

Research article

# An Overview of Doctorate Candidate Recruitment and Admissions Policy

Dr. Ann T. Hilliard, M.A.T., M.S., ED.D.

Bowie State University  
Faculty of Educational Studies and Leadership  
Department of Educational Studies and Leadership  
Bowie, Maryland, U.S.A.  
Email: [draph1@juno.com](mailto:draph1@juno.com)



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## Abstract

The School of Education or the College of Education at many universities seeks to recruit and graduate a diverse student body that reflects community diversity and addresses the state's need to increase the number of individuals in positions related to government, private industry, teaching, building and district leadership. The School of Education or College of Education at universities seeks diverse individuals that are under-represented in careers in educational leadership, counseling and teaching and learning in schools, district offices and clinics where a doctorate degree is preferred for various positions. Special emphasis must be placed on recruiting individuals who have not earned a doctorate or terminal degree.

When recruiting from the community and beyond, it is important to create a "Diversity Recruitment Day" and other recruitment activities to bring together under-represented groups and to introduce these individuals to doctorate programs in the School of Education or College of Education. In order to broaden the recruitment effort from different organizations, there is a need to recruit individuals from various, government agencies, private sector organizations, school districts outside of the community to enroll in doctorate programs. The recruiters should take the time or opportunity (with permission) to present doctorate program expectations and benefits at government, private industry, county school professional development activities. It is essential too, to seek permission to distribute doctorate brochures to staff and faculty at county schools and different organizations. Building community relationships can enhance the recruitment effort. Therefore, recruiters may wish to seek partnerships with government/private sector organizations to share doctorate program information. Savvy recruiters need to

collaborate with faculty and departments chairs at the university in offering some courses online for doctorate programs to attract a digital audience of learners and also to make course offerings convenient and affordable for candidates.

Enrolling applicants in the doctorate program should be a seamless process. There should be a series of workshops and orientations for potential applicants who may wish to enroll in the doctorate program so that they will know about the admissions policy, program requirements and the importance of preparing quality research papers throughout the courses of study. Recruiters could use the support from alumni to share their experiences while being in the doctorate program with candidates. Finally, recruiters should be able to clearly discuss the availability of financial aid at the university for doctorate candidates and assist them in completing financial aid applications, if necessary, and inform candidates further about broader university and community support services.

This study will discuss information related to what is the doctorate degree, qualified leaders, and professional recruitment practices, value of cohorts, digital marketing tools, recruitment strategies, admissions policy, and assessment of the recruitment effort.

**Keywords:** doctorate degree program, recruitment efforts, national and international communities, enrollment management teams, strategic planning, marketing digital tools, doctorate candidates.

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## Introduction

### What is the Doctorate of Education Degree (Ed.D)?

A doctorate of education degree is based on educational research in addition to its application in professional practices in an educational environment. Sometimes the doctorate of education degree is referred to as a practitioner's degree. Candidates will seek the doctorate of education degree, because they are professional practitioners or individuals who are interested in becoming a superintendent of schools or other school leaders at the building, district, university or community level. The doctorate of education degree is likely to be the preferred qualification for many mid-career employees. Many candidates in the doctorate degree program will already have master's degrees but may wish to pursue studies at the doctoral level. The doctorate program focus may vary; however, many programs are placing emphases on instructional leadership, organizational, public and evidence-based leadership in the public and non-public school, state agencies and educators as entrepreneurs (University of Pennsylvania, USA, 2014).

The origin of the doctorate of education degree program for education leadership was intended to prepare experienced educational practitioners to serve in positions such as principals, directors, supervisors and superintendents plus other leadership positions. These practitioners would be able to solve educational problems using best practices and research-based strategies. The first doctorate of education degree program in the United States was at Harvard University in 1921 (Shulman, Golde, Conklin, Garabedian, 2006).

### Candidates Recruited to Become Highly Qualified Leaders

The doctorate degree focus may vary based on the university. Because of the need for well prepared educational leaders to lead and serve schools, it is important to have a pool of certified and highly qualified individuals to serve in leadership positions effectively in national and international educational communities. In order to have prepared individuals for leadership positions, universities, colleges and organizations have taken on the role of educating and training candidates. Candidates are informed during

the recruitment process that they are expected when enrolled at the university to engage in teaching, training and jointly participate in research project-based activities. The need for the doctorate degree is to ensure educational systems have individuals who are qualified and ready to step into positions as leaders for the main purpose of promoting high academic achievement for all students. The recruiters for the doctorate degree program need to communicate to candidates being recruited how programs may differ in their focus or studies i.e. leadership, curriculum, technology, special education, policy studies, administration, organizational leadership, public and evidence-based leadership (Brungardt, Gould, Moore, Potts, 1997).

### ***Underrepresented Candidates***

Universities and colleges offering the doctorate of education degree for over three decades have made attempts to recruit underrepresented candidates into higher education. It is predicted by 2050 the underrepresented population in the United States will be approximately 50% (United States Census Bureau, 2012). Therefore, it is critical that this underrepresented population from diverse settings be represented in higher education at universities and colleges so that they too, can develop skills, knowledge and have the appropriate professional disposition to contribute to the growth of society educationally and economically.

### ***Enrollment of Candidates***

However, there has been a slight slowdown in the number of candidates currently enrolling in the college of education or the school of education doctorate of education programs ten years prior to 2012 in the United States. Since fall 2012, there has been a little over a one percent increase in enrolled candidates in graduate studies programs. There have been more than 461,000 enrolled candidates in the United States for the first time in graduate certificate, education specialist, masters or doctorate programs. The Council on Graduate School is the only annual national organization that covers the enrollment of candidates in all fields of graduate studies in the United States. (Council on Graduate School, 2012).

## **Recruitment Materials, Information and Professional Practices**

### ***Role of the Recruitment Team***

When recruiting doctorate of education candidates, recruitment teams must make every effort to be clear about when and where graduate fairs, open house, and what the set agenda will entail. The recruitment team should use e-recruitment and other means of communication to potential candidates as a strong link to the community (Gifford, 2010). The recruitment teams should discuss the quality of the program, cost, financial aid availability and how many graduates have ascended to positions in educational leadership, and talk about the strengths and benefits of the doctorate of education degree beyond financial potential gains. It is important for potential candidates to know that the recruitment management team is interested in keeping in contact with graduates after they complete the program. When recruiting candidates, it cannot be said enough that all recruitment materials should be current, consistent, and clear about program cost and emphasize the typical return on the investment of the degree based on possible career opportunities.

### ***Communication***

The recruitment teams and office of enrollment management should also communicate a realistic and tactical manner by addressing information, in an honest manner, beyond the control of the college or university such as guaranteeing a candidate known jobs or positions in leadership and how favorable the economy may be. The recruitment teams should let potential candidates know where and when they may be contracted. There is not a substitute for some traditional practices for recruitment. If and when contacted by the potential candidate, the recruitment team member should

return calls or emails quickly as should be demonstrated by the behavior that of professionals (Williams, 1993).

### **What does Graduate Recruitment Practices Look Like?**

Further research is needed on what graduate recruitment practices should look like from a broader national and international perspective. Many studies to date have focused on individual college practices and strategies, but the risk is that the portfolio of activities at a few colleges or universities will neither describe the range of possibilities nor adequately assess the effectiveness of those activities pertaining to recruitment. Recruitment is not a onetime approach. Recruitment must be done by using a systematic approach in attracting retaining and graduating candidates (Garland & Grace, 1993). Today, a broad-range of technology is used by recruitment teams to recruit candidates to the college and university. However, the life cycle of technology-based on best practices for graduate recruitment is likely to be short, at best. The question is what is the interplay of past practices of cultivating close personal contacts with prospects and faculty relationships with referring institutions and organizations with emerging technological tools and resources? In order to recruit candidates in a more successful manner, the recruiters need to know the thinking and needs of the adult learner (Aslanian & Giles, 2008).

Graduate recruitment varies in planning and implementation. While print materials and open houses continue to be important, Web site information is the most utilized tool for recruitment. It is important to note that recruitment and marketing rarely exist as separate activities; typically, the two comprises an integrated approach with common purposes in mind. Recruiters should seek to find minorities, for example, who are underrepresented in higher education with high performance ability. The goal at colleges and universities with low enrollments should be to recruit large quantities of candidates and build positive relationships within the communities (The National Association of Graduate Admissions Professionals in the United States, 2001).

The literature suggests two notable changes to the field of graduate student recruitment: First, responsibility for recruitment appears to have shifted to a more shared collaborative model between academic units and graduate schools in the United States. Within these offices financial aid, registrar, enrollment management, graduate coordinators and faculty and other administrative staff all work together to maintain or enhance graduate enrollment efforts (Hossler, 1990). Second, while some past practices remain important in a university's portfolio of recruitment activities, their effects must be magnified by combining traditional practices and the use of technology (e.g., e-mail, institutional Web site and social media) with emerging technology (e.g., social networks) as well as recruitment marketing tools should all be used in the recruitment effort. The blending of marketing initiatives and technology creates the best use of each resource for recruitment and may provide the highest possible return on investments of the college and university resources. Using technology tools is an asset, but recruiting teams must be very sensitive to the rights and privacy of candidates' personal information at any college or university level. All communication to candidates must be professional without future legal considerations (Lindbeck & Fodrey 2010).

Graduate recruitment must take on a successful face, because if it does not over a period of time the candidate population could decrease, human and non-human resources could drop to a level where the college or university will find it difficult to keep open its doors. Historically, the enrollment management team at colleges and universities has had to present a face of success to national and international communities in order to be a strong competitor in the recruitment marketplace (Johnson, 2000). Recruiting candidates must be recognized as a major factor and strategy put forth in the college or university's strategic plan moving forward with the strength of sustainability long-term. There is a need to have an adequate number of candidates enrolled at universities and colleges in order to maintain their status to serve the public academically, socially and culturally. Therefore, recruiting teams and the office of

enrollment management must be visionaries speaking the same language in marketing a successful number of candidates needed for the college or university (Tucciarone).

### **Program Expectations Should be Clearly Articulated to Candidate Cohort**

#### ***Reflective Practices***

Doctorate candidates recruited for the doctorate of education degree program should be informed of the importance of effective teaching, learning, leading and field-based research with schools or district settings that support the schools. Emphasis given to the recruited candidates should place and state the importance of reflective practices in leadership behavior. The doctorate candidates should be informed during the recruitment effort and be given an overall view of program foci, standards and expectations in coursework and clinical field experiences. Doctorate candidates should be shown how most doctorate programs use a cohort model.

#### ***Value of the Cohort Model***

In using the cohort group model, candidates will learn about taking courses together and working on research projects-based activities. Candidates should be informed too, about the benefits of the cohort model which provides the opportunity for active, interactive and engaging activities as a group. The cohort model can establish meaningful connection for a community of learners working together for a common purpose (Maher, 2004). As adult learners, the doctorate candidates will be able to show their coursework initiative by creating educational study teams that could build the learning capacity to support learning communities and partnerships with local school districts in order to sustain realistic reform for school improvement (Irby & Miller, 1999). Recruited candidates will learn early from the recruitment team that they will be connected with others in a learning community concept from day one and this would be added value to their experiences, support system and should motivate and bring comfort to the candidates (Zhao & Kuh, 2014).

### **Recruiters must be Creative**

Recruitment teams and the office of enrollment management must be collaborative and seek creative ways to recruit, retain and graduate candidates in the doctorate of education degree program. It is important for recruitment teams and the office of enrollment management to realize that recruitment and retention go hand and hand (Johnson, 2000). If candidates have had successful experiences during their recruitment, retention and graduation, this could flow over to the marketing success of the recruitment team and the office of enrollment management during their next recruitment efforts. As the recruited candidates use media to tell their stories to their followers or friends about their positive experiences at the university or college, so can the recruitment team use the highlighted information regarding outstanding features of the university and college programs and why other or new candidates should enroll in the recruiting university or college. Word of mouth and the use of social media technology, again, can be a powerful tool for candidates to use who have experienced success at the university or college (Astone & Nunez-Wormack, 1991).

### **Benefits of Using Digital Marketing Tools**

In order for university recruitment teams to stay current and seeing the many benefits of using digital marketing tools for recruitment, team members should encourage candidates to apply to the university or college directly from facebook. The recruitment teams can analyze metrics to review how the Facebook pages are being used. The teams can pinpoint how to benchmark candidates from other universities, balance the number of posting by faculty on the university or college's Facebook page and the number of posting by other participants in this social media connection online networking is useful (Thostenson, 2011). The recruitment team should design the webpages with eye catching graphics, articulate information about financial assistance to candidates based on varied needs and special interest

groups or underrepresented candidates. During the recruitment session, candidates should be informed of the university or college partnerships, on and off campus support services, and give candidates updated or current information about admission, curriculum, and tuition fees. Candidates need to know about courses offerings in a blended learning or online format, weekends, and summer sessions for the convenience of their schedule (Ntiri, 2001). Recruitment team members should call potential candidates by phone or use other media to stay in touch and continue to build positive relationships with candidates. The smart recruiters will maintain contact with school districts, principals and others because in the future some potential candidates from those districts may wish to enroll in the doctorate of education degree program (Tapscott, 2000).

### **Information that Candidates Should Know**

The recruited doctorate of candidates and admission policy should be shared and communicated with candidates as follows: 1) Accreditation of the university. If doctoral-level accreditation is not available but is projected to become so within the next five years, please indicate to the candidates. 2) Admissions Standards. Admissions standards should be appropriate for the discipline and the projected candidate demand. They should be set to ensure full enrollment and allow for the program to become nationally or internationally recognized. 3) Degree Requirements. Minimum credit hours should be comparable to peer programs in other serving universities or college. Note that Coordinating Board rules prevent institutions in some cases from receiving formula funding for doctoral students who have taken more than 99 total semester credit hours. Programs that require between 99 or more credit hours will need to provide a justification. 4) Curriculum. For the syllabi per course, description of educational objectives, distinguish between aspects of the curriculum that are standard for the field and aspects that would be unique to the proposed program of study. Determine if the identified specialties of the program are appropriate for the workforce economy marketplace and candidate demand and that they make the program complementary to other peer programs in the state (or nation, if applicable). 5) Candidacy/Dissertation. If there is no dissertation, describe the summative activities leading to the degree. 6) Use of Distance Technologies. If a university is offering more than 50 percent of its program via a distance education modality, that program will also have to be reviewed by the Distance Education Advisory Committee and will require an additional distance education proposal form. It is expected that if an institution offers any portion of its program via a distance education modality that it will have sufficient technology resources to deliver doctoral-level education from a distance without sacrificing quality. The distance education options should be appropriate for the course content and built into the curriculum accordingly. Visit the Coordinating Board Distance Education website for details or contact the Academic Affairs staff. 7) Program Evaluation. The university or college should be aware of the 20 Characteristics of Doctoral Programs developed by the Graduate Education Advisory Committee and approved by the state, include the institution's designated website, and have a plan for using the characteristics for ongoing evaluation of the program and quality improvement every three to five years for quality assurance (Collins, Han, 2004).

### **Marketing Best Practices in Recruitment**

After the recruiters make the initial contact with potential candidates, it is essential to get back in touch with potential candidates as soon as possible. The recruitment manager should make sure that all team members are on the same page (Mahan, 2013). 1) Need to explain how the doctorate program demonstrates having a diverse group of candidates enrolled and share the success rate of graduates. 2) Send emails to potential candidates. 3) Keep the college or university's website updated and show photos, with permission, of faculty and candidates highlighted activities in the program. Also, cite current research publications and awards received by faculty and candidates in the school of education or college of education. 4) Make every effort to provide information to potential candidates in an easy accessible manner. 5) Continue to use mass marketing strategies to target additional potential candidates to the program (Powers, 1990). 6) Make the websites and contact numbers easy to access in order to answer questions that potential candidates may have. 7) Use the efforts and support of current students who are visiting their home country internationally or who could help market the program locally or regionally. 8)

Use the internet to advertise the doctorate of education degree program in the international educational market place. 9) Use the ideas of graduate students or alumni to call and send emails to their friends and coworkers. 10) Assign recruiters with the skills, knowledge and professional disposition to represent the university that will make the best impression to the public. 11) Keep data on the pros and cons outcomes/results of the recruitment efforts made by all members of the recruiting team within the national and international community (Noel-Levitz and National Association of Graduate Admissions Professionals, 2000).

### **Recruitment must be Strategic and there must be a Plan**

The recruitment effort seeking candidates for the doctorate of education degree program is a collaborative effort by the recruitment team and the office of enrollment management. The recruitment in the College of Education or the School of Education in the United States for example must work together to assess the strengths, weaknesses, opportunities and threats of the recruitment of the university or college recruitment agenda. Developing a strategic plan helps the recruitment team to have structure, goals and direction during their recruitment actions. In order to improve the plan for recruitment, there is a need to seek feedback from individuals in the doctorate of education program who will be referred to as candidates. Candidates could be asked their level of satisfaction during the recruitment experience or encounters and admission policy, procedures and processes. Feedback would help the recruitment team members to reflect on their own practices for recruitment improvement (Kaufman, Herman & Watters, 2002).

At universities and colleges, the doctorate of education degree programs is generally located in the College of Education or the School of Education in the United States. The effective role of the recruitment team and the office of enrollment management play a key role in candidates wanting to enroll at the university or college. Therefore, it is essential that the recruitment team and the office of enrollment management design and implement a purposeful strategic plan to attract and maintain groups of candidates that are underrepresented in doctorate programs (Thomas & Thurber, 1999). Methods used for recruitment today are usually by internet bulletins and media, national newspapers, research conferences, direct mailing, open house sessions, television, educational partnership organizations, e-recruiting and alumni support groups for recruitment marketing which are all needed (Tapscott, 2000).

Being strategic is essential in the recruitment effort. Before going out to recruit potential candidates, the recruitment teams and the office of enrollment management need a recruitment strategic plan. At this point, the recruitment team must be strategic thinkers. Some considerations for the recruitment team may be modeled in different formats; however, the recruitment teams should take some matters into consideration before beginning the recruitment process. For example: 1) Where are we now as a committee or team with the recruitment effort? 2) What is the vision and mission of the School of Education or College of Education regarding recruitment? 3) What are the major obstacles, if any in the recruitment effort? 4) What are our resources at hand in order to do the job of recruitment? 5) What will be the key obtainable strategies to the direction in which we need to go? 6) What will be a realistic timetable and accountability of the recruitment efforts? 7) How will recruitment be monitored and measured? 8) Who will be specifically responsible, by name, for all action tasks within the plan? 9) How will successes of the recruitment efforts be measured (Hayes, Ruschman & Walker, 2009)?

There are many definitions for a strategic plan. The most common definition used in a plan needs to focus on the processes to establish priorities on what the college and/or university plans to accomplish in the future, and focus on the college and/or university to make choices on what it will do and what it will not do. The strategic plan pulls the entire college together around a single game plan for support in the recruitment effort. The plan must be based on the priority needs of the college or university regarding leadership engagement, diversity, international connection, resources, and communicate the strategic plan for candidate recruitment to the campus community (William & Maryland College, USA, 2014).

## **The Important Role of Faculty Members in Recruiting and the use of Technology**

Since faculty members will deliver instructional services to recruited candidates, faculty could help with the recruitment effort. Faculty members would have the unique ability to contact potential candidates and build positive relationships with those candidates. However, research shows that some faculty members feel that they already have too much to do; therefore, recruitment should be left up to others. Some faculty members believe that recruitment is beneath their dignity and it is not necessary to become involved in the recruitment process (Bryant, 1987). However, Bryant further expressed that faculty should be encouraged to establish and maintain relationships with faculty from other schools, departments and other professions to help with the recruitment efforts at the university. If faculty becomes involved with recruitment, faculty members should be highly competent with basic and specific knowledge regarding the entire recruitment process and expectations in particularly to specific college programs. Beyond the handouts of brochures, letters, advertisements, phone calls and conference displays, colleges and universities' recruiters should take time to use a variety of digital media technology to market and manage the recruitment efforts on a broader scope during the recruitment process (National Association of Graduate Admissions Professionals 2000).

Not surprisingly, the primary means of promoting graduate programs online is the institutional Web site. Typically, this consists of entire Web sites—or large sections of Web sites—devoted to providing information to prospective candidates. Information commonly found on such Web sites includes academic programs (as well as admission requirements, program requirements, duration of study, etc.), tuition, scholarships/funding, student services, location and facilities and research/career opportunities. In assessing the information that prospective candidates seek from graduate school Web sites, Pooch (2005) found that admissions' information, faculty research interests, financial aid, program information, and department contacts are most important.

### **International Communities and Recruitment**

A number of countries internationally do not show evidence of a well organized office, team or committee for recruiting graduate candidates for the doctorate of education degree program. For example in Canada, most universities do not have an office or position dedicated to recruit new candidates for various programs. For the past few years, Canada has utilized the internet to create new opportunities to recruit candidates for graduate programs. However, the pace for recruitment has not been that fast, because of the number of diversity of individuals involved in graduate candidate recruitment efforts. It is more difficult to recruit candidates, because of the discipline-specific nature of graduate education programs at many of the universities are the same (Malaney, 1997).

### **Citing some International Communities' Doctorate Recruitment Practices**

The doctorate of education degree program is valuable to the extent that candidates gain new and improved skills and knowledge about effective leadership behavior and practices through research and theorizing policy (University of Cambridge, UK, 2013). The doctorate degree is considered an academic or professional degree. Internationally, the doctorate of education degree qualifies candidates to teach at the university and to serve in district leadership positions in school systems. The degree in the international community is often called a terminal degree. The terminal degree is the highest academic degree in a given field of study (British Council, 2013).

Many European countries will recruit diverse groups of candidates to their universities. For example, France recruits candidates from Morocco, Algeria, China, Tunisia, Senegal, Germany, Cameroon,



Lebanon, Italy and Vietnam. France stresses how graduate programs are co-funded by the Ministry of Foreign European Affairs and French regional authorities, exchange for research training and research of new curriculum, project based researchers and the connection with Russia, Brazil, China India, South Africa, East Europe and ten French regions. Sweden recruits from within for the most part. The United Kingdom recruits candidates from the Middle East, Libya, Egypt, Saudi Arabia, India, and Pakistan. The United Kingdom emphasizes the attractive features of their program such as language, reputation, and quality, research partnership opportunities, high completion rates and long term career opportunities. Germany recruits candidates from Eastern Europe, China, Vietnam, Indonesia, Malaysia, Chile, Brazil, and Egypt. Germany emphasizes its large funding source for candidates, research new schools with scholarship and working positions, English instruction, dissertation examination, and the use of applied research projects induced by contract with industry. These countries' marketing their graduate programs by emphasizing expected outcomes for candidates. The methods used by the management recruitment team of candidates are through research networks, websites, social media, scientific journals, symposiums and high emphases are placed on funding being available for graduate programs (The International Journal of Educational Management, 2011).

In Germany in particularly, the enrollment into graduate programs continue to increase because of the low or no tuition fees as well as post-study work rights for foreign candidates can make Germany an ideal location to study. In order to study in Germany, however, all candidates must secure a blue card equivalent to the green card in the United States. Germany is expected to continue to grow its recruitment enrollment by 2020 by focusing on learning and research and providing scholarship funding for the best German and international candidates. German universities intend to raise their profile internationally, make improvements and expand the network of branch offices and information centers and German studies from around the world. Germany plans to continue to educate staff to increase their knowledge of foreign cultures and educational systems to help build international partnerships which could boost their recruitment efforts (German Strategy for International Candidates, 2014).

### **Recruiting Potential Candidates**

When the recruitment committee and enrollment management teams seek potential candidates, it is essential that the teams encourage candidates to apply to the graduate program for the doctorate of education degree as soon as possible. It is important to try to find a way to justify reduced or no fee if the candidate applies for graduate admission before a certain date or if there is special needs case of limited personal funds at the time. Networking is important when seeking candidates for enrollment, because candidates may be inclined to enrollment in the program if team members develop a positive relationship with them. Staying in touch is essential when developing the networking relationship. Using facebook, emails and telephone connects and if you can afford it invite potential candidates to an inexpensive lunch or early dinner that may boost the recruitment effort. However, today social media is a primary way of recruiting candidates to the doctorate program. When candidates make inquiries, make sure to follow up and return information promptly. Recruiters should behave in a manner to make candidates feel that they value them and want them to attend the university or college. It is important to make a favorable impression during the recruitment effort. Recruiters should continue to connect with potential candidates; however, recruiters should not be overwhelming in their communication behavior toward potential candidates (Williams, 1980).

Strategically use regional and national databases to make contact with candidates who may be underrepresented in the doctorate of education degree program should be a common practice for recruiters. Visit scholarly program activities at the graduate level within and outside the university and try to recruit candidates to the doctorate of education programs. Attend events at various universities, talk with graduates about the doctorate program, and get the names of individuals with whom you have talked with, leave your business card and quickly contact potential candidates as a follow-up as soon as possible (Fern, 2014).

## Comparing National and International Focus on Recruitment

Graduate schools in Canada—as well as the United States—may wish to adopt a leadership role in planning, guiding, motivating and assessing graduate recruitment activities on behalf of their institutions. However, professional staff must be qualified and trained to understand trends and changes in student recruitment efforts, adapt to change in order to survive and to take advantage of technological opportunities in a timely fashion (Admissions tools at a Crossroads, 2008). Linkages to faculty and alumni must continue to play an important role in candidate recruitment. Canadian institutions suggest that there must be more collaboration in their graduate student recruitment practices, both with one another and with national and international organizations that have an interest in graduate education (National Association of International Educators, 2011). Finally, graduate schools and departments must strive to be adventurous and entrepreneurial in taking advantage of sometimes brief windows of opportunity, even when the exact direction they should take seems unclear. Universities and colleges today must see social media as an asset and another tool that can be used during the recruitment process and after. Therefore, recruiters should have the attitude to use social media as a means as much as possible to recruit candidates to the doctorate of education degree program beyond borders (Mayers, 2014). The recruitment marketplace today is very competitive and recruiters need to be creative and quick to secure needed candidates from national and international communities for their colleges or universities. Using social media can help to facilitate the recruitment efforts faster to a broader audience globally (Hayes, Ruschman and Walkerm 2009).

### University Admission

In Canadian Universities, admission to a doctoral program requires a master's degree in a related field, sufficiently high grades, recommendations, and samples of writings, a research proposal, and typically an interview with a prospective supervisor. Requirements for a doctorate degree are often set higher than those for a master's program. In exceptional cases, a student holding an honors BA with sufficiently high grades and proven writing and research abilities may be admitted directly to a doctorate program without the requirement to first complete a master's degree in Canadian universities. Many Canadian graduate programs allow students who start in a master's degree program to "reclassify" into the doctorate program after satisfactory performance in the first year, bypassing the master's degree (Canadian Association for Graduate Studies, 2011).

#### *Graduate Candidates*

Graduate candidates must usually declare their research goal or submit a research proposal upon entering graduate school in Canada. In the case of master's degrees, there will be some flexibility (that is, one is not held to one's research proposal, although major changes, for example from pre-modern to modern history, are discouraged). In the case of the doctorate degree, the research direction is usually known as it will typically follow the direction of the master's degree research study area at an advanced level (Canadian Association for Graduate Studies, 2011).

#### *Specific Requirements*

Some schools require samples of the student's writing as well as a research proposal. At English-speaking universities in Canada, applicants from countries where English is not the primary language are required to submit scores from the Test of English as a Foreign Language (TOEFL). Nevertheless, some French speaking universities, like HEC Montreal, also requires candidates to submit TOEFL score or to pass their own English test. Some financial aid funding comes from different sources public and private such as scholarships for candidates. However, in many universities, the tuition fees may be waived for doctorate candidates (Canadian Association for Graduate Studies, 2011).

#### *Admissions Office Policy*

At the Laurentian University in Sudbury, Ontario Canada the typical admission requirement includes a copy of your on-line application, official transcript from a postsecondary institution at which the candidate has enrolled, curriculum vitae, the form about the candidate's achievements and projects, three reference letters, letter of intent from a member of the program of study and a commitment by a faculty member who is willing to supervise the candidate during the research experience and proof of language proficiency for non-Canadian applicants whose language skills are not English no French if required by the university or program of study. Photocopies of faxed documents will not be accepted by the university, because all documents must be official not copied (Laurentian University Sudbury, Ontario, P3E 2C6 Canada, 2013). The Office of Admissions at the university should receive the on-line application. The received document must be verified, by the Office of Admission. Once verified, the documents will be forwarded to the program director and the selections committee. The program director has the responsibility to discuss the candidate's project to create clarity of the intent of the candidate regarding the research area of interest. The deadline for submission of completed application is March 31<sup>st</sup> of that year for September admission. A final decision for admission will be made by the Admission Committee. If the potential candidate is not admitted the year applied, the candidate may reapply the following year (Laurentian University Sudbury, Ontario, P3E 2C6 Canada, 2013).

### Admission to Typical United States Universities

Most doctorate of education degree program recruiters seek candidates for admission to the university program those candidates who have completed at least a master's degree related to educational leadership, policy studies, instruction and other related disciplines. Candidates accepted into the doctorate program are expected to have had demonstrated services in a relevant leadership position and candidates who are committed to enhancing their abilities to learn and to lead the educational mission of a school district. Most candidates admitted to the doctorate education degree program are admitted as a cohort in the (United States Association of Graduate Admissions Professionals, 2000).

Some admissions have eight to fifteen candidates depending on the general size of the teaching faculty capacity per candidate group. However, in order to be admitted to the doctorate of education degree program in the United States, the candidate must be able to produce and submit official documents such as:

1. Transcripts of all undergraduate and graduate coursework from all universities
2. Documentation of all master's degrees (or other graduate degrees) from an institution accredited by a nationally recognized accreditation organization
3. Completed application must be evident
4. Current Resume is required (within 1 year of application deadline)
5. Well throughout personal statement including qualifications, rationale, goals and research area of interest related to pursuing the Western Kentucky University Ed.D. program
6. Three current reference (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program academically, socially and culturally
7. Copy of official GRE scores\* that meet the minimum GRE and GAP\* scores for doctoral degrees as described in the WKU Graduate Catalog are preferred. (Note: The WKU Ed. D. program uses the master's or other graduate degree GPA for GAP calculation.)
8. Submission of a writing sample if applicants took the GRE without the Analytic Writing portion or if Analytic Writing score falls below preferred minimum. If analytical writing is not available, the applicant or candidate must take the writing sample at the site during the interviewing process. *The WKU Graduate School has established minimum GRE scores for WKU doctoral programs. For the new GRE, these are 145 on the Verbal, 145 on the*

Quantitative sections of the exam, and a Writing score of 4.0. Required scores are specific (Western Kentucky University, USA, 2012).

### **Admission Policy in the United States for International Candidates**

International candidates are encouraged to apply early, because of the timing of securing and submitting required documents for the doctorate of education degree program. Including the regular submission of documents, the following additional documents for admission consideration must be presented by international candidates:

1. Physical evidence and/or documentation of ability to communicate in English (as evidenced by a minimum of published scores on the paper based TOEFL, a minimum of published score on the iBT TOEFL, a minimum of published score on the IELTS; or a degree from an institution with English as the language of instruction.
2. Physical evidence of adequate financial resources for the entire or duration of the doctorate of education study at the university in the United States is required (Western Kentucky University, USA, 2014).

All candidates must note that the fall cohort admission, the application deadline is April 1 and for spring cohort admission, the application deadline is October 1. However, some universities in the United States have only one admission date which includes the fall of the year. In order to boost the enrollment numbers, some universities have chosen to admit candidates twice a year. If a candidate qualifies for Graduate Assistantships information should be known to the candidate as soon as possible. Although the Educational Leadership Doctoral Program at WKU is designed for working professionals, there are a limited number of competitive GA scholarships for students seeking to enroll full-time. The university seeks persons who have strong research and/or P-12 backgrounds for the GA scholarship. For information, candidates would need to contact the graduate assistantship office. Applicants who desire to be considered for the GA opportunity should indicate this interest in their Personal Statement, as part of their application.

However, some universities have only one admission date which includes the fall of the year. In order to boost the enrollment numbers, some universities have chosen to admit candidates twice a year from the international community (Western Kentucky University, USA, 2014).

### ***Tuition***

The tuition for the doctorate program is based on graduate tuition rates. Additionally, there is a course fee per credit hour for candidates in the program. The current or typical course fee is competitive to similar to universities within the United States. The doctorate program fee is consistent for each class (cohort) admitted. For additional information about fees, potential candidates should contact the registrar's or account's office at the university.

At most universities within the United States, candidates for the doctorate of education degree program are given potential financial resources which may include: fellowships, scholarships, student loans, tuition waiver for credits obtained by P-12 teachers and others who provided candidates opportunity to gain internship experiences. Further waivers may be given for state employees, employer district matching contracts or professional development funds, contracted organizational incentive discounts, candidates' personal funds, and research grant participation. Most colleges and universities in the United States operate on a similar basis regarding tuition and admission policy matters; therefore, at random Western Kentucky University in the United States was chosen for this part of the chapter.

As one example, the doctoral of education degree Program admissions policy develops leadership and research skills for teachers, administrators, and others committed to transforming urban schools plus for schools in non-urban districts. Central to the effectiveness of new leadership techniques and abilities such as working in teams in collaborative manners, identifying and prioritizing problems are key practices for candidates in various courses. Candidates working in a collaborative manner are involved in developing solutions for multi-faceted environments. In coursework candidates use balancing stability and change, understanding the mastery and using appropriate theoretical frameworks and research methodologies are major tasks during candidates' studies in the doctorate of education degree program. Coursework and research in the doctorate program focuses on schools as organizations rooted in political, historical, economic, and cultural contexts. In order to accommodate candidates, courses are offered in the evenings, weekends, and online, blended learning format and during the summer. Most candidates seeking the doctorate degree are working adults; therefore, the programs are designed for mid-career professionals who wish to continue working while they pursue doctoral studies (Western Kentucky University, USA, 2014).

### **Admission to International Universities in Europe**

Admission practices may differ at various universities in Europe. Candidates need to visit websites about the university in order to have more knowledge of the doctorate program and then make contact with the coordinator of the program and express a specific level of study or interest. The potential candidate should make sure that the master's degree is adequate for the forwarding interest of study. The potential candidate needs to send or bring academic documents that are legalized and properly translated where needed with the Apostille of The Hague Accords or through diplomatic channels. In some European colleges or universities, each candidate during the admission process must participate in a criminal background check as part of the needed documentation for admission to Oxford University as an example under the Rehabilitation of Offenders Act 1974 (Sensitive applications team, 2014)

The potential candidate needs to remember that it normally takes several weeks for all documents to be reviewed carefully and processed for authenticity. The specific documents that are needed for example in Spanish universities would be: copy of passport, completed application form, university degree properly legalized or translate into Spanish, academic transcript of university degree hours per courses taken, proof of master's degree by state issued unless there is an agreement with the country i.e. China. All documents being sent to Spanish universities must be original or if copied with the university's original stamp affixed. Once the documents are legalized, the potential candidate may bring or send them to the Postgraduate Office at the Universidad de Murcia or original stamp of the Spanish Embassy or Consulate in the potential candidate's country. Candidates could be offered a scholarship by The National Ministry of Education also offered scholarships in specific Doctoral programs (Universitario de Espinardo, CP 30100 Murcia, Spain, 2014).

### **Assessment of Recruitment and Admission**

The recruitment teams and the office of enrollment management should always remain reflective of their own practices for recruitment and admission outcomes by assessing their efforts based the goals and objectives set for graduate recruitment for doctorate of education degree program candidates. The assessment team/committee for recruitment and the admission process should look at data related to candidates' ratio, attrition rate, and progress in the program, recruitment effectiveness and by looking honestly at the pros and cons of recruitment efforts annually. Second, examine what appears to be the practices of competitors who recruit for some of the same candidates and what could be learned from the competitors, because candidates do have college choices more than ever today (Paulsen, 1990). Third,

continue to survey candidates to find out what their experiences have been during the observed recruitment and admission process. Fourth, listen carefully and learn what candidates have to say about their experiences at the university or college and use the information to improve the recruitment and admission process where needed. Five, ask candidates how they felt about using the college or university's website (Pooch, 2005). In essence, was the website simple to use or otherwise needs improving?

By using a variety of quantitative and qualitative data to assess the recruitment efforts and admission process, it will help recruiters and the office of enrollment management to identify the strengths and areas needing improvement in recruiting of candidates and how effectively was the admission policy used and the admission process (Rowley, Lujan & Dolence, 1997 office of enrollment management (The National Association of Graduate Admissions Professionals the United States, 2001).

### Summary and Conclusion

Digital marketing tools are high enhancers that can be used to support the traditional techniques for recruitment at a much rapid pace today than ever. Social media is crucial to educational institutions today since a number of potential candidates maybe spending most of their time being active in the social media environment. Social media is globally engaging and potential candidates from around the world are using this convenient tool to learn about university and college program offerings globally. Therefore, recruitment teams as professionals in candidate recruitment should take full advantage of available social media tools (Reuben, 2008).

The future is not known regarding new and better ways to recruit graduate doctorate candidates, but recruitment teams and the office of enrollment management teams at the national and international level, but *all* recruiters must stay current with the latest technology tools and continue to build relationships with broader communities for candidate recruitment for the future of doctorate of education degree programs (The International Journal of Educational, 2011). Effective recruitment practices can be used in a transferability manner in different graduate colleges or university programs. Recruiters should continue to look at how well some colleges or universities' recruiters are succeeding in their recruitment and admission efforts (Sevier, 2000). Recruiters must stay abreast of up-to-date information for effective recruitment initiatives and admission practices and how to align their practices to virtual communities nationally and internationally in order to continue to reach their recruitment goals for colleges or universities globally (Frolich & Stensaker, 2010).

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### **Bio of the Author**

**Ann T. Hilliard** is an assistant professor in the Department of Educational Studies and Leadership at Bowie State University. Dr. Hilliard holds a professional certificate in school administration. She has served as an international consultant in school administration and leadership in the U.S. and Asia. Dr. Hilliard has presented research papers at a number of conferences and published her work in national and international peer reviewed journals. She teaches classes related to policy, educational planning and evaluation, school law, human resources; and dissertation I/II and has served as chairperson on several dissertation committees. Dr. Hilliard's interests include data assessment research, evaluation, curriculum and instructional leadership, international studies and improving the dissertation experiences for doctorate candidates in higher education. Dr. Hilliard received her Ed.D. degree from George Washington University; M.S. degree from Johns Hopkins University; M.A.T. degree from Trinity University; B.S. degree from Elizabeth City State University; and a Consulting Certificate from Harvard University.