IDENTIFICATION INDUCEMENT STRATEGIES: STRATEGIES USED BY NORTH DAKOTA STATE UNIVERSITY TO RECRUIT AND RETAIN MULTICULTURAL GRADUATE STUDENTS

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Identification Inducement Strategies: Strategies used by North Dakota State

University to Recruit and Retain Multicultural Graduate Students

By

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ABSTRACT

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The desire to attract an increasing number of minorities is pushing institutions of higher learning to brand themselves and communicate with students in ways that ensure their identification with the institution. Students' identification with an institution is one way to increase their enrollment numbers at the institution. This study was interested in determining whether NDSU's Graduate School and Office of Multicultural Programs used Cheney's (1983a) organizational identification inducement strategies in their recruitment and retention material that targeted multicultural graduate students. A closed coding textual analysis was used to analyze the material. Three of the four strategies were present in the analyzed communication material. Results are discussed in terms of key findings and practical implications for NDSU and other institutions that are interested in increasing their enrollment numbers of multicultural graduate students.

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<div align="right">G.N.N.</div>

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CHAPTER I: INTRODUCTION

The minority population in the United States (U.S.) is projected to increase by the year 2050 with respect to the majority Caucasian population. Between 2008 and 2050, the Hispanic population is expected to increase by 30%, Asian Americans are anticipated to rise from 5% to 9%, and African Americans are likely to remain at 13% of the total U.S. population. The number of non-Hispanic whites, however, is still predicted to be the largest group in the country although it will drop from its level of 67% in 2008 to 47% by 2050 (Aizenman, 2008). In turn, institutions of higher education expect to see an enrollment increase in minority students (Meeuwisse, Severiens, & Born, 2010). The U.S college-age population will likely increase to 26.3 million by 2050 based on population, household income, and age specific unemployment rate projections (National Science Foundation, 2008). Research shows that the population of Asian Americans and Hispanic college-age students is expected to double, while the African American college-age population is projected to increase by 48%, and the white non-Hispanic college-age population will rise by 0.5% by the year 2050 (National Science Foundation, 2008). Evidence of the rising minority populations is seen in the field of science and engineering where multicultural graduate student representation grew from 6% in 1985 to 11% in 2005 (National Science Foundation, 2008).

To communicate with the increasing number of potential graduate students in a competitive market, colleges/universities are branding themselves in ways that are attractive to potential students (Sung & Yang, 2008). This is mainly because student recruitment and retention is largely reliant on organizational literature and recruiters (Sung & Yang, 2008). Institutions tend to use language that encourages employee and customer

identification with the institutions themselves (Cardador & Pratt, 2006), which is often seen in their communication material. This communication may take the form of Cheney's (1983) identification inducement strategies that include: *antithesis*, which promotes unity with the insider against outsiders; *assumed we*, which emphasizes the organization's common interests with the insiders; *unifying symbols*, which can be used by individuals to show that they identify with a particular organization; and the *common ground technique*, which shows how the individuals' personal goals and values are similar to those of the organization.

Multicultural Students

Research has identified multicultural students as U.S. permanent residents and citizens who are African American, Afro-Caribbean, Asian/Pacific Islander, Hispanic/Latino(a) students, and Native American (Brundage, 2009; Hobson-Horton & Owens, 2004; Onwuegbuzie, 1999). In contrast, international students are students from other countries who are in the U.S. temporarily on a student visa and are not considered multicultural students by NDSU (Frequently asked, 2011). Domestic students include multicultural students and Caucasian students. For the purpose of clarity, the current study uses the same categories of multicultural students as identified by NDSU (African American, Afro-Caribbean, Asian/Pacific Islander, Hispanic/Latino(a) students, and Native American). Research has shown that these groups of multicultural students are underrepresented in institutions of higher education as compared to Caucasian students (Hobson-Horton & Owens, 2004; Onwuegbuzie, 1999).

Potential multicultural students might not be aware of the available opportunities for graduate school (Ulloa & Herrera, 2006); therefore, colleges/universities often outline

the opportunities in their graduate recruitment material. Previous literature suggests that multicultural students' school enrollment and performance is predicted by their sense of belonging in the institution (Johnson, Soldner, Leonard, & Alvarez, 2007; Meeuwisse, Severiens, & Born, 2010). When students identify with an institution, they tend to be more loyal to the institution and more active in their classes (Sung & Yang, 2008). Thus, institutions of higher education can encourage student-institution identification through their communication strategies. However, the current literature relies on a sample of multicultural graduate students to identify strategies for multicultural enrollment and retention (King & Chepyator-Thomas, 1996; Rogers & Molina, 2006). Emphasis is not put on how colleges/universities communicate to potential students through identification, which creates a gap that this study seeks to explore. It is essential for colleges/universities to know how they communicate to potential students to improve current communication strategies (if current strategies are not successful) or include strategies they were not using before. Studies from institutions' communication strategies can be used as a foundation for future researchers and recruiters on how best to communicate to multicultural graduate students.

This thesis is part of a larger project that investigates recruitment and retention of multicultural graduate students at NDSU. As such, it provides necessary analysis of what strategies are used to facilitate future message testing research. This study seeks to understand the identification inducement strategies used by NDSU in their recruitment and retention communication that targets multicultural graduate students. In doing so, this thesis asks "what identification inducement strategies are used in NDSU's recruitment and retention material?" To answer this question, this study will first examine the background

and student enrollment at NDSU and within the NDSU Graduate School and Office of Multicultural Programs (OMP). Second, the literature on recruitment, retention and student identification will be reviewed to situate this study within the ongoing conversation about multicultural students. Third, the study will describe the textual analysis procedure that will be used to examine NDSU's communication literature to investigate the identification inducement strategies that target multicultural graduate students. Finally, the study will outline its results and discuss the scholarly and practical implications.

Statement of the Problem

Generally the number of multicultural graduate students is comparatively lower than domestic graduate students enrolled in U.S. colleges/universities, as evident at NDSU (Tables 2 and 3). These low multicultural graduate student numbers might be a result of the communication strategies used by the colleges/universities. This study will determine if the recruitment and retention communication used by the NDSU OMP and Graduate School consist of any identification inducement strategies. Once institutions are aware of the identification inducement strategies they are using, then the institutions can be able to adjust their communication strategies accordingly to target 'desired' populations.

Although the level of graduate students has been projected to increase throughout the country, the number of multicultural graduate students is unlikely to grow at the same rate as other domestic non-multicultural students in some institutions (predominantly Caucasian colleges/universities). At NDSU, the number of domestic graduate students has increased while the number of multicultural graduate students has decreased, especially in recent years. This chapter is divided into two sections to provide a background of the institution focused on in the study. First, the chapter will give a brief background about

NDSU. Second, the chapter will identify facts and statistics particular to NDSU's Graduate School and OMP. Focus is put on these two offices to provide an understanding of the enrollment levels of multicultural graduate students at NDSU.

North Dakota State University

North Dakota State University is located in Fargo, North Dakota, which is the state's largest community (The North Dakota State University Graduate School, 2010); Fargo-Moorhead is the largest urban area located between Minneapolis and Seattle with approximately 200,000 residents. NDSU was founded in 1890 as North Dakota's Morrill Act land-grant institution (The North Dakota State University Graduate School, 2010) and is part of the North Dakota University System (NDUS). The NDUS system includes 11 public colleges and universities under the leadership of the State Board of Higher Education (North Dakota, 2010). The institutions within NDUS include: Bismarck State College, Dickinson State University, Dakota College at Bottineau, Lake Region State College, Mayville State University, Minot State University, North Dakota State College of Science, North Dakota State University, University of North Dakota, Valley City State University, and Williston State University (North Dakota, 2010).

NDSU serves a geographically and culturally diverse population from across the globe and embraces the unique complexities as a land-grant university on the Northern Great Plains (Mission, vision, core values, 2010). The university has an equal opportunity policy and strives for ethical and principled decision making. With respect to people, NDSU derives its strength and validity from the diverse communities it serves, "envision an academic and social environment that is conducive to intellectual and personal

development by promoting the safety and welfare of all members of the university community" (Mission, vision, core values, 2010).

Academic enrollment at North Dakota State University. In terms of student enrollment, NDSU has population of 14,407 as of Fall 2010 (About NDSU, 2010). The NDSU website has the following facts about the institution as of Fall 2010 (ABOUT NDSU, 2010). Based on student enrollment, 43.8% of the students are from within North Dakota, 41.1% are from Minnesota, 5% are from other states within the U.S., 9.1% are international students, and 1% are permanent residents. The university has 44 doctoral programs, 63 masters' degree programs, 9 graduate certificate programs, 6 undergraduate certificate programs, 102 bachelor degree programs, 79 minor programs, 1 Post-Baccalaureate first profession, and 1 specialist. Undergraduate and graduate students' enrollment totals within the last five years are shown in Table 1 (Mission, vision, core values, 2010). The table shows an overall growth in student enrollment over time. The student to faculty ratio is 18:1; thus the class sizes are relatively small, and faculty have the ability to know and help their students. NDSU is on a semester schedule with a Fall semester running from late August to late December, a Spring semester running from January through May, and two Summer sessions May through August.

North Dakota State University - Graduate School

NDSU's Graduate School includes over 500 graduate faculty within the programs in the seven colleges and the School of Education. These colleges include: College of Science and Mathematics, College of Pharmacy, Nursing and Allied Sciences, College of Human Development and Education, College of Engineering and Architecture, College of Business, College of Arts, Humanities, and Social Sciences, and the College of Agriculture,

Food Systems, and Natural Resources (The North Dakota State University Graduate School, 2010). The NDSU Graduate School offers financial aid to its students. Most of the financial aid is in form of: research and teaching assistantships, stipends, teaching and research awards, travel money for professional meetings, as well as fellowships such as the Presidential Fellowship, and Graduate School Dissertation Fellowship for qualifying doctoral students (The North Dakota State University Graduate School, 2010).

Graduate School statistics. Table 1 shows that the number of graduate students enrolled at NDSU has increased over the past five years. However, the rate of application, admission, and enrollment of the graduate students varies in terms of domestic and international students both in the masters' and doctoral programs as shown in Table 2 (Office of institutional research, 2010). NDSU admits more domestic graduate students than international graduate students who apply, and this ratio keeps increasing over the years – from 89% in 2004 to 95% in 2010. The number of international graduate students admitted at NDSU as compared to the potential students who apply has been relatively low and keeps reducing – from 52% in 2004 to 41% in 2010 – with the exception of academic year 2008 (Office of institutional research, 2010). Available literature does not give an explanation for these statistics. There is are no available statistics comparing Caucasian and multicultural graduate students' application and admission rates at NDSU. Generally, more students are admitted within the masters programs as compared to the doctoral programs and the number of students admitted within the Graduate School has fluctuated within the last six years.

Table 1. NDSU Campus Total Enrollment

	2005/06		2006/07		2007/08		2008/09		2009/10	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Undergraduates:										
Full Time:	5,178	4,232	5,233	4,270	5,436	4,308	5,745	4,310	6,107	4,551
Part Time:	552	534	549	544	470	537	506	500	546	529
Total:	5,730	4,766	5,782	4,814	5,906	4,845	6,251	4,810	6,653	5,080
Pharm. D.:										
Full Time:							149	198	148	204
Part Time:							2	1	1	0
Total:							151	199	149	204
Graduates:										
Full Time:	279	205	323	227	336	262	339	263	379	290
Part Time:	611	508	549	563	584	594	575	641	672	762
Total:	890	713	872	790	920	856	914	904	1,051	1,052
Total Enrollment:	6,620	5,479	6,654	5,604	6,826	5,701	7,316	5,913	7,853	6,336

Table 2. NDSU Graduate Student Applications, Admissions, and Enrollment

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Applications: Domestic	649	679	646	842	650	1,586
Admitted: Domestic	576	597	543	728	558	1,510
% Admitted: Domestic	89%	88%	84%	87%	86%	95%
Applications: International	744	605	697	691	634	890
Admitted: International	389	301	340	315	318	364
% Admitted International	52%	50%	49%	45%	50%	41%
Applications: Master's	811	765	873	1,005	772	1,018
Admitted: Master's	521	510	509	646	494	562
% Admitted: Master's	64%	67%	58%	64%	64%	55%
Applications: Ph.D.	422	329	322	315	312	472
Admitted: Ph.D.	284	197	217	183	181	235
% Admitted: Ph.D.	68%	60%	67%	58%	58%	50%
Non Degree: Admitted	149	184	121	178	154	1,076

FY = July 1 through June 30

In the Fall of 2010, total enrollment of graduate students at NDSU includes 780 (36.35%) masters' students, 536 (24.98%) doctoral students, 445 (20.74%) non-degree students, 379 (17.66%) professional students, and 6 (0.28%) certificate students. NDSU Graduate School is currently comprised of 72.04% domestic students and 27.96% international students. International students come from 53 different countries (The North Dakota State University Graduate School, 2010). For the domestic students, 52.98% are Caucasian, 22.46% are minorities and 24.56% do not show a specified race. Approximately 50% of the graduate students are female, and approximately 50% are male. From Table 2, the number of domestic graduate students is high in comparison to the low numbers of multicultural graduate students enrolled at NDSU (Table 3).

Multicultural graduate students' statistics. Although the enrollment rate of multicultural graduate students at NDSU has increased in some years, the most recent years show a decrease in their enrollment as can be seen in Table 3 and Figure 1. The number of NDSU African American/Black graduate students increased steadily from a low of five students in Fall 2000 to a total high of 22 in Fall 2008. Then the number of these students started decreasing and is currently (Fall 2010) at 18 students campus wide.

The enrollment numbers of Native American graduate students increased between 2000 and 2004, and then they decreased again to a low of 11 students in 2010. Asian American graduate students show the highest total number of multicultural students within the NDSU Graduate School. Asian American graduate students' enrollment numbers increased between 2000 and 2005, then they decreased steadily to a low of 24 by 2010. NDSU Hispanic graduate students have generally had low total enrollment numbers.

Between Fall 2000 and Fall 2004 the numbers were in single digits as seen in Table 3, although the numbers were increasing (4-8). Although Hispanic graduate student enrollment numbers fluctuated between 2006 and 2008, in 2010 the number was highest at 14 students.

North Dakota State University - Office of Multicultural Programs

History. OMP was created in 1982 under the department of Student Affairs and was originally known as Minority Student Affairs. The name of the office has changed over the years from Minority Student Affairs in 1982 to its current name - Office of Multicultural Programs in Fall 2009 due to concerns raised by students and others associated with the office (Kenote, 1989). Together with the Office of International Programs, OMP is currently under the division of Equity, Diversity and Global Outreach. Initially, OMP served Native American students, then it added African Americans and in 1989, the Asian American student population was added to the group (Kenote, 1989). With time, the groups of students served by OMP expanded to include Hispanic/Latino(a), as well as students with mixed backgrounds who are either citizens or permanent U.S. residents. The Multicultural Student Services Proposed Long-Range Plan (1999) stated that:

> May 1995, Dr. George Wallman, vice president for student affairs at NDSU, wrote:
> "The main purpose of our work is to support student learning and personal growth.
> We do this by providing important services, being advocates for students, helping
> students adjust socially and providing a curriculum for personal growth and
> learning through student involvement in co-curricullar activities." (p. 2-3).

Table 3. NDSU Multicultural Graduate Students' Enrollment Fall 2000 - Fall 2010

| Year | Black or African American | | | Am Indian Alaskan | | | Asian American | | | Hispanic | | | Total |
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Total
Fall 2010	3	15	18	4	7	11	6	18	24	6	8	14	67
Fall 2009	7	12	19	6	11	17	11	19	30	2	5	7	73
Fall 2008	6	16	22	6	12	18	9	21	30	1	11	12	82
Fall 2007	8	10	18	6	11	17	13	22	35	3	8	11	81
Fall 2006	7	8	15	4	8	12	26	29	55	6	6	12	94
Fall 2005			16			14			59			10	99
Fall 2004			13			20			19			8	60
Fall 2003			10			14			17			5	46
Fall 2002			10			9			19			5	43
Fall 2001			9			6			17			6	38
Fall 2000			5			8			13			4	30
Average			14.09			13.27			28.91			8.55	64.82

Figure 1. NDSU Multicultural Graduate Students' Enrollment Fall 2000 – Fall
2010
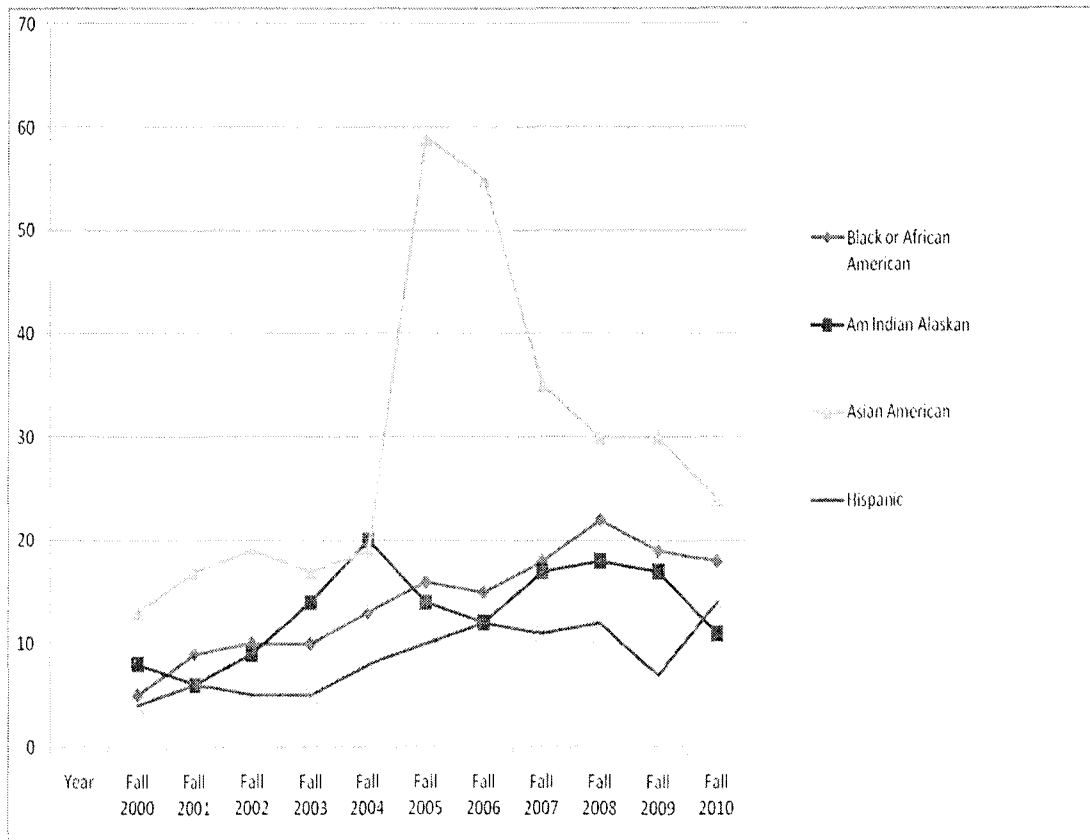
OMP is involved in both on and off campus projects that endorse diversity within

the Tri-College community and the Fargo-Moorhead metropolitan area (Multicultural

Student Services Proposed Long-Range Plan, 1999). The current OMP mission statement

emphasizes the belief in assisting the NDSU community in creating a culturally diverse and

sensitive campus by providing student-centered support programs, cultural events, and

tools for personal growth experiences (NDSU, 2001 d). Through this mission, OMP shows

its dedication to encourage multicultural students' identification with NDSU, thus

promoting recruitment and retention.

Office of Multicultural Programs functions. Over the years, some of the needs of

multicultural students at NDSU have included: a positive, accepting, and friendly

environment; access to current information about minority and/or academic scholarships, grants, and other financial sources; opportunities for campus involvement; equal, fair, and respective treatment; a student study lounge; and information about other services, current programs, campus events, and student activities, among others (Multicultural Student Services Proposed Long-Range Plan, 1999). According to its annual reports, OMP offers the following services: personal, academic, social, cultural, and financial advising; tutorial referral and assistance; and providing study skills instructions to multicultural students.

In addition, OMP sponsors cultural diversity events; encourages students to join multicultural student organizations; provides current information through newsletters, emails, posters, and fliers; assists students who are at a risk of dropping out of school; and it also helps students in completing financial aid applications. OMP acts as an advisor for multicultural associations, such as the Native American Student Association. In addition to these activities, OMP has maintained effective communication with multicultural students, faculty, and staff as well as other offices such as the Counseling Center, Financial Aid and Housing.

Student recruitment. OMP conducts an intensive recruitment program in conjunction with the NDSU Admissions Office. The recruitment efforts focus on North Dakota, Minnesota, and South Dakota primarily. In addition, OMP serves as a liaison with reservation communities, national, regional, and local communities, and the university community (Kenote 1989; 1990; 2003-2004; Steindorf, 1986; 1987). It acts as an educational resource for the local and university community. OMP's recruitment plan for multicultural students (mainly Native Americans) includes: communicating with high schools, community colleges and tribal personnel; contacting students through site visits

and correspondences; increasing services available for NDSU Native American students in NDSU publications and local news releases; as well as presentations and involvement in the North Dakota Indian Youth Leadership Institute and the Upward Bound programs at NDSU and the University of North Dakota (UND) (Steindorf, 1986).

Furthermore, OMP participates in national, state, and local Native American and minority conferences (Steindorf, 1986). More so, as a way of increasing the opportunity for more minorities to come to NDSU, OMP has helped apply for grants that serve multicultural students. For example the office partnered with the College of Pharmacy, College of Humanities and Social Sciences to apply for grants/funds for Native American recruitment. OMP also assisted the College of Engineering and Architecture in developing and implementing the Native American culture in their program (Steindorf, 1986; 1987). OMP attends career and college fairs (like the National College Fair in the Twin cities) throughout Minnesota and North Dakota annually as a way of recruiting more multicultural students (Kenote, 1988).

By 1986, the office had one full-time staff, a shared secretary with two other departments and a half-time graduate assistant (Steindorf, 1986). However, OMP has increased its staff and hired a recruitment coordinator, a retention coordinator, a global outreach coordinator, a director, a part-time graduate assistant, two part-time work study students, and a full-time secretary who all help serve the students more efficiently. In addition to recruitment, OMP helps ensure retention of multicultural students at NDSU.

Student retention. According to the OMP annual report (1986, 1987, 1988, 1989), the retention rate of Native Americans attending NDSU was higher than the national average although no particular statistics were identified. As a way of maintaining high

retention levels, OMP has orientation for multicultural students, organizes financial aid meetings, and monitors the multicultural student's academic performances quarterly (Kenote, 1988; 1889; 1993; Steindorf, 1986; 1987). In addition to this, the office had a procedural policy where Native American students could defer admissions application fees and housing deposits until they registered for classes; this was done as a way of increasing access to the university for students who were not able to pay their fees at the required time (Steindorf, 1986). In 1999, however, the emergency loan program to Native American students was cancelled (Multicultural Student Services, 1999) due to limited financial resources within OMP.

Annual reports from OMP have shown that the office gets support from other offices at NDSU, including the Office of Admission, Financial Aid, Counseling, Personal Growth Center, to help ensure retention and academic excellence for multicultural students. Over the years, multicultural students have had organizations that have helped them connect with people from their own culture. For example, the Native American Student Association, Black Students Union (Association), Indian Student Association, Hispanic Organization for Latino(a), Multicultural Student Association, and Southern Sudan organization. Within these groups, the students are able to feel at home within the diverse university; and they are able to partake in activities that they have common interests in such as cooking foods from their cultures. Further, OMP sponsors events for these organizations which include: Black History Month in February, Woodlands and Highplains Pow-wow in March, Civil Education Month in April, Cultural Awareness Month in October, and Native American Month in November (OMP Annual Report, 2003-2004). More so, OMP has 3M grant funds that it uses to sponsor student social gatherings,

organizational meetings, picnics, dessert jubilee, and finals study breaks (OMP Annual Report, 2003-2004). These multicultural events and associations were put in place to make the NDSU environment more conducive for the multicultural students.

One of the major contributors to multicultural student retention at NDSU is the Cultural Diversity Tuition Discount program. This program has not only provided students with finances, but has also ensured that these students meet with advisors every semester to discuss their academic progress and any other issues or problems they might have (Multicultural Student Services, 1999; 2000; 2001). Graduate masters' students can receive the tuition waiver for two consecutive years or a total of six semesters, and the students are required to have at least five credits (half-time) in order to use the waiver (Guide to Cultural Diversity Tuition Waiver Program, 2003). Doctoral students can utilize the waiver for three consecutive years or for nine equivalent semesters, and they are required to have at least five credits (half-time) in order to use the waiver (Guide to Cultural Diversity Tuition Waiver Program, 2003).

Conclusion

This chapter introduces the need to encourage multicultural graduate student identification with institutions of higher education. Institutions of higher education are interested in increasing their enrollment levels of multicultural graduate students because of the projected growing multicultural population in the U.S. Recruitment and retention of multicultural graduate students is enhanced through the institutions' communication strategies. One way institutions can encourage student identification is through the use of Cheney's (1983a) inducement identification strategies in their communication. This thesis focuses on NDSU to determine if the institution uses any identification inducement

strategies in their communication with multicultural graduate students. In order to achieve this, the review of literature discusses what has been researched so far in regards to multicultural and graduate students with respect to recruitment and retention. The literature review also discusses the identification inducement strategies and how they have been used by different organizations.

CHAPTER II: LITERATURE REVIEW

Given the increasing ethnic diversity in the United States, many institutions of higher education are striving to become culturally diverse. Graduate programs, especially in predominantly Caucasian institutions, are facing enormous multicultural student enrollment challenges (Rogers & Molina, 2006). From the results of their study on multicultural students, Rogers and Molina (2006) suggest that institutions need to be more assertive in their marketing endeavors to attract minority graduate students through their websites, personal contact between faculty and prospective students, and through multicultural symposiums. Several approaches have been considered to recruit multicultural graduate students to increase their representation in graduate school.

The review of literature first identifies the factors that determine recruitment and retention levels of multicultural graduate students. Some of the problems that have been identified as enrollment obstacles to multicultural graduate students and the respective recommendations on what recruiters ought to do will be outlined. Recruitment and retention literature are discussed concurrently to prevent redundancy because most literature looks at these two aspects together. The suggestions and recommendations from other studies provide a background of what is being done to ensure recruitment and retention of multicultural graduate students in institutions of higher education. Second, Cheney's organizational identification inducement strategies and how they have been applied to different institutions are presented. These identification inducement strategies guide the textual analysis of available NDSU literature on multicultural graduate students' recruitment and retention.

Institutions of higher education are using aggressive marketing and communication strategies to differentiate themselves from other colleges/universities (Strout, 2006). Colleges/universities seek to assess students' and faculties' perceptions about the institution as well as information about the institution's strengths and weaknesses (Strout, 2006). In addition, colleges/universities provide campus tours to prospective students and their parents/guardians as a way of luring prospective students to enroll into the institution. First year students' assessments are done to compare their experiences at the institution to their expectations when they joined the school (Strout, 2006). These student assessments enable colleges/universities to know which marketing and communication strategies are effective so as to make necessary adjustments. All these endeavors are done by institutions of higher education as a way of encouraging student identification with the institution. The marketing and communication strategies that target multicultural graduate students need to be supported by the institution's leaders in order for them to be successful (Strout, 2006). If the marketing strategies do not have the leaders' support, they might not get enough funding to be implemented, and it might be hard for other members of the institution to believe in those strategies (Strout, 2006). These marketing and communication strategies ought to target the increasing number of potential multicultural graduate students so as to increase their enrollment levels in institutions of higher education.

Previous research on multicultural graduate students' recruitment and retention has investigated multicultural graduate students' enrollment in terms of sex (Ethington & Smart 1986; Lango, 1995; Perna, 2004), recruitment, and retention levels (King & Chepyator-Thomas, 1996; Lango, 1995; Onwuegbuzie, 1999; Perna, 2004). For example, female Mexican Americans are found to attend higher education because of the support

they have from their families, especially their mothers. This encouragement to enroll is especially common in middle class families because they are the most assimilated in the mainstream dominant society (Lango, 1995). Some research has focused on specific courses such as statistics (Brundage, 2009; Hobson-Horton & Owens, 2004; Onwuegbuzie, 1999; Rogers & Molina, 2006), while other research has focused on multicultural graduate students within particular departments such as the department of Curriculum and Instruction, or graduate students within just one institution. Most of the research derives its results from multicultural students (who are used as participants) to determine why they would choose to attend a particular college/university or what would make their stay within school more comfortable. However, from a communication perspective, few studies have investigated graduate school recruitment and retention among multicultural students (Hammond & Yung, 1993).

Recruitment and Retention

Recruitment and retention are the most important elements within institutions of higher education (Anderson, 2010) due to their link to the institutions' success and sustainability. Despite efforts made by colleges/universities to increase the enrollment of students, it has been generally observed that in some institutions, recruitment levels of multicultural graduate students are comparatively low (Hobson-Horton & Owens, 2004). A contributing factor for the low levels of multicultural doctoral students compared to undergraduate students is the fact that most non-Caucasian doctoral students are non-U.S. citizens (Perna, 2004). Retention of multicultural students is the responsibility of faculty, staff, administrators, and fellow students at both institutional and departmental levels. Retention of multicultural students needs be embraced by college/university president and

other top institution administrators (Parker, 1997). Once the leaders embrace the issue of retaining multicultural students, it will be easier for faculty, staff, and students of the institution to follow suit (Parker, 1997).

Factors Influencing Institutional Choice

There are several factors that influence a student's choice of attending graduate school at a particular institution (King & Chepyator-Thomas, 1996; Mark et al., 2004). These factors include: faculty and student mentorship, financial assistance, a favorable institution environment that multicultural graduate students can identify with, motivational factors, and institutional climate. Institutions may communicate their programs using these factors to encourage recruiting and supporting multicultural graduate students at both the institutional and the departmental levels (Brundage, 2009; Mark et al., 2004).

Mentorship. Generally, graduate students need faculty and peer mentoring, especially the multicultural graduate students who need multicultural mentors (Brundage, 2009; Hobson-Horton & Owens, 2004; King & Chepyator-Thomas, 1996; Mark et al., 2004; Rogers & Molina, 2006). Mentorship aids in retaining current students and recruiting new multicultural graduate students. Multicultural mentors are more likely to understand and relate to the multicultural students' discrimination and psychological issues especially in predominantly Caucasian institutions; thus, the mentors can help with decision making and acculturation (Hobson-Horton & Owens, 2004; King & Chepyator-Thomas, 1996: Onwuegbuzie, 1999). This is also made more evident by Onwuegbuzie's (1999) research that argues that multicultural student enrollment and retention is a result of multicultural faculty present in a college/university.

King and Chepyator-Thomas (1996) identified the limited number of multicultural faculty and staff that the multicultural students can look up to and associate with, as one of the key factors influencing university choice. The lack of multicultural staff and students leaves the prospective or new multicultural graduate students feeling alienated within the institutional climate (King & Chepyator-Thomas, 1996). For example, 16% of African American participants were influenced to join a doctoral program based on the availability of other multicultural students, faculty, and staff (King & Chepyator-Thomas, 1996). The interaction between majority and minority faculty and peers has a substantial influence on the graduate school one will attend (Ethington & Smart, 1986; Hobson-Horton & Owens, 2004).

Mentors also act as role models to encourage multicultural graduate students to finish their graduate programs and be as successful as their mentors. Institutions need to highlight multicultural faculty, staff, and administrators in mentorship roles to recruit multicultural graduate students early in the process (Rogers & Milona, 2006). Communication strategies that colleges/universities use in multicultural recruitment and retention ought to include orientation or visits to the institution (Credle & Dean, 1991). Potential multicultural graduate students can also be introduced to some of the social groups and individuals that they will work with so as to make their enrollment in the institution more comfortable (Credle & Dean, 1991). For example, Brundage (2009) notes that at the University of North Carolina (UNC) at Chapel Hill:

> … every summer UNC brings minority undergraduates in diverse disciplines to the campus to engage in advanced research, with an eye toward encouraging these students to consider pursuing graduate degrees. While these students are on

campus, a history faculty member, usually the director of graduate studies (DGS), meets with students who express an interest in pursuing advanced degrees in history. These early meetings offer an opportunity to alert minority applicants to the various steps involved in applying to graduate programs as well as the resources that will be available to them at UNC. Over the years we have recruited several students from among the participants in this program. (p. 28)

During these meetings the staff at UNC is able to meet with potential students one on one and answer any questions that the students might have (Brundage, 2009). Multicultural students receive attentive recruiting and when they are admitted, the new multicultural students still receive mentoring (from faculty and peers) to ensure their retention in school and graduation on time (Brundage, 2009).

Financial assistance. King and Chepyator-Thomas (1996) identified institutional factors within graduate schools that determine one's admission within a particular program. One of these factors, financial assistance, plays a key role in determining which graduate school a potential student will attend. Multicultural graduate students' financial needs are determined by: tuition and other fees such as textbooks cost; personal finances available to invest in education; and availability of financial aid in the form of scholarships, grants, fellowships, and assistantships (Hobson-Horton & Owens, 2004; Mark et al., 2004; Perna, 2004; Rogers & Molina, 2006). Kolbert (1985) for example, quotes James E. Blackwell's observations that 36 percent of the black population lives in poverty, and in order for them to attend graduate school, financial aid is required. Multicultural students typically come from poorer backgrounds compared to Caucasian students. In addition, multicultural students who accumulate a lot of debt from their undergraduate education are less likely to

enroll in graduate school unless they have some kind of assistantship or fellowship that will help pay for their graduate education (Perna, 2004). Multicultural students are usually faced with the decision of either graduate school or investing their finances in supporting their families. As a way of overcoming the financial problem, many institutions advertise financial packages (which might include a full tuition waiver) on their websites and brochures to attract potential multicultural graduate students who might be in need of financial support (Rogers & Milona, 2006).

Institutional environment. Other institutional factors that influence students' attending a particular college/university include: the institution's location; reputation; the perceptions, expectations and misconceptions of the institution; and the suggested curricular and university-wide changes (Hobson-Horton & Owens, 2004; Mark et al., 2004). In their study of graduate students, Mark et al. (2004) conclude that potential students would rather attend an institution where programs are highly ranked nationwide. Students are also willing to go to lower ranked programs if the institutions provide higher stipends and office space (Mark et al., 2004). Graduate students prefer to study in institutions near their homes, thus, Mark et al. (2004) recommend that departments pay their graduate students' living expenses to reside closer to the school. The climate of different departments within the institution also plays a role in recruitment. The course content and marketability of the degree from a particular department will determine the number of students who would want to enroll within a particular graduate program (Hobson-Horton & Owens, 2004; Mark et al., 2004).

Motivational factors. Motivational factors encourage multicultural graduate students to have positive attitudes, beliefs, and values so that they can achieve their goals

(King & Chepyator-Thomas, 1996). For example, from their study about African Americans, King and Chepyator-Thomas (1996) have 58% of the respondents being extrinsically (support from friends and family around them) inspired to join doctoral programs while 35% are intrinsically (personal goals and values) motivated. Thus, in addition to personal motivation, multicultural graduate students become motivated to achieve their goals if they have support from friends and families. Motivational factors might be accompanied by recommendations from various people such as high school and college advisors, friends, and relatives (Hobson-Horton & Owens, 2004). Support from advisors, friends, and relatives will greatly influence the rate of student enrollment in graduate school at a particular institution (Ethington & Smart 1986; Lango, 1995). In addition to motivational factors on the students' part, institutions of higher education can ensure a safe institutional climate for these multicultural graduate students so as to increase their retention.

Climate. When institutions are culturally sensitive, multicultural graduate students are able to identify with the institution and focus more on their academic studies instead of other issues such as discrimination. During recruitment, multicultural graduate students need to be informed of the demands within their programs so that the students can determine their own academic and social readiness to enroll in a particular program (Credle & Dean, 1991). In order to increase recruitment and retention levels, institutions of higher education need to establish more culturally sensitive environments that create a safe and comfortable atmosphere for their culturally diverse populations (Credle & Dean, 1991; Hobson-Horton & Owens, 2004; Parker, 1997). Some of the issues that need to be addressed by institutions of higher education identified by Credle and Dean (1991) in their

study of African American students include: lack of awareness of multicultural students' needs; negative attitudes towards multicultural students by staff, faculty, and administrators; inability to help multicultural students survive in complex systems of the institution; lack of orientation towards the culture of multicultural students; and inappropriate academic standards for multicultural students. Institutions need to address these multicultural students' needs if they want the institution's environment to be conducive to multicultural populations. Hobson-Horton and Owens (2004) show that multicultural students believe that their Caucasian instructors have low expectations in their academic performances (C grade is good enough), which makes it difficult for the multicultural students to claim the grades they deserved. If multicultural students are comfortable within the college/university environment, there are higher chances of them enrolling in the institution.

Participants in Hobson-Horton and Owens' (2004) study suggested that different departments could include diversity in their courses, which would enable faculty and majority students to relate and understand multicultural students better. Together with a culturally sensitive academic climate, an institution needs to have an emotionally and socially sensitive climate (Credle & Dean, 1991). Multicultural students' sense of identification is associated with positive student-teacher interactions, positive student-student interactions, participation in organizations and societies, and participation in extracurricular activities (Hobson-Horton & Owens, 2004; Terenzini & Pascarella, 1977; Tinto, 1993). Credle and Dean (1991) further suggest that institutions should have it in their mission statements to recruit and support multicultural students. Further, colleges/universities need to provide programs that increase sensitivity towards racial

prejudices and stereotypes that orient faculty, staff, and administrators on how to work with multicultural students (Credle & Dean, 1991).

Multicultural graduate students' recruitment and retention is influenced by various factors within the institution. Multicultural graduate students need multicultural faculty and peer mentors who can help the students deal with some of the challenges they might be facing in school. Financial assistance is a necessity to many multicultural graduate students who might not have enough personal funds to enroll in graduate school. Institutions ought to have a favorable environment in terms of curricular, course content, and marketable degrees if they want higher multicultural graduate student recruitment and retention levels. Multicultural graduate students are also encouraged to attend graduate school based on intrinsic (personal goals and values) and extrinsic (influence from friends and family) motivational factors. The social and cultural sensitivity at an institution towards multicultural students also determines their enrollment at a particular institution. The more conducive these factors are, the more likely the students will identify with the institution they might attend or are attending (Hobson-Horton & Owens, 2004).

Organizational Identification Inducement Strategies

When potential students identify with an institution, there is a higher chance they will attend the institution, and stay there until they graduate. Student identification with the institution can be encouraged with the use of Cheney's (1983a) identification inducement strategies. Institutions of higher education can implement these identification inducement strategies in their communication material for prospective and current students.

Cheney (1983b) was interested in finding the relationship between identification and decision making within the organizational setting. The participants in his study

included 86% of employees of an industrial and technological corporation. His study concluded that many of the participants identified strongly with the organization and most of the decisions they made while on the job were influenced by the organization's interests (Cheney, 1983b). The employee identification and decision making was mainly influenced by the organization's policies (Cheney, 1983b). Employees were also found to be more open to identification messages from the organization because of the shared values and interests with the organization (Cheney, 1983b). These same identification messages can also be used by institutions of higher education to persuade students to enroll within the institution. The identification messages are in form of organizational identification inducement strategies.

Identification is defined as "an active process through which individuals link themselves to elements within the social scene" (Cheney, 1983b, p. 342). With the help of identification (with a particular group), individuals are able to make sense of their experiences and make decisions through organized thoughts by aligning their values and beliefs to those of the organization (Cheney, 1983b). In addition to assigning meaning to their surroundings, individuals also make connections with others within the same group with whom they have similar interests. Identities within social groups guide individuals' behaviors based on the group's values and norms (Scott, Corman, & Cheney, 1998; Scott & Stephens, 2009). Identification shows the perceived shared interests between an individual and the organization (Sung & Yang, 2008). With identification, organizations can persuade individuals through their shared interests, and the individuals in turn influence the organization's activities, policies, and rules. Internal and external organizational identification is important because "organizational identification can aid us

in explaining the impact of a variety of organizational policies and activities including socialization (both formal and informal); personnel selection, training, promotion, and transfer; internal organizational communications; and public relations" (Cheney, 1983b, p. 343). Since individuals keep interacting with members of other social groups or organizations, who and what they identify with might change. Thus, identification keeps changing over time depending on the individuals' context and with whom they communicate (Scott & Stephens, 2009). It is through communication that identification between individuals and organizations is made possible (Scott, Corman, & Cheney, 1998).

Silva and Sias (2010) researched Seventh Day Adventist (SDA) adult Sabbath School Classes (SSC) to determine how groups connect individuals and organizations through identification. Individuals associate themselves with particular churches because of shared values and beliefs (Silva & Sias, 2010). Their results showed that groups (like the SSC) are a link through which individuals are connected to the organization (in this case SDA) (Silva & Sias, 2010). Through groups, individuals are able to reshape their identities so that they do not overlap or conflict with those of the organization (Silva & Sias, 2010). Within colleges/universities, for example NDSU, smaller groups like the Native American Association can connect Native American graduate students to NDSU and help them identify more with the institution. If potential multicultural graduate students identify with the institution, there is an increased likelihood for them to enroll in the institution. The existence of these smaller groups can be made known to potential and current multicultural graduate students through the institution's communication literature.

Organization, identification, and persuasion. Through their communication messages, organizations aim at persuading their stakeholders. These communication

messages can either be oral or written through socializing, training and promotions, marketing, public relations, testimonies, lobbying, image making, advocacy, or messages written in handbooks and bulletins (Cheney, 1983a). Individuals choose to identify with particular groups, goals, values, activities or objects because of the divisions within society (Cheney, 1983a). When a person identifies with an organization, there are higher chances of motivating and retaining the individual within the group (Scott & Stephens 2009). Since it is through communication that organizations retain and maintain individuals' identification, then institutions of higher education need to constantly be in touch with multicultural graduate students through their communication strategies.

Corporate identities are important to individuals because of the meaning, status, and prestige the individuals derive from their belonging to the organization (Cheney, 1983a). With these corporate identities, the individuals then can communicate and cooperate with those who have similar interests within the organization. Individuals' decision making is biased by their identification with a particular organization (DiSanza & Bullis, 1999). For example, if current multicultural graduate students' testimonials are used in NDSU's marketing and communication literature, then these testimonials could persuade potential multicultural graduate students to join NDSU because the institution has current students they can relate to. Individuals who identify with an organization are more open to the organization's persuasive efforts, which might be in the form of communicating the organization's goals, values, and guidelines (Cheney, 1983a). So, what institutions of higher education communicate in their literature will have a very big impact on who will identify or want to associate with them.

For example, Mael and Ashforth (1992) conducted a study on college alumni using organizational identification. A college was used because it is an organization whose members can have organization-wide identity with a limited chance of having conflicting demands (Mael & Ashforth, 1992). Their study confirmed that alumni identification with their alma mater was related to organizational distinctiveness and prestige, existence of a mentor-like relationship with a faculty member, satisfaction with the organization, and willingness to advise one's offspring and others to attend the school (Mael & Ashforth, 1992). This particular study shows that identification inducement strategies can be used within a college/university setting. Thus, identification inducement strategies can be used to evaluate how institutions of higher education use recruitment and retention marketing and communication strategies. Persuasive messages used by organizations are in form of identification inducement strategies.

Identification inducement strategies. Cheney (1983a) identified three identification strategies used for formal communication within organizations, which were synthesized from Burke's statements on identification. The identification inducement strategies include: *antithesis, assumed we,* and *common ground technique.* In addition, Cheney (1983a) added a fourth strategy, *unifying symbols*, that did not belong to any of the original categories. Through these strategies, organizational communications are aligned with the individual's (employee) values and goals, which in turn offer the individual some form of identity with the organization (Cheney, 1983a). With identification, organizations aim at emphasizing their commonality with individuals within the organization while emphasizing the distinctiveness of the organization's values and goals and how similar they are to those of the individuals (Mael & Ashforth, 1992). At the same time, these strategies

emphasize the prestige that these individuals derive from associating with the organization (Mael & Ashforth, 1992). In addition to the inducement strategies, Cheney (1983a) identified six tactics that organizations use (*expression of concern for individuals, recognition of individual contributions, espousal of shared values, advocacy of sponsored benefits and activities, praise by outsiders, and employees' testimonials*) as part of the *common ground technique* to appeal to employees so as to increase 'insider' identification and exclude 'outsiders'. DiSanza and Bullis' (1999) analysis of employees' responses to identification inducement strategies in a newsletter at the U.S. Forest Service added three tactics, *global recognition of individuals, recognition of individual(s) contributions outside the organization,* and *invitation* to Cheney's (1983a) six tactics.

Antithesis. The first identification inducement strategy of organizations is antithesis. With this strategy, organizations promote unity with an individual (insiders) against a common enemy (outsiders) through the acceptance of organizational values (Cheney, 1983a). For example, the Democratic National Committee (DNC) proclaims its fight for equal opportunity for all people "We believe in an America where we don't just look out for ourselves. We're proud of our individualism, but we also know that we rise and fall as one nation," (Who we are, 1995-2010). This shows that DNC as a party and all who identify with it aim at ensuring equality and prosperity for the individual people of American. It is through helping all individual persons (not just a few) that the nation can become prosperous; if some individuals are left behind, they will affect the growth of the country. Messages using the antithesis strategy emphasize that insiders are better off identifying with the organization because it is similar to their individual values and beliefs.

If individuals believe in the values and goals of the organization, they are more likely to identify with the organization.

Assumed we. Assumed we is the second identification strategy used by organizations. Organizations use the 'assumed we' strategy to refer to the people who identify with the organization (the insiders) together with 'they' (the outsiders) when referring to shared interests between the organization and the individual (Cheney, 1983a). This strategy is used mainly to emphasize common interests that might be taken for granted or go unnoticed (Cheney, 1983a). For example, "Our values, the code of conduct under which we operate and the BP brand define what we stand and how we run our business" (How we run the business, 1999-2010). This shows that BP as an organization together with all its employees have the same values and agree with the company's code of conduct. When making decisions (especially those related to the job), the BP employees are guided by the company's code of conduct.

Unifying symbols. Cheney's (1983a) third identification strategy is unifying symbols. Organizations use 'unifying symbols' to persuade their employees to identify with the organization. These symbols can be in form of the organization's name, logo, or trademark (Cheney, 1983a). As a way of differentiating themselves from other breast cancer non-governmental organizations, the Susan G. Komen For the Cure Foundation developed their own breast cancer ribbon (logo) as can be seen in Figures 2 and 3. Individuals and donor organizations that identify with Susan G Komen For the Cure use the ribbon in Figure 2 instead of the ribbons in Figure 3. Signs can also include objects and events organized by an organization, and they allow individuals to make meaning of things around them (O'Sullivan-Lago & De Abreu, 2010). Previous studies have used these

identification inducement strategies extensively to explain the way organizations

communicate with their stakeholders.

Figure 2. Susan G. Komen's Breast Cancer Ribbon (Susan G., 2011)
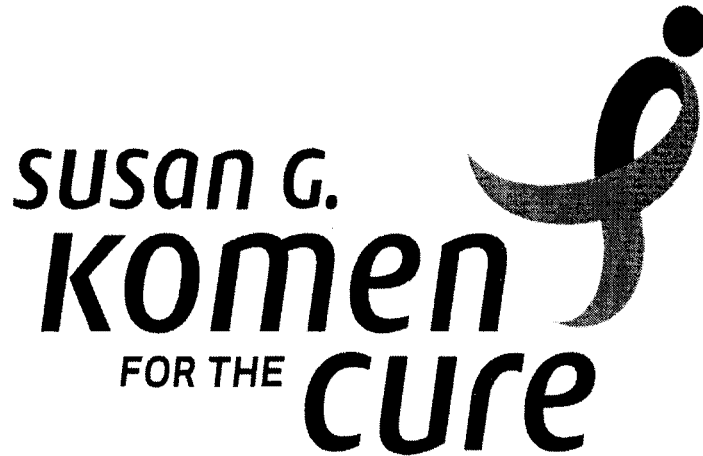
Figure 3. The General Breast Cancer Ribbon (Pink Ribbon, 1997-2001)
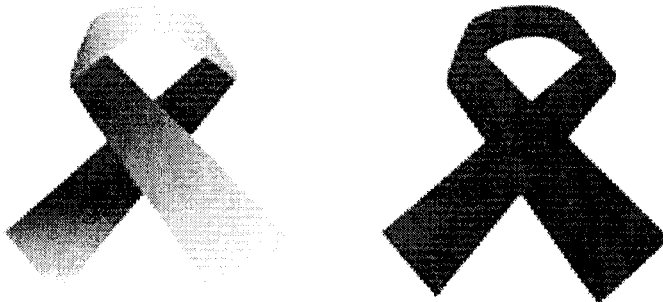
Alder (1995) used Cheney's identification strategies to do a content analysis of

official letters of two Lutheran churches (Evangelical Lutheran Church in the United States

(ELCA) and Lutheran Church Missouri Synod (LCMS) that appeared in the monthly

periodicals of the churches. There was a significant difference in the rhetoric used by the

two churches as LCMS used more "assumed we" as compared to ELCA. LCMS and ELCA

generally used more 'I" statements instead of the "assumed we" (Alder, 1995), which is

different from what is expected of new organizations, according to Cheney (1983a). There

was no significant use of "antithesis", which disassociates the outsiders from the insiders because the Lutheran church does not discriminate against anyone; it includes all believers (Alder, 1995). This study shows that nonprofit organizations (not just for profit organizations) use Cheney's (1983a) strategies to portray their values as they try to encourage others to identify with them.

The common ground technique. Cheney's (1983a) fourth identification strategy is the common ground technique. This strategy aims at showing how individuals' or employees' personal goals and values relate to those of the organization they identify with (Cheney, 1983a). In its newsletters, CHF International uses examples of individuals who have attained jobs from the organization's projects. In the rural areas of Ghana, many are searching for jobs that provide an income, "CHF's YES program is training youth to work in the waste management and recycling sector … CHF is empowering youth to take control of their own development," (Empowering Ghana's Youth, 2010). CHF International's mission aims at improving people's social, economic and environmental conditions (Five decades of building, 2011), thus, sharing the people's goals and values. The common ground technique is the only strategy that has specific tactics.

Tactics. In addition to the *antithesis, assumed we and unifying symbols* strategies, there are six tactics used by organizations to appeal to employees as a way of increasing insider identification and excluding the 'outsiders'. All the six tactics "represent forms of the common ground strategy" (Cheney, 1983a, p. 153). These tactics include: expression of concern for individuals, recognition of individual contribution, espousal of shared values, advocacy of sponsored benefits and activities, praise by outsiders and employees' testimonials.

Expression of concern for individuals. In their rhetoric, organizations use expression of concern for individuals as members of the organization, rather than referring to the organization as a collection of people. For example, "One vice president credits "the people" of the company for contributing to his own rise to the top. And he adds, 'Our people are the key to what makes this company tick'" (Cheney, 1983a, p. 150). This tactic shows that the organization values its relationship with its individuals.

Recognition of individual contributions. Organizations use recognition of individual contributions to the organization (Cheney, 1983a) to praise their employees for their individual contribution towards the success of the organization. These praises can be verbal or written. For example, Rotary International gives awards to its members for their contribution towards the success of the organization (Rotary International, 2010). These praises are given as a way of showing the individuals identifying with the organization that there is a reward/benefit associated with identifying with the organization.

Espousal of shared values. The third tactic is espousal of shared values, where the organization (we) states that it has the same values and interests as the employees (you). DNC uses the organization and its members' values to explain what the party stands for: "...Democrats have fought for the interests of working families and equal opportunities for all Americans," (Who we are, 1995-2010). Members of an organization derive a feeling of belonging when their individual values and goals are taken into consideration.

Advocacy of sponsored benefits and activities. This tactic of advocacy of sponsored benefits and activities describes organizational services provided to the employees and emphasizes the fact that membership to the organization is valuable to the individual. Activities that are prepared by the organization are linked to the shared values between the

organization and the insiders (Cheney, 1983a). Rotarians use their skills to do voluntary work around the world as they serve the needs of people in various communities (Rotary International, 2010). Thus, the various activities that promote service prepared by organization are linked to the Rotarians' individual goals of 'service above self'. Apart from the above tactics that give the organization's perspectives about organizational identification, there are two additional tactics that represent employees' and 'outsiders' perspectives including praise by outsiders and testimonials by employees (Cheney, 1983a).

Praise by outsiders. Organizations use praise by outsiders to show how credible the organizations are and how much value an individual will derive from identifying with the organization (Cheney, 1983a). In the fight to find a cure for breast cancer, various credible organizations such as Ford, and American Airlines are linking their brand names to the Suzan G Komen For the Cure. Some of these connections, for example with Ford, are exclusive; Suzan G Komen For the Cure cannot co-brand with any other company within the auto industry apart from Ford. Such a relationship shows that it is a privilege for one to identify with Suzan G. Komen. Employees are also encouraged to view the organization in the same positive way that outsiders do (Cheney, 1983a).

Employees' testimonials. Cheney (1983a) also stated that organizations include employees' testimonials, comments, and examples of their affection towards the organization in the organization's publications. Employees' testimonials are used to show how individuals within the organization value their relationship with the organization.

Global recognition of individuals. In addition to the tactics Cheney (1983a) identified, DiSanza and Bullis (1999) added the global recognition of individuals tactic.

With this tactic, an organization makes "references to the contributions of specific work groups and teams" (DiSanza & Bullis, 1999, p.360).

Recognition of individual(s) contribution outside the organization. DiSanza and Bullis (1999) also added the recognition of individual(s) contribution outside the organization tactic to Cheney's (1983a) original tactics. With the recognition of individual(s) contribution outside the organization tactic, organizations refer to their employees' contributions or awards they receive from other groups external to the organization in the organization's communication material.

Invitation. In DiSanza and Bullis' (1999) analysis, they realized that the U.S. Forest newsletter encouraged its readers to "connect themselves to the organization by becoming part of a group or contacting organizational members" (DiSanza & Bullis, 1999, p. 361). This discovery led to the addition of the invitation tactic to Cheney's (1983a) original tactics.

DiSanza and Bullis (1999) discovered that at U.S. Forest Services, newsletters were used to link the organization's employees across the country to the organization's regional offices. Through newsletters, the organization used common ground tactics 87% of the time compared to other inducement strategies. Some of the participants said that they identified more with the testimonials and volunteer retirees that were talked about in the newsletters. Assumed we was used nine times while the newsletters used antithesis only once. The authors concluded that in order for individual members to have positive experiences with an organization, the organization has to shape the individuals' identification early in the process; these personal experiences should also not conflict with organizational values in order to ensure identification (DiSanza & Bullis, 1999). The

organization's mission should be tied to the organization's symbols and recognition of individual members of the organization to further organizational identification (DiSanza & Bullis, 1999).

Identification and Behavior

Organizations use identification strategies to induce employee identification. Organizations value employee identification, which is evident in the amount of time, money, and creative energy invested in internal publications made for employees and their families (Cheney, 1983a). When individuals join groups/organizations, they give up some of their autonomy because they chose to identify with these groups/organizations, their goals, as well as their values. "When the relationship is on this level, the 'outer-voice' of the organization and the 'inner-voice' of the individual are distinct; the employee self-consciously makes the decision to 'behave organizationally'" (Cheney, 1983a, p.157).

In addition to employees whose decision making is influenced by their identification with the organization, Cardador and Pratt (2006) included customers whose decision making is also determined by the relationship they have with the organization. Employees and customers of an organization have similar identification characteristics with an organization. For example, their personal values and norms might be similar to those of the organization (Cardador & Pratt, 2006). These identification characteristics determine the kind of relationships employees and consumers pursue with the organization (Cardador & Pratt, 2006). According to Cardador and Pratt (2006) identification depends on relationships between individuals and organizations, their behaviors, and organizational symbols used by the employees and customers individuals. Mentorship within the organization forms personal and interpersonal relationships, which are then transferred to

consumers by emphasizing the value of the relationship (Cardador & Pratt, 2006). Through organizational symbols, such as products and brands, individuals are able to associate themselves with an organization (Cardador & Pratt, 2006). In addition to relationships and symbols, physical proximity to an organization will determine individuals' identification with it (Cardador & Pratt, 2006). The closer employees and customers are to an organization, the more likely they will identify with it because it's easier for them to form membership categories since they can see their physical connection with the organization (Cardador & Pratt, 2006).

Once students identify with a particular school, there is a higher chance they will enroll in that particular institution (Sung & Yang, 2008). Sung and Yang (2008) assessed the impact of institutional image and image related constructs on student identification with a large-sized private university in South Korea. There was a significant relationship between the students' supportive attitudes towards the institution and their evaluative perceptions, that is, how others perceive the university, the institutions' traits and reputation (Sung & Yang, 2008). Thus, institutions ought to use communication strategies that show their positive traits (Sung & Yang, 2008) as a way to increase student identification with the institution. Communication strategies ought to show the institution's favorable personalities, which can be derived from current students' perceptions of the institution (Sung & Yang, 2008).

NDSU is interested in finding ways of improving its recruitment and retention of multicultural graduate students. One way of improving the multicultural graduate student enrollment is by encouraging student identification with the institution through NDSU's communication literature. The current study conducted a textual analysis of NDSU's

Graduate School and OMP's marketing literature to determine the identification inducement strategies used by the institution. Once institutions of higher education are aware of how they communicate to multicultural graduate students, then they can be able to modify their communication strategies to encourage more student identification with the school. This is especially important in predominantly Caucasian institutions that want to increase the enrollment of multicultural graduate students. The current study used Cheney's (1983a) organizational identification theory to analyze the current NDSU Graduate School and OMP recruitment and retention literature to see if there are any identification communication strategies used to attract multicultural graduate students to NDSU. Since the level of NDSU multicultural graduate students is unstable and has decreased over the years as observed in the previous chapter, it is important to determine if there is an identification gap in the current communication strategies by NDSU.

Research Focus

Through textual analysis, the current study analyzes NDSU's recruitment and retention literature to determine the identification inducement strategies and tactics used by the institution to communicate with multicultural students. Such a move will allow for the development/analysis of additional communication strategies that would be useful. This study seeks to answer the following questions;

RQ 1. What, if any, identification inducement strategies are being used by the North Dakota State University's Graduate School and Office of Multicultural Programs in their recruitment and retention material?

RQ 2. What, if any, identification inducement strategies are <u>not</u> being used by the North

Dakota State University's Graduate School and Office of Multicultural Programs in

their recruitment and retention material?

CHAPTER III: METHODOLOGY

The current study is interested in determining whether the NDSU Graduate School and OMP use identification inducement strategies in their communication towards multicultural graduate students. To answer the research questions posed, a textual analysis of the recruitment and retention literature used by NDSU's Graduate School and Office of Multicultural Programs was conducted. With a textual analysis method, a researcher is able to identify the categories in a particular set of data.

North Dakota State University was chosen as the site for the study because of its close proximity to the researcher and access to the material that was analyzed. The number of domestic graduate students at NDSU has grown over the years (Table 2) but the number of multicultural graduate students, especially in the recent years, has decreased. Table 3 highlights the enrollment of multicultural graduate students, whose number increased from 30 in 2000 to 99 in 2005, then the total enrollment started decreasing to its current level of 67 students. The results from this study will be provided to NDSU's Graduate School and Office of Multicultural Programs to show them their current approach in communication towards multicultural graduate students.

Textual Method Approach

This thesis analyzed NDSU's graduate communication literature using the textual analysis approach. With a textual analysis methodology, a researcher has to select the text he/she will use for analysis, gather the data, analyze the text/information, and then interpret what the text/information is trying to suggest/imply (Wall, Edwards, & Porter, 2007). These were the steps taken in the analysis of this study. The current study used NDSU's recruitment and retention literature to identify the identification inducement strategies used

by the institution. This methodology was guided by Adler's (1995) closed coding textual analysis study that identified the rhetorical identification strategies used in two Lutheran Churches' official letters that appear in their monthly periodicals.

Selected Texts. In textual analysis studies, the first step is to identify the text. This study used current NDSU's Graduate School and Office of Multicultural Programs recruitment and retention communication material (see Appendix). The material used was chosen based on its availability to the researcher and because it represents what NDSU uses to communicate to multicultural graduate students. This communication material was made especially for potential students and their families as well as current students to explain the available facilities, services, or workshops at the institution. This material includes testimonals from current and former students who explain some of their experiences at NDSU. The material is distributed during recruitment fairs such as Discover NDSU and Graduate School seminars or workshops.

Analysis. The second step of textual analysis involves the analysis of the material. Specifically, the data was analyzed using Cheney's (1983a) strategies and tactics (*antithesis, assumed we, unifying symbols* and the *common ground technique* strategy that includes all the six tactics: *expression of concern for individuals, recognition of individual contributions, espousal of shared values, advocacy of sponsored benefits and activities, praise by outsiders, and employees' testimonials*) as an a priori schema. DiSanza and Bullis' (1999) additional tactics (*global recognition of individuals, recognition of individual(s) contribution outside the organization, and invitation*) were also included in the analysis. A closed coding scheme was used to look for Cheney's (1983a) strategies and tactics within the text. Two coders were used to ensure investigator triangulation (Keyton,

2006) and to prevent personal biases from influencing the strategies and tactics identified in the text. The main researcher trained a colleague about the different identification inducement strategies and provided a definitional sheet for their use during coding. Coders used the definitions of the different strategies and tactics to determine which sentence belonged to a particular category. The coders analyzed each text by reading one sentence at a time several times. The coders first read through the text to determine whether there were any sentences or phrases that portrayed identification inducement strategies or tactics.

Sentence was the unit of analysis. A sentence could be placed in only one strategy. For sentences that had more than one strategy, the coders determined the best category in which to place them. Once a sentence was coded for a strategy, it was then codded for corresponding tactics. A sentence could have more than one tactic. Sentences that did not have any identification inducement strategy were coded as 'non-identificatory'. Ten percent of the text was analyzed by both coders to ensure that the same strategies and tactics were identified.

After individually analyzing 10% of the text, the coders then compared their results to determine if they had the same categories for each sentence. For cases where the coders did not have a particular sentence in the same category, they used the strategies/tactics' definitions to determine the best category in which to place the sentence. When the coders came to an agreement on the categorization of the sentences, the researcher then coded the rest of the material to find examples for the different strategies and tactics. The resulting examples for the different categories were tabulated, as shown in Table 4.

Conclusion

This study was interested in determining whether there were any identification inducement strategies used by NDSU in their communication literature towards multicultural graduate students. To do so, NDSU's recruitment and retention literature was analyzed using closed coding textual analysis (Wall, Edwards, & Porter, 2007; Adler, 1995) to identify Cheney's (1983a) identification inducement strategies and tactics as well as DiSanza and Bullis' (1999) additional tactics.

Table 4. Identification Inducement Strategies Used by NDSU

Typology	Definition	Examples	Frequency	Total Frequency
Antithesis	Organizations promote unity with an individual (insiders) against a common enemy (outsiders) through the acceptance of organizational values (Cheney, 1983a, p.153)		0	**0**
Assumed We	Organizations use the 'assumed we' strategy to refer to the people who identify with the organization (the insiders) together with 'they' (the outsiders) when referring to shared interests, values and goals between the organization and the individual (Cheney, 1983a, p.154).	1 a. We value all identities while challenging the varied forms of oppression and discrimination. (2)	2	**13**
Unifying Symbols	Organizations use 'unifying symbols' to persuade their employees to identify with the organization. These symbols can be in form of the organization's name, logo, or trademark (Cheney, 1983a, p.155).	3, 6, 20	3	**200**

Table 4. Continued

Common Ground Technique	This strategy aims at showing how individuals' or employees' personal goals and values relate to those of the organization they identify with (Cheney, 1983a, p.148).		138	39
Expression of concern for individuals	In their rhetoric, organizations use *expression of concern for individuals* as members of the organization, rather than referring to the organization as a collection of people (Cheney, 1983a, p.150).	7. a. Today with more than 12,000 students, NDSU is one of the region's top universities.	1	**8**
Recognition of individual contributions	Organizations use *recognition of individual contributions* to praise their employees for their individual contribution towards the success of the organization when they take "on additional responsibilities" or do "more for the organization" (Cheney, 1983a, p.151).	8. a. The faculty is committed to educating high-quality veterinary technologists, while focusing on the largest advancements in veterinary medicine. b. Your generosity will allow NDSU to enhance, expand and energize the future of the Veterinary Technology Program.	2	**11**
Espousal of shared values	The organization "explicitly states that "we" have the same interests as "you" the employees (Cheney, 1938a, p.151).	1. a. North Dakota State University does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, disability, age, status as a U.S. veteran, sexual orientation, marital status, or public assistance status. (2, 4, 9, 14, 17)	6	**27**

Table 4. Continued

Advocacy of sponsored benefits and activities	Describes organizational services provided to the employees and emphasizes the fact that membership to the organization is valuable to the individual (Cheney, 1983a, p.152). Activities that are prepared by the organization are linked to the shared values between the organization and the insiders (Cheney, 1983a).	7.a. She chose NDSU for its reputation in biotechnology; the unexpected bonus has been a "warm and friendly" campus.	1	**23**
Praise by outsiders	Organizations use *praise by outsiders* to show how credible the organizations are and how much value an individual will derive from identifying with the organization. This is done by using "techniques to encourage the employee to identify with the organization by representing the views of others. Implicit in the statements is the idea that employees should hold the same positive view of their employer that actors in the environment do" (Cheney, 1983a, p.152).	7. a. A respected institution, in 2001, NDSU forged into the 21st century by opening the NDSU Research and Technology Park and Center for Nanoscale Science and Engineering.	1	**4**
Employees' testimonials	Organizations include *employees' testimonials*, comments showing "employees expressing dedication, commitment even affection with regard to the organization" in their publications (Cheney, 1983a, p.152).	7. a. "We are glad to be here. The people who are living here are social – they are friendly." Abraham Garang Jok, one of the Lost Boys of the Sudan, The Forum December 2001	1	**14**

Table 4. Continued

Global recognition of individuals	With this tactic, an organization makes "references to the contributions of specific work groups and teams" (DiSanza & Bullis, 1999, p.360).			**0**
Recognition of individual(s) contribution outside the organization	With this tactic, organizations refer to their employees' contributions or awards they receive from other groups external to the organization in the organization's communication material (DiSanza & Bullis, 1999, p.360).	8.a. Faculty and staff have more than 50 years of combined experience in both small and large animals.	1	**2**
Invitation	This tactic "…invites its members to connect themselves to the organization by becoming part of a group or contacting organizational members" (DiSanza & Bullis, 1999, p. 361).	1.a. Stop by and check out the following services that we provide at the Center: (2) • Resource Library • Study Space • Safe Zone Ally Program • Comfortable lounge space • Small group meeting room space • Food and clothing pantry • Lactation Room • Computer cluster	2	**49**

CHAPTER IV: RESULTS

This study sought to determine if the NDSU Graduate School and the Office of Multicultural Programs (OMP) used organizational identification inducement strategies in their communication material that targeted multicultural graduate students. The research questions that guided the study were:

RQ 1. What, if any, identification inducement strategies are being used by the North Dakota State University's Graduate School and Office of Multicultural Programs in their recruitment and retention material?

RQ 2. What, if any, identification inducement strategies are not being used by the North Dakota State University's Graduate School and Office of Multicultural Programs in their recruitment and retention material?

To answer these research questions, a closed coding textual analysis of NDSU's Graduate School and OMP's recruitment and retention communication material was used to determine the organizational identification inducement strategies present. A total of 22 posters, brochures, flyers, booklets, and a factsheet were analyzed for the recruitment and retention communication material. These were analyzed sentence by sentence to identify (if any) the organizational identification inducement strategies and tactics as identified by Cheney (1983a) and modified by DiSanza and Bullis (1999). Each sentence in the communication material was read several times to determine if it depicted an identification inducement strategy or tactic. This chapter summarizes the results derived from the study. The organizational identification inducement strategies present in the analyzed communication material are summarized in Table 5 and Figure 4. Sentences that did not

contain any organizational identification inducement strategy or tactic were coded as 'non-identificatory' and are represented in Figure 5 as a percentage.

Summary of Results

Three of the four organizational identification inducement strategies identified by Cheney (1983a) were present in the NDSU Graduate School and OMP's recruitment and retention communication material analyzed. From all the data analyzed, about a third (N = 35%) of the sentences fit within Cheney's (1983a) organizational identification inducement strategies. Sixty-five percent of all the analyzed recruitment and retention communication material included sentences that had neither organization identification inducement strategies nor tactics. These sentences were grouped in a category called non-identification. The most used strategy in the retention and recruitment communication material was the unifying symbols (n = 57%). This was followed by the common ground technique strategy (n = 39%), and the assumed we strategy (n = 4%) was the least used. In addition, all Cheney's (1983a) six identification inducement tactics under the common ground technique were also present in the material; however, only two of the three tactics added by DiSanza and Bullis (1999) were identified in the material analyzed. The antithesis strategy and the global recognition of individuals tactic were not present in the analyzed material.

Present Identification Inducement Strategies and Tactics

Unifying symbols. This was the most common strategy (n = 200; 57%) in the recruitment and retention communication material analyzed. Unifying symbols in the form of organization's name, logo, or trademark are used by organizations to persuade employees to identify with the organization (Cheney, 1983a). The study focused on the use of only the NDSU OMP and the Graduate School initialisms present in the study because

they were the divisions of interest. The NDSU initialism, which stands for North Dakota State University appeared 162 times. The OMP initialism (Office of Multicultural Programs) appeared 15 times. There was no Graduate School initialism used in the analyzed material. In some material, the initialisms were used without being spelled out. Signs and symbols were used in the analyzed material. The Equity Diversity and Global Outreach logo appeared three times in the communication material while the Safe Zone Ally and the Golden and Green Globe Diversity awards symbols appeared once. The remaining 18 symbols belonged to the Graduate School. The Graduate School symbols included catch phrases such as: "Learn more – NDSU Graduate School", "Learn. Grow. Explore. NDSU Graduate School", "Advance your career – NDSU Graduate School", "NDSU Graduate School – Graduate info fair – Thursday, Oct. 28", and "Land the perfect job – NDSU Graduate School." Most of the signs present in the analyzed material had yellow and green backgrounds, which are the university colors.

The common ground technique. The second most frequent strategy was the common ground technique (n = 138; 39%). This strategy is used by organizations to illustrate how the individuals' or employees' personal goals and values relate to those of the organization so as to encourage the individuals or employees to identify with the organization (Cheney, 1983a). In the recruitment and retention communication material analyzed, the common ground technique strategy encompassed eight of the nine tactics of the organizational identification inducement strategies. The present tactics in the analyzed recruitment and retention material included: invitation, espousal of shared values, advocacy of sponsored benefits and activities, employees' testimonials, recognition of individual

contributions, expression of concern for individuals, praise by outsiders, and recognition of individual(s) contribution outside the organization.

Invitation. The most prominent tactic was invitation (n = 49). An organization will use the invitation tactic when it "invites its members to connect themselves to the organization by becoming part of a group or contacting organizational members" (DiSanza & Bullis, 1999, p.361). In the analyzed recruitment and retention communication material, this tactic was used to invite readers to join or contact the Graduate School or one of the offices under the Equity Diversity and Global Outreach divisions (OMP, Office of International Programs, and Equity and Diversity Center). For example, "Please join us as we honor and recognize NDSU's champions of equity and diversity" and "If you are interested in starting at NDSU for fall semester, we strongly recommend applying for admission as early as September of your senior year." The invitation tactic was also used to encourage readers to use some of the services offered on the NDSU campus, for example, "Attend the North Dakota State University Graduate School Information Fair to learn about the benefits of graduate education and options for financing" and "To learn more about our faculty and programs or to apply online, visit our website: www.ndsu.edu/gradschool."

Espousal of shared values. This tactic appeared twenty-seven times in the analyzed recruitment and retention communication material was the second most used tactic. Espousal of shared values is used by organizations in their communication material to show that the organization (we) has the same values as its insiders (you) (Cheney, 1983a). In the analyzed material, this tactic was used to show that NDSU had the same interests as its insiders, for example:

These core values guide us in enacting our mission statement: Respect diversity of

people and thought; Create an equitable environment for all; Promote ethical and

professional behavior; Foster personal and intellectual growth; Commit to a spirit of

service; Adapt to the ever-changing world.

Espousal of shared values was also used to highlight that NDSU was an equal opportunity

campus from statements such as, "North Dakota State University does not discriminate on

the basis of race, color, national origin, religion, sex, gender identity, disability, age, status

as a U.S. veteran, sexual orientation, marital status, or public assistance status" and "As a

gateway to lifelong education, NDSU strives to be an inclusive community that thrives on

diversity and actively embraces the unique contributions of all people."

   Advocacy of sponsored benefits and activities. This was the third most used tactic

(n = 23). Advocacy of sponsored benefits and activities is used to describe organizational

services provided to employees, and it also emphasizes the fact that membership to the

organization is valuable to the insiders because of the shared values between them and the

organization (Cheney, 1983a). In the analyzed recruitment and retention material, this

tactic was used to emphasize the benefits of being part of NDSU. For example, "at NDSU,

you are an integral part of the educational experience, charting your own courses for

traditional scholarly inquiry or pushing the boundaries of modern theory" and:

   "I have experienced exceptional growth in my professional career during my tenure

   at NDSU and I expect this trend will continue. I've had opportunity to collaborate

   with world class researchers and frequently do consulting for national and

   international organizations." William Ngaje, assistant professor for agribusiness and

   applied economics.

Employees' testimonials. The fourth most used tactic was employees' testimonials (n = 14). Employees' testimonials are used by organizations in their communication material with the aim of showing "employees expressing dedication, commitment even affection with regard to the organization" (Cheney, 1983a, p.152). In the NDSU Graduate School and OMP recruitment and retention communication material analyzed, most of the testimonials were given by current NDSU students, professors, staff, and alumni who talked about their experiences and services provided by NDSU. For example:

> "NDSU and the Fargo-Moorhead community have played a significant role in my personal and professional life for over 30 years. My deep sense of belonging comes from the relationships I have established; my life is richer because of them,"
> Prakash Mathew, vice president for student affairs.

Recognition of individual contributions. This was the fifth most used tactic and it appeared 11 times in the communication material analyzed. Organizations use this tactic in their communication material as a way of praising their employees for their individual contribution towards the success of the organization when they take "on additional responsibilities" or do "more for the organization" (Cheney, 1983a, p.151). Examples of recognition of individual contributions as used in the analyzed recruitment and retention communication material are, "Our graduate faculty members are innovators who are recognized and respected nationally and internationally for contributions to their fields of study" and "The faculty is committed to educating high-quality veterinary technologists, while focusing on the largest advancements in veterinary medicine."

Expression of concern for individuals. The Graduate School and OMP's recruitment and retention communication material used expression of concern for

individuals eight times; thus, it was the sixth most used tactic. Organizations use this tactic in their communication material to show that they refer to their insiders (employees) as members of the organization rather than an organization as a collection of people (Cheney, 1983a). Examples of the use of this tactic in the analyzed material are, "Working closely with Student Support Services, extensive tutorial and computer centers are available to our students free of charge if they meet federal requirements" and "Today with more than 12,000 students, NDSU is one of the region's top universities."

Praise by outsiders. This tactic was used four times in the analyzed recruitment and retention material; thus, it was the second least used tactic. The praise by outsiders' tactic is used by organizations to show their credibility and how much value an individual will derive from identifying with the organization as seen by an outsider (Cheney, 1983a). Example of quotes from outsiders that praised NDSU are, "The National Science Foundation lists NDSU among the top 100 research universities in the country" and "With more than 14,000 students, NDSU is an energized, vibrant university recognized as a leader among its peers."

Recognition of individual(s) contribution outside the organization. This was the least used tactic (n = 2) in the analyzed recruitment and retention communication material. Organizations use this tactic when referring to their employees' awards and contributions external to the organization (DiSanza & Bullis, 1999). In the analyzed material, this tactic was used to show one of the employee's achievements outside the organization, "Myers earned her B.S. degree from Iowa State University and a law degree from the University of Iowa College of Law" and "Faculty and staff have more than 50 years of combined experience in both small and large animals."

Assumed we. In the analyzed recruitment and retention communication material, assumed we was the least used strategy (n = 13; 4%). Organizations use the assumed we strategy to refer to people who identify with the organization (insiders) together with they (outsiders) when referring to shared interests, values, and goals between the organization and the individual (Cheney, 1983a). Most of the assumed we statements present in the analyzed material were connected to the services offered by NDSU. For example, "We offer generous research and teaching assistantships" and "We provide programs and resources that encourage value in all identities and that challenge the varied forms of oppression and discrimination." The assumed we statements also emphasized NDSU's role in promoting and valuing equality and human experience, for example, "We value justice and unity, promote acceptance of all cultures and foster inclusive relationships" and "At NDSU we strive to create a climate where the contributions of all those in our community are respected and valued." There was no use of assumed 'they' in the analyzed recruitment and retention communication material.

Absent Identification Inducement Strategy and Tactic

As shown in Table 5, there was no representation of antithesis strategy in the recruitment and retention communication material analyzed. Organizations use the antithesis strategy to show their unity with insiders against a common enemy (outsiders) through the acceptance of organizational values (Cheney, 1983a). The global recognition of individuals' tactic was also not present in the analyzed communication material. Organizations use this tactic to make "reference to the contributions of specific work groups and teams" (DiSanza & Bullis, 1999, p.360).

From the NDSU Graduate School and OMP recruitment and retention

communication material analyzed, 35% of the sentences (and symbols) contained either

Cheney's (1983a) organizational identification inducement strategy or tactic or DiSanza

and Bullis' (1999) additional tactics. The remaining 65% of the sentences contained

information about admission standards, programs, and activities.

Figure 4. Organizational Identification Inducement Strategies in the Graduate School and
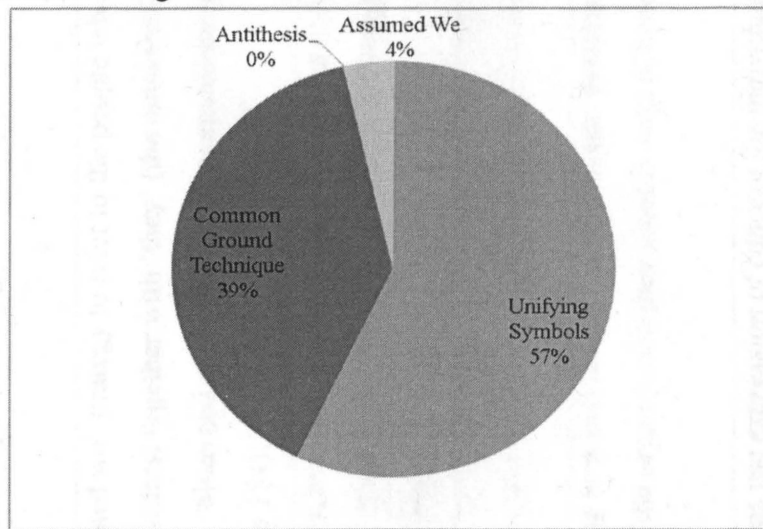Office of Multicultural Programs' Recruitment and Retention Communication Material

Figure 5. Presence of Identification Inducement Strategies in the Graduate School and
Office of Multicultural Programs' Recruitment and Retention Communication Material
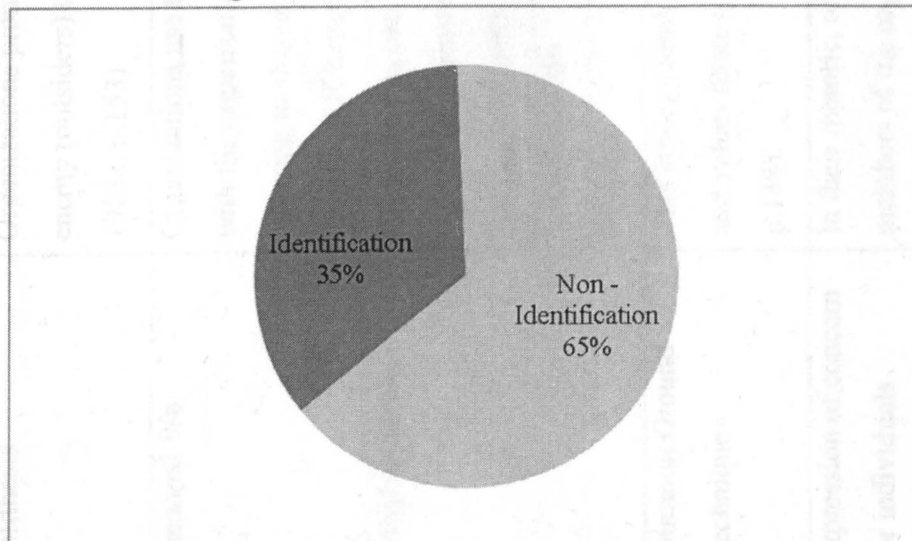
Table 5. Summary of Identification Inducement Strategies Used by NDSU

Typology	Definition	Frequency	%
Antithesis	Organizations promote unity with an individual (insiders) against a common enemy (outsiders) through the acceptance of organizational values (Cheney, 1983a, p.153)	0	0
Assumed We	Organizations use the 'assumed we' strategy to refer to the people who identify with the organization (the insiders) together with 'they' (the outsiders) when referring to shared interests, values and goals between the organization and the individual (Cheney, 1983a, p.154).	13	4
Unifying Symbols	Organizations use 'unifying symbols' to persuade their employees to identify with the organization. These symbols can be in form of the organization's name, logo, or trademark (Cheney, 1983a, p.155).	200	57
	Logo/initialism	177	
	Symbols	23	
Common Ground Technique	This strategy aims at showing how individuals' or employees' personal goals and values relate to those of the organization they identify with (Cheney, 1983a, p.148).	138	39
expression of concern for individuals	In their rhetoric, organizations use *expression of concern for individuals* as members of the organization, rather than referring to the organization as a collection of people (Cheney, 1983a, p.150).	8	

Table 5 Continued

Recognition of individual contributions	Organizations use *recognition of individual contributions* to praise their employees for their individual contribution towards the success of the organization when they take "on additional responsibilities" or do "more for the organization" (Cheney, 1983a, p.151).	11	
Espousal of shared values	The organization "explicitly states that "we" have the same interests as "you" the employees (Cheney, 1938a, p.151)	27	
Advocacy of sponsored benefits and activities	Describes organizational services provided to the employees and emphasizes the fact that membership to the organization is valuable to the individual (Cheney, 1983a, p.152). Activities that are prepared by the organization are linked to the shared values between the organization and the insiders (Cheney, 1983a).	23	
Praise by outsiders	Organizations use *praise by outsiders* to show how credible the organizations are and how much value an individual will derive from identifying with the organization. This is done by using "techniques to encourage the employee to identify with the organization by representing the views of others. Implicit in the statements is the idea that employees should hold the same positive view of their employer that actors in the environment do" (Cheney, 1983a, p.152).	4	
Employees' testimonials	Organizations include *employees' testimonials*, comments showing "employees expressing dedication, commitment even affection with regard to the organization" in their publications (Cheney, 1983a, p.152).	14	

Table 5 Continued

Global recognition of individuals	With this tactic, an organization makes "references to the contributions of specific work groups and teams" (DiSanza & Bullis, 1999, p.360).	0	
Recognition of individual(s) contribution outside the organization	With this tactic, organizations refer to their employees' contributions or awards they receive from other groups external to the organization in the organization's communication material (DiSanza & Bullis, 1999, p.360).	2	
Invitation	This tactic "…invites its members to connect themselves to the organization by becoming part of a group or contacting organizational members" (DiSanza & Bullis, 1999, p. 361).	49	

Conclusion

To answer the first research question, three of Cheney's (1983a) four organizational identification inducement strategies were present in the analyzed material. That is: unifying symbols, the common ground technique, and assumed we strategies were present in the NDSU Graduate School and OMP's recruitment and retention communication material. A summary of these results is shown in Table 5 and Figure 4. The most used strategy was unifying symbols (n = 200; 57%), followed by the common ground technique (n = 138; 39%), and the least used strategy was the assumed we (n = 13; 4%). Cheney's (1983a) proposed tactics under the common ground technique strategy were all present in the data. That is, there was a representation of: espousal of shared values (n = 27), advocacy of sponsored benefits and activities (n = 23), employees' testimonials (n = 14), recognition of individual contributions (n = 11), expression of concern for individuals (n = 8), and praise by outsiders (n = 4). Two of DiSanza and Bullis' (1999) three additional tactics were present in the analyzed material. Invitation was the most used tactic (n = 49) and recognition of individual(s) contribution outside the organization was the least used tactic (n = 2) overall. However, the strategies were only present in 35% of the text.

In response to the second research question, one strategy and one tactic were not used in the Graduate School and OMP's recruitment and retention communication material analyzed. Cheney's (1983a) antithesis strategy and DiSanza and Bullis' (1999) global recognition of individuals tactic were absent in the analyzed recruitment and retention communication material analyzed. Although the organizational identification inducement strategies were present in the analyzed communication material, their representation was relatively minimal as shown in Figure 5. The analyzed material included 65% non-

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identification statements and 35% of the material included the organizational identification

inducement strategies.

CHAPTER V: DISCUSSION

This study focused on North Dakota State University's (NDSU) Graduate School and Office of Multicultural Programs (OMP) to determine if Cheney's (1983a) organizational identification inducement strategies were present in their recruitment and retention communication material. In response to the first research question, "What, if any, identification inducement strategies are being used by the North Dakota State University's Graduate School and Office of Multicultural Programs in their recruitment and retention material," the analyzed material contained all the tactics and three of the four strategies identified in Cheney's (1983a) organizational identification inducement strategies. Also, two of DiSanza and Bullis' (1999) modified tactics were present in the analyzed material. With regards to the second research question, "What, if any, identification inducement strategies are not being used by the North Dakota State University's Graduate School and Office of Multicultural Programs in their recruitment and retention material," one of Cheney's (1983a) strategies and one of DiSanza and Bullis' (1999) modified tactics were absent in the analyzed material. This chapter is divided into three sections. First, the chapter explains the key findings from the results of the analyzed communication material. Second, the chapter outlines the practical implications and suggestions to the NDSU Graduate School and OMP. Finally, the chapter states the limitations of this study and gives recommendations for future research.

Organizational Identification Inducement Strategies

The presence of Cheney's (1983a) strategies and tactics in this study shows that institutions of higher learning, just like many corporate organizations, use organizational identification inducement strategies to encourage student identification. The results of this

study yielded four key findings. First, 35% of the analyzed material used Cheney's (1983a) organizational identification inducement strategies. Second, NDSU mainly used the unifying symbols strategy to induce student identification with the institution. Third, the invitation tactic was widely used by the Graduate School and OMP to encourage prospective students to join NDSU and current students to contact the two divisions. Fourth, there was limited use of assumed we strategy.

Use of strategies. Over one third of the text found in the recruitment and retention communication materials used an identification inducement strategy. Of the material that contained identification strategies and tactics, unifying symbols was the most used strategy and invitation was the most used tactic. Also interesting was the use of espousal of shared values and advocacy of sponsored benefits and activities. Within this context, NDSU made use of the Equal Employment Opportunity Commission statement, "NDSU does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, disability, age, status as a U.S. veteran, sexual orientation, marital status, or public assistance status." Use of this statement as part of the text explicitly communicates NDSU's compliance and commitment to the stated values. The 65% of the text that was not coded contained information about different admission standards, description of the institution, and advertisements of different events on campus.

Unifying symbols. This study found unifying symbols as the most used strategy in the communication material with the NDSU initialism as the most frequent symbol. This implies that the readers of the material recognize that NDSU stands for North Dakota State University and identifies the preferred naming of the institution. Cheney (1983a) says that organizations use their names, logos, and trademarks to encourage employee identification

with the organizations, thus, NDSU and OMP are a source of identification for the people who associate with the initialisms. The communication material included catch phrases such as, "Learn. Grow. Explore. NDSU Graduate School" and "Land the perfect job – NDSU Graduate School" to encourage potential and current students to identify with the institution. These catch phrases advocate for career advancement and show prospective and current multicultural graduate students that if they attend the NDSU graduate school, they will mature from their experiences both academically and personally, and will get good jobs after graduation. The NDSU mascot is not used in the analyzed material, which implies that it is not considered an important source of identification for graduate students' recruitment and retention. This likely is because most graduate students spend more time in academic and professional activities than athletic activities.

Invitation. The most used tactic in the analyzed recruitment and retention material was invitation. This tactic can encourage prospective students to join NDSU. The invitation tactic may also motivate the students to use the services provided by the Graduate School and OMP. The tactic calls upon current students to contact either the Graduate School or OMP with issues or problems that might be a threat to student retention. It is easier for students to seek help that they know is available and easily accessible for a problem/issue they might think is trivial. Previous research (Hobson-Horton & Owen, 2004; Terenzini & Pascarella, 1997; Tinto, 1993) suggests that multicultural students' identification with an institution is associated with their participation in organizations, societies, and extracurricular activities at the institution. Thus, invitation to contact Graduate School and OMP, using the services, and participating in activities provided by the two divisions will

directly and indirectly ensure student recruitment and retention. This finding is not surprising given the goal of recruitment communication.

Assumed we. The use of assumed we statements shows the students that the institution considers its "self" as one with the students. Similarities in values and goals between multicultural graduate students and NDSU seek to make the students more comfortable within the NDSU environment. The limited use of the assumed we strategy was surprising. The researcher initially thought the assumed we would appear frequently to encourage prospective students to "see" themselves as part of NDSU. However, the assumed we strategy was primarily used to mention the services offered by the two divisions, and NDSU's role in promoting equity and human experience.

Practical Implications

The results of this study provided an analysis of the type and number of identification strategies and tactics used by NDSU to recruit and retain multicultural graduate students. While beyond the scope of the research questions posed, the author noticed several things that should be noted by NDSU as it considers its communication. As a caveat, more research is needed and as being done as part of a larger study. Below are the author's observations from this study that will be used to inform this ongoing research.

Previous research (Hobson-Horton & Owens, 2004; King & Chepyator-Thomas, 1996; Rogers & Milona, 2006) emphasizes the use of multicultural staff, faculty, and administrators in the recruitment and retention process of multicultural graduate students because they greatly determine multicultural graduate students' institutional choice. When NDSU communicates with potential and current multicultural graduate students, it needs to emphasize the presence of minorities in the institution. In the NDSU literature, there was

no explicit information stating that the testimonials used were given by multicultural students, faculty, staff, and alumni. Inclusion of testimonials from multicultural mentors and mentees in the communication material is one way of encouraging prospective multicultural graduate students to choose NDSU for their graduate education because of the guidance and support they would receive. Multicultural faculty, alumni, and staff mentioned in the communication material may be seen as a support system and role models by the multicultural graduate students. These role models could spur recruitment and ensure retention of multicultural graduate students. When multicultural students and faculty are clearly identified in the communication material for outstanding performances, it may resonate with multicultural graduate students and shows the students that the institution recognizes minorities for their contributions. In their financial assistance communication material the Graduate School and OMP might highlight financial aid available to multicultural graduate students to attract them to attend and remain at NDSU for their entire graduate education.

It is easier for members of smaller groups within the institution to identify with the institution if identification inducement strategies targeting those groups are used in the communication material. Previous research (Scott, Corman, & Cheney, 1998; Scott & Stephens, 2009) suggests that individuals' behaviors are guided by social groups' values and norms. These group norms and values then ensure that the individuals' identities do not conflict with those of the organization (Silva & Sias, 2010). As such, NDSU's recruitment and retention communication currently uses several strategies (common ground technique, invitation) that demonstrate shared values with multicultural graduate students. However, the strategies used are the same for multicultural, domestic, and international students.

While many of the motivations for attending graduate school might be the same (for example, career advancement), NDSU might consider developing specific communication campaigns for different target audiences. Such a move, would allow for individualization while maintaining institutional consistency.

Citing examples from outsiders and recognition of individual(s) contribution outside the organization increases the institution's credibility. The NDSU Graduate School and OMP can use these tactics more explicitly in their recruitment and retention communication material. Recognition of individual(s) contribution outside the organization would show prospective multicultural graduate students that an education from NDSU can enable them to do recognizable work worldwide within their fields of specialization. Thus, this would encourage multicultural graduate students' identification with NDSU, which could lead to the students' increased enrollment numbers. NDSU graduate programs' praise by outsiders would encourage identification with the institution and lure multicultural graduate students to NDSU, especially students interested in the commended programs.

Limitations and Future Research

This study has four limitations. First, the study assumes that student identification with the institution leads to increased enrollment numbers. Second, the study only analyzes Graduate School and OMP recruitment and retention communication material. Third, visual elements were not analyzed. Fourth, the speakers' identity in the employees' testimonials were not coded.

This study asserts that multicultural graduate student's identification with NDSU would consequently lead to these students' increased enrollment numbers. Future research could verify if there is a correlation between what institutions of higher education

communicate in their recruitment and retention material and student enrollment levels. Multicultural graduate students can also be asked for particular identification strategies that would persuade them to attend a particular institution, and those strategies can then be implemented by institutions. The effectiveness of these identification inducement strategies towards the student identification and enrollment can also be determined so as to provide evidence of which strategy works best for a particular group of students in institutions of higher education.

This study analyzed only Graduate School and OMP recruitment and retention communication material. NDSU distributes communication material from various divisions on campus to both prospective and current multicultural graduate students. For this reason, communication material from other divisions such as Admissions Office and Student Activities Office can also be analyzed for organizational identification inducement strategies. Analysis of all recruitment and retention communication material on campus could give a wider perspective of the identification inducement strategies used to target multicultural graduate students at a particular institution.

Visual elements, such as pictures, in the recruitment and retention material were not analyzed. These elements could provide substantial information that prospective students could identify, for example, who and what can be found at NDSU. This is an aspect that future research can analyze to determine if visual elements that multicultural graduate students can identify with are present in the NDSU recruitment and retention communication material.

Employees' testimonials coded in this study provided only the name of the individuals. Future research would benefit from another level of coding that identifies

information about the speaker. Such analysis would provide information as to whether the speakers are multicultural people or not. If all the speakers are Caucasian, then NDSU would consider including some testimonials from multicultural faculty and multicultural graduate students. Future research can also determine other factors that may challenge student identification with an institution beyond the recruitment and retention communication material.

Figure 5 showed that there was less use of organizational identification inducement strategies in the analyzed recruitment and retention communication material; that is, 35% as compared to the 65% of the sentences without any strategy or tactic. Research that investigates the content of the 65% text that does not include identification strategies and tactics is needed. Such inquiry could offer new strategies and tactics that are being used.

Conclusion

The Graduate School and OMP are interested in increasing the multicultural graduate student enrollment numbers at NDSU. This study highlights the current organizational identification inducement strategies used by the two divisions and gives recommendations on how to better communicate with multicultural graduate students through the use of the identification inducement strategies. Relatively few organizational identification inducement strategies are used by the NDSU Graduate School and OMP as can be seen in Figure 5. The unifying symbols strategy and the invitation tactic were the most used; NDSU ought to use more of the assume we strategy in their recruitment and retention communication material. This study recommends the use of strategies and tactics that target the desired audience, in this case, potential and current multicultural graduate students. These strategies would encourage student identification with the institution,

which would lead to increased student enrollment numbers. Recruitment and retention communication material targeting multicultural graduate students should incorporate examples of multicultural students, faculty, and staff present at the institution. Using organizational identification inducement strategies that target multicultural graduate students would be a good way to go about what Rogers and Molina (2006) call endeavors to attract multicultural graduate students in predominantly Caucasian institutions. This is because the institution would be assertive in its marketing material, branding the institution in ways that can attract potential students. Hopefully, the increased multicultural graduate students' identification with NDSU will raise their low enrollment levels (Table 3), since more domestic applicants are admitted (Table 2) at the institution.

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APPENDIX

The recruitment and retention communication material analyzed included 22 artifacts from the NDSU Graduate School and the division of Equity Diversity and Global Outreach. The material included posters, brochures, flyers, booklets, and a fact sheet. Eight, single paged posters were analyzed. Five brochures were analyzed; the longest was eight pages and the shortest was four pages. Five flyers were included in the analyzed material; four had information on two pages and one had information just one side. Three booklets were analyzed; two had information on eight pages and one had information on 10 pages. Only one fact sheet was analyzed and it had two pages. None of the artifacts had a date of publication.

Table 6. Recruitment and Retention Artifacts Analyzed

Number	Type	Pages	Date	Title
1	Brochure	6	N/A	NDSU Equity & Diversity Center
2	Brochure	4	N/A	Equity and Diversity Center
3	Poster	1	N/A	North Dakota State University Graduate School Information Fair
4	Brochure	4	N/A	North Dakota State University – Cultural Diversity Tuition Discount Application
5	Fact Sheet	2	N/A	Office of Multicultural Programs
6	Poster	1	N/A	Graduate School Information Fair
7	Brochure	8	N/A	Snapshot NDSU
8	Brochure	6	N/A	Veterinary Technology Program
9	flyer	2	N/A	North Dakota State University – Black History Month 2011
10	Poster	1	N/A	North Dakota State University

Table 6. Continued

11	Booklet	8	N/A	North Dakota State University – Graduate School
12	Booklet	8	N/A	LGBTQ Safe Zone
13	Booklet	10	N/A	Equity – Creating a Climate of Fairness
14	Flyer	2	N/A	At North Dakota State University Diversity Is For Everyone
15	Flyer	2	N/A	Green & Golden Diversity Awards – North Dakota State University
16	Poster	1	N/A	North Dakota State University
17	Flyer	1	N/A	North Dakota State University – Graduate School
28	Poster	1	N/A	North Dakota State University
29	Poster	1	N/A	Graduate Student Association
20	Flyer	2	N/A	North Dakota State University "Academic Stimulus Package"
21	Poster	1	N/A	North Dakota State University – Graduate Student Education Opportunity: Are You Preparing For A Career In Academia?
22	Poster	1	N/A	NDSU – Mission