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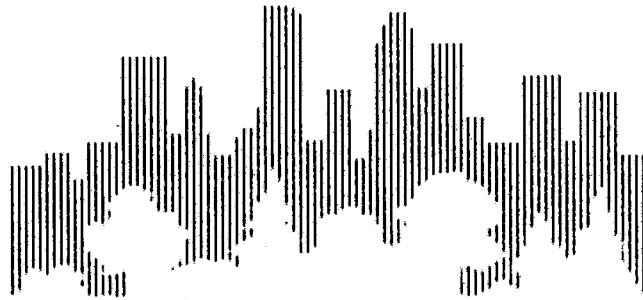
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MASTER OF ARTS IN LEADERSHIP

Charles R. Abbott

How to Successfully Recruit Students in the
Rapidly Changing World of Higher Education:
Ethical Leadership for Enrollment Managers of
Private Non-Profit Institutions

2011

How to Successfully Recruit Students in the Rapidly Changing World of Higher

Education: Ethical Leadership for Enrollment Managers of Private Non-Profit

Institutions

Charles R. Abbott

Submitted in partial fulfillment of the
requirement for the degree of
Master of Arts in Leadership

AUGSBURG COLLEGE
MINNEAPOLIS, MINNESOTA

2011

Master of Arts in Leadership
Augsburg College
Minneapolis, Minnesota

CERTIFICATE OF APPROVAL

This is to certify that the Master's Non-Thesis Project of

Charles R. Abbott

Has been approved by the Review Committee for the Non-Thesis Project requirement for the Master of Arts in Leadership degree

Date of Non-thesis Completed: _____12-12-11_____

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ABSTRACT

How to Successfully Recruit Students in the Highly Competitive World of Higher Education: Ethical Leadership for Enrollment Managers of private Non-Profit Institutions

Charles R. Abbott

December 2011

_____ Non-thesis (ML 597) Project

Throughout the history of Post-Secondary education in the U.S. private non-profit institutions have played a vital and leading role in helping to shape and prepare the youth of the nation intellectually, socially and emotionally. However the landscape of higher education has changed significantly over the past few decades with the entire purpose and focus of this education coming into question. By noting the importance of obtaining a higher education and defining the differences between non-profit and for-profit institutions This paper focuses on examining these changes. Furthermore, in particular this work will examine ethical leadership and concentrate on the techniques necessary for non-profit enrollment managers to be competitive recruiters yet remain within the framework of ethical leadership.

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Introduction:

Anyone who has gone on-line or "surfed the web" in the past few years has no doubt been inundated with advertisements from for-profit post-secondary institutions such as the University of Phoenix, Devry Institute and the Kaplan Educational System. Although for-profit secondary educational opportunities have been available for years, the rapid growth of such schools, fueled by the Internet and on-line class offerings have skyrocketed in the past two decades. The number of for-profit post-secondary schools in the U.S. now totals over 800 with a total enrollment of over 850,000 students. (Blumenstyk 2006). The enormous growth in the for-profit sector and the loss of potential students has greatly affected the two traditional providers of higher education in the U.S. Both public institutions and in particular; private non-profit schools have been forced to re-examine how to meet the needs of today's educational consumers. Beyond the enrollment numbers lurks an even bigger issue; what is the purpose of higher education in the U.S.? The recent surge in the popularity of for-profit schools has led to a belief that the major goal of higher education is simply one of economics and preparing the student for the work place. On the other-hand, many private non-profit schools still espouse the ideal that higher education is a social institution, responsible not only for job preparation, but also the emotional, social and academic development of the student, which more and more is in stark contrast to what prospective students and their parents expect. Certainly the challenge facing the enrollment leaders of non-profit institutions has changed immensely and will require these leaders to be proactive and innovative in their quest to make their schools competitive.

All of this leads to the question of how admissions leaders of non-profits can make their schools economically competitive in the new era of educational choices. A major portion of this paper will focus on the possible changes in the purpose of higher education. In order to understand the changes it is necessary to grasp the importance of attaining higher education, as well as define and compare non-profit and for-profit educational institutions. In addition, this study will also examine the competition between these two entities and investigate the relationship between recruiting practices at both types of schools and the ultimate effects on enrollment numbers.

Strong and effective leadership is vital in any organization and it should be apparent that it is particularly true in the case of those that are in leadership positions within private non-profit educational institutions. Enrollment managers must be responsible individuals that lead in ethical and moral ways and still be able to meet the needs of an increasingly diverse population. In particular, this paper will take a look at effective leadership techniques of non-profit enrollment managers in context with the Ethical Leadership component of the MAL Leadership Model. The actions of these enrollment leaders for better or worse will help to shape the world of higher education as we know it.

Literature Review:

This paper utilizes numerous sources including journal articles, books, research projects, public presentations, web sites, blogs and personal conversations with those involved with enrollment management. Due to the plethora of articles and information available on this topic a major task revolved around reviewing the materials and deciding what information was most valuable and pertinent. In the name of brevity, only a total of eight works were chosen for review and critical analysis. The content of these sources fall into one of five areas in alignment with the expressed goals of this study; importance of higher education, definition and comparison of non-profit and for-profit educational institutions, changes in the purpose of higher education, competition between non-profits and for-profits & recruiting practices, and effective ethical leadership.

Importance of Higher Education

Investigating the assumptions of Gumport and others Persell and Wenglinsky (2004) compared the levels of civic engagement between students attending non-profit institutions vs. for-profit schools at two and four year intervals. They hypothesized that non-profit students were much more likely to engage in civic activity at both the two and four year intervals. The authors based their research and conclusions on an existing study called the Beginning Post-Secondary Study (BPS) that had been conducted by the National Center for Education Statistics examining areas of civic engagement such as voting, time donations, monetary donations, letters written and voluntary community service, etc. The authors also did a series of regression analyses which compared students from both types of institutions based on seven factors including prior civic-mindedness

(based on the initial survey just prior to attending college), parents education, parents socioeconomic status, parents martial status., gender, ethnicity, and age finding significant differences in civic engagement. Persell and Wenglinsky lend credibility to their research by using a sufficiently large sample size, as well as by surveying the same respondents using the same questions three times.

Comparison of For-Profit and Non-Profit

Apling (1998) takes a comprehensive data-heavy look at for-profit post-secondary institutions in the U.S. He conducts his research by drawing data from two main Government sources, the Integrated Postsecondary Education Data System (IPEDS) and the National Post-secondary Student Aid Study (NPSAS). These studies revealed statistical information on student loan default rates, retention rates, high school grades, economic status, student loan amounts, gender, and race. Apling does a nice job of sifting through large quantities of data and condensing the information into readable tables. Bloomstyk (2006) gives specific numbers in regard to for-profit enrollments and notes that the total enrollment of 850,000 now accounts for nearly 7% of all higher education students in the U.S. She attributes this rapid growth to the ability of for-profits to cater to the needs of today's non-traditional learners and the use of on-line course offerings. Although this article is short, it does a good job of giving several facts obtained mostly from the U.S. Department of Education.

Deil-Amen and Rosenbaum (2003) engaged in a through comparison of for-profit institutions and community colleges and identified seven problems associated with higher education including; bureaucratic hurdles, confusing choices, student-initiated guidance, limited counselor availability, poor advice from staff, delayed detection of mistakes and

poor handling of conflicting demands. In essence this article looked at these particular problems and then gives solutions and suggestions of how to rectify these issues. While this seems to be well written and informative few assumptions are backed up with facts.

Changes in the Purpose of Higher Education

The author (Gumport, 2000) of this comprehensive article takes an in-depth look at the current state of higher education in the U.S. and concludes that over the last 25 years there has been a transformation from higher education as a social institution to an industry. Gumport identifies several reasons for this change and focuses on three in particular; academic management, academic stratification and academic consumerism. The article goes on to describe in detail some of the challenges faced by the leaders of non-profit schools and gives some suggestions on leadership strategies. Gumport warns non-profits not to copy the techniques used by for-profits arguing the potential loss of legitimacy in the public arena. Although this article was quite useful in identifying problems and giving solutions, the content was difficult to comprehend and somewhat opinion based.

Competition and Practices

Johnson (2007) focuses on the recent growth of for-profit higher educational institutions and gives several enrollment numbers and percentages of this recent growth. Johnson examines the rapid growth of "national" for-profit chains that utilize the same methods and business practices as fast food mega giants. Johnson concludes that for-profit growth is a combination of factors including; good marketing, flexibility, location, and convenience. In addition, he explores the strong appeal that for-profits provide for "non-traditional" students.

In an article focusing on Kaplan College the authors Golden and Rose (2006) use this mega-corporation as a shinning example of the modern day for-profit higher educational institution. It is noted that Kaplan uses a business model, which mirrors profitable corporations rather than traditional educational tactics. While the authors tell why Kaplan is successful, they tend to concentrate on the numerous problems Kaplan is experiencing including; high percentages of low-income students, over-dependence on federal loans, high student default rates, and enrollment retention. This is a good examination of one particular for-profit school but could have been strengthened by using comparisons with other large for-profit institutions and leaves one wondering what the facts are for several others in this category.

Ethical Leadership

In his book about ethics and communication Jensen (1997) does a good job of explaining what ethics are and how one can go about making ethical choices. Although the focus is on ethical communication Jensen makes several astute observations about ethics and leadership including both the positives as well as some of the pitfalls involved.

Jensen sets forth standard criteria which can be utilized to determine if one's actions could be considered to be ethical or not. Despite not having a focus on educational issues the book proves to be helping in grasping the basic concepts of ethics and leadership in a general sense.

In summary, it is obvious that a vast quantity of information and research exists including the empirical data necessary to compare for-profits and non-profit institutions in several relevant areas. The articles reviewed contained some very useful information and helped to set a foundation from which to start.

Methodology:

The purpose of this research is to examine effective leadership practices of enrollment managers of private non-profit institutions of higher education in relation to the ethical leadership component of the MAL Leadership Model. This study will use a variety of resources in order to reach conclusions on how these leaders can improve effectiveness yet still maintain the values associated with working in a non-profit environment. In particular, private non-profit institutions of higher education will be compared and contrasted with for-profit schools when reaching conclusions concerning effective enrollment management strategies. The conclusions reached will be formulated using both qualitative and quantitative research in conjunction with one another. Qualitative research will come from several different areas including personal observations, conversations/interviews with others in the enrollment management profession as well as opinions formulated from reviewing research literature. Having worked for over 15 years in higher education enrollment management in both for-profit and non-profit situations, the author has formulated opinions and drawn conclusions based on these personal experiences. This background has helped the author develop first-hand knowledge of the differences, similarities, advantages and limitations of both types of institutions. Extensive experience in the advertising and marketing aspect of enrollment management in addition to direct supervision of recruiters has also allowed the author to develop expertise related to the topics of this paper. Additional qualitative research for this paper comes from direct interaction with others engaged in the enrollment management profession. This research included casual conversations with over a dozen enrollment

managers and admissions recruiters as well as extended interviews with two high level enrollment management professionals. Other qualitative research comes from analysis of research articles in which opinions, observations, and conclusions were drawn by experts. Although the author did not conduct their own research survey, quantitative research from a number of different sources was analyzed. Many of these sources including several mentioned in the literature review portion of this paper utilized empirical statistical findings based on thoroughly researched comparisons of for-profit and non-profit schools. Much of the quantitative research comes directly from government sponsored/required reporting including data from the Department of Education, the Integrated Postsecondary Education Data System (IPEDS) and the National Post-Secondary Student Aid Study (NAPAS).

<div align="center">**Body:**</div>

Importance of Higher Education

There is no doubt that higher education has played an important role throughout the history of the United States an now more than ever given today's global and competitive environment, it is vitally important that higher education meets the needs of those seeking to attain it. While higher education is and has always been important in training and training graduates for he workplace, it can be argued that the importance of this education reaches far beyond just preparing the graduate for a job. Indeed, higher education has long served to help shape the culture of our nation. In addition to career preparation, graduates learn a wide variety of socialization skills, develop critical thinking attributes and strengthen their sense of identity. A plethora of facts and figures support the importance of attaining a higher education. For instance, a quick look at figure 1 shows that on average a college graduate earned 38% more annually than those with just a higher school education ($50,394 vs. $31,075). Those with a Master's degree earned 17% more than those with a Bachelor's ($60,514 vs. $50,394) (www.postsecondary.org). In essence, as the amount of education one acquires increases, so too does the earning potential. Figure 1 also indicates that unemployment rates are closely tied to the level of education attained. Once again, the higher the level completed the more likely one will be gainfully employed (www.postsecondary.org). Still more statistics indicate that as the level of education one achieves increases so does social participation. Persell and Wenglinsky (2004) note that voting patterns and political participation are closely linked to educational achievement with numbers increasing proportionately in regard to the amount of education achieved. The same is true of the amount of time an individual

volunteers, contributions to charity and other civic activities. Arrests and incarceration rates are also tied to educational achievement, and while there are numerous other factors that also come into play in this area, it is safe to assume that education factors do play a significant role. It should be clear that higher education plays a vital role in the development of those individuals that pursue it and in-turn affects society as well.

Non Profit/For-Profit: Demographic Changes & Differences

Traditionally throughout the history of higher education in the U.S. there have been two dominant providers of both undergraduate and graduate offerings; public institutions and private non-profit institutions. However, over the last twenty to twenty-five years there have been some dramatic changes within the higher education field. Most notable is the large increase in the number of students receiving their higher education at for-profit institutions. Of the nearly 14 million students currently enrolled in higher education in the U.S. about 7% or roughly 850 thousand students are pursuing their education at for-profit schools (Blumstyk, 2006). Although for-profit institutions have been around for many years, these schools typically accounted for only a very small percentage of enrollments seeking bachelor and graduate degrees. Historically, these for-profit schools were local institutions geared toward providing some type of technical or specialty skill, and for the most part did not offer any type of bachelor or graduate degrees. Often these for-profit schools would compete with local public technical colleges, but rarely was there much of market place for these schools in the bachelor and graduate arena. During the 1970's and 80's major changes started to occur within the for-profit sector institutions, many started to add general education courses to their already existing specialty classes, thus creating and developing associate and full-blown

bachelor degree programs (Gumport, 2000). At roughly the same time came the emergence of "national" for –profit institutions. These large schools with branch campuses spread throughout a region and often all over the entire U.S. were run like large corporations and provided a wide array of educational choices including bachelor as well as graduate degrees (Johnson, 2007).

So what exactly is the difference between a non-profit and a for-profit entity? A non-profit exists to provide programs and services that are of public benefit. Any surplus (profit) that is earned must be retained by the organization for its future provision of programs and services. Earnings may not benefit individuals or stake holders. Non-profits are not subject to many of the tax obligations (property and income) that the for-profit sector is responsible for. Often the services offered by a non-profit are otherwise not provided public ally at the local, state or federal level. Such is the case with many private non-profit institutions, which were founded to provide higher education in locations and in subject areas that were not readily available at public institutions (Drucker, 1999). Given the separation of church and state that exists in public education in the U.S., many private non-profits were founded on religious principles and affiliations, once again to offer services not included in public higher education.

On the other hand, for-profit entities exist to earn and distribute taxable business funds. This is not to say that for-profit higher educational institutions don't provide a valuable service or are not of benefit to the public, but clearly the purpose of and the ideals behind a for-profit and a non-profit are quite different, thus creating substantial challenges for those in charge of enrollment management at private non-profit schools

(www.theBecker-posnerBlog.com). It should be noted that historically one of the major

functions of non-profit education has been to provide the career training that the for-

profits focus so heavily upon. Rob Smith, a high level enrollment management officer at

Logan College (a non-profit) contends that it is indeed the obligation of the institution to

"meet the needs of the student" even if that need is solely focused on career preparation

(R. Smith, personal communication, October 4, 2010).

The concept of philanthropy is yet another difference that exists between for-profit

and non-profit institutions. Defined as the "desire to benefit humanity by improving

material, social and spiritual welfare of humanity, especially through charitable activity"

(www.bingdictionary.com) philanthropy is not exclusive to non-profits, but certainly has

a long and deeply rooted history and connection with private non-profits. Indeed, one is

hard pressed to find any research materials linking philanthropy to for-profit schools

while the examples of non-profit ties are almost endless. This connection

actually comes in two forms for non-profits which serve as both recipients and conduits

for philanthropy. In his article on college philanthropy Keegan (2008) claims that despite

the current economic downturn contributions continue to be strong especially at private

institutions. Citing as recent examples, a 3.4 million dollar contribution to St. John's

University in Minnesota for a new dining center, and a 6 million dollar gift to Ohio

Wesleyan from a 1927 graduate Keegan argues that these types of contributions are wide-

spread and open up new issues of concern for private schools. Many gifts come with

expectations or strings attached while others are received from corporations hoping to

secure economic gains.

On the other end of the spectrum, private non-profit schools have long been the leader in encouraging or even requiring students to participate in philanthropic activities. More and more high schools both public and private are requiring their students to complete some type of community service work as part of their graduation requirements. Indeed many private non-profit colleges view participation in philanthropy as a responsibility of each individual student and a vital part of well-rounded liberal arts education (Neal 2010). Given the much different focus of most for-profit institutions it is easy to see why philanthropy is nearly non-existent at these schools.

Competition: Emergence of For-Profits and the Factors Driving the Change

Within the last few decades the field of higher education has seen huge demographic changes as a direct result of the emergence of for-profit institutions. This portion of the paper will take a look at this competition and the underlying factors including the tactics utilized by for-profits as well as the emphasis these school place on meeting the needs of today's learners.

As previously mentioned, for the majority of the history of higher education in the U.S. the landscape was dominated by public and private non-profit schools, and while at times the competition between the two entities has been heightened, for the most part these two segments have co-existed in relative harmony. Traditionally, in order to compete with the highly subsidized taxpayer-financed public institutions, the private non-profits attempted to create endowments and used their taxable exemptions to remain viable in addition to competing for student enrollments as most private non-profits have remained primarily tuition dependent. In addition, many private non-profits have banded together to create associations in which they can share the costs associated with advertising,

recruitment and even research. This long-standing balance has been shattered by the emergence of the for-profit school. The State of Minnesota serves as an example of the rapidly changing nature of higher education. According to information provided by the Minnesota Private College Council the number of bachelor degrees granted in Minnesota during the 2007-08 school year comes from a diverse number of institutions. The University of Minnesota system along with the Minnesota state colleges and universities (public entities) accounted for 60% of the bachelor degrees granted. Private non-profit institutions made up 30% of the degrees conferred whereas for-profit schools accounted for 10% of the total degrees (www.mnprivatecolleges.org). Even though statistics could not be found for these numbers twenty-five to thirty years ago, based on national trends it is safe to assume that the numbers for the for-profit schools has significantly increased, perhaps doubling or even tripleling in number. It should be noted that enrollment management is not necessarily a new concept and has been an issue throughout the history of higher education. While many early U.S. colleges helped students transition from rural farms to urban occupations and helped to promote upward mobility by training future community leaders. Some of the more elite schools became quite exclusive and stopped contributing in a meaningful way. As early as the 19th century a number of schools moved away from drilling students in Greek and Latin and moved toward providing a more relevant education (Katz 1983).

The rapid growth of for-profit schools can be attributed to numerous factors, and certainly the ideals behind the for-profit designation come into play. Often these for-profits are large corporations or run as such. Enrollment managers supervise "sales" professionals that cold-call or contact existing leads from large call centers using

advanced phoning technology. Frequently these sales professionals are rewarded financially based on the number of new students they enroll and until recently salaries were often based on commissions tied to per-head enrollments. In many instances, a large portion of a schools budget is dedicated solely to marketing the product. It is not uncommon for these for-profit schools to spend vast quantities of money on television, radio and mass mailing projects in an attempt to draw enrollments (Golden and Rose, 2006).

For –profit schools have done an excellent job of capitalizing on meeting the needs of those not traditionally met by public or private non-profit institutions. Statistics show that in general, those that seek higher education at for-profits have lower previous academic achievement, tend to score lower on standardized tests and are much more likely to have a GED than students at private non-profits. The percentage of minority students at for-profit schools tends to be significantly higher; in addition these students are also much more apt to be from a lower socio-economic class. For-profits enroll a disproportionately high number of older students. The number of "first generation" college attendees at for-profits is also much greater (Apling, 1998). It is no secret that historically public and private non-profit schools have tended to enroll a fairly homogenous type of student (white, male) and while large strides have been made over the years, for-profits have benefited immensely by catering to a traditionally disenfranchised segment of the American population. As society continues to become more diverse and continues to age, it is clear that the advantages that for-profit schools have gained in these areas must be examined and challenged by those responsible for effective enrollment management at private non-profits. In addition, for-profits have led

the way in providing locations and class times that are more convenient to many, especially working students and older adults. Nearly 35% of today's undergraduate students have taken an on-line course for college credit (Blumenstyk, 2006); no doubt, for-profit schools pioneered and have taken the lead in providing this on-line education. However, all of this rapid growth and competition has led to questionable business practices on the part of some for-profits. A very recent Government Accountability Office report on 15 for-profit colleges uncovered four instances where enrollment personnel encouraged applicants to commit some type of fraud. In addition the report found cases at all 15 schools where enrollment workers misrepresented their program causing some United States Senators to call for an overhaul in oversight procedures (Marklein, 2010). These issues will be expanded upon in more detail later in this paper. It is apparent that for-profit higher education has become a major player in the field and will continue to provide an ever-increasing challenge in regard to enrollment management issues.

A Change in Purpose: Social institution or Industry and the Implications

While enrollment management may not be a new concept and there is evidence that throughout history higher education as adapted to meet the needs of prospective students, for a good portion of the 20th century higher education in the U.S. has served as both a champion for vocational training as well as a social institution. Some argue that with the emergence of for-profits there now exists a change and an ensuing struggle over the purpose of higher education. This section will take a look at this change from social institution to industry and the implications of such a shift. By now it should be evident that as the demographics of our country continue to change and evolve, so do the issues

surrounding enrollment management particularly given the fast and continuing emergence of for-profit schools and the services they provide. Certainly a major component of higher education in the non-profit area has focused on preparing the student for a certain vocation by providing the skills necessary to be successful. However, as previously mentioned, throughout history higher education has gone far beyond just the teaching of job-related skills. Indeed, it can be argued that higher education has played a major role in shaping the future leaders of our country emotionally, socially as well as academically. This influence on American culture and history has been widespread and long lasting. But what about for-profits and their focus on teaching the basics necessary for job-related preparation and success and lack concentration on the social side of higher education? While the rapid growth of for-profits has certainly changed the face of enrollment management in higher education, many argue that the ramifications go much deeper than just pure enrollment numbers. Many experts in the field feel as if the purpose of higher education has changed, is changing or is becoming severely fractured depending on what type of higher education one seeks. Vocational training and career potential has always been a factor for prospective students and their parents and the recent rapid growth of the for-profits highlights the ever increasing importance that is placed on these educational functions.

Patricia Gumport (2000) a professor at Stanford University has researched this topic extensively using a variety of data to compare private non-profit and for-profit educational institutions. Gumport contends that over the last twenty-five years the "dominant legitimating idea of higher education' has split and is moving away from the idea of "higher education as a social institution toward a view of higher education as an

industry" (p. 70). Gumport goes on to assert that due to the emergence and growth of for-profit higher education there now exist two distinct view of the purpose of higher education; public and private non-profit schools still hold to the view that education is a social institution with broad goals that include "the building of caring relationships, preparation for citizenship, and the inclusion of moral and aesthetic values" (p.74). She laments that many public and non-profit schools are even starting to lose this sense of purpose and are placing too much of a focus on just preparing students for the work place. On the other hand, for-profit schools espouse the idea of higher education as an industry with a "set of narrow and pluralistic goals" (p. 73). The underlying premise is one of economic success and the belief that these schools are set up to "maximize the remunerative success of its students" (p.73). In essence, the result is preparation primarily for the job market with no "provision for the public good that may exceed the market's reach" (p.73).

What are the implications of such a shift in purpose? Numerous studies and statistical data (many of which are addressed in this paper) show clear-cut differences between those enrolled at for-profits and non-profits. In key areas such as salary and social-economic status there are large discrepancies, but perhaps more importantly there are huge differences in social related areas such as; divorce rates, community service involvement, charitable giving levels, voting participation, incarceration rates, etc. Given the focus for-profits place on the vocational ("industry") side of educational purpose there is little surprise these differences occur. A good counter-argument can be made by proponents of vocational only education in that these differences exist because of who for-profits recruit for enrollment, which is true. However, what better way to

work on improving social conditions than adding a "social institution" educational focus at for profit schools or for non-profits to reach out these students providing them with a good balance of vocational training as well as socialization.

If indeed Gumport's view of the split purpose is realistic then it is imperative that enrollment managers of private non-profit's take immediate action to recommit themselves to the ideals of education as a social institution and to take swift action to become effective leaders able to ethically lead their school into the enrollment battle in the face of these new challenges, particularly given the possible long-term societal ramifications. Many of those in leadership positions in non-profit higher education echo Gumport's view and concerns. In his recent article titled Looking Beyond a Paycheck Nathan Hatch (2009), President of Wake Forest University voices his concern that far too often non-profits have focused on "preparation for a paycheck and the cravings for accolades and esteem rather than for passion and a purposeful life"
(p. 4). Hatch goes on to conclude that the large economic recession of the period (2008-09) may actually be a good thing because it will cause students to question themselves as their prospects for immediate financial success are diminished. In turn, "students will question their mind-set and ultimately will want to connect with something larger, to do good and to lead an examined and purposeful life" (p. 4). It is the responsibility of the educational institution to "capture this excitement" (p. 4) and provide the resources necessary to meet the goals and needs of their students both academically and socially. Once again, enrollment management plays a significant factor in this process at private non-profits.

Reality: Non-Profit Enrollment Managers Caught in the Middle

Due to the above mentioned shifts in enrollment numbers, non-profit enrollment

managers are put in the precarious situation of having to balance the ideals and values of

such an education while maintaining appropriate enrollment numbers. It should be fairly

clear by now that there are major changes going on within higher education in America.

These changes are not only in pure demographic and enrollment numbers but also

encompass questions pertaining to the roles, goals and the purpose of higher education.

Enrollment managers of private non-profits are facing challenges they have never had to

face before and now more than ever it is essential that those responsible for enrolling

students are effective leaders able to compete with the new challenges as well as maintain

the ideals associated with non-profit education. While a privileged few private non-profit

schools have sizeable endowments, in reality most of these institutions are tuition

dependent and no doubt the loss of enrollment numbers to the for-profit schools is quite

concerning to say the least. Just as private non-profits have been affected by the rapid

growth of for-profits, so too have public institutions. As these public schools take steps

to compete for student enrollments, in-turn the competition is heightened for private non-

profits from several directions. It would be naïve to think that enrollment managers of

private non-profit schools are not under pressure to meet predetermined enrollment

number goals. Most enrollment managers are given specific numbers that they must

obtain in order for their school to remain economically viable. The loss of students for

these institutions can lead to dramatic cuts in the programs and services offered. Even if

an enrollment manager is adhering to the guiding principles of non-profit status,

ultimately if adequate enrollment numbers are not attained there will be changes in

leadership personnel. By the same token, those enrollment leaders that utilize tactics and take actions not consistent with non-profit ideals will also find themselves searching for new employment. No doubt that enrollment mangers of private non-profit schools are faced with a unique set of challenges and obstacles that they must conquer in order to meet their goals and objectives. All of this being said; it should be mentioned that enrollment managers are not alone in the decision making process. Non-profit and public colleges and universities typically have a board of "trustees" or "regents" that are responsible for both the fiscal viability and the fulfillment of the schools mission. These boards are responsible for selecting the schools President who in turn is in charge of staffing an administrative team (Fisher and Koch, 1996). Most schools have written "Enrollment Management Plans" which detail the goals and objectives and the context in which the entire enrollment process will take place. Many non-profit schools specifically address their mission and values in relation to enrollment management in these plans. For instance Lincoln University in Missouri indicates on the very first page of their enrollment management plan that it must adhere to the schools mission of embracing the student's development of "social, economic and cultural competencies" (Lincoln University, Enrollment Management Plan, 2007-2012). The scope of power for an enrollment manager may vary greatly from one institution to another. perhaps one of the greatest attributes of a successful enrollment manager is the ability to work within the context of the set structure. It can be argued that effective leadership is an intricate component in the ultimate success or failure of those engaged in the profession.

Leadership

Ask a dozen people and you would probably get twelve different and unique

definitions of what exactly leadership is. Webster's Dictionary gives several definitions

of leadership with the common theme being the ability to guide, direct or influence

people. It also correlates leadership with being in an office, job or position that

empowers the leader to make decisions (www.merriam-webster.com).

Leadership can good or bad, the outcomes can be positive or negative. There are also

many different types of leadership styles; traditional, transformational, spiritual,

charismatic, servant, bureaucratic, etc. The purpose of this paper is not to explain

or define these various styles, but rather to indicate regardless of the specific style

that is utilized an effective enrollment manager must find and develop the

particular method that best suits them. Rob Smith, a successful enrollment manager at

Logan College in St. Louis contends that one's leadership style may vary from "day to

day and sometimes even from hour to hour depending on the given situation and the

context in which it is utilized" (R. Smith, personal communication, October 4, 2010).

The essence of any leadership situation is the relationship between the leader

and the follower and nearly as important is the relationship between the leader and those

others in the process that are above the leader. An effective leader must be able to

associate with both groups in an equally adept manner. As mentioned, a leader can

utilize any one of a number of different types of leadership styles, they can lead by

fear or by kindness or by countless other methods. The focus of this paper is not to

espouse one particular method over another but rather to assume that a said enrollment

manager has developed their own technique and to give suggestions on how an effective

leader can address various enrollment issues in context with the ethical leadership

component of the MAL Leadership Model. For the purpose of argument this paper

assumes that an enrollment manager is in a position of authority to either make important decisions on their own or in conjunction with other upper management personnel.

MAL Leadership Model

In 1987 Augsburg College of Minneapolis, Minnesota founded the Master of Arts in Leadership program, with the purpose of developing leaders for society and organizations who possess "an ethically and morally responsible vision" (Augsburg College. *Certificates in Leadership Studies* [Brochure]). While the program is set-up to develop leaders in both for-profit and non-profit work environments, many of the basic tenants of the program seem to fit perfectly with the basic guiding principles of private non-profit educational institutions. The MAL Leadership Model consists of three major components; a sense of vision, the ability to persuade, and the orientation to action (Augsburg College, *ML 580* [Handout]). Looking at the model it is easy to see that leadership in almost any profession utilizes many if not all of the different areas contained within the model. Certainly specific aspects lend themselves well to various particular vocations. The same can be said for this model in regard to enrollment management and leadership, and although numerous aspects of the model are applicable for non-profit enrollment leaders, the concept of ethical leadership seems to be quite relevant given the context of the profession and what it entails. A closer look at the model indicates that ethical leadership contains several subdivisions including; social awareness, environmental awareness, tolerance of religious and philosophical differences and appreciation of situational complexity. Certainly there are many similarities between non-profit and for-profit schools and one would be remiss to say the principles of non-profits are cut and dry and always differ. No doubt there are many instances of non-

profits focusing on the generation of funds so that they can meet their stated objectives and goals. All that said, the vast significance of ethical leadership for enrollment managers is clear. Indeed, the remainder of this paper will focus on the effectiveness of non-profit enrollment managers in regard to ethical leadership and the primary ethical challenge; how to meet enrollment numbers without sacrificing non-profit ideals or utilizing non-moral tactics.

Ethics: What are They?

So what exactly are ethics, and how do they relate to non-profit enrollment managers? This section will define ethics in addition to identifying what criteria enrollment managers should utilize to determine what is ethical. Webster's Dictionary gives three closely related definitions of ethics as; 1) The discipline of dealing with what is good or bad. 2) A theory or system of moral values. And 3) The principles of conduct governing an individual or group (www.merriam-webster.com). It is clear that ethics can be and are often vague. Several factors come into play when looking at ethics including social status, ethnicity, and religion. In his book Ethical Issues in the Communication Process Vernon Jensen (1997) explores ethical issues and concludes that ethical judgments can be made by asking "Are people with whom we are intimately identified-family, friends, relatives, fellow employees, club members and religious affiliations honored or ashamed by our efforts" (p. 6)? This paper will look at ethics in the context of what is appropriate for enrollment managers in relation to adhering to the ideals and principles of the non-profit designation.

Jensen (1997) goes on to assert that there are three major ways in which we can view an issue and determine if the action taken is ethical or not. The first test is "how we

ourselves are affected by our acts" (p. 6). In essence it boils down to the "gut" feeling

that an individual has about an act. How do we view an issue personally, how does it feel

to us, would others be ashamed or proud of how we acted? Anything that does not meet

this "gut check" criteria would most likely be unethical. Certainly an enrollment

manager has to take their personal feelings into account when faced with an issue despite

whatever outside pressures may exist. Leaders that truly believe in the concept of higher

education as a social institution must follow their instincts when making effective

decisions.

The second area that Jensen identifies as an indicator of ethical behavior is that of

legal statutes. He notes that "laws set forth the impermissible and carry with them the

power to enforce punishments; thus they are another source of ethical guidelines" (p. 29).

An effective enrollment manager will follow the legal guidelines while recruiting

students. Not only does this save trouble up front but also down the line as well. The

legal side of an issue can make a decision easy, especially if the "gut" feeling of a leader

is split on a particular issue. It is safe to therefore conclude that it is of the utmost

importance for an effective enrollment manager to know and understand the legal rules

and regulations or an issue.

The final guideline Jensen (1997) utilizes in the determination of ethical behavior is

that of a formal code of ethics. This concept stems from the fact that most professions

have associations, clubs or organizations that represent those engaged in a particular

vocation. Most of these clubs or organizations have adopted formal codes of ethics to

help govern and determine the ethical issues within that particular profession. Although

Jensen does admit that there are legitimate objections to formal codes; he does argue that

ultimately if a sound formal code is developed the objections can be minimized or removed altogether. Like most other established professions, that of higher education enrollment management does have several industry related organizations that have set forth formal codes of ethics. On the undergraduate level both the National Association for College Admissions Counseling (NACAC) and the American Association of College Registrars and Admissions Officers (AACRAO) and at the graduate level, the National Association of Graduate Admissions Professionals (NAGAP) are all organizations hat have formulated formal codes of ethics . Once again, an effective enrollment manager will use these codes as guidelines in their decision making process. It is important that enrollment managers of private non-profit schools are familiar with these industry specific organizations participate in the continued development of the codes and act accordingly when making ethical recruiting decisions.

Opportunities for Effectiveness

There are no lack of ethical questions and issues surrounding enrollment management in today's competitive environment, and although the choice can be difficult for those leading private non-profit institutions, these ethical areas also create opportunities for enrollment leaders to make choices that give them a competitive advantage. By utilizing ethical enrollment leadership qualities, managers can impact their effectiveness and in-turn help their institutions compete and even thrive. Because the areas of ethical leadership are so vast, this paper will focus on just a few areas of ethical leadership in its examination of how enrollment managers can improve effectiveness. These areas include; staffing of admissions personnel, interaction with others involved in the decision making process, what students to recruit, and salary and bonus issues.

Staffing

One of the most important tasks of an effective leader in any type of work situation, non-profit or for-profit is assembling a staff with which to lead. This is no different for leaders in higher education. In fact, it is vitally important for enrollment managers of private non-profits to staff their admissions departments with individuals that "buy into" the premise of non-profit education and its basic ideals. In the competitive market it can be very tempting for a leader of a non-profit to bring in staff with a proven "track record" at a for-profit institution. Indeed, many of the sales type of tactics utilized by for-profit staffs are now being routinely incorporated into the basic recruiting practices at non-profit schools as well. Not all tactics used by for-profits are ethically questionable, indeed, most are probably not. Public institutions and private non-profits would do well to better examine the techniques used by for-profits and emulate some of the more successful techniques. No doubt one of the qualities of an effective enrollment manager is the ability to review what others are doing and implement similar tactics when it can be done in accordance with non-profit principles. Jim McDonald, the Executive Vice-President at Northwestern Health Sciences University with over 30 years of enrollment management experience noted that it is not necessarily a new concept for non-profits to emulate the for-profit model. Over 25 years ago McDonald worked for an admissions enrollment consulting firm that would partner with non-profit institutions and help the enrollment staff to implement recruiting procedures similar to those utilized by for-profits. Often the result was quite noticeable with some schools nearly doubling their enrollment of new students (J. McDonald, personal communication, December, 2009). All of the above being said, an effective enrollment manger will make sure to hire and

retain staff that have an overall similar view of the purpose of education. Bringing in employees that are successful in a for-profit environment can be beneficial if those individuals share the same ethical concepts. If not, then the ultimate result will not be productive. An effective manager seeks this information out before making personnel decisions and hires individuals with views consistent with the principles of non-profit education. An effective leader will spell out in detail what is considered to be ethically accepted and what is not. This is not to say that all members of the staff will agree on most issues or have the exact same view on ethics and morals, but rather the leader must set the expectations, serve as an example through their actions, and correct those that stray from the standards.

Diversity in staffing is a major area of interest for enrollment mangers of private non-profit institutions. Certainly the demographics of the U.S. are changing significantly and those leaders that are unable to adapt to these changes will ultimately fail. As had been previously noted, traditionally specific homogeneous groups have dominated higher education in our nation. In a presentation to the Citizen League in St. Paul, Minnesota State Demographer Tom Gillespy (2004), used statistical data to back this claim noting that historically Minnesota has been a leader in higher education achievement due in great part due to the previous lack of diversity. He goes on to show the rapidly changing demographics of the state's population thus indicating the need to address this issue. An effective enrollment manager will staff their department accordingly in an effort to meet the needs of this ever-changing environment. The purpose of this paper is not to argue the benefits associated with diversity in the work place, but will go forward on the basic premise that creating diversity in an enrollment office is beneficial to both the office itself

as well as in the recruitment of future students. By surrounding themselves with a staff that is better able to relate with, counsel and influence diverse student populations makes any enrollment manager more effective. One of the tenants of ethical leadership in the MAL Leadership Model is social awareness; by hiring and training a diverse staff, managers can no doubt become more effective leaders in an ethical manner.

Others in the Process

As has already been mentioned, often enrollment managers are not the only ones that are solely responsible for the enrollment plan and the ensuing outcomes. It is vitally important that as a leader the enrollment manager is able to interact with others involved in the process. This ranges across a very wide spectrum and includes groups such as alumni, faculty, as well those that the manager must report to such as the President or Board of Director's of an institution. Just as it is important for the enrollment manager to have their staff "buy" into what they are doing it is equally important for the manager to receive this same "buy-in" from those above mentioned parties. An enrollment manager can build an impressive team of subordinates only to ultimately fail because they fail to make the necessary connections with others involved. Enrollment leaders must be on the same page with those above them in regard to the ethical decision making that must take place. Again it is the responsibility of the enrollment manager to make sure that the ethical and quantitative goals are consistent for all involved. It will be up to the leader to make sure that the enrollment goals of their institution are obtainable in relation to the ethical expectations. One can be a great leader yet fail based on the environment in which they work, part of the responsibility of the leader will be to find the correct environment in which to work. Furthermore, even though most enrollment managers are

not the only ones involved in the decision making process they are often the ones that are held accountable if they fail to obtain the necessary enrollment numbers. A good leader must balance this pressure yet hold true to the standards of ethical leadership.

Whom to Recruit

Effective leaders can no longer just focus on recruiting students that fit the traditional mold of their institution, but rather have an ethical obligation to include a diverse student population consistent with the multi-cultural world that now exists. For-profit schools have successfully tapped into these diverse student markets; nearly 65% of for-profit higher education enrollments are women compared with about 57% at private non-profit schools (www.naicu.com). Almost 40% of for-profit enrollments are minority students, whereas only 28% of non-profit enrollments are minorities. Low-income students comprise 43% of the enrollments at for-profits, but only 27% at non-profits. Nearly 35% of for-profit enrollments are made up of "non-traditional" students; while on the other hand, less than 20% of enrollments at non-profits fall into this category. Academically, about 30% of for-profit enrollments were in the top half of their high school class, but in comparison roughly 70% of students entering non-profit institutions were in the top half of their class. (Apling, 1998) It is easy to see that for-profit schools have set the pace for recruiting those that have been traditionally underrepresented in higher education. It can be argued that enrollment mangers have an ethical obligation to recruit and enroll these historically neglected populations, especially given the rapidly changing demographics of our nation.

In addition to adequately staffing the admissions office to meet the recruiting needs of these underrepresented students, it is also ethically necessary for an effective enrollment

manager to address the needs of these students through a variety of support services. It is both unfair and unethical to recruit students to an institution and not provide the proper channels to help them succeed; this holds particularly true for those students from underrepresented populations. An effective enrollment manger will work closely with the other departments of the institution to assure that an appropriate process is in place to help all students. Setting a student up for failure just in order to gain an enrollment is unethical and potentially illegal. In a comprehensive comparison of for-profit schools and community colleges Deli-Amen and Rosenbaum (2003) conclude that while for-profit institutions are at the forefront of recruiting the new breed of student, in general they tend to do a poor job of helping these students once they matriculated. The authors identified seven "problem" areas where higher educational institutions fell short in their efforts. These areas included; bureaucratic hurdles, confusing choices, student initiated guidance, limited counselor availability, poor advice from staff, delayed detection of mistakes and poor handling of conflicts. Given that many for-profit schools spend upward of 40% of their entire budget on advertising and recruitment it is not surprising that they lack competency in other areas. So much of a focus is placed on the initial enrollment of the student that subsequent services falter. Many for-profits lack the necessary fundamental counseling and support services necessary to meet student needs once they matriculate. It is essential that enrollment managers of non-profits work hand in hand with all departments within the institution to better serve the students. Indeed, it would be knowingly unethical for an enrollment manager to divert needed funds from other departments in order to increase enrollments. Bill Kuehl, Admissions Director of Northwestern Health Sciences University in Bloomington, Minnesota commented that

'admissions is the responsibility of all employees of an institution; from the janitors that sweep the floor at night to the career service personnel that help place students post graduation" (B. Kuehl, personal communication, May 14, 2009). In a nutshell, an effective enrollment manager must work closely with and obtain "buy in" from all departments in regard to the purpose of higher education. It is not ethical to "over promise an under deliver" in regard to the services available.

All of he above being stated, it is still a tough decision for non-profit enrollment managers to decide who and how to recruit. Too much of a focus on underrepresented students and use of tactics commonly employed by for-profits can lead to problems. Gumport (2000), contends that this can alienate the core base of enrollments for any given non-profit and laments the "potential loss of legitimacy" (p. 73) in the eyes of the public. An effective manager must meld the traditional student with the new breed of underrepresented students and make sure that services exist to meet the needs of each. Despite the huge demographic shifts that are occurring in the U.S. and the potential for increased enrollment, managers must be very cautious in whom they target for recruitment. A closer look at for-profits indicates that their students are more than twice as likely to drop-out, and more three times more apt to default on student loans. Although they account for roughly 7% of the total of higher education enrollment they took out 30% of all federal financial aid (Badway, Bailey, & Gumport 2001). The bottom line is that not all students are cut-out for higher education and it is not ethical for an enrollment manager to attempt to recruit students that they know will fail, in order to meet pre-conceived enrollment figures. Although rare, there have been cases at for-profit institutions of targeting under qualified applicants in advertising and mailing campaigns

in an attempt to increase enrollments. Clearly this is unethical and effective enrollment leaders will avoid such practices at all costs.

Commission and Bonus Pay

"Desperate times called for desperate measures, So the college's president made a plea to the institutions full-time faculty and staff members, if they pitched in and helped the institution achieve 351 new starts, the entire campus goes to Disneyland for an entire day...they will even get paid as if it was a normal workday" (Burd, 2006, p. 1). As the competition to lure higher education students becomes more intense, case scenarios like the one above have become more and more commonplace. When administrators place pressure on enrollment managers to matriculate predetermined quotas or "budgeted" numbers one has to wonder about the ethical ramifications of the entire college admissions process. A "hot button" topic that managers have been faced with over the last several years revolves around how enrollment managers and their admissions staff are paid. Until a few years ago many for-profit institutions paid these employees on commission rather than salary. Often this commission was based partially or fully on the number of students enrolled. Many for-profits continue to give out bonuses or other financial rewards based on per-head recruitment. There is a fine line between what is considered to be unethical and what is merely rewarding performance. No doubt many non-profit enrollment managers motivate and reward their employees through various means including some ways that may come close to that fine line. It is not wrong for managers to reward their employees for a job well-done and there are ways to do so without compromising ethical standards. Verbal or written communication is one way to reward employees as are office celebrations, and even official recognition at school

functions. Some schools have entire days/events set up where employees are recognized for outstanding achievement. All of these are legitimate motivational tools as opposed to paying employees per head for achieving enrollment numbers. Certainly high achieving employees can be rewarded monetarily within a legitimate structured salary based on a number of performance factors above and beyond sheer enrollment numbers.

The Higher Education Act which was originally passed in 1965 and has been updated and amended numerous times since is considered to be the guiding legal federal source governing higher education including student recruitment. There is a provision in the Higher Education Act that prohibits colleges from "offering bonuses or other incentive pay to admissions officer based on specific enrollment goals, to discourage them from giving extra incentive to bring in any student regardless of academic ability" (http://insidehighered.com/news/2006/09/06/phoenix). Despite this federal law many schools have found loopholes or ways to skirt around the law and there are still numerous for-profit institutions that use bonus programs to motivate recruiters to attain enrollment quotas.

There have been two fairly recent high-profile court cases where these issues have been addressed. In 2003 Oakland City University lost a lawsuit claiming they had committed fraud against the federal government for offering a bonus to admissions staff for meeting enrollment quotas (http://insidehighered.com/news/2005/10/24/false). It was determined that staff enrolled many non-qualified students that subsequently took out federal financial aid, all in an effort to obtain a monetary reward. In 2005 the University of Phoenix lost a similar case where the court ruled that the school had targeted minority student in particular in order to meet enrollment quotas in an effort to obtain bonuses

based on these quotas (http:insidehighered.com/news/2006/09/06/phoenix). While these

high- profile cases and other legal rulings have helped to eliminate some of the disparity

between for-profit and non-profit student recruitment, many schools still find ways to get

around the existing laws. Even though most of the legal action that has taken place has

been against for-profit schools there have been cases of non-profit institutions illegally

paying enrollment bonuses as well. As the competition to enroll higher education

students continues to escalate the situation remains ripe for fraud from all the constituents

involved. An ethical enrollment leader must resist the temptation to become engaged in

such activities despite the obvious disadvantage in which they are placed.

With over 15 years of personal experience in the admissions profession the author of

this paper has worked in both for-profit and non-profit environments and notes a major

difference between how the two operate and the ethical disparities. At one for-profit

institution the entire salary was based solely on enrollment numbers with commissions

paid directly per-head. At another for-profit institution the author received a base salary,

but all promotions in pay were based on an enrollment formula and per-head

matriculants. Ethical questions surrounded the tactics used for recruitment as well as the

specific groups that were targeted for enrollment. Rob Smith, Enrollment Manager at

Logan College in St. Louis has had extensive experience in both non-profit and for-profit

situations and sees many similarities especially with some of the recruitment methods,

but also sees "blatant differences" in regard to incentive pay and bonus situations (R.

Smith, personal communication, October 4, 2010).

Quite recently the issue of incentive compensation as well as numerous other

enrollment "integrity" issues were addressed by the Obama administration. Following a

year- long government investigation the administration announced on October 28, 2010 a new set of rules for the federal student aid program that will go into effect on July 1, 2011. Secretary of Education Arne Duncan specifically cited problems at for-profit institutions noting that they account for "11 percent of all higher education students, 26 percent of all student loans and 43 percent of all defaulters. More than a quarter of for-profit schools receive 80 percent of their revenues from taxpayer financed federal student aid" (www.Ed.gov). Certainly no doubt these new rules will help to close the gap in regard to many ethical questions regarding issues concerning compensation, graduation rates, job placement disclosures, misrepresentation and academic progress.

What is the view of industry professional organizations in regard to these issues? The National Association for College Admissions Counseling (NACAC) addresses this issue in its Statement of Principles of Good Practice and concludes that admissions personnel will "not offer nor accept any reward or remuneration for placement or recruitment of students. Members will be paid in the form of a fixed salary rather than commissions or bonuses based on the number of students recruited." (http://nacacnet.org/nrcordpracticeHandbook.pfd). The offering of a bonus or construction of a commissioned salary that is based on enrollment numbers is not necessarily inherently unethical. Indeed, most schools that use or had used these incentives probably do not abuse the enrollment process for personal financial gain. However, it should be easy to recognize that the possibilities for misuse certainly do exist as exemplified by the several incidents of wrongdoing that have tarnished the enrollment management profession.

So what should an effective enrollment leader do in response to the concept of bonus pay and commissioned salary? Even if an enrollment manager does not have a "gut" feeling or a strong personal opinion on the issues, following Jensen's standards for ethical decision making it is obvious that these types of remuneration fall short on both the legal and formal code of ethics criteria. An effective manager would have to conclude that these types of payments and salary arrangements were not ethical and therefore would not engage in such programs. Part of the challenge for a non-profit leader is to find ways to motivate and retain their staff despite the competitive disadvantage when compared to schools that offer such rewards. As enrollment management in higher education continues to change, leaders will be faced with many new and difficult issues, many of which will deal with questions of ethics and what is right and what is wrong. By following their instincts and adhering to strong pre-set groundwork (such as Jensen's guidelines) effective leaders should be able to make ethically based decisions that in the long run are consistent with the ideals of non-profit education.

Conclusion:

The facts and figures are fairly compelling; pursuing higher education in the United States is beneficial in numerous ways including both financial and social measurements. It is also evident that how higher education is offered has changed significantly over the last several decades and will continue to change in the foreseeable future. This research paper looked at how the very core principles of higher education have been challenged and the resulting noticeable division that has occurred between for-profit and non-profit schools. The rapid growth of for-profit institutions in the higher education field has

altered the historical format in which this education is offered and achieved. As the physical and social demographics of our nation continue to change rapidly, so too does higher education. Groups traditionally underrepresented in higher education based on; race, gender, age and social economic status are seeing unprecedented access to this education and have conversely opened up new opportunities and challenges for those responsible for enrolling these students.

All of this change can seem overwhelming for enrollment managers, especially those working at private non-profit schools, and in particular those individuals that still believe in the concept of higher education as a social institution and not just an industry focusing on job related preparation. Not alone in the decision making process, but often held accountable enrollment managers must learn how to effectively achieve "buy-in" from a wide range of constituents. Despite the unique challenges faced and the limitations inherent of working in a non-profit environment, leaders of these institutions can be effective and competitive with their counter parts at for-profit schools. Focusing on the MAL Leadership Model component of ethical leadership this research project makes it clear that numerous opportunities exist for enrollment managers to increase the effectiveness of their leadership. Looking at Jensen's research on ethics this paper asserts that by adhering to a set groundwork for making ethical decisions utilizing the following criteria; intuition ("gut"), legal guidelines and formal codes of ethics, enrollment management leaders can make informed, ethical decisions that will ultimately help them remain competitive in the quest for student enrollments.

By concentrating on just the concept of ethical leadership this paper highlighted several opportunities for enrollment managers of private non-profit institutions to

increase their effectiveness which include; staffing, working with other decision makers, who to recruit and ethical issues with a focus on the issue of bonus pay. In order to be successful a leader must surround themselves with staff that shares the same common beliefs and goals, this is no different for enrollment managers. By hiring and training staff that is consistent in their understanding in relation to the purpose of higher education and the values associated with non-profit status, enrollment managers can maximize their efforts. It is an ethical imperative for enrollment manages to add diversity to their staff when the opportunity exists. The benefits of this diversity go beyond just the obvious positives in regard to student recruitment. Effective leaders will also make ethical and positive decisions on which prospective students they will recruit and enroll into their institutions. Ethical leaders will seek out methods to recruit underrepresented populations, but will abstain from knowingly targeting and enrolling unqualified students for the sake of meeting enrollment goals. Successful enrollment mangers will also make ethical decisions on topics such as commissioned salary and bonus pay and find alternative ways to motivate, reward and retain staff.

Enrollment managers of private non-profit institutions are literally "between a rock and a hard place." They are constrained by the limitations of non-profit designation, are expected to adhere to the principles and values of non-profit higher education, and yet must compete with for-profit and public institutions in order to meet predetermined enrollment goals. In today's competitive market, those leaders unable to balance both sides of the equation will soon find themselves searching for new employment. Despite this tenuous position, opportunities for success exist. By concentrating on just the

concept of ethical leadership this paper highlighted several opportunities for enrollment

managers to increase their effectiveness.

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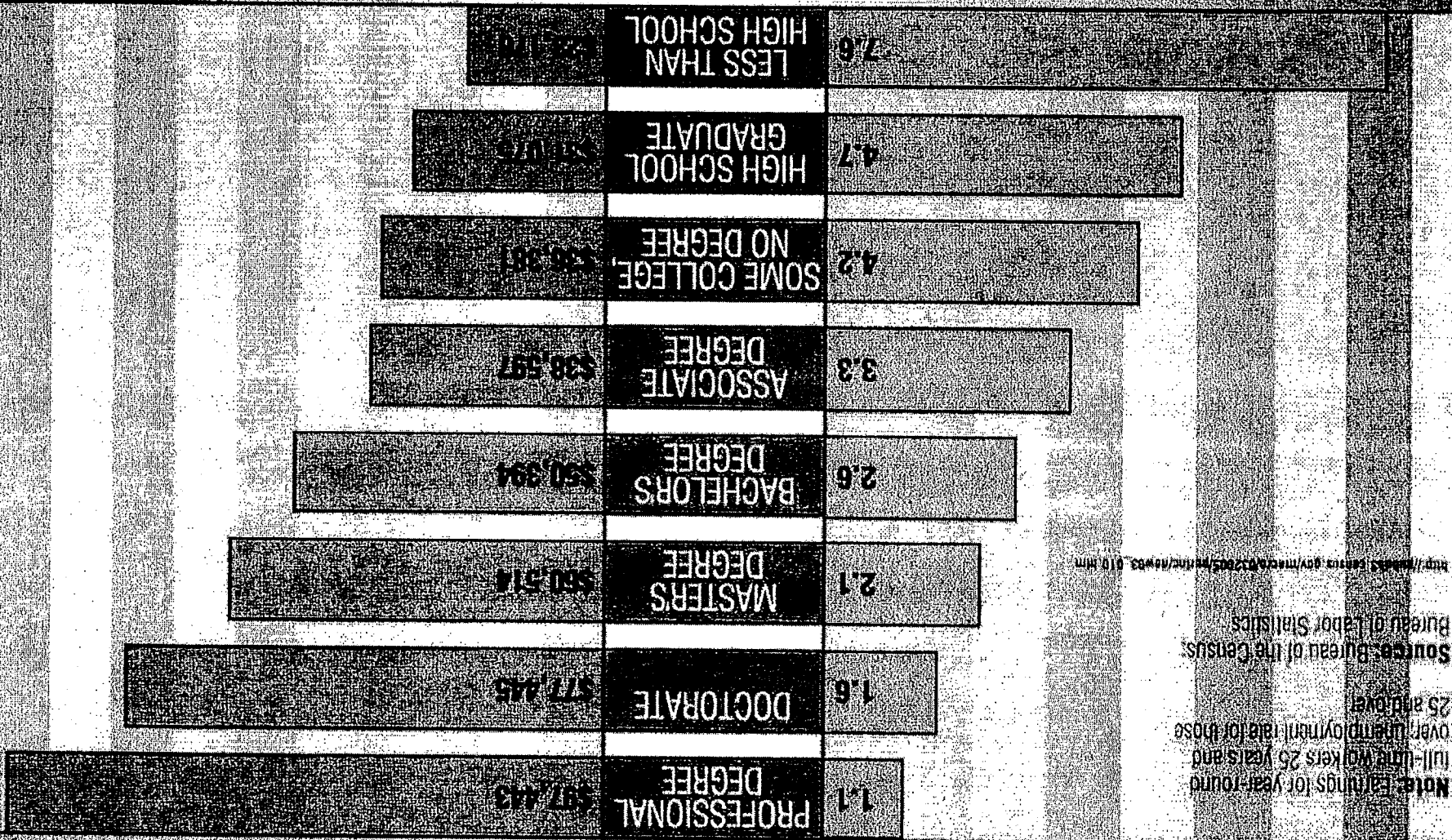Postsecondary.org. Retrieved March 21, 2009 from http://www.postsecondary.org

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EDUCATION AND TRAINING PAY

UNEMPLOYMENT RATE IN 2005 | MEDIAN EARNINGS IN 2004

	UNEMPLOYMENT RATE IN 2005	MEDIAN EARNINGS IN 2004
PROFESSIONAL DEGREE	1.1	$97,443
DOCTORATE	1.6	$77,445
MASTER'S DEGREE	2.1	$60,514
BACHELORS DEGREE	2.6	$50,304
ASSOCIATE DEGREE	3.3	$38,597
SOME COLLEGE, NO DEGREE	4.2	$36,561
HIGH SCHOOL GRADUATE	4.7	$31,076
LESS THAN HIGH SCHOOL	7.6	

Unemployment rate axis: 8% 7% 6% 5% 4% 3% 2% 1% 0

Median earnings axis: 0 10 20 30 40 50 60 70 80 90 100

Note: Earnings for year-round full-time workers 25 years and over, unemployment rate for those 25 and over.

Source: Bureau of the Census, Bureau of Labor Statistics.

http://www.census.gov/hhes/www/macro/032005/perinc/new03_010.htm