

## ANECDOTAL VISITS TO PERSPECTIVE COLLEGES

Note: My method was as follows:

*I walked throughout the campus. As I saw people I would say Good Morning, Good Afternoon or Hello. I did not ask that of people who had food in their mouths, IPODS in their ears or where I didn't have some reasonable eye contact or could easily establish eye contact.*

1. I would stop at a comfortable place where people were seated or resting and ***ask how they would describe the faculty or administrators of the school.*** I was interested in learning more about the school and would appreciate their comments and view of the faculty or administrators of the school.
2. Secondly, if they had not volunteered it, I would ask ***if anyone other than those responsible for the curriculum or administration had ever gone out of their way to assist them.***

### 1. Appleton, Wisconsin - January 17, 2007 - *Awarded*

17 students, 5 faculty, 1 maintenance man. All responded.

Big smiles, comfort and ease in responding. One person responded with a blank look on their face.

One faculty member approached me in a helpful gesture while I was standing at a bulletin board. Maintenance man went out of his way to give me some directions.

During this visit I did not interview any students. However I did on the previous visit, which was the basis of the award. The (1 above) responsiveness, openness, and trust on 1/17 were similar to the previous visit. My intent was to establish a method of the way in which I approached people so I was consistent for the visits I intended to do with other schools.

On a previous visit (the reason for the award of the chair), I sat down with three students (two females and one male) and they indicated the openness and helpfulness of their instructors. On each occasion they voluntarily offered that instructors and faculty that had nothing to do with their major or their classes regularly went out of their way to assist them in their student journey. In none of the cases did I have to ask that question, they voluntarily gave the information as they felt so strongly about it.

### 2. Kenosha, Wisconsin - February 27, 2007 a.m.

20 students, 3 faculty, 1 staff. Six had no response.

These interviews were done in a seating area adjacent to the bookstore, as I couldn't figure out the location of the student union building, which I sought for a more sociable setting.

My dress was informal business attire, no tie, open shirt collar, blazer.

None of the respondents initiated an invitation except for one young person who opened the door for me as I was entering the building. There was a conspicuous stiffness.

One staff person (looked like a faculty person) gave me an acknowledgement and then quickly looked around. The student attendant in the athletic building was open and trusting. One laborer on the campus, whose vehicle was not marked with 'Carthage', was absolutely open, trusting and friendly - response.

I'm guessing but there was a large percentage of people there that did not give me a response.

How they would describe the faculty or administrators of the school. I was interested in learning more about the school and would appreciate their comments and view of the faculty or administrators of the school. Secondly, if they had not volunteered it, I would ask if anyone other than those responsible for the curriculum or administration had ever gone out of their way to assist them

The qualitative interviews - two females, one male.

Male student: Was off campus and attracted to the school because of its small class size.

1. He found his instructors to be very helpful and others have come to his aid. Really good scholarship, class size, instructors were helpful and responsiveness to any questions whenever you asked.
2. Nothing

Female student:

1. Really good scholarship, class size, instructors were helpful and responsiveness to any questions whenever you asked.
2. No contact initiated by anyone other than their curriculum/staff.

Female student: Attracted to the physical setting, the class size - smaller than their high school.

1. Their focus is to be helpful to you.
2. No contact initiated by anyone other than their curriculum/staff.

On the way into the campus I asked the security person in a vehicle the location of the student union. They directed me to the visitor's bureau, which is effectively the visitor's entrance, which they said I had to go to. (Could be security reasons for this.)

A lovely campus with a lot of nicely done physical facilities in a wonderful setting. Somebody has initiated a lot of fundraising and building here.

The most open, caring responsive person was a black man attendant in the student union responding to a bald headed man conspicuously out of place in informal business attire.

**3. Milwaukee, Wisconsin** - February 27, 2007 a.m.

14 individuals, 1 faculty, 1 staff, 1 Vista staff member

All responded in a friendly, open manner. None initiated a greeting but three or four gave me a smile rather than a greeting when I first greeted them.

I have not encountered one faculty, a former neighbor that I knew, that greeted me in the most open, candid, agape way as possible, including a hug.

All those questioned were females.

First female: From UW, never had contact with faculty. Huge classes. Was my reason for coming.

1. Can talk to faculty any time about anything. A very friendly place.
2. Could think of nothing outside of the curriculum, teachers or administrators that were responsible for my programs.

Second female: Program was more inviting. If you can do the work, you are assured to go on to some nursing program. The larger institutions I had been with will not assure you just because you pass the test that you can go on to this other program.

1. Very accessible. Talk about everything. Give you their home phone and cell phone numbers.
2. Had no experience outside of the faculty and staff of their curriculum.

I approached two females sitting at a table. It turns out they were both scholarship students, which was part of the reason that they were attracted to Alverno.

First student:

1. They are very accessible. Would voluntarily give you their home phone.
2. No experience outside assigned faculty and staff.

Second student:

1. Very personable, able, address you by your name when walking in the hallways.
2. Anyone here will give you help (comment voluntarily given, not solicited). No example of doing it.

#### **4. Milwaukee, Wisconsin** - February, 27, 2007 - p.m.

Through the student union and on the way over to the nursing school six people had no utterances, two gave me smiles, three said hello (and one of those three gave me a huge smile). An obvious Muslim lady. One said thank you after I opened the door for them but gave no response to my hello. It was extremely difficult to make eye contact, which is my practice before I say hello, good morning or good afternoon. In the nursing school, I was told it was a clinical day or most of the nursing students were out in the community. There were limited students. Eleven positive responses. One no response. Three of the positives included a faculty member.

Reasons given for attending the school is that they had a good reputation and good placement. All three students I interviewed were females.

- First student:
1. Regarding the staff - helpful, big variety of teaching styles.
  2. Couldn't think of anything.

Second student:

1. Staff helpful, big difference in their approach, some are really set in their ways.
2. No positive iteration

Third student:

1. Responsive, wide variety of teaching styles, some staff changes are underway.
2. No response.

#### **5. Milwaukee, Wisconsin** - February 28, 2007

A lovely campus, current, lovely architecture, landscaping, traffic flow in the middle of the urban city.

24 positive iterations to my greeting. Of those, two were faculty. About 2/3 of the interchanges were with people walking on the campus and the other 1/3 were people in the Humanities building, honeycombed exterior. One exchange had an explicit smile. There was a conspicuous absence of blacks. Seemed to be a reasonable mix of male and female. The three Muslim ladies that I interacted with had radiant, beaming smiles in their response.

First Student - female: Came because it was in the area that they live (Chicago). The reputation of the school. Had been in a Jesuit school.

1. Really, really, really helpful. Never get the feeling they would not be available at any time.
2. Had to be asked. Their response was, 'if in my major I needed it, they would clearly do it.' No example.

Second Student - male: Was from California. He had a Theology major. Their focus was on service, which was a large pull for me. It was a friendly place. They had financial aid.

1. Very intent on helping students. Willing and available.
2. Had to be asked. Can't think of any.

Third Student - male: This was a high D. He said he'd give me time but as soon as the door to the classroom opened up he would be gone. He was from a private high school, wanted a private college. Wasn't a very oral person.

1. He is in the honors program at the university and those instructors are excellent. Humanities and Business professors are friendly. He's a junior and his first set of instructors were so-so/on and off.
2. Don't have those needs. When I asked, he said he doesn't need anything like that.

Fourth Student-female: Went to a Catholic High School and was attracted to Marquette. Close to home. Suburb of Chicago.

1. Friendly, helpful, frequently will know your name. Easy to get to.
2. When asked, couldn't think of any situations.

All of the above interviews were conducted in the honeycomb building, third floor of which is Humanities subjects.

#### **6. Madison, Wisconsin - March 2, 2007 - Awarded**

14 yes's. One of them went so far as to ask me how I was doing. I took that as a positive iteration. No category - one nodded a response, another gave a sort of body gesture response but no utterances.

First Student - female: Biomedical engineer/design program. Is going to be doctor and thought she should also know the engineering part of the equation. Couldn't decide between Northwestern and UW. Because of the design program and the involvement that students had and the open door policy, she decided on UW.

1. Nice, know what they are talking about in the course and share what they are working on. (I took this as meaning professional things they are working on.)
2. Nothing volunteered. After thinking about it, a TA that was not involved in my program who happened to be in another lab tried to help me with a problem that I had.

Second Student - male: Great place. Best engineering school in the state. Three generations of engineers. It's in Wisconsin.

1. Know what they are talking about. A lot better than the instructors in the other schools of the university, but then again I'm an engineer. Second semester student.
2. Nothing volunteered. Had no needs, couldn't think of any instance.

Third Student - male: In-state tuition, great engineering school, cheap, they have connections. I was sort of expected to go here.

1. Great, personable. Then again I'm in an honors class and so I have the best instructors and my class size is only 40. Feel like I know the professor. Got my schedule a little confused and my math professor came in at the last minute and the math test was almost over. I asked the instructor what to do and he said "why don't you just take it and finish it and turn it in in the allotted time. He gave me the test, left it. I was tempted to take a few more minutes but I didn't. Turned it in. I like the trust that he had in me.
2. Nothing volunteered. Thought about it. The Dean went out of his way to get me in the honors class. I forgot to check one of the boxes and he came back at me to allow me to properly complete it. Did not know the Dean, never met him before. The student was amazed at this act. It made possible his continuance in school.

**7. Milwaukee, Wisconsin - May 10, 2007 (For purpose of my database) - Awarded - (This award was made based on the very responsive proposal. After this school, the technique described was used.)**

11 yes's  
0 negatives

First student: Freshmen male coming into the school on probation.

1. Very helpful, approachable teachers. They know you and are interested in you. You can email any VP for an appointment and you will get it or ask an emailed question and you'll get an answer.

Staff very friendly, the department secretaries are great, really go out of their way for you.

Most things are emailed vs. other campuses where things are still on paper.

2. Willing to help if you ask. Could not think of anybody going out of their way beyond the normal.

Second and Third

Student: Male and female freshmen.

1. Really helpful, door always open, actually care about you, teachers know you by name, you see them every class period. 10 hours a week, all of their doors are open for walk in. Peer mentor program, upper class and professors mentor you once a week. You have to sign up for this program. One of them had, the other had not. There's a free tutoring program, once per week. One of them used the free tutoring program and liked it.
2. Nothing

The impression you got was that there were multiple ways that the school supported students, from the secretaries that went out of their way, teachers that had personal rapport, emails that were always responded to including the VPs regardless, tutoring and mentoring programs. I hadn't received that multi-faceted response from any other school I'd interviewed.

**8. Atlanta, Georgia - 12/5/07**

#2 questions - one out of three interviews were positive.

13 positive iterations; 2 no response

4 gentlemen of Asian or Indian descent:

1. Professors are likable, pretty open. First year guys are really nice too. TAs are ready to help.
2. Stretch question not voluntarily given.  
Stretch question asked - friends that are TAs are helpful.  
The teacher opened up Saturday afternoons to do sessions.

If you ask, no one ever says no.

Two males - also Asian or Indian descent.

1. Professors - some are nice, others are not. Administration helpful. Nothing volunteered beyond that.
2. Asked the stretch question - their only response was everyone does what they are supposed to do.

Two women - apparent minorities:

1. Faculty administration very helpful. TA graduate student offered Saturday nights for review sessions before the finals.
2. Asked the push question - in a gym a graduate student TA offered her a position in some program for some program that she is now participating.

A TA graduate student at the time, now a professor, helped me get housing.

### **9. Atlanta, Georgia** - 12/5/07

#2 question - two out of three interviews were positive.

12 positive iterations; 2 no response. Generally this group of responders was particularly open and friendly in their iterations.

Two female freshmen:

1. Very good, accommodating, large class - by the end of the class the professor knew all of our names.
2. Nothing

One female, one male - senior and grad student:

1. Senior: Engaged, highly active, highly relevant, faculty brilliant, good presenters, are available.
2. Graduate student - 6-8 professors approached me on their own asking how they might be helpful. On another occasion they called me and another person aside to talk about what we were experiencing. This was not one of our professors.

One male, one female - both seniors:

1. Very intelligent, friendly, welcoming, accessible, a few arrogant ones.
2. Week's notice required to do something, only had a day left and there was no problem processing it.

Someone in administration that had nothing to do with financing went out of their way to help me with some financial questions and problems I had. They did not have to do that.

A complicated story about someone that went out of their way to help and for reasons I didn't understand they bought them something, they gave them something, they bought some food for them - was not in their job description or part of their responsibilities.

### **10. Atlanta, Georgia** - 12/6/07 (RFP requested twice but no response)

#2 question - three out of three interviews were positive. The third one lacked a specific example.

14 yes's

Three females - all freshmen:

1. Available, good, there when you need them, concerned about the welfare of students. Take the time, instructors are more like counselors.
2. Had a hold on my registration because of some paperwork that didn't go through properly on my ROTC registration. They bypassed it and kept me going in the registration process.

A professor noticed I had missed a couple classes. Went out of their way to find me. Told them about my problem with a member of my family that had just had a heart attack. She gave me her card and followed up in the area of my personal needs.

There can be professors in the lunchroom, frequently it will be your professor but not necessarily always, and they will stop, sit down and have lunch with you.

Two females - both seniors - very professional:

1. Foster close relationships, extremely helpful, approachable, supportive.
2. Everyone is very caring and supportive but couldn't think of an example. Later on she came up with one - a Spellman alum who was a stranger became a mentor and has stayed a regular mentor with her.

Administrative recruitment - met her at recruitment time. However, throughout my career she has gone out of her way on campus to support me.

Two females - senior and sophomore in international studies and psychology:

1. Excellent people, concerned about students. Have home phone numbers and cell numbers. I love the professors. \_\_\_\_\_(words I can't read from my notes).....concluding with "open", knowledgeable, passionate
2. The only example they could come up with was in financial aid. They are very helpful, they stay with you including last minute financial problems you may have or short term shortfalls you may end up with. That's the attitude of the whole campus, as a practical matter.

### **11. Atlanta, Georgia - 12/6/07**

#2 question - two out of three interviews were positive.

15 positive iterations. There were some interesting things beyond what I normally would expect. All of them had a positive, fully engaged response. I would say "good morning" and about 40% of the people said either "how are you doing, sir?" or "how are you today?" In one case I accidentally said "hello" to somebody and I realized after I said it that they had an Ipod on, which is my rule not to attempt to say good morning to someone with that situation. They took their earphone out and said, "how are you today?" Unsolicited, an adult asked if they could help me. I said, no. And they said, o.k., that's fine.

Two males:

1. Like a parent, encouraging, want you to exceed and succeed.  
Faculty knowledgeable. Some are set in their ways. Administration is effective but could do more.
2. She was a teacher from a previous semester. Tried to give me some guidance on how to do well in her class. Outside the classroom a previous teacher gave me some advice on something outside of the campus.

A literature teacher talked to me about job opportunities in the marketplace, in class and outside of class.

Two males - sophomore and junior:

1. Faculty is good, very considerate, enjoy their jobs, compassionate.  
Administration could be better...needs structure...needs more organization.
2. Dean went out of his way to get me a scholarship as a freshman when I came up short on my finances.  
The administrative assistant always helps me out. I can go to this person to get some copies made, questions about anything, beyond what the responsibilities of their job.

Two males - sophomores:

1. Faculty is detached from the students, count too much on attendance and homework assignments vs. the test. This student felt they knew more about the subject than most people in the classroom and they got a B on their test. But because of their attendance and homework was given an F in the class. Detached from students, teacher comes in late to the class...majority don't care about you...too much authority. As a result there are no universal rules. Some people count attendance one way and give you a withdrawal, someone else will give you an F...you have to adapt to 30 different sets of rules. It should be uniform. To get an A you have to kiss ass...organization of final exams. Just had three back to back final exams. At the beginning of the school year you couldn't get your books, you couldn't get registered for classes because my financial aid approval sat on somebody's desk for 1-1/2 weeks lacking a signature. Could not get started in school. Everyone on this campus, students are brothers. They go out of their way to help each other.
2. Provided a second final exam. Asked me if the exam was fair...had a Saturday review session to prepare for the exam.

## **12. LaCrosse, Wisconsin - 2/13/08**

11 people greeted, 11 people responded positively. Upon greeting students, nearly all of them had a huge smile when they responded to you. I had not experienced that before. One young man I walked up to for the interview, I asked him if he would give me a moment of his time. He looked up at me and said, no. I had never had that experience before but I would credit that as an anomaly.

Young male freshman, transfer student, one month on campus:

1. Warm, nice, talk to you, friendly, helpful
2. Put me in the correct direction and at registering a gentleman from the Media Department (who did not have the responsibility for this young man) took him aside and helped him register in the absence of his counselor.

Young female freshman, transfer student, one month on campus:

1. Welcoming, friendly, classmates will help you out.
2. Nothing other than a classmate helped her out.

Two girls, junior and sophomore:

1. Community based, ethical, gives back, faculty are caring and you can build relationships easily with them, warm and friendly, spiritually based

2. Student helped me with my photography problem. An Economics professor assisted me in getting involved in a woman's group that allowed me to get some part time employment

Female freshman, transfer student, one month on campus:

1. Friendly community, close, small, 8 in a classroom, can't help but get acquainted, welcoming
2. Nothing

### **13. Ripon, Wisconsin - 2/20/08**

13 yes, some big smiles and nods

Male junior:

1. Close knit, family type environment
2. Always willing to talk to students. Experts out in the field. Things like that happen around here. Very friendly. No examples.

Four males - Athletic Department:

1. Very personable, professional, care about students
2. Coaches look out for you. One of my coaches went to the airport to pick up my girlfriend who was arriving from Germany. He didn't have to do that.

When I first came on the campus the coach came halfway to my home in Illinois to pick me up. I stayed at his home.

Two males and one female:

1. People come with a specific mission to learn and for good reasons that they've selected. Was impressed with that initially.

Friendly and open. People trust each other. Laptops, Ipods laying around all over the place- nobody worries about it.

Professors, cell phones, home numbers are available to their students and they are encouraged to call if they get stuck on something. They are amazingly fast with responses to emails.

2. Faculty members donate a lot of time when they don't have to. In this case the young man was in a barbershop quartet and Professor Huz, who was a music professor, comes out on Saturdays and Sundays to help us out.

Amanda in Admissions gave me her microwave because she thought I might be able to use it in my dorm. She didn't have to do that.

### **14. Lexington, Kentucky - 3/3/08**

12 greetings, 100% responses were complete iterations.

Male - Junior - Philosophy major:

1. Willing to work with you, very personal.

2. Philosophy advisor - very personal. Was always there for me personally, not considered a part of the academic responsibilities. Swimming coach would cheer you up when you got in trouble. At a major meet that was critical to the year's efforts, in my enthusiasm I fell into the pool and there was a possibility because of that, that we would be disqualified. I was really down. He gave me a big hug. It had a real impact on me.

Four females - freshmen - second semester:

1. Approachable, willing to work with you.
2. A teacher offered to help me get a job on campus and did.

One male and three females (females had to leave for class) - all second semester freshmen:

1. Professors are professional but removed, caring, your well being is over your grades. They ask about your family and your life.
2. Financial aid officer, before I came on campus, we had 8 to 9 emails that had nothing to do with finances but other questions and needs I had regarding coming to school.

### **15. Lexington, Kentucky -3/3/08**

All 12 greetings had a positive response. Their responses were smiles, nods or some type of iteration that was not understandable but definitely an acknowledgement of your existence. An aside, there was a street person pushing his basket on one of the main streets going through the campus. Said good morning and how are you.

Four older males:

1. Some better than others. Most are good. Some more passionate than others. The younger professors are trying to get their feet wet, not the same as the longer-term professors. Some foreigners that are teaching - you can't understand them.
2. Teachers - outside their office hours normally you have to be on their time or they are not available.

Three females - second semester freshmen:

1. Helpful and understanding. If you need extra time, they are very flexible on their office hours.
2. My advisor was out of town so there was another advisor in the department who had no responsibility for me that went out of his way to help me.

One female and one male - second semester freshmen:

1. Good professors, some better than others.
2. None

### **16. Honolulu, Hawaii - February 9, 2009**

In the vicinity of Linsey Hall. Interviews were done at the Paradise Palm Café. 16 people - all acknowledged me. The three interviewed groups were like the United Nations.

Sophomore female and a freshman female:

1. Interact with students, many give you their cell phone numbers. Helpful, which is important in classes of 100+. Nice people. Approachable. Laid back. Offered their help. Nice. Helpful.
2. Nothing

Three senior males:

1. No one gave me specific examples of where someone other than their specific administrator or teacher went out of their way to give them a hand, voluntarily.
2. Nothing

Two freshmen females:

1. When I pressed the question to each of them, in one case I was given "a TA that wasn't in my class or lab loaned me a book I needed".
2. Nothing

**17. Terre Haute, Indiana** - February 23, 2009

Interviews and greetings were conducted in the area of the Hulman Memorial Student Union. 11 positive responses to my first set of questions.

Two freshmen male students:

1. Nice, willing to help. Go out of their way. This is a smaller campus, there is more one on one.
2. Nothing

Three freshmen, one sophomore female:

1. Professors are involved, organized, run smoothly. There to help us. Everyone is willing.
2. Nothing

Two female sophomore students:

1. Depends upon the faculty member, which is a hit or miss. President a great guy, nice administration. Some people in college education really good.
2. First day of my freshmen year the president's wife had a lemonade stand and helped give us directions on where we were trying to go. President's wife gave out hot chocolate one day.

Determination: not a candidate.

**18. Rose Hulman Institute of Technology - Terre Haute, Indiana** - February 23, 2009 - RFP requested

Vicinity of the Hulman Memorial Union. 11 yes's and 2 no's.

Two male juniors:

1. Faculty is invested in the student body. Lots of time out of class. Teachers might give you one or two hours a week in their offices. Administration is o.k.

2. One of my friends had an electronic project and went to the mechanical department looking for some mechanical solutions and suggestions. They helped him accomplish his goal.

One female/two males. A freshmen, sophomore and junior:

1. Faculty in the mechanical engineering and the math are very easy to access. I'm in their offices one or two days a week.
2. One of the professors, which was not one of mine, showed me a picture of a Vortex cannon in a magazine and suggested a laser going through the center would be very cool. My buddy and I did just that.

Ate dinner with the president this summer. We talked about baseball...neat.

Ate dinner with a professor that comes into the dining room every week and asks philosophical questions, for which we enter into neat discussions. Jim Mayhow.

Two sophomore girls:

1. Excellent, very good, caring. Go into their offices and they will stop what they are doing and give you whatever time you need. Remarkable. Email them in the middle of the night and they get right back to you. Never had a professor who didn't care about what I was doing professionally and personally and would engage you in conversation in that area. Administration very caring about students and their priorities. Professors and administration are involved in community projects. You meet them on service projects in the community.
2. Dr. J takes time out of his day to talk to you. When I was a freshman and having never met the president he came up and greeted me while his secretary was waiting with his car. He walked with me to my next class.

### **19. Kennesaw, Georgia** - February 24, 2009

11 yes's

Male senior, female freshman:

1. Very friendly, approachable, help out any way to make your life easier.
2. Helped out in printing out of report that I didn't have my debit card in the system to pay for the printing. The department allowed me to use their printer so I could finish what I was intending to do. They could have told me to go back and get my card and follow the rules but they didn't.

Junior female, junior male:

1. Very helpful. Some of the professors are hard to understand. Professors who know what they are talking about. Some have trouble coming down to a practical level where their students are. Accomplished professionals in their field.

Male Junior - came from a small community college:

1. Faculty fine. Administration great.
2. Went out of their way with my financial aid transfers from the previous university where there was a bunch of mix-ups.

Freshman male:

1. Good at their jobs. Professional. Bob, my favorite teacher of all times. The way he taught. Cafeteria workers are very nice.
2. Nothing

**20. Gainesville, Florida** - February 25, 2009

Shands Hospital (a teaching hospital) 9:00 a.m. at Einstein's in the Sun Terrace area.

11 yes's, 1 no

Two females - pharmacy students - first year:

1. Enjoy teachers, knowledgeable beyond the classroom needs. Researchers. Challenging. Many really care. Mostly very available
2. Nothing

Three females - clinical supervisors - public health:

1. Pretty good, supportive. They attended here as students and it was great.
2. Amy, a speech pathologist, organizes lunch and learn meetings to further our knowledge. This is not a part of her job.

Three females - dental school - first year:

1. They listen to us, recognize who you are and talk to us in a friendly fashion.
2. Problems in the class - they will have classroom meetings, which is over and beyond the requirement of the class.

Dr. S saw me as a freshman; I looked a little bit confused and asked me if she could be of help.

Not a candidate.

R. Pieper