
SQ1. What factors are considered when recruiting minority students?
SQ2. What qualities are considered most important in a minority recruit? Why?
SQ3. What qualities are considered least important in a minority recruit? Why?
- Q8. What is the process of recruitment done at (School A)?
- Q9. What is success?
SQ1. How do you define a successful recruiting trip?
SQ2. Is success regarding the percentage of minority students coming to campus, measured in the short term or in the long-term?
SQ3. What was your most successful recruiting trip? Why do you consider it your most successful?
SQ4. Is there someone you consider to be the most challenging person you have ever recruited? Why?
- Q10. How do you select what materials you take to schools at which you recruit?
SQ1. Do you have/did you have brochures and other marketing pieces that were targeted at minority recruits?
SQ2. Do you think it is better to have brochures that are specifically targeted at minority recruits?

SQ3. How important are the photographs in recruitment materials, and how are they important?

SQ4. Does the university try to include more diversity in recruitment photos?

Q11. If you could create the perfect recruitment tool, what would it contain?

Q12. What are your major concerns regarding minority recruitment?

Q13. What, if any, are the repercussions if that goal is not reached?

Q14. Are (School A) and (School B) looking at the same [minority] applicant pool?

Q15. Are there programs you have modeled your program after?

SQ1. What is that program doing that you believe are making a positive impact?

SQ2. What changes have you implemented at (School A) to resemble that program?

SQ3. What are those programs succeeding in doing that you have not been able to utilize?

SQ4. What has hindered you from implementing those changes?

Q16. What type of feedback do you get from the university administration?

Q17. Is there anything that would be beneficial to minority recruitment efforts that have not been accomplished?

SQ1. Are there any programs that you would like to implement?

SQ2. Is there anything that you believe would help improve minority recruitment efforts?

Q18. What is the future of minority recruitment at (School A)?

SQ1. In what direction is minority recruitment headed?

SQ2. Is there a long-term future in minority recruitment at universities?

Legal Factors

Q19. Is there a law specifying the percentage of minority students required on campus?

SQ1. Can you explain those legal issues and describe how they effect recruitment efforts at (School A)?

Q20. Is there a certain percentage of minority students (School A) hopes to have attained within the next 5 years?

Q21. Do you have anything else that you would like to say?

SQ1. Do you have any advice or comments?

SQ2. Is there something I haven't asked that you would like to address?

Privacy: This is a confidential study where results of the study may be published, but no names will be included in the publication. Information regarding the subject's occupational description will be included in order to offer credibility to the information gained during the interview process. Subject identity will remain confidential unless disclosure is required by law.

Withdrawal: There will be no consequences to the subject if he or she chooses to withdraw from the research. In order to help the researcher gain a sufficient amount of information during the research process, it is important to give sufficient notice if the subject decides to withdraw in order that the researcher find an alternate subject to interview.

The study has been discussed with me and all my questions have been answered. I may direct additional questions about subjects' rights or other concerns, I can contact Robert C. Mathews, Chairman, LSU Institutional Review Board, (225) 578-8692. I agree to participate in the study described above and acknowledge the researchers' obligation to provide me with a copy of this consent form if signed by me.

Subject Signature: _____ Date: _____

VITA

Nia Mason is a graduate student at the Manship School of Mass Communication at Louisiana State University. She graduated from The George Washington University in 2003 with a Bachelor of Arts in English. Her interest in minority recruitment and education stems from the involvement of many of her family members in higher education. Upon receiving her Master of Mass Communication in public relations in May 2006, Ms. Mason plans to pursue a career in public relations either in the higher education or non-profit sector. Ms. Mason's other research interests include effective crisis communication, intercultural communication, and diversity in public relations.