

Case-Study of a Tenure-Track Faculty's Recruitment Efforts on Kinesiology Enrollment

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Kinesiology is one of the fastest growing academic fields in higher education. Nevertheless, not all institutions enjoy increased enrollment without active recruiting strategies. Faculty may be a resource for engaging in active recruiting of potential majors. The purpose of this article is to discuss the concept of recruiting as a contractual responsibility for a single tenure-track faculty member, and its impact on kinesiology enrollment growth at a single campus. Using a chronological narrative framework to tell the participant's story, this article, (a) examines the evolution of a tenure-track faculty member's strategy for recruitment in relationship to teaching and scholarship before and during COVID-19 at one university's newly-opened satellite campus; (b) examines the enrollment during the observed timeframe; and (c) provides strategies and suggestions for faculty with recruitment responsibilities. In total, the faculty member engaged in 33 recruiting efforts during the academic year to grow the kinesiology program at the new campus. This article outlines their approach to recruitment over the period with commentary on effectiveness, efficiency, and the lessons learned in the process. This article concludes with four recommendations to consider regarding an approach to thoughtful active recruiting as well as four recommendations for administrations for growing kinesiology enrollment.

Keywords: *recruitment, enrollment, socialization, transfer students, satellite campus*

Introduction

Over two decades ago it was theorized that a student's academic major choice is influenced by their personality characteristics, which includes personal interests and backgrounds prior to college enrollment (Astin 1993, Montmarquette et al. 2002, Peterson 2006, Gillis & Ryberg 2021). Based on Astin's (1993) theory on college major choice, the greater number of college students arriving on campus with experience in athletics and interest in sport will yield increased enrollment in kinesiology degree paths. Influenced by their socialization with the sport and athletic world, an increasing amount of high school students with sport-related backgrounds are enrolling in college with a personal draw to kinesiology academic paths, degrees, and classes (Mullen 2018, Pennington et al. 2020, 2021, Pennington 2021). In fact, kinesiology is one of the fastest growing academic fields in America's higher education system (AKA 2010, Nair 2023).

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Within the higher education setting, kinesiology faculty and administrators can facilitate this increase in student-enrollment by developing programs and offering curriculum that is relevant to graduates' professional setting (Bajaber 2024). In doing so, institutions can incorporate innovative leadership strategies and techniques to move kinesiology further into the 21st century (Templin et al. 2019, Thomas 2014, Richards & Templin 2019, Richards et al. 2021). By acknowledging the trends in the job market and higher education enrollment, kinesiology academic faculty and staff can better utilize active recruiting strategies (Wazed & Ng 2015, Pennington & Brock 2021a).

Recruitment

Both as a professional field and an academic major, kinesiology has evolved and diversified over the last several decades (Templin et al. 2019, Richards et al. 2019). Notably, at one point in time, physical education teacher education (PETE) programs once dominated undergraduate student enrollments; however, current trends suggest exercise science and other subdisciplines have experienced marked growth (Lawson & Kretchmar 2017, Richards et al. 2021). Despite the diversification of kinesiology subdisciplines in higher education, outside of physical education, less is known about how kinesiology professionals are recruited into, educated for, and socialized through their professional roles (Richards et al. 2019). Kinesiology is often viewed as a pathway into professional careers referred to as *allied-health professions*, including but not limited to occupational therapy, physical therapy, athletic training, and sports medicine (Pennington & Brock 2021b). In addition, the business-related subdisciplines of kinesiology (i.e., sport management, sports marketing, etcetera) are also under the kinesiology umbrella that deserve focused attention regarding the facilitators and attractors leading prospective recruits to declare the academic major as undergraduate students. It is likely that recruits into these allied-health and business-related professions have different motivations for pursuing their professional goals than prospective physical educators. Nevertheless, scholars have yet to undertake a systematic examination into the mechanisms that promote recruitment into all subdisciplines of kinesiology (Pennington & Brock 2021a).

The Unintended Consequences of Passive Recruiting

The term 'passive recruiting', as used in this exploratory study (Swedberg 2020), refers to kinesiology faculty and staff relying on potential enrollees selecting kinesiology as an academic major without directly marketing their programs to recruits with thoughtful and intentional recruiting efforts. Perhaps the greatest unintended consequence of passive recruiting is that many kinesiology programs in higher education are forfeiting all input in the development of potential recruits' *subjective warrants* (Dewar & Lawson 1984) - i.e., a person's perceptions of the requirements for their education and reality of performing within the profession (Lawson 1983). Therefore, the impressions of the field of kinesiology are often placed in the hands of *potentially* poor socializing agents without the benefit of

being intentionally balanced or corrected by other more knowledgeable sources of information, such as kinesiology faculty and staff.

Poor socializing agents could include, but are not limited to, educators, coaches, and trainers whose practices do not align with the values espoused by professional preparation programs within modern kinesiology departments. As a result, recruits into kinesiology programs could observe undesirable practices (i.e., lack-of-planning, disregard for research-based practices, minimizing the value of measurement and evaluation, and/or an overall lackluster dedication to the missions and philosophies of the professional field) from socializing agents. Observations and experiences with these poor socializing agents could lead recruits to enter a profession within the field of kinesiology with incomplete or inaccurate understandings of what it means to serve in their chosen role. In the absence of intentional recruiting practices, the field of kinesiology is at-risk of reproducing low-quality practitioners, which could create a revolving door of similar-minded professionals that lack the desire, ability, or motivation to deliver high-quality and innovative practices. This creates a scenario in which recruits enter kinesiology programs with philosophical understandings and professional motivations incompatible with innovative and contemporary perspectives that kinesiology faculty must work reformulate. For example, a wide body of literature suggests that the orientations and subjective warrants with which recruits enter PETE programs are likely to persist without intentional integration of experiences by kinesiology faculty that challenge preexisting beliefs regarding the field of physical education (Richards et al. 2019, Sofo & Curtner-Smith 2010). In most cases, the number of hours and semesters students have within the major are simply too limited for kinesiology programs to devote additional attention to correcting misguided motivations. Despite this, faculty are still expected to deliver instruction aligned with the content knowledge, professional standards, and sensitivity to economic and cultural issues recruits must learn to be effective 21st century practitioners. Further, faculty are also tasked with the important expectations of paying attention to the mental and emotional readiness of university-level students (Caldwell et al. 2021).

Rationale and Purpose

There is not a body of literature which examines the impact of a tenure-track faculty member's dedicated recruitment responsibilities on major enrollment. This is likely due to the limited number of faculty members who engage in recruitment as a dedicated, contractual obligation within their job description or expectations (Rees 1983). Therefore, the purpose of this exploratory narrative is to discuss the concept of recruiting as a *contractual responsibility* for a single tenure-track faculty member, working in harmony with their other traditional role expectations (i.e., teaching, service, scholarship), and its impact on kinesiology enrollment growth at a single campus; further, this article, (a) examines the evolution of a tenure-track faculty member's strategy for recruitment in relationship to teaching and scholarship before and during the initial reaction to COVID-19 within higher education (i.e., physical distancing and virtual learning) at one university's newly-opened satellite

campus (Shaw & Shryock 2024); (b) examines the enrollment of the kinesiology major during the observed timeframe; and (c) provides strategies and suggestions for higher education faculty members who are undergoing induction and/or with recruitment responsibilities.

Using a similar chronological narrative framework to tell the participant's story (Lynch et al. 2018), this narrative explores the induction years of a new faculty member hired to recruit kinesiology undergraduate and graduate students to a new satellite campus. We believe these experiences may inform other higher education professionals who also hold recruiting responsibilities.

Method

Research Setting

The institutional site hosts 14,000+ students and more than 1,200 faculty and staff in five locations in Texas and online. The institutional site offers two associates, 73 bachelors, 30 masters, and two doctorate degrees. The institutional site has historically been known as a teaching institution but was classified in 2022 as an R2 for high research activity by the Carnegie Classification of Institutions of Higher Education. At the time of the exploration study, the research site had a student-to-faculty ratio of 19:1 (Brock et al. 2021). The following demographics of the total student population were publicly obtained from the university's internal research office. The academic classification of students were undergraduates (86%) and graduates (14%). The gender breakdown of the student body revealed a larger percentage of female students (61%) than male (39%). Ethnicity of the total student body included Caucasian (66%), Hispanic (18%), African American (9%), Asian (1%), and other (> 1%; Brock et al. 2021, Pennington & Brock 2022).

The Faculty Member

At the onset of the initiative, the first author was first-year faculty with no professional training in recruitment. He was White and 30 years old at the time of hire. He spent the prior year as a visiting professor at a small, Liberal Arts institution in the Midwest. He held a Doctor of Philosophy in sport pedagogy and a Master of Science in exercise science. The faculty was hired with the expectation to increase enrollment within the kinesiology degree at the newly opened satellite campus. He was the only tenure-track kinesiology professor in the department on that campus. He had exceptional leadership from his department head and the dean of the School of Kinesiology. He was expected to engage with community stakeholders to promote the degree and new campus to potential students. He was contractually obligated to emphasize recruitment in his service to the department, college, and university, in addition to delivering high-quality instruction of a robust curricula and engage in scholarly pursuits culminating in publication and presentation. During the timeframe of the exploratory study, he taught between four and six new upper-level classes each semester – most of which were 'new preps' (i.e., courses he had not taught before

and/or were being offered for the first time at that campus). During the timeframe of the exploratory study, the faculty member published roughly 25 journal articles, edited one academic book, and gave roughly five presentations. In 2020 he was awarded the college-wide “Scholarship Award” for publication quality and productivity. In 2021 he was awarded the university-wide award by the same name.

New Campus: Overview and Early Goals

The first author, and focus of this exploratory study, was hired with partial responsibilities to immediately increase enrollment in the university’s undergraduate and graduate program at a newly established satellite campus in an urban metropolis. The satellite campus was located two hours away from the main campus. Students commuted from the surrounding area to the new campus as there was no student housing on campus. University administrators needed to justify the cost of a brick-and-mortar expansion and the long-term vision of the kinesiology program. Prior to the decision to erect a new physical campus, the university rented nearby office space for the purpose of delivering instruction in a face-to-face setting for other non-kinesiology related programs (e.g., criminal justice, physics, education). However, kinesiology courses were not offered until the satellite campus was completed. Opening a new stand-alone campus with a more robust offering of academic majors was a large investment in the long-term vision of the university’s kinesiology department and their footprint in the urban metropolis.

The faculty member in this exploratory study was the coordinator of a generalist kinesiology degree at the research site. Majors included undergraduates pursuing a degree which could be customized towards their desired professional interest. Some kinesiology students enrolled were in the process of pursuing specialization in sport pedagogy, athletics coaching, personal training, and professional degrees beyond their bachelors (i.e., physical therapy, athletic training, etcetera). The new campus was structured to be an upper-level ‘completer campus’ – meaning only junior/senior level courses were offered to transfer junior/senior students and non-traditional students resuming college studies after temporary hiatus. Ergo, there were no incoming freshmen on the campus and no student housing. As a measure of success, the faculty member was tasked with boosting the institution’s reputation of scholastic activity in the kinesiology field, preparing future practitioners of kinesiology, and developing undergraduate students towards future professional and academic programs beyond an undergraduate degree.

Data Collection and Analysis

Data were collected for one academic year (August 2019 to May 2020). Data consisted of documented recruiting efforts in a Word document table made by the kinesiology faculty member, with notations of the purpose of the event/artifact developed, the target audience, and number of attendees. Each time the faculty member attended or initiated a recruiting event or activity, he updated this document which was shared with departmental leadership and the research team. In addition, data consisted of recording the enrollment trends in kinesiology at the flagship

campus, the original rented office campus, the newly built urban metropolis campus, and overall undergraduate kinesiology enrollment. Data were analyzed by descriptive statistics to indicate general trends and potential success from intentional recruiting efforts.

Results

In total, the faculty member engaged in a total of 33 active recruiting efforts during the academic year to grow the kinesiology program at the newly established satellite campus. Documented recruiting strategies and efforts are listed in Table 1. As presented in Table 1, prior to the outbreak of COVID-19, the faculty member attended eight transfer student fairs, held five meetings with transfer advisors, attended one health professional fair, conducted five invited class/organization meeting presentations, hosted two recruiting visits in-person, and participated in a tour of three high schools. After the interruption of COVID-19 during the onset of the spring 2020 semester, the faculty participated in zero in-person recruiting events but developed three digital artifacts shared among interested parties, participated in four virtual events, and engaged with two forms of modern virtual outreach. Included in Table 1 is the semester in which the event occurred, the target audience, and the number of prospective recruits reached through the event.

Table 1. *Recruiting Strategies (Chronologically from August 2019-May 2020)*

Event/Artifact Developed	Target Audience/Recipient	Number of Recruits Reached
Fall 2019		
In-person Event: Attend area community college transfer fair(s)	Area community colleges open invitations during scheduled transfer fairs.	8 transfer fairs during Fall 2019 across 6 community colleges; contact information shared by 25 prospective students.
In-person Event: Advising meetings with transfer advisors at area community colleges.	Academic and transfer advisors at area community colleges.	5 campus Transfer Department administrators with requests to forward information to interested parties (i.e., students and faculty).
In-person Event: Field trip to the new campus.	Prospective students met during prior community college visits; <i>torrential rain and tornado warnings impacted attendance.</i>	Attended by 2 prospective students.
In-person Event: Hosted Kinesiology Program Open House at new satellite campus.	Prospective students of all majors at the satellite campus.	Contact information shared by 1 prospective student.
In-person Event: Attend "Intro to Kinesiology" course(s).	Prospective students enrolled in community college kinesiology programs.	3 class visits attended by roughly 20 students per class; contact information shared by 25 prospective students.
In-person Event: Attend area community college "Kinesiology	Prospective students active in their community college kinesiology organization.	2 meeting visits attended by roughly 15 students per meeting; contact information shared by 28 prospective students.

Student Organization” monthly meeting(s).		
In-person Event: Attend Community Health Fair.	Proactive health professionals earning associate degrees.	Contact information shared by 2 prospective students.
Spring 2020		
In-person Event: Tour of area high schools with the university president.	Area high school principals, administrative executives, and school board directors to discuss Memorandum of Agreement/scholarships for students.	3 high schools were visited including roughly six key administrative stakeholders at each school; roughly 100 high school students.
April 2020; COVID-19		
Digital Artifact: Email to area academic stakeholders promoting the new major at the new campus.	Area community college and university deans, advisors, department heads, faculty.	519 recipients with requests to forwards to interested parties (i.e., students and faculty).
Digital Artifact: “What is Kinesiology and what can you do with it?” PDF flyer.	Received by area community college Kinesiology Department heads for mass sharing among students in their respective major.	10 recipients across 6 community colleges with requests to forward to interested parties (i.e., students and faculty).
Digital Artifact: PDF recruitment flyer of kinesiology program being offered at new satellite campus.	Received by area community college Kinesiology Department heads for mass sharing among students in their respective major.	10 recipients across 6 community colleges with requests to forward to interested parties (i.e., students and faculty).
Digital Event: Zoom Meetings to discuss the state of university presence in urban metropolis.	Area community college Kinesiology Department heads	4 recipients across 3 community colleges.
Digital Event: Facebook Live Q&A with prospective students.	Prospective kinesiology students and those who shared contact information form prior recruiting events.	3 sessions; roughly 15 prospective students per session.
Digital Event: Emphasis on Twitter and social media impact.	Any interested prospective recruit.	3,264 followers @Kinesiology Department Twitter page; 1,600 followers @University satellite campus Twitter page.
Digital Event: Kinesiology Department Podcast to promote the program.	Any interested prospective recruit.	65 listens from unknown parties.

Recruitment Approach

The following outlines the faculty member’s approach to recruitment over the investigative period with commentary on effectiveness, efficiency, and the lessons learned in the process. The results have been grouped into two categories: (1) pre-COVID and (2) during COVID, as opportunities and access to recruiting changed

dramatically in the Spring of 2020 necessitating a change in recruitment strategy due to COVID-19.

Pre-COVID-19

At the start of the fall 2019 semester, the faculty member's approach to recruitment was to increase community awareness regarding the new satellite campus' offering of upper-level kinesiology programs towards a Bachelor of Science degree in kinesiology. The faculty executed his goal of attending every transfer fair possible in the urban metropolis (teaching schedule permitting). He not only wanted prospective students to know about the program at the new campus, but he wanted to meet community college faculty who had influence among the kinesiology majors at their respective campuses. The eight attended community college transfer fairs were coordinated and scheduled by the university marketing staff. The kinesiology faculty found these to be generally less effective in recruiting students as well as less efficient in time utilization. During these community college transfer fairs, the kinesiology faculty spent more time setting up the booth, sitting at the recruitment table, and waiting for perspective students that typically did not come. More than half of the inquiries were from students interested in academic and professional fields outside of kinesiology.

The faculty also spoke to three kinesiology introduction and foundations classes. These efforts were directed at a more targeted audience with better results. One reason for the better results was because these targeted students were already declared kinesiology majors. The faculty was also invited to speak to kinesiology student clubs on two community college campuses; this was an even more targeted audience of higher-performing and ambitious kinesiology majors with thought-out ideas about transfer destinations. Here the faculty received focused questions and inquiries about the kinesiology program and career trajectory. While engaging with kinesiology student clubs, he identified impressive students and leaders highly desirable to the program.

To further his reach, the faculty also spoke regularly with community college kinesiology faculty, department heads, and transfer advisors due to their roles as mentors from whom students seek academic and professional advice. Understanding his relationship with these stakeholders was crucial, the faculty emphasized pertinent information about the highlighted university's kinesiology program and goals with community college kinesiology faculty, department heads, and transfer advisors.

His most dedicated commitment to recruitment occurred at the end of the fall 2019 semester, where he was hired as an adjunct instructor at one of the area community colleges (with a kinesiology enrollment of roughly 400). This pursuit was 100% independent, supported by his full-time institution, but not expected of him by his full-time institution. While serving as an adjunct instructor, he taught three classes to kinesiology majors totaling roughly 70 students. His goal with this effort was to become a credible and reliable community campus leader and mentor for transfer advice for students. This was by far his greatest time commitment but had the highest potential yield.

During COVID-19

At the beginning of April 2020, transitioning to a time in which COVID-19 affected operations in higher education, the faculty asked himself, "how do I adjust

to a physically distant recruiting world? (Abusalem et al. 2024).” The faculty sent a mass email to faculty, department heads, and key leaders at area community colleges about the new program on the new campus. The email reached 519 recipients with roughly 30 follow-up emails and inquiries.

In addition, the faculty worked with the university marketing team to develop new digital PDF flyers with hyperlinks to the institution’s kinesiology home page and the satellite campus admissions page. He recorded a video of himself on a walking tour of the building and kinesiology facilities, as this became the only way to show interested parties the campus. Along with other kinesiology members, the faculty co-hosted Facebook Live Q&A with prospects from connections made in previous meetings and hosted Zoom chats/Q&A with community college leadership with information to be shared with prospective recruits. Finally, the faculty tried to reach audiences outside already established inner connections by emphasizing Twitter and appearing on Podcasts promoting the kinesiology program. He found it very difficult to reach audiences *outside* the university in both strategies.

Enrollment Trends

Upon his arrival in the fall of 2019 and the adoption of intentional recruiting activities, enrollment at the satellite campus climbed from 15 total students to 20 students by fall of 2020 – a 33.33% growth despite radical changes to the educational landscape at the research site forced by COVID-19 in April of 2020. This percentage change is higher when compared to the kinesiology enrollment growth at the main campus over the same timeframe - 867 kinesiology undergraduates in fall of 2019 grew to 871 by fall 2020 (+4; 0.46% increase). Despite the effects of COVID-19 on enrollment nationwide, the increase in kinesiology enrollment at the research site indicates success and payoff from intentional recruiting efforts.

Apparently, the effects of COVID-19 on prospects choosing to enter or reenter higher education were greater than the effects of recruiting efforts made by the faculty member at the research site. From fall 2020 to fall 2021 the faculty engaged in virtual and digital recruiting campaigns as face-to-face recruitment and marketing events opportunities were limited. In that timeframe, enrollment fell from 20 kinesiology undergraduates to 11 by fall 2021 (-9; 45% decrease). Over the same timeframe at the main campus, enrollment continued to grow from 871 to 899 (+28; 3.21% increase).

Tables 2 and 3 detail the enrollment trends among the kinesiology major in the years leading to the opening of the new campus in fall 2019 through COVID-19 in spring of 2020, and at the beginning of campus normalization post-COVID. For point of reference, Table 2 illustrates the overall kinesiology student enrollment at the flagship campus for fall semesters while Table 3 illustrates kinesiology enrollment growth specifically at the new satellite campus for fall semesters.

Table 2. *Kinesiology Students Enrolled at University Research Site: 2016-2022*

Academic Year	Fall 2016	Fall 2017	Fall 2018	Fall 2019* ¹	Fall 2020* ²	Fall 2021	Fall 2022
Enrollment							
<i>MS Athletic Training</i>	11	20	20	26	22	25	28
<i>MS Kinesiology</i>	68	60	53	71	105	127	141
<i>GRADUATE TOTAL</i>	79	80	73	97	127	152	169
<i>BS Kinesiology</i>	903	925	934	868	871	859	853
<i>BS Sport Management</i>	-	-	-	-	-	40	69
<i>UNDERGRAD TOTAL</i>	903	925	934	868	871	899	922
GRAND TOTAL	982	1005	1007	965	998	1051	1091

Note: *¹ = The first-year kinesiology courses were taught at the new campus; start of new faculty; beginning of study; *² = COVID-19 interference to recruiting; began digital recruiting initiatives. Green highlight indicates an increase in figure from previous academic year. Orange highlights indicate a decrease in figure from the previous academic year.

Table 3. *Kinesiology Students Enrolled at University Research Site: 2014-2022*

Academic Year	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018* ¹	Fall 2019* ²	Fall 2020* ³	Fall 2021	Spring 2022
<i>Sex</i>									
Male	-	1	0	0	3	9	14	4	6
Female	-	1	1	0	3	6	6	7	6
<i>Ethnicity</i>									
Black	-	-	-	-	1	1	8	5	2
Hispanic	-	-	-	-	1	3	2	3	3
White	-	2	1	0	4	9	9	3	6
Two/more	-	-	-	-	-	2	0	0	1
<i>'Type'</i>									
Continuing	-	2	1	0	3	13	17	7	7
Returning	-	-	-	-	1	0	3	1	1
Transfer	-	-	-	-	2	2	0	3	4
TOTAL	-	2	1	0	6	15	20	11	12

Note: *¹ = The final year kinesiology courses were taught in rented office space; *² = The first-year kinesiology courses were taught at the new campus; start of new faculty; beginning of study; *³ = COVID interference to recruiting; began digital recruiting initiatives; Green highlight indicates an increase in figure from previous academic year. Orange highlights indicate a decrease in figure from the previous academic year.

Discussion

This exploratory study examined the recruiting efforts of a kinesiology tenure-track faculty member who was charged with recruitment responsibilities, in addition to his teaching, research, and service responsibilities. Further, this article sought to discuss the concept of recruiting as a responsibility for a tenure-track faculty working in harmony with their other traditional role expectations (i.e., teaching, service, scholarship), and its impact on enrollment growth.

Kinesiology is a broad academic discipline which contains numerous subdisciplines; for instance: sport pedagogy, exercise science, sports marketing, etcetera in addition to pre-professional/graduate allied-health programs (Gledhill & Jamnik 2009). The faculty member in this exploratory study was the coordinator of a generalist kinesiology

degree at the research site. Majors included undergraduates pursuing a degree which could be customized towards their desired professional interest. Some kinesiology students enrolled were in the process of pursuing specialization in sport pedagogy, athletics coaching, personal training, and professional degrees beyond their bachelors (i.e., physical therapy, athletic training, etcetera).

While kinesiology enrollment has generally been healthy and growing over the past two decades nationwide (Solmon et al. 2020) other subdisciplines, such as PETE (or sport pedagogy) have dwindled (Richards & Templin 2019) there have been recent calls to action for PETE faculty within kinesiology departments to respond to this concern (Richards et al. 2021). The following suggestions are a composite of previous calls-to-action in addition to lessons learned caring out the current exploratory study that can be implemented among all subdisciplines of the broad academic field of kinesiology to be proactive rather than reactive to enrollment trends in higher education (Bassett et al. 2018, Smith et al. 2019, Sudhana et al. 2023).

Recruitment Strategies for Faculty Revealed from the Current Study

Faculty responsibilities typically align more with traditional forms of scholarship and academic service (i.e., publishable works stemming from research, teaching, committee initiatives, etcetera). In fact, rarely do the traditional scholastic responsibilities overlap with obvious opportunities to engage in active recruiting (Berry & Bass 2012). Furthermore, as faculty are aware, there is little time left from fulfilling other scholastic duties to devote themselves towards recruiting new students. As such, faculty tend to favor less time-intensive recruiting strategies better aligned with their academic skill set (Kern et al. 2019). Findings from this exploratory study suggest that intentional recruiting practices – when not derailed by a world pandemic – can yield measurable benefits. The following are four strategies faculty with recruiting expectations may consider:

(1) Traditional Marketing Approaches. Colleges and universities recruit students through a variety of marketing strategies, including open houses, high school visits, and campus tours for potential students (Blau 1974). Once an institution has identified interested students, kinesiology programs typically have the option of sending program-specific recruitment materials or setting individual meetings between students and program faculty members – strategies and follow-up options we highly recommended.

(2) Transfer Fairs. Recall, this was a ‘completer’ campus of only enrolled upperclassmen, making recruiting high schools (a typically fertile recruiting ground) less immediately impactful on the short-term goal of immediate increased enrollment at the new campus. Because the research site was a new ‘completer’ campus, the faculty relied on transfer students – particularly those at nearby community colleges – and establishing a community presence by hosting events, classes, and field trips to meet the goal of increasing the name-recognition of the university new to the area. Reaching recruits at transfer fairs is effective (Tobolowsky & Bers 2019), but time-consuming. Use time at transfer fairs to also identify faculty/staff resources with whom to network and establish follow-up meetings with interested students already major declared.

(3) Employ Current Students to Recruit. Most faculty would value the most time-efficient approach to recruitment. For example, transfer fairs were described as widely time-inefficient for targeting recruits specifically for the kinesiology program. Rather than attend transfer fairs, faculty could request volunteers comprised of current kinesiology students, interns, and/or graduate assistants at transfer fairs (Haque 1985); these individuals can earn valuable interface experience and material worthy of inclusion on a resume or graduate school application (Tran et al. 2021).

In fact, involving these students is possibly a better recruiting strategy, given their perspective as a student who *experienced* the program; they can provide a more intimate and detailed synopsis of the 'student journey'. Importantly, allowing others to represent kinesiology in marketing and recruiting efforts frees up the faculty to target kinesiology courses and student organization meetings and meet with key community college faculty, advisors, and decision-makers. *Note* the "handing off the baton" at transfer fairs and the like cannot occur until the kinesiology faculty has already established success in reaching the community and area stakeholders at a grassroots level. This faculty member – because of their knowledge of the program, their visibility in scholarship, and their track-record shepherding student to graduation and further success – is critical for establishing the initial credibility of the program to all parties with influence with potential recruits that a second generation of recruiters can continue.

(4) Self-educate on the Socialization of Prospective Recruits. A final recommendation is for kinesiology faculty to become informed of both the historical and current occupational socialization literature within their subfields. A better understanding of the traditional and current agents of socialization towards the development of prospective recruits' subjective theories, key facilitators into their majors, and motivations for pursuing and persisting in kinesiology programs will enlighten faculty of the concerns associated with passive recruiting alone and enable them to pursue more successful strategies to actively recruit (Richards et al. 2019). A firmer understating of recruit's motivations informs the recruiter of their 'sales pitch' (Freeman 2001).

Considerations for Administrative Leadership

Beyond action that can be taken at the individual kinesiology faculty member-level, we also present four considerations for administrative leadership and coordinator/departmental authorities to increase enrollment:

(1) Consider developing faculty contracts to include language specified towards recruiting responsibilities as a function of their service. While true, many faculty and coordinators engage in some recruiting and marketing interventions, rarely are such expectations expressed directly within the context of an appointment contract. By providing specifications as to what service initiatives faculty are to engage in (Price & Cotten 2006, Filetti 2009), the faculty member benefits by having a more focused understanding of their role expectations (DeVries 1975).

(2) Considering offering a course release to faculty with recruiting expectations, in particular at new or emerging satellite campuses. While obviously the priority for many institutions will be dedicating faculty towards teaching and course offerings,

the workload may be more manageable with time allocated towards recruitment tasks. Naturally, the timing of the course release needs to be strategic, as robust course offerings at new and emerging satellite campuses must be made available to attract and retain majors. Employing instructional adjunct faculty strategically mitigates this concern.

(3) Perhaps a higher impact, long-term suggestion for administrative leadership to consider is establishing memorandum of agreements (MOAs) with area high schools for graduating seniors. Specific language of the MOA could include automatic acceptance into the major beyond acceptance into the college/university, pending an adequate high school GPA. While high school MOAs would not have had an immediate impact on a 'completer' school, it may be effective at establishing a relationship for prospects and the wide educational community.

(4) A final consideration for coordinator/department head leadership is to verify that their kinesiology degree requirements overlap with credits from area community college kinesiology associate degrees (Townsend 2001, Baker 2016, Hodara et al. 2017). This would provide the lowest barrier of entry for prospective enrollees who are intending to complete their kinesiology bachelor's degree. Meetings and relationships with area community colleges are highly valuable to compare degree requirements as well as forge and schedule opportunities for the recruiting school to be an active and visible resource for community college students.

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