

MRU Non-STEM Recruitment Strategy



Primary Objective

Our primary objective for the 2023 academic year is to **boost recruitment of potential MRU candidates that fall within Non-STEM majors.**

Secondary Objective



Our secondary objective for the 2023 academic year is to increase unaided application consideration amongst the FSU student body; specifically, **increase unaided consideration amongst Non-STEM majors.**

Objectives	Recruitment Goals	Methods	Metrics
Primary Objective	Recruit 30 Non-STEM applicants for the interview process by end of term	Tabling in high traffic areas, FIG integration, demos in Non-STEM lecture halls	Measured by application number
Secondary Objective	Increase unaided consideration to apply to MRU within Non-STEM student body population	Expose target audience to at least one MRU recruitment method over the course of the semester	Measured by media interactions

**It is important that we distinguish between the primary and secondary objective. While the primary objective is focused on short term recruitment of candidates, the secondary objective focuses on the long term institutional integration of MRU into the Non-STEM student body collective conscious.*

Our Target

Our traditional social media posts, and the reposts that members of the unit add to their own social media, allow us to reach a broad audience that is composed of students outside of the pre-med and STEM track. However, our efforts that look to achieve our primary objective should be focused on a specific target audience. Below are the proposed personas that embody our target market.

Laura	Miguel
	
<p>Demographic: 19 - Female</p> <p>Goals: Laura wants to join the military as soon as she graduates from FSU's ROTC program</p> <p>Motivations: Laura comes from a family of veterans. She has always wanted to serve and thinks the legacy of her family members as her primary motivation</p> <p>Problems: Laura struggles with personal interactions, preferring to keep to herself and her close friends</p> <p>Pain Points: Laura doesn't know what MRU is. Why should she join a pre-medical "club" if she's</p>	<p>Demographic: 18 - Male</p> <p>Goals: Miguel isn't sure what he wants, but he has always been good at writing and holds a partial interest in science. He wants his work to have a tangible impact on others.</p> <p>Motivations: Miguel is motivated by a need to put his talents in writing to use. He is currently scouting out potential career paths</p> <p>Problems: Miguel doesn't know if he is the right fit for medicine since he sees all these people around him who have been set on practicing medicine since day one.</p>

joining the military	Pain Points: Miguel knows what MRU is but doesn't know how his skills could fit into the unit
Preferred Mode of Communication: Text	Preferred Mode of Communication: Text (email if it's for class)
Preferred Social Network: TikTok	Preferred Social Network: Snapchat
Others: Attends multiple lectures within the ROTC program	Others: Miguel is in a Freshman Interest Group (FIG) for communications. Miguel is an undeclared major

Methods

The following methods are being proposed based on the behaviors of our target audience. Methods have also been designed to meet our primary and secondary goals of increasing applications and increasing unaided consideration.

Method 1: Freshman Interest Group Takeovers + Targeted lectures

The Freshman Interest Group (FIG) is a small class of 15-20 freshman students that gather a few times a week to discuss potential career related options for them to research in greater depth. Lessons are lead by a TA, and can range from doing resume building workshops to taking full tours of colleges around campus.

**As someone who has been in a FIG in the past I can say that lessons are often planned only a week or two in advance, and the students in the FIG often have some sort of say in what they would like to do in upcoming classes. It is a very loose method of teaching that greatly depends on the amount of participation on the part of the freshmen.*

There are plenty of Non-STEM FIGs whose TAs can be contacted by MRU to inquire about having a group of responders (or exec board members) attend to speak about the potential of joining MRU. An added benefit of using this recruitment method is that it would **provide responders with extra opportunities to meet their requirements**, or we could make attending at least one FIG to talk about MRU a semester requirement. We can also use this same method by contacting the heads of departments for majors/programs that we think would align with MRU's overall goal. **Some such groups would be the ROTC program, Sports management, and Emergency Management**

This additional requirement would bolster the culture of passing down the torch to the next generation of responders, and **help us meet our secondary goal** of increasing unaided consideration of MRU within our target audience. We may also find it beneficial to bring a few "simple" life saving tasks to the FIGs in order to increase the belief in the students that anyone,

with the right training, can do the things we do. We could bring practice dummies to do a crash course on CPR, insertion of OPAs & NPAs, and basic vital taking techniques.

If we wanted to target more non-STEM majors we could access the scheduled FIGs for communication majors, pre-law majors, art majors, and a litany of others.

Method 2: Strategic Tabling

In the past the MRU has had tabling events to bolster recruitment and spread information about upcoming events, namely the annual 5k. However, these tabling events only garner minimal interest and applications. The designated areas in which we have tabled, Landis Green chiefly among them, are not conducive to recruitment. Our physical tabling methods are also not ones that peak students curiosity, unless the student already knows what we are. **I propose a change to tabling locations and return to using curiosity as a hook to gather the passing by students attention.**

We should submit a proposal to table in both Suwannee Dining Hall and Seminole Café. We have done this in the past, so it is not impossible to secure the permission needed to table in these locations. In Suwannee, **the table should be set up in the bottleneck hall that every student needs to walk through in order to swipe in and get into the hall.** On the table itself we should have pictures showing how many germs are on the hands, this will then be paired with a portable UV light that students can run their hands under courtesy of MRU to kill those germs before they go to eat. We can also hand out hand sanitizer or wet wipes to the students, forcing them to recognize the organization that is confronting them. While the majority of tabling volunteers will be handing out sanitizer and manning the UV light, a sperate group will be handing out pre-printed interest forms on the MRU and how to get involved.

These tables should also have some of the more eye catching equipment and props we have stored in the unit as a part of their set-up. Pairing the practice dummies with our prop bottle of Svedka, bringing an O2 tank to the table, or having the full skeleton set up are just a few of the potential things that may get the most attention.

This method is much more proactive than our current method of waiting for the students to come up to us. Because the majority of students may never interact with MRU as patients, this tabling style will help us directly meet our goal of accomplishing our second objective. It will require an allotment of funds that can be determined by the executive board prior to the campaign.

Item	Cost per Unit	Link
Purell Single Use Sanitizers - 125 pack	\$16.99	staples.com/purell-advanced-instant-hand-sanitizer-singles-125-bx-9630-12-125bx/product_24314910?cid=PS:GS:SBD:PLA:CB&gclid=CjwKCAiAk--dBhABEiwAchIwkanQ0Wx9Wdh6lk1QBbhZDTLYXPVUoQ69qfO2_SJFQAmLwn8HeI4_bxoCuJ8QAvD_BwE
UV-C Light Sanitizing Wands	\$38.99	amazon.com/UV-C-Light-Sanitizer-Wand-Rechargeable/dp/B08P2FSTWZ/?ref=asc_df_B08P2FSTWZ/?tag=hyprod-20&linkCode=df0&hvadid=507695844407&hvpos=&hvnetw=g&hvrnd=4742038125988909647&hvpone=&hvpstwo=&hvmqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1015213&hvtargid=pla-1217850569685&psc=1

Method 3: Lecture Hall Presentations

Using the classes that we know our target audience is taking, based on pre-requirement lists for students in whatever major we want to target, **we may plan on delivering short 10 minute presentations at the beginning or end of lectures.** Professors and TAs would need to be contacted in order to secure a time slot for us to use. A good place to begin is by looking at what classes the students in the FIGs are taking. **These short presentations would be a crash course on what MRU is and what the students can expect to get out of it.** Because the lectures we would visit would mostly consist of 100+ students, they would be much more blanket statement based than hands on or personalized like our previous two methods.

This method would be the most impersonal but would have the greatest number of impressions. A PowerPoint/Canva presentation would need to be made that could then be shown at every lecture we attend. **I also propose that a special committee be established for this particular method instead of it being on a volunteer base. This committee would be comprised of the best public speakers in MRU who would practice memorizing the information on the slides to deliver the most efficient and time-conscious presentation possible (as we are taking**

time from the professors). The end of the presentation could conclude with a QR code that students can scan quickly in order to be brought to the application site. Professors would also be emailed the link for applying in order for it to be shared with the class via Canvas.

Recommended Target Classes:

Sports Management Majors

Program Core Courses: (30 hours)

SPM 4012 (3) Sport in Society
SPM 4014 (3) Sport and Literature
SPM 4025 (3) Diversity in Sport
SPM 4104 (3) Facilities/Event Management
SPM 4124 (3) Human Resource Management
SPM 4154 (3) Intro. to Sport Management or IDS 3496 (3) Exploring the World of Sport
SPM 4204 (3) Ethics in Sports
SPM 4304 (3) Sport Marketing
SPM 4604 (3) Sport Governance
SPM 4723 (3) Sport Law

Public Health Majors

Required core courses:

PHC 4101 (3) Introduction to Public Health
PHC 4030 (3) Introduction to Epidemiology
PHC4157 (3) Health Policy and Society
PHC4470 (3) Health Behavior and Health Promotion
PHC4320 (3) Environmental Health
PHC4069 (3) Biostatistics
GIS4421 (3) GIS and Health or GIS4043 (3) Geographic Information Systems and GIS4043L (1) GIS Lab

Criminology Majors

Three core courses: (9 hours)

CCJ 2020 (3) Introduction to Criminal Justice (may be taken at a community college)
CCJ 3011 (3) Criminology
CCJ 4700 (3) Introduction to Research Methods

Philosophy Majors

1. Logic (3 hours) One of:

PHI 2100 (3) Reasoning and Critical Thinking
PHI 3130 (3) Introduction to Symbolic Logic or IDS 3358 (3) Making the Argument

2. History of Philosophy (6 hours)

PHH 3400 (3) Modern Philosophy
PHH 3130 (3) Plato and His Predecessors or PHH 3140 (3) Aristotle to Augustine

3. Ethics (3 hours)
PHI 3670 (3) Ethical Theory

4. Contemporary Metaphysics and Epistemology (3 hours) One of:
PHI 3220 (3) Introduction to Philosophy of Language
PHI 3300 (3) Knowledge and Belief
PHI 3320 (3) Philosophy of Mind
PHI 3330 (3) Freewill
PHI 3331 (3) Philosophy of Action
PHI 3400 (3) History and Philosophy of Science
PHI 4500 (3) Metaphysics
PHH 4600 (3) Contemporary Philosophy

Contact List

Program	Contact Name	Position	Email
Emergency Management	David Merrick	Director of Emergency Management	dmerrick@em.fsu.edu
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	Brad Skillman	Deputy Director	bskillman@em.fsu.edu
ROTC	Patricia lee Livero	Administrative Assistant	privero@fsu.edu
	Major Nicholas Tsamoutales	Recruiter	ntsamoutales@fsu.edu
Sports Management	Dr. Damon Andrew	Dean of Sports Management	dandrew@fsu.edu

SWOT Analysis

Strengths, Weaknesses, Opportunities, and Threats. Where does this campaign stand?

Strengths	Weaknesses
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<ul style="list-style-type: none"> ● Mixes both one-on-one recruitments methods with mass presentation methods ● Utilizes already existing FSU academic infrastructure (the FIGS) to communicate what the MRU is and what we do ● Transitions the MRU recruitment methods from passive to active ● Gets the average MRU member more involved with the recruitment of students 	<ul style="list-style-type: none"> ● Lecture style presentations may be seen as not personable ● Focus on in person methods rather than social media methods (those methods would continue to be used in addition to these) ● Will Non-STEM students care?
Opportunities	Threats
<ul style="list-style-type: none"> ● The creation of a committee dedicated to presenting would increase responders opportunity to practice their public speaking skills ● The unit would be viewed as an integral part of the universities health system ● Having basic hands on instruction of students in FIGs would potentially spark interest in those students taking CPR or Stop The Bleed classes even if they don't apply to the unit 	<ul style="list-style-type: none"> ● The added requirement of attending extra tabling sessions, FIGs, and giving presentations may overwhelm responders since they already have lots of responsibilities as it is

Implementation & Conclusion

Through the combination of attending FIGs, speaking at lectures, and using strategic tabling methods I believe that we can increase both applications to the MRU for Non-STEM students and increase FSU student's unaided consideration of the program as a whole. Our long-term mission of providing the highest quality of emergency medical care to FSU students will only be bolstered by implementing and using sustainable recruitment methods that prioritize an active approach to the process rather than a passive one. While word-of-mouth and social media posts have served us well in the past, we are potentially missing out on capturing the attention of hundreds of other wanna-be responders.

After review, and revision, the Executive Board can decide if they would like to adopt this strategy and apply it to our recruitment methods going forward.