

2009 AIEA ANNUAL CONFERENCE

Divergence or Convergence: Best Practices in International Recruiting

Housekeeping

Conceptual introduction

Purdue University case study

University of Arizona case study

Discussion

- **Around 30 minutes for the presentation and 15 minutes for discussion**
- **No handouts**
- **The presentation is available at www.illuminategroup.com, and will be posted on the AIEA website**
- **The session's focus is on showcasing the international recruitment practices of two large US universities in the context of the changing global recruitment landscape**

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- **International student recruiting has been jolted repeatedly over the last 20 years:**
 - **The fall of the Berlin Wall**
 - **The economic emergence of Asia**
 - **Australian universities forcefully deploying advanced marketing techniques**
 - **Internet technology leveling the information playing field**
 - **Going forward: The global economic and fiscal crisis**
- **Today's international recruiting landscape looks nothing like 20 or even just ten years ago**
- **But is international recruiting becoming more alike or more different?**
- **And what are the consequences of divergence versus convergence in recruiting dynamics?**

WILL WE SEE CONVERGENCE?

- **Marketing: A push towards a highly professional, commercial, “Australian” model**
- **Branding: Everyone is “world class” (at least on their website)**
- **International alumni: Slowly being integrated as talent scouts**
- **International fundraising: More and more common**
- **Agents and agencies: Will become a much larger part of the landscape (but will they be liked?)**
- **Professional services: Outsourcing will become common**
- **Business: Much deeper collaboration models**
- **The collegial aspect of international education: Wither away...**

WILL WE SEE DIVERGENCE?

- **Marketing:** 20 years from now on, many institutions still will not get it right
- **Branding:** Individual and/or niche brands will drive branding
- **International alumni:** Only a limited number of universities will be able to build real international alumni networks
- **International fundraising:** Everyone tries, few succeed, many give up
- **Agents and agencies:** Will operate in certain segments and will be pressured by online communities/alumni networks/etc.
- **Professional services:** More in-sourcing of critical skills
- **Business:** Higher education is a business and thus will compete with industry
- **The collegial aspect of international education:** We will still like each other

KEY QUESTIONS

- **What key challenges and changes in international recruiting have your institutions experienced in the last couple of years?**
- **What is the one issue which makes your institution a strong/weak recruiter?**
- **Has recruiting international students become a vital task and if so, why (talent acquisition, globalization strategy, income maximization, etc.)?**
- **How has your own internal organizational landscape and design changed in response to these changes/dynamics?**
- **Is your institution's branding/marketing practice catching up with the UK and Australia? If not why? And should it anyways?**
- **Looking out 10 years, where do you see your institutions with regards to international student recruiting?**

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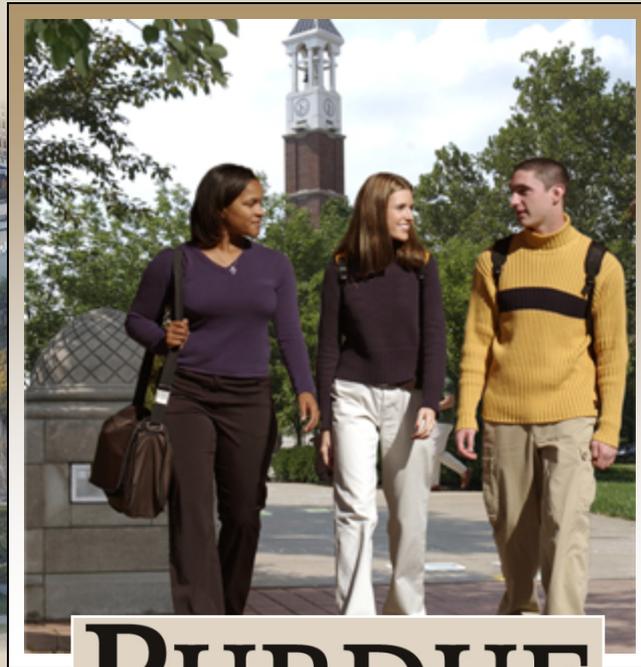
University of Arizona case study

Discussion

Dr. Andy Gillespie is Associate Dean of International Programs at Purdue University, a Research I, Land-Grant institution of 40,000 students located in the State of Indiana, USA.

Dr. Gillespie is a faculty member in Purdue's College of Agriculture where he conducted research in the food and fiber production systems of the Mayan culture as well as temperate agroforestry productions systems of the industrialized world.

Since 2002 he has served in the International Programs office to increase study abroad and international student participation at Purdue as well as working with faculty and administrators to enhance comprehensive internationalization of the university.



PURDUE
UNIVERSITY

Divergence or Convergence: Best Practices in Student Recruitment

AIEA 2009

Andy Gillespie, Assoc. Dean



About Purdue

- **History:** Founded in 1869 by John Purdue as a Land-Grant university
- **Profile:** Research I university
- Big Ten university
- Approx. 40,000 students,
 - 32,000 undergraduate students
 - 8,000 graduate students



About Purdue

10 Academic Schools

- **Agriculture**
- **Consumer & Family Sciences**
- **Education**
- **Engineering**
- **Liberal Arts**
- **Management**
- **Pharmacy, Nursing and Health Sciences**
- **Science**
- **Technology**
- **Veterinary Medicine**

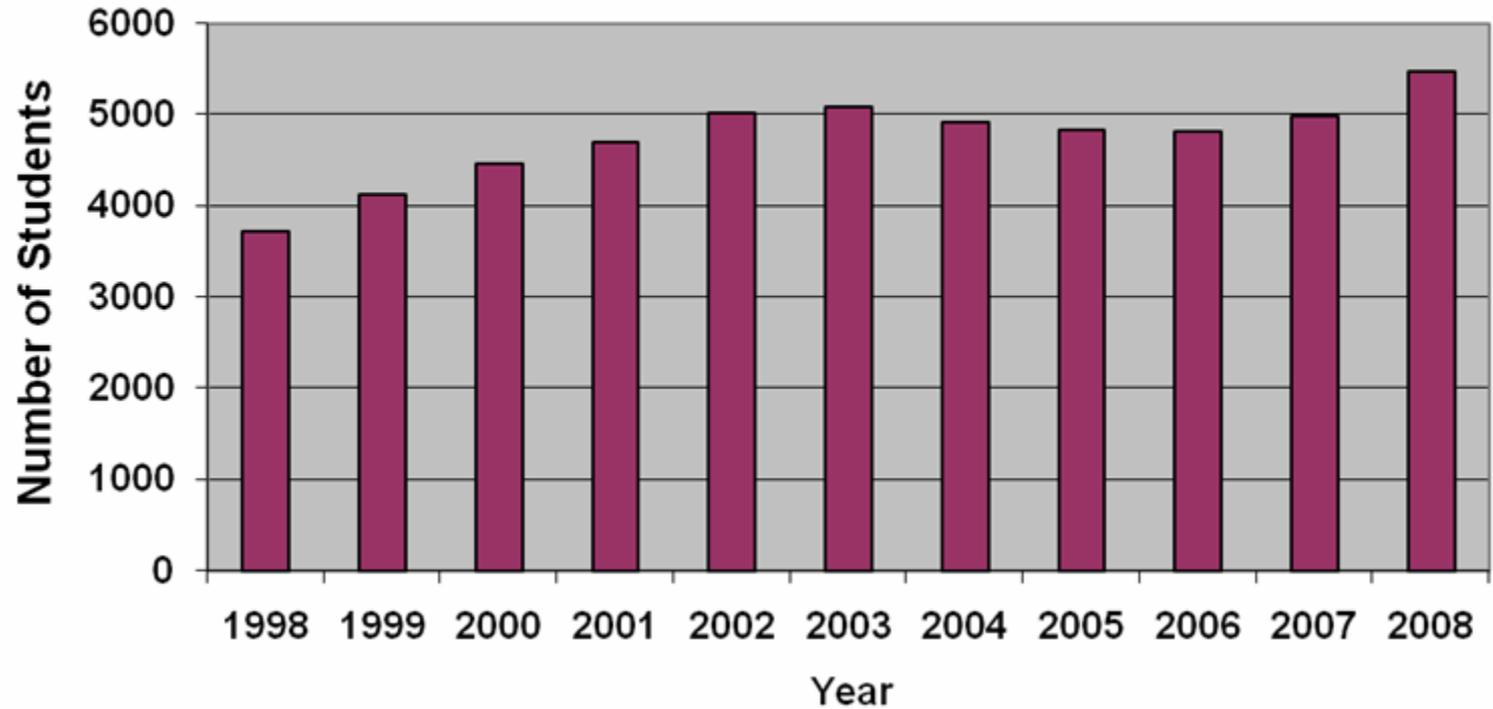


International Students and Scholars

- Nearly 5,500 from 129 countries; 13.7% of enrollment
- 3rd in nation
- Approx. 2,000 undergraduates; 7.4% of undergraduate students
- Approx. 3,000 graduates; 42% of graduate students



International Student Enrollment



Top 10 home locations of International Students

- India
- China
- South Korea
- Taiwan
- Indonesia
- Malaysia
- Canada
- Pakistan
- Turkey
- Japan



Given this profile, does Purdue need to recruit students?



Why would anyone recruit students internationally?

- Maintain enrollment management targets
- Source of revenue
- Increase diversity of student body
- Facilitate the research mission



Given this profile, does Purdue need to recruit students?

- We really have no choice...



Given this profile, does Purdue need to recruit students?

- We really have no choice...
- The world is changing – e.g., The Bologna process is changing the nature of potential student numbers and quality



Admission to Graduate Programs of Tsinghua University 2009

1. Introduction

Tsinghua University offers 81 Master's and 61 Doctoral programs to international students. Nine of the Master's programs are offered in English, and the others are offered in Chinese or bilingually in Chinese and English. Certificates of degrees and graduation will be awarded to those finishing the entire course work and passing thesis/dissertation defense.

The details of majors and fields of the graduate programs are listed in the catalogs of Master's and Doctoral Programs and the catalog of Master's Programs in English Language

2. Qualification of Applicants

3. Scholarships

4. Materials for Application



If we were to recruit, how would we do so?

- Agents?
 - American International Recruitment Council
 - Access to specific markets
 - Less name recognition in specific markets
 - Time or financial constraints



Non-agent recruitment – Purdue’s preferred path...

- Use of staff
 - Admissions Office
 - International Students Office
 - Also involving College recruiters
- Market entry – combination of fairs and targeted high school visits (NGOs, companies, consulting agencies)
- Sustainability – careful screening of success, shift targets as needed, student-fee driven
- Cost/ROI – measured in # of applications per country over at least three years, and yield of fee-paying students
- 7-8 trips per year, in most major markets



Non-agent recruitment, continued...

- Use of Faculty
 - Graduate student recruiting
 - Assistantship-based
 - Similar to faculty recruitment



Non-agent recruitment, continued...

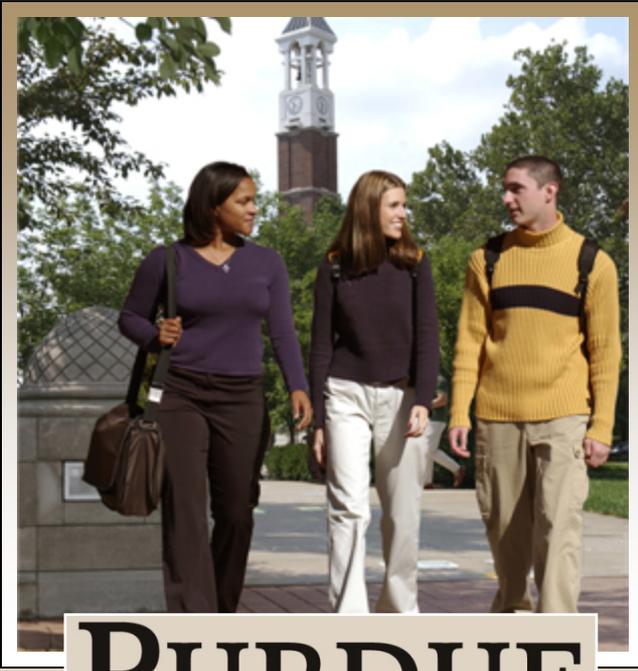
- Use of Alumni “unpaid agents”
 - Visiting high schools
 - Attending fairs
 - Prospective graduate students



Non-agent recruitment, continued...

- Use of Student Placement Companies
 - New process, hybrid approach
 - No fee paid to Purdue but students pay fee to company
 - More an advertising and successful matching approach
 - The few companies used are the top





Questions?

Office of International Programs

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Kris Wong Davis serves as the Director for International Recruitment and Associate Director for Undergraduate Recruitment at the University of Arizona.

The University of Arizona is a Land-Grant, Research I university with approximately 37,000 diverse undergraduate and graduate students from all 50 states, and over 122 countries.

Kris has worked in various public universities for over 15 years in the areas of outreach, access and admissions. Kris holds a Bachelor of Agricultural Economics from The University of Arizona and a Masters of Education from Northern Arizona University.

As of 2006 Kris has been part of the Office of Admissions at the University of Arizona. Kris' area of interest revolves around the measures of return on investment for international recruitment in US public universities.

Best Practices in International Recruitment The University of Arizona

Kris Wong Davis, M.Ed.

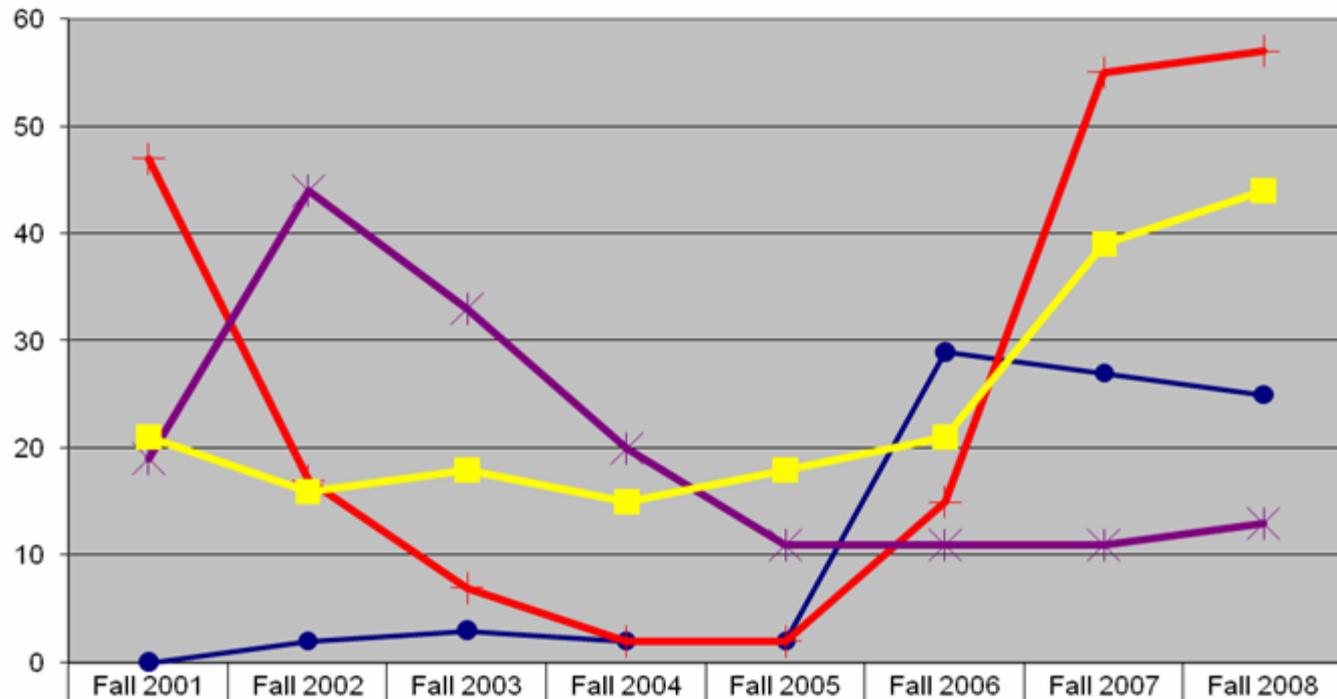


- **29,070** undergraduate students
- **6,870** graduate students
- **37,217** total students
- **378** campus acreage
- **18:1** student to faculty ratio
- **119** countries represented
- **15** colleges
- **29** average class size
- **131** undergraduate programs
- **1,705** faculty members

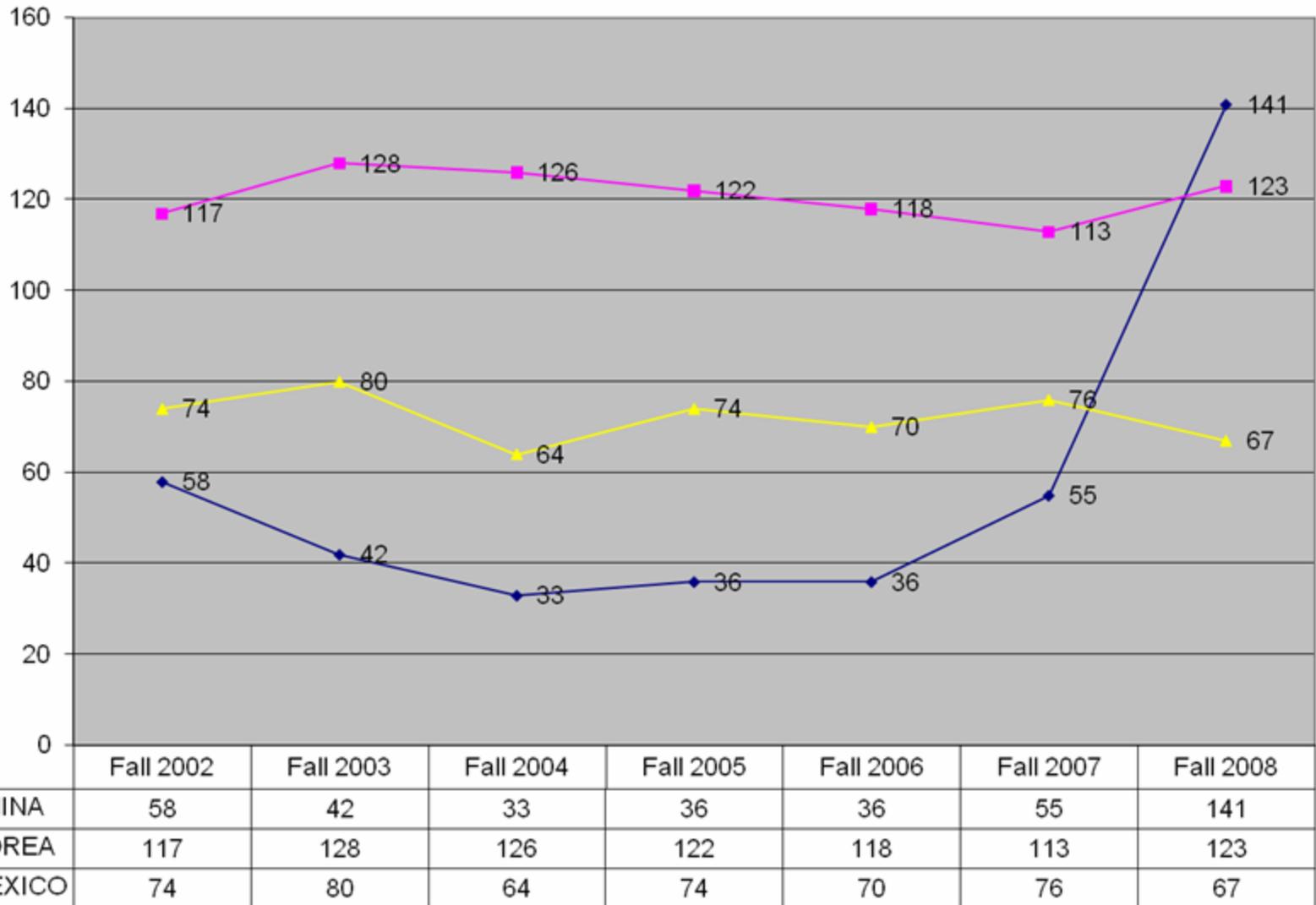
Undergraduate Recruitment Initiatives

- Fairs in Kazakhstan 2007
- Linden Tour of the Middle East 2007
- Recruitment Seminars in China 2007
- Fairs in Doha, Qatar 2008
- Linden Tour of India 2009
- Recruitment Seminar & Expo in China 2009
- Presence with Hobsons IMS 2008 & 2009

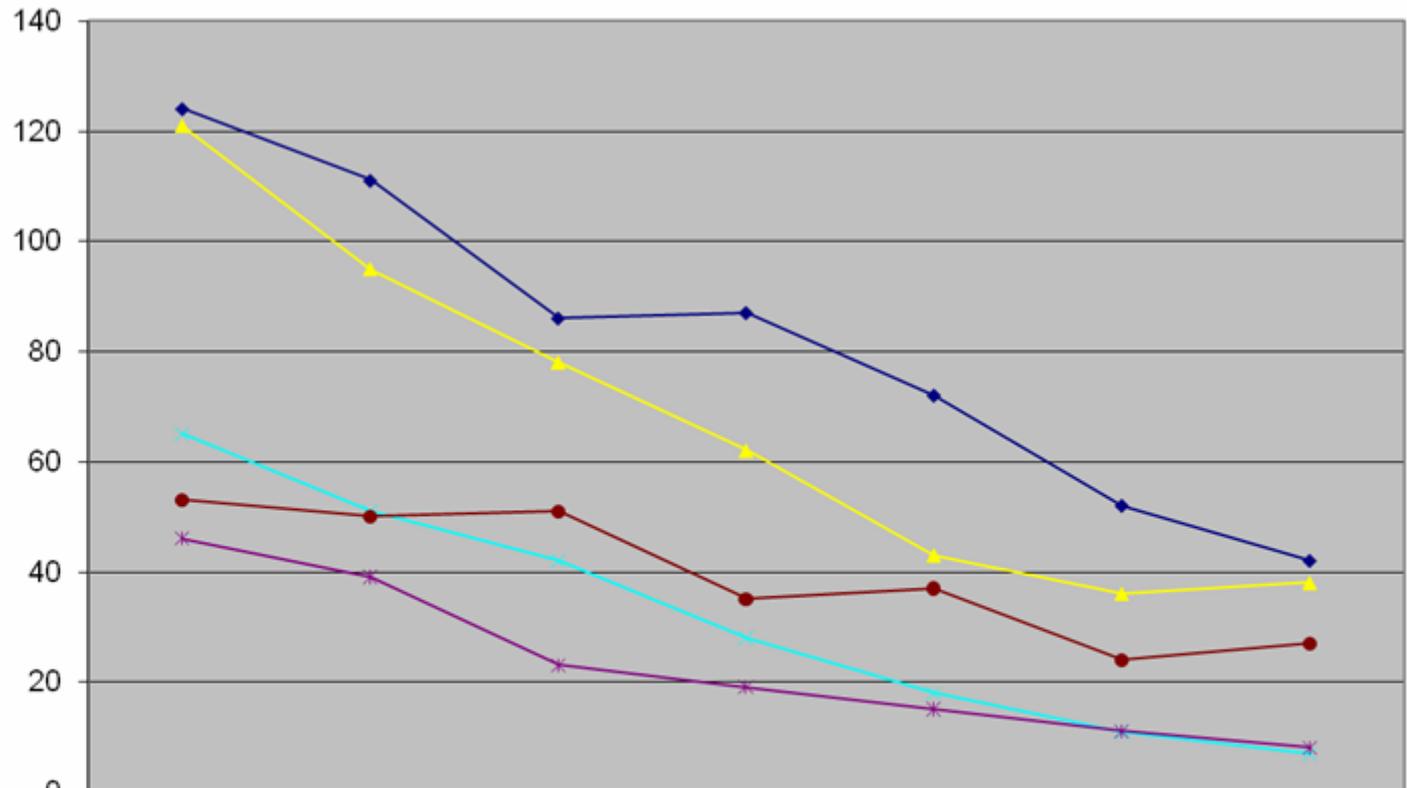
Undergraduate Sponsored Countries



● KAZAKHSTAN	0	2	3	2	2	29	27	25
+ SAUDI ARABIA	47	17	7	2	2	15	55	57
* UAE	19	44	33	20	11	11	11	13
■ KUWAIT	21	16	18	15	18	21	39	44



Source: The University of Arizona, Office of International Student Programs and Services



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
—▲— INDIA	121	95	78	62	43	36	38
—×— INDONESIA	65	51	42	28	18	11	7
—◆— JAPAN	124	111	86	87	72	52	42
—*— PAKISTAN	46	39	23	19	15	11	8
—●— TAIWAN	53	50	51	35	37	24	27

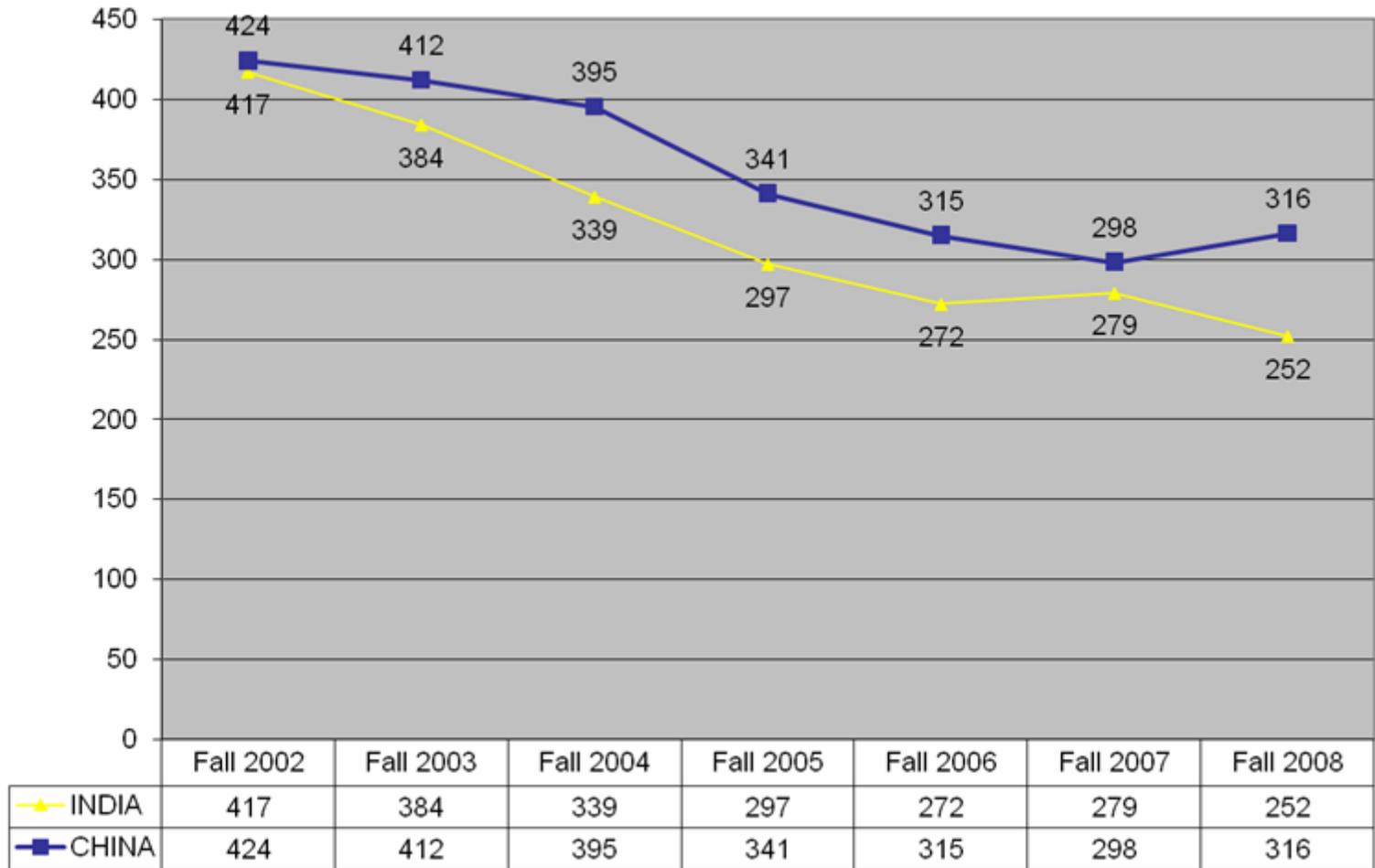
The total enrollment of undergraduate Chinese students:

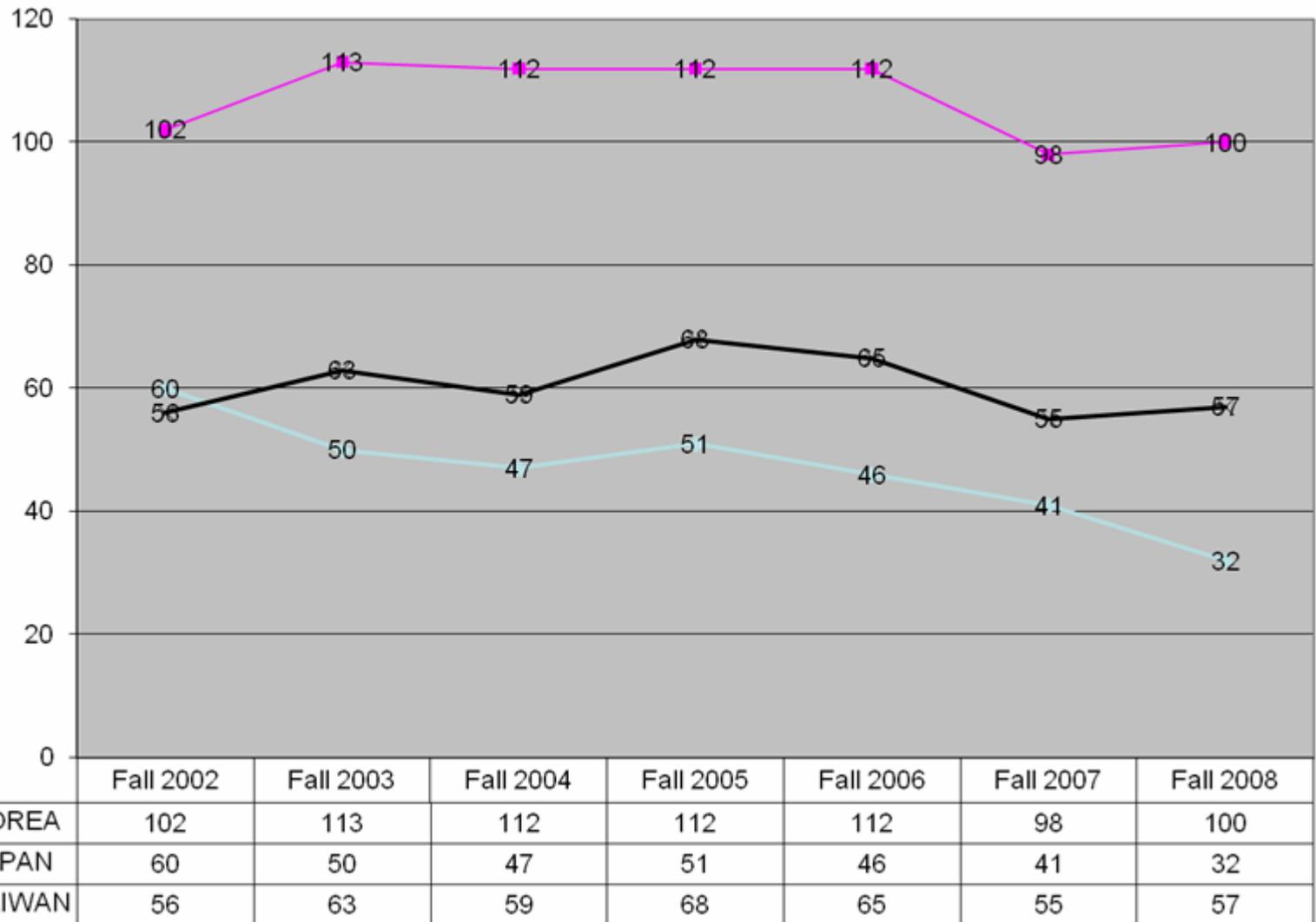
Term	Enrollment	Net Tuition Revenue	%change
Fall 2006	36	\$ 540,000	
Fall 2007	55	\$ 825,000	.5% increase
Fall 2008	141	\$2,115,000	1.6% increase

** Agency contracts with English Language Program, however University recruitment representatives recruit through agency support for both*

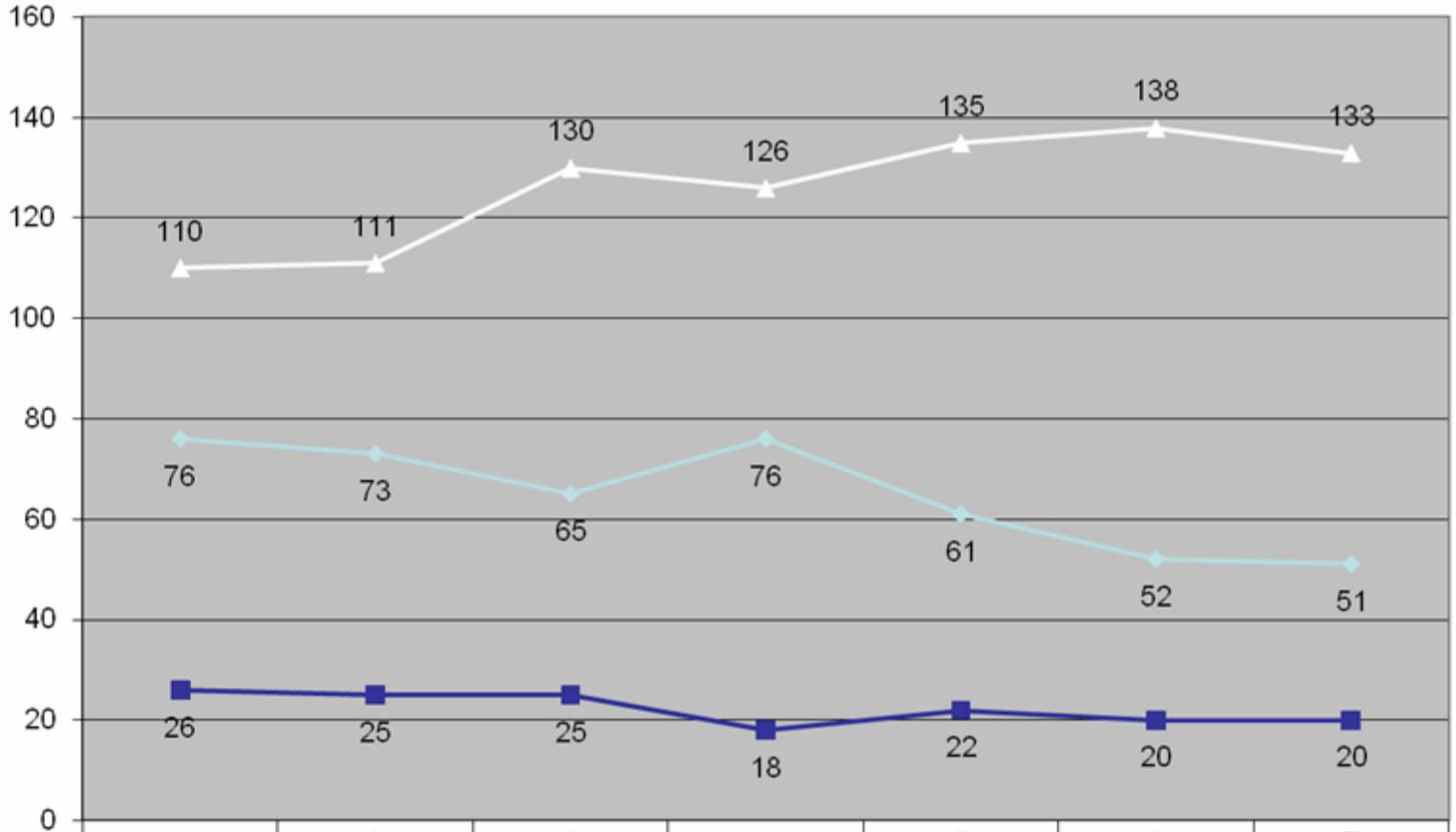
Total Undergraduate by Key Countries

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Total Enrolled UG		1198	1125	911	834	784	805	904
CANADA		51	47	47	35	33	30	24
CHINA		58	42	33	36	36	55	141
INDIA		121	95	78	62	43	36	38
INDONESIA		65	51	42	28	18	11	7
JAPAN		124	111	86	87	72	52	42
KAZAKHSTAN	0	2	3	2	2	29	27	25
KUWAIT	21	16	18	15	18	21	39	44
KOREA		117	128	126	122	118	113	123
MALAYSIA	20	20	30	26	22	18	11	15
MEXICO		74	80	64	74	70	76	67
PAKISTAN		46	39	23	19	15	11	8
SAUDI ARABIA	47	17	7	2	2	15	55	57
TAIWAN		53	50	51	35	37	24	27
UAE	19	44	33	20	11	11	11	13
VIETNAM		8	15	22	23	22	19	18





Graduate – The Americas



MEXICO	110	111	130	126	135	138	133
CANADA	76	73	65	76	61	52	51
BRAZIL	26	25	25	18	22	20	20

Total Graduate by Key Countries

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Total Enrolled G	1813	1776	1682	1612	1513	1456	1445
BRAZIL	26	25	25	18	22	20	20
CANADA	76	73	65	76	61	52	51
CHINA	424	412	395	341	315	298	316
COLOMBIA	20	22	23	20	22	25	25
INDIA	417	384	339	297	272	279	252
JAPAN	60	50	47	51	46	41	32
KOREA	102	113	112	112	112	98	100
MALAYSIA	7	6	8	7	6	6	4
MEXICO	110	111	130	126	135	138	133
SAUDI ARABIA	8	7	5	2	2	3	3
TAIWAN	56	63	59	68	65	55	57
THAILAND	24	23	19	22	16	11	11
VIETNAM	4	3	3	4	5	3	6

- Lack of institutional direction
- Lack of institutional resources
- Disparate results from piecemeal initiatives
- No emphasis on recruitment funnel planning and implementation

Follow the lead of domestic recruitment

- Designing plans around the recruitment funnel
 - Prospecting
 - Completing
 - Yielding
 - Enrolling
- No replacement for initial in-person contact
- Follow up increasingly virtual

Overseas Travel

- Group Tours / Large Public Events
- Small Tours / Targeted Private Events
- Individual / One-on-One Visits

Domestic Travel

- Embassy Visits (generated highest ROI for one of our participants)
- Conferences / Agent Workshops

Alumni Recruitment

- Identifying and developing an alumni base
- Train alum to represent the university

Divergence with what?

- From arm-chair methods
- From piecemeal initiatives

Convergence with what?

- Current domestic recruitment methodology
- Learning lessons from Australia and the UK

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