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## **Philosophy of A Plan**

Even without the current environment of the global economy, the desired results of a strategic recruitment plan should be to achieve targeted numbers while not wasting fiscal resources. All international action can help increase the brand awareness of the university, thereby making recruitment easier.

## **Spirit of A Plan**

The success of a recruitment plan depends significantly on the individual recruiter. However, the best strategic plans enlist the resources from departments across campus. Collaboration between the recruiter and these departments will help the university achieve its recruitment goals. The success is maximized and shared, and everyone wins.

Go Lancers!

### **A Concert, Not A Solo**

A successful, sustainable recruitment program features the efforts of several departments working together. Some departments will maintain a steady role in recruitment activities, and others will come and go like a crescendo. Not all universities are fortunate enough to have the ability to call on a variety of resources, but still, in building a long-term strategy, they should slowly implement each resource they develop.

By using the resources of various departments on campus, and the members of the university's global network, recruitment goals will be achieved, revenue will be generated, and the university's mission will be advanced.

### **Global Footprint**

The global footprint of a university consists of students studying abroad, foreign alumni and alumni living abroad, academic partnership abroad, faculty work, and degree-seeking foreign students. This footprint, when used properly, can help the university actively engage in recruitment activities abroad, increasing the number of foreign students and revenue generating opportunities for other departments on-campus.

The advantage of this footprint is the cost associated with recruiting foreign students. The university obviously will not invest an equal amount of financial resources in each country from which foreign students apply. However, proper use of those making up the global footprint can increase activity in those markets that would normally see little or no monetary investment and recruitment activity. By engaging a global network the school can recruit in broader terms and lower the acquisition price per student.

### *Study Abroad*

Last academic year, students from Longwood studied at foreign universities in 15 different countries. These students can be ambassadors for the university.

A large number of domestic students participating in study abroad programs last year decided to visit a country in Europe, with Spain, Ireland, and the United Kingdom among the Top 5 destinations. However, some domestic students did branch out to countries like China, Egypt, and Thailand. Some these students participated in short-term, faculty-led trips, likely through partnership programs.

These students have the ability to expand the reach of the university's recruitment efforts in markets that normally do not offer a favorable return on investment. For example, none of the countries among the Top 5 study abroad destinations are also on the Top 10 list of countries generating undergraduate applications over the past 5 years. Thus, the university is not going to invest financial resources in recruitment activities. If one looks closely at the activities of a recruiter while on the ground, a student studying abroad can handle certain easy action items.

So what can a domestic student do while not working in the library of a foreign university? At the very least, they can visit the private secondary schools located in their city, bringing useful admission materials to school counselors. In countries with an EducationUSA office, or Amideast office, they can host information sessions, and if the university is interested in participating in an education fair but is not willing to pay the overhead costs for travel, a student can be a representative. When, or if, a university is looking for ways to follow up a recruitment interaction with prospective students, it can use domestic students in the market to do so. It is important to remember, foreign students do not normally have the resources to visit a campus abroad before making their school choice. Interaction with a domestic student can help them answer many of the questions they and their parents may have, and also help them see Longwood University through the eyes of a peer.

## *Alumni*

The university may not have many alumni working and living abroad, but they do have partnership alumni. These alumni can be seen as a useful network, like domestic students studying abroad, but with even greater capabilities and with positive consequence for foreign and domestic students.

How can these alumni help with recruitment efforts now and in the future? They can do so in three primary ways: direct recruitment activity, identifying new business targets, and assisting domestic/foreign students with internships.

Alumni are capable recruiters, who often take pride in assisting the university with direct recruitment activities. While they may not feel comfortable visiting a local high school per se, they may feel comfortable hosting a reception for parents of local high school students when a university representative is in town. Or, they may welcome the opportunity to organize parent groups of foreign students currently enrolled at Longwood, who may also enjoy meeting a university rep, especially a senior administrator. Alumni are also helpful at education fairs, and since the university has so many alumni in key markets, it may be able to turn to them when the recruitment schedule gets too busy, or perhaps during the spring recruitment season, when the travel budget is a bit tight.

Alumni can help the university explore business opportunities that can impact recruitment. For example, if an alumnus works for a larger company, they may arrange for a university representative to host an information session through the human resources department of the company. Or, if the alumnus is a member of a professional society, they may be able to identify opportunities within the academic area for promotion of on-line programming, training, and continuing education. Alumni chapters here in the United States often host a sending off, for local students going away to larger schools. This activity can be very useful for the university in helping to build the global brand. While the university does not have this capability right now, it will in the future. For now the university should see if it can

organize academic partnership alumni to use them in the same capacity as those who have graduated.

Alumni should be surveyed, and asked about how they are willing to be involved. While alumni living abroad can be difficult to track, it is worth the effort. One way, if possible, would be to identify internship opportunities for foreign students as they return home for the summer, and for domestic students looking to study abroad. The value of the practical education and training is high, and sometimes the best way to get these positions is through collegial connections.

### *Current Students*

As mentioned previously, currently enrolled foreign students can be a very valuable recruitment organization for the university. They are capable of providing the university admissions representatives with the best information needed on the local markets, they can be on-line ambassadors, and they can recruit for the university when they return home.

Normally, market knowledge comes with experience. Often, it can take a recruiter or admissions staffer years of travel to become comfortable with all there is to know about a country, its education system, and its education customs. Yet, all of this knowledge is found within your average foreign student. All you have to do is ask them for it.

Foreign students can help the university representatives identify:

- Private/public secondary schools
- Language schools
- Agents
- Social networking sites
- Local media
- Most trusted education fairs

It is often difficult to recognize the value of “word of mouth”; it is hard to quantify it. However, we should at least acknowledge that currently enrolled foreign students

have a legitimate point-of-view that may be of interest to prospective students. On many US campuses, we use the domestic student's point-of-view to sell parents during campus

tours. Why not use foreign students in this capacity? They can work closely with the international admissions office to help answer questions that foreign applicants may have about everything from the admissions process, to orientation, to student life. The university could ask the students to act as “on call” counselors via the web site, or ask them to record “testimonies” or orientation modules. Our research shows that the web and email are the preferred method of communication for foreign applicants when receiving information from a foreign university in the U.S. Use the foreign students through this medium.

When a foreign student is at home, use them for direct recruitment activity. There are recruitment fairs during the summer, especially in China after high school students receive the results for the national university exam. Also, in India, Brazil, Vietnam, and the Middle East, there are summer recruitment programs or conferences. Typically, by this time of the year, the university will not have much money left over for travel. However, it may have the ability to pay the registration fee necessary for some who does not require travel, to attend the fair.

Of course, a student in college is also an alumnus of a secondary school and perhaps of an agency college search process. Encouraging these students to return to their alma mater to discuss life Longwood is a wonderful opportunity to educate prospective applicants. Also, because of their familiarity with the college-search process, a foreign student returning home is the perfect candidate to host an information session at an agency, both for counselors working in the agency and for the parents who come to the agency for help. The university just needs to equip these ambassadors with the correct collateral and direction.

#### *Academic Partnerships*

The university had relationships with tertiary schools in over ten countries, including some among the Top 10 countries sending foreign students. These partnerships, and

perhaps new ones in the future, can help the university by increasing its brand awareness abroad, and by generating revenue through short-term summer programs.

The university does not need its academic partners for almost all direct recruitment activity, especially since they are all in markets that are covered by other members of the university's global community. However, those partners abroad could be helpful when a Longwood representative is looking to host an information session and does not want to have to pay the rates to use space at a local hotel. (These sites could also be used for academic partnership alumni receptions). A local administrator could help secure the use of a larger lecture hall or reception space.

Of course, while the university is prioritizing the recruitment of foreign students who are looking for a U.S. undergraduate degree, the graduate programs should look to the academic partners as a direct pipeline for applications. Graduate admissions staffers should use the relationships abroad to identify the best programs at the various universities and reach out with collateral, emailed correspondence, and visits Longwood staff. While the graduate programs may be limited in scope right now, the university could at least promote the MBA. The university could certainly attract greater numbers of foreign applicant with additional graduate programs, including a full-time MBA.

Foreign partnerships are a good way to create cash revenue through short-term programming, especially during the summer. These programs can be academic specific, or general. However, the basic model includes 2 or 3 lectures a day, with experiential learning, and social activities blended in. The weekends and end of the program may feature travel to nearby tourist sites. These students are also given an opportunity to link with the local professional community, government, and media.



The advantage of these programs is in the immediate revenue, since all the costs are covered by the fee, and also in expanding the brand of the university through students

who have now experienced the campus and community and will return home to talk about it with their friends and family. While summer housing has been an issue, if the international office is able to get an initial program up and running, it may see that obstacle go away. The best programs for this right now are likely to be in business or education.

In terms of brand recognition and producing a financial return, the university may want to explore partnerships in the Middle East. The Middle East has the largest concentration of government-sponsored scholarship programs and will see an increase in the creation of new universities. The president has also indicated an interest in Latin America and South America. My opinion on academic partnerships is to use them to grow the university reputation in areas that will have the ability to produce degree-seeking students. Brazil, Venezuela and Columbia are the leading countries of origin for undergraduates studying in the U.S., and would be the best prospects for new partnerships.

### *Faculty*

The university will likely find an accomplished group of faculty who have worked abroad, who do collaborate with foreign partners, who have earned the trust of foreign governments and who are supportive of foreign students on campus. They should be brought into the fold, and informed of recruitment plans and debriefed of opportunities after recruitment trips. Faculty members should be surveyed and asked to share any international experience from their current or past professional relationships/work. A faculty committee to consider internationalization efforts and maximizing opportunities regarding recruitment could be beneficial in an advisory capacity.

The international recruitment efforts are not down to the sole efforts of the admissions office or the international office. If they are (or end up being such) it will reflect poorly

on whomever made it so, such is the potential in the synergy of all of the members of the university community.

## Summary of Actors

It is important to understand the various actors within the global network and how they can participate in a recruitment strategy and system. The following chart lists the activities associated with foreign student recruitment, and how the various stakeholders on-campus and abroad can participate.

	Admissions	Marketing	OIA	ELP	Alumni	Professional Studies	Academic Programs
Fairs/Tours	X		X	X	X		
Foreign High Schools	X		X				
Transnational Companies	X				X	X	X
Agents	X			X			
Lead Generation	X			X		X	
Printed Collateral		X				X	X
Web	X	X					
Advertising	X	X		X		X	
Academic Conferences	X		X				X
Government Relations	X		X	X		X	X
Academic Partnerships			X	X			X
Short-term Programs			X	X	X	X	X
On-Line Programs			X			X	
English Language Programming	X			X		X	X
Alumni Activity					X		
Study Abroad Students	X		X	X	X		X

### *Admissions*

The role of the international admissions staff, as already stated in a previous report, is to expedite the admissions decision in as timely a manner as possible to stay true to the standards of the university and notify applicants of the decision within 2 weeks of receiving all application materials. The admissions staff should also use existing tools to track and capture useful information from foreign applications.

It is the role of the recruiter, the person doing the traveling and acting as the point person for global correspondence to the office (and for international contacts they meet abroad), who is key to the success of the strategic plan. This person acts as the percussion, always present and driving the rhythm of the performance. They coordinate the travel; act as traffic manager for leads; correspond with high school counselors, tour and fair companies, and government scholarship officials; and interact with any private or public vendor related to the recruitment of foreign students. Ideally, the international admissions office should be placed within the Office of International Affairs. Over time, with growth, this department should have a director and a recruiter, someone handling processing/administration and another handling travel/correspondence. This move makes it easy for the admissions officers to be at the center of international activity for all those interested in Longwood University from this perspective. Yet, the university should recognize that involving other offices in the recruitment efforts enhances the efforts of this person. This does not mean that a committee should choose recruitment destinations or activities, as the university has entrusted this responsibility to an individual. Recruitment is about building a university brand, and across campus the following departments will be of greatest support. Recruitment takes a team effort. Zinadine Zidane, was a central midfielder for the French national soccer team. He wore the number 10, that of the playmaker. All action flowed through Zizou; he scored and created opportunities for others to score. He led France to a World Cup title in 1998, and a European Championship title in 2000. The recruiter acts like Zizou, handling the majority of the workload and creating opportunities for others.

#### *Office of International Affairs (OIA)*

The OIA is a crucial element to the effective execution of a strategic plan because of the logistical support it provides for students (prospective and enrolled foreign students, as well as domestic students studying abroad) and because of its management of immigration services and academic partnerships. This office richens the student life experience of the foreign student and also positions the university as a global partner for foreign governments abroad.

In earlier meetings the role of student support services for foreign students was presented as an opportunity to build positive word of mouth as a form of advertising. While it can be difficult to measure the impact of these services, they are crucial to the success of foreign, undergraduate students, especially during their first year. Orientation programs, advising, and the assistance with basic needs, allow students to concentrate their efforts on academic performance and social integration. Later, the programs offered by this department help the students explore the benefits of the local community and culture while maintaining their social norms. Often, foreign students will look back on their experience and cite the assistance received from this office as a positive. Testimonies of this support can be used in marketing materials

The Office of International Affairs also oversees the study abroad efforts. If the university is going to use these students as ambassadors, it will need to create a pre-departure training program. Obviously not every student going abroad will be, or is capable of being, an effective ambassador, but a system should be created to provide them with direction and to measure the effectiveness of their outreach. As such, the university should consider the creation of a new position to manage the study abroad programs. The return on this investment will come from an increase in brand recognition and a heightened awareness of international activity among domestic students and their parents. Offering domestic students the opportunity to take classes abroad used to be seen as a competitive advantage, but increasingly it is the norm.

The OIA staff is also responsible for immigration services. They are responsible with making sure foreign students and scholars are operating within the guidelines of their visa. But crucially, they are also the responsible for supporting foreign visitors on short-term visas. When the university considers revenue generating, brand-building programs that run during the summer or during the year, this office will need to provide timely support for these efforts. Foreign partners are looking for universities who are responsive and expedient. Sometimes very good opportunities are discovered but demand a quick turnaround response from the university. Immigration support is often critical to these

agreements. As the university increases the number of foreign enrollments it may need to add personnel support in this area to meet the demands of government reporting. Academic partnerships are a way to build a brand in key markets. These relationships are managed within the OIA. As mentioned earlier in the report, there are many ways to leverage these partnerships, but new partnership should be driven by the impact of exposure to prospective students, not just academic collaboration. There are enough universities with a broad range of academic programs with quality that the university can consider new markets to match its recruitment efforts. Doing this is an added justification for the appropriation of new funds for these partnerships.

#### *English Language Program (ELP)*

Increased recruitment activity will bring more applications from foreign students who are not ready for the classroom and will also bring opportunities from foreign partners looking for short-term programming that includes English language training.

An English Language Program is a valuable partner for the international recruiter. The presence of a program on campus allows the university to maximize its recruitment efforts because foreign students who need English training can see a path toward admission, and foreign governments can see the university as a complete partner.

An intensive English center can also be a valuable partner for short-term programming. Some partners will want to have the university provide English training as part of a summer or yearlong program. It will have to consider its capacity to handle such work, and relay that information to the international recruiter so they are well equipped to present the best information to potential partners they meet while traveling.

The university is acting quickly to create and open English Language Program by January of 2012. This will greatly enhance its chances to recruit foreign applicants this fall. In addition, it should reach out to smaller colleges in the area who did not have this capability, so that they may see Longwood as a partner for this function.

### *Academic Programs*

Recruitment efforts are helped when academic departments are willing to sign transfer agreements with foreign schools, engage in academic partnerships, provide module instruction for short-term programming, sign off on transfer credits for incoming students in a timely manner, and give graduate admission decisions monthly.

The university wants to enroll foreign students for as long as possible. Foreign students, who enter as freshmen and then graduate with a degree, may be enrolled in academic programs for 4 or 5 years. If they transfer into the university, they may only attend the university for 2 or 3 years in order to graduate, but it is not tuition money the university is going to give back. But, so often universities are not willing to do the work needed to attract foreign transfer applicants. Academic departments can make this process easier.

Transfer agreements with foreign and domestic 2-year and 4-year universities are made easier if done at an academic department level. In this model, departments can look to create a 2 year curriculum that can then be presented to other schools with the understanding that if a student from a partner school completes the equivalency of the curriculum at their home institution, and meets a pre-determined performance standard, they will be automatically accepted into the university and the academic program.

Often, when foreign transfer students are accepted, but not as part of a transfer agreement, they have to enroll at the university without knowing how many credits (already taken) will transfer, and thus have no exact way of knowing how much longer they will have before graduating. The reason this is the case is because unlike domestic transfer students, the completed curriculum by foreign students is often foreign to the person in charge of advising with the academic department. Thus, normally students must wait until they are on campus and can meet with a department advisor, who will then let them know how many credits will transfer. The credential evaluators within the admissions office should work with transfer applicants to not only translate the grades of the applicant, but to also retrieve a syllabus and text book information for coursework completed within the major. Admissions should then turn this over to the

academic advisors who should attempt to review these transcripts at least once or twice a month. Having a process will help the recruiter and admissions counselors provide prospective students with accurate information and will also provide a positive contrast to other schools the applicant may be considering.

When a university engages in short-term programming, as a way of generating revenue and building a global brand, it must identify the academic programs that will not only be popular in the market but also those who have the capabilities to participate. Part of this will be finding faculty members who are willing (and allowed) to take on additional instruction hours in short-term programs. Normally, either the department or the instructor is compensated for these hours but it is important to know which departments to promote abroad while engaging in recruitment activity.

Inevitably, some academic programs such as business and education are going to get the majority of applications. But, as recruitment activity increases other departments will see greater interest. The recruiter needs to work closely with the program directors to understand, the capacity of these programs, their admissions standards, and their application deadlines, and identify the professors most likely to want to work with foreign applicants. These program contacts should also be informed of the recruitment activities so they can provide materials for recruitment and know when to expect an increased level of applicant correspondence and applications. An informed program director is a good partner to a recruiter and a good liaison when needed.

#### *College of Graduate and Professional Studies (CGPS)*

This office can impact the recruitment of foreign students through the development of short-term programming for foreign secondary students and foreign partners, the delivery of on-line degree programs.

The university has a highly rated education program, and has the ability to deliver some of its degree programs through on-line instruction. The international recruiter when



traveling abroad should market these programs. The recruiter should also debrief the director of CGPS after each recruitment trip to present possible opportunities for this department. These opportunities will not only be found with foreign governments and universities, but also with transnational companies.

The university does not have an official conditional acceptance policy whereby a student can receive guaranteed admission upon completion of an English language program or a passing grade on a standardized test for language proficiency. The ELP should work with the international admissions office to establish this policy. The key is to avoid asking a foreign student to apply once they have met the language standards. Offering them a spot and then welcoming them to the ELP means the university will increase applications and students within the ELP. Having a stated policy allows the recruiter to answer in the affirmative to one of the most popular questions they will hear, “Do you offer conditional acceptances?”

### *Marketing*

Typically, a university’s media plan, as it relates to foreign recruitment, involves a web site and printed collateral. The university is already working to improve the admissions web site to promote useful information and contacts for foreign students. It should also consider its capabilities in the areas of interactive marketing, translation services, video production, and direct mail campaigns in foreign markets.

While the university may have the means to produce material/collateral, it should consider using printing production overseas, especially when collateral is going to be used for local agents or in advance of recruitment trips. This can reduce the cost of production and shipping. The university should consider multiple pieces of collateral, some for large exhibitions and others for use with high schools, academic partners, governments and education consultants. As such the university should consider a production meeting with their marketing firm to discuss capabilities and timelines as it relates to the recruitment schedule.

### *Alumni Association*

As mentioned earlier, the alumni can provide a great deal of support to the university, and the university is always interested in creating meaningful ways to interact with the university. The Alumni Association can play a vital role in organizing alumni to work with the international recruiter and each other in pursuit of the recruitment plan. While recruitment may not be the primary goal of the Alumni Association, the organization of alumni through recruitment can benefit the university's goals in other areas.

If possible, the Alumni Association should work with the recruiter to produce a recruitment tool kit, and look to organize events while the recruiter (or other administrators) are in the market.

## **Summary of Activity**

As mentioned in presentations and earlier elements of this contract, a successful recruitment plan involves primary and secondary strategies, or areas of activity. Each of these areas of activity comes with tasks to be executed, according to a time-line. The relevance of the target market will determine the volume of tasks.

Areas of Activity for primary and supplemental markets:

- Fairs/Tours
- Foreign High Schools
- Transnational Companies
- Agents
- Lead Generation
- Printed Collateral
- Web site
- Advertising
- Conferences
- Government Relations
- Academic Partnerships
- English Language Program

### *Fairs/Tours*

Education tours are a great way for university representatives to become familiar with international recruitment. Good tour companies will provide a university with opportunities to visit secondary schools, universities, and government officials in each country they visit. Often, the tour companies will select the largest city or cities in each country in an attempt to garner the largest attendance numbers at their education fairs. These tours can also help university officials not accustomed to travel feel safe, and provide them with a professional development opportunity as they come along with reps from other countries.

After a while, a recruiter may not feel the need to participate on tours, or may just choose to participate in the exhibitions. They may choose to visit schools by themselves or with a small group of U.S. universities who are not seen as competitors. However, while participating in an organized tour, the recruiter should realize that a tour provider

might not take advantage of all of the resources available in a market. They may not visit all of the private high schools in the area, for example.

Different markets have different solutions and each solution has a price point. There is a tour company that operates in China, among other places, that charges almost \$30,000 for exhibitions in multiple cities with visits to high schools and universities included.

However, the tour company does not produce half of the events and a closer inspection reveals that most of the costs for the tour are in transportation and housing (normally at very nice hotels). The university could still attend the same exhibitions, visit the same schools, and pick out their own hotels and transportation options, without paying the overhead associated with an organized tour. Many do not do this because they would prefer to travel in numbers, with colleagues from other universities. The advantages of traveling together are that normally during a school visit, more students will show up over their break to come visit with multiple counselors. If one school shows up, they may be less inclined to do so (however, a good high school counselor will always try and get a group of juniors or seniors together to hear a presentation). But there are not always advantages to sharing a stage, so to speak. Some school representatives like to talk about how they are not in competition with any other school at an event and that there are enough students to go around for everyone. That is ridiculous. Recruitment is a competition, and as such the recruiter for Longwood should always look out for the university first. For example, there are times when a recruiter may be on a tour, and generate interest from students late in visit to a local high school. The tour operator may tell everyone that the bus is going to leave in five minutes. If that time comes, and all of the other recruiters are on the bus, but there are still 5 interested students in front one table, the recruiter at that table should stay, talk to the students and take a cab to the next location. Longwood is just beginning its recruitment efforts and needs to take advantage of all the opportunities it can while on the road.

### *Foreign High Schools*

One cannot assume that secondary schools abroad have the internal resources for students and parents that are common in Western schools. However, many

private secondary schools do have this level of support and these counselors are often the trusted advising source within the school. Positive relationships with secondary school counselors can provide the university with targeted feedback regarding which students may be open to considering the university.

Not all of the private schools abroad are on the American system. Many do offer an AP or IB curriculum, but others operate on a British, Canadian, French, German or Dutch system. No school system should be overlooked. In some countries, like Vietnam for example, citizens are not allowed to attend American schools. They can be found in schools with other systems of education.

The admissions office should create a communication strategy with general correspondence to their list of secondary school contacts at least three times a year, and targeted correspondence whenever the school representative is planning on being in the market.

In addition to visiting with high school counselors abroad, they can be seen en masse at conferences like OACAC and ECIS. These events are in the summer and fall, and a school representative can mingle with hundreds of representatives around the world.

Finally, the school's School of Education may be of interest to teachers and counselors abroad looking for continuing education opportunities. It would be wise to promote these programs when visiting schools, if for no other reason than to give them something to remember you by.

### *Transnational Companies*

Normally people associate the Human Resources departments with job placements. To a recruiter it is an opportunity to educate the workforce on the opportunities that exist for them, their children and their co-workers. Many companies are looking to invest in middle-level managers by sending them to graduate programs abroad. Likewise, many

employees may realize they need additional degrees to advance. Hopefully, a company has enough employees with school-age children who are considering their college choices. These employees would see a presentation from an American university representative as a valuable service from a human resources department. Of course, it is always possible that the university can deliver training modules or on-line continuing education for these companies.

### *Agents*

Agents are a supplemental recruitment strategy that allows a university to collaborate with in-country representatives having the “school choice” conversation every day. Agents offer specialized promotional services for universities as well as current reports on market conditions within their country. Increasingly, agents are becoming specialized, concentrating on certain academic areas or activities like academic partnerships. It is best to educate and supply these counselors, and find ways to compensate them beyond cash. When working with agents it is always best to find those who have considerable market reach and whose students are able to get visas. It is never a good thing to offer exclusive rights to an agent, and in fact it is advisable to consider using multiple agents in the same market. Agents are of no use in the Middle East and most governments will not be supportive of schools that employ this practice. Longwood University should consider the use of agents. There is a debate within the international education committee regarding the use of agents. The use of agents is a risky move if that is the only strategy or tool used by a university to attract foreign applicants. However, the strategy that will be put in use by Longwood University is holistic and diversified. The use of agents is a supplemental tool, one that can help reduce the cost of recruitment, especially in markets where a major investment in recruiting is not prudent.

### *Lead Generation*

Several companies can provide leads independent of those from fairs. In an ideal world these leads will be responsive and meet certain conditions like the ability to pay. However, many times they aren't. If there is money left over in a budget these leads can

be purchased and used before traveling to a market, to set up meetings. Or, you can connect the lead with an alumnus or student studying abroad. Organizations like the College Board and the Council of International Schools do have student registries that come right from standardized tests and high school counselors so they may be the best bet. Hobsons also offers qualified leads through virtual fairs and via an international provider.

### *Printed Collateral*

The first year is about letting all of the school choice drivers know that Longwood University is looking to push for foreign applications. These people driving the school choice conversations are concerned with application process and understanding the value of the university. Printed collateral needs to describe the application process, and appeal to those looking for undergraduate, graduate and language instruction.

The university has the potential to recruit students from key markets where English is not the first language. Even though students may have a firm grasp of English, parents, government officials, and other university representatives may not. Additionally, agents sometimes spend more time talking to parents than they do prospective students, or a student may want help convincing a parent to invest \$30,000+ for a year abroad. The university should translate their international recruitment piece to fit the demands of certain markets.

The university should not feel that it has to print everything in the US. There are local printers in foreign markets who are able to print pre-produced pieces. The university should connect with partners abroad who can deliver these services. And, the university should consider the fees offered by tour companies and education fair producers who are willing to print materials for their clients. Sometimes, it may outweigh the costs of shipping.

### *Web site*

The number one source of information for foreign students is the university web site. The number one trusted source of information is anything provided directly from the university. A good university web site easily provides useful information to applicants, school-choice drivers, and possible academic partners. While the application process is the primary concern when relaying information for prospective students, the university should also present their recruitment schedule, answers to frequently asked questions, and a blog about recruitment activities. Also, if possible, the university should post any videos regarding testimony from foreign students about their experiences at Longwood. Of particular interest to foreign prospects may be the customer service offered by the OIA, the relationships with professors, small classroom sizes, and a good region for internships and jobs.

### *Advertising*

The university will likely stick to modest increases in its investment in external communications, likely in the areas of beefing up its own web site, and in producing printed collateral. However, as the university develops a mature communications strategy and identifies its strongest markets, it may want to consider opportunities for integrated marketing and direct mail. The university will have the ability to identify local, in-country producers of content, and also the best neighborhoods for direct mail, through the use of its alumni network, and the professional contacts made from recruitment efforts. The university needs not increase its internal capabilities, only recognize that international advertising may lead to a bigger workload in the near future. Another route to go is to invest money in a local agency to help you advertise. Agents these days do not only talk to parents but they can develop and implement media plans.

In terms of prioritizing expenditures, the advertising dollar does not return as much as the travel/agent dollar, so perhaps this is something to think about long-term.



### *Conferences*

Each year, academic conferences are held in different parts of the world. At these conferences administrators gather to discuss “best practices” in international education, receive continuing education in the areas of admissions and immigration services, and network with foreign secondary school counselors, government officials, and representatives from foreign universities. These conferences are a good way to establish new contacts and re-connect with old colleagues. Among the best conferences for university representatives to attend are the annual NAFSA, OACAC, AIEA and ECIS conferences. In addition, foreign governments and regional higher education associations will also hold annual conferences. If possible, the university should look to send an appropriate representative to these conferences in the target markets.

### *Government Relations*

Work between institutions and foreign governments often produce revenue-generating opportunities for schools. Not only are many foreign governments looking to place fully funded scholarship students in U.S. schools, but they can also identify academic partners and facilitate training opportunities. Most of the time these governments are looking for schools with strong central international offices that have clearly identified personnel that they can work with. Government- relations are a low-cost way of producing returns on your recruitment efforts and a good source of additional revenue streams for the institution. Upon these student enrollments, is where the university will build a foundation. However, the school will likely only see the return from these students when an English language program is in place. Whenever possible, the university should position itself as a comprehensive partner, not just another school paying lip service for applications. Again, leveraging the strength of the education program is the right approach. Internally, all of these countries are investing money to improve the infrastructure of their own education system. In addition to sending students abroad, they are building new universities and upgrading the faculty at current schools. Whether it is programs in instruction or administration, a School of Education is a tool in partnering with a foreign government.

## *US*

Housed within the U.S. Department of State's Bureau of Education and Cultural Affairs, EducationUSA is a global network of more than 400 advising centers located in foreign countries. Foreign students within these countries can go to these centers to learn more about attending college in the United States. In India, this same service is called USIEF, and in the Middle East it is run by an organization called Amideast. These offices are also often responsible for placing Fulbright candidates at host universities in the United States. A recruiter should incorporate visits to these offices as part of their recruitment schedule.

Housed within the U.S. Department of Commerce, the Commercial Services department has offices in almost every embassy or consulate in the world. Their job is to assist U.S. businesses looking to export products and services in foreign markets. Education is one of the leading exports and thus the department has become increasingly involved in helping universities with their recruitment efforts by hosting education fairs, virtual fairs, and webinars as forums for universities to promote themselves. These departments are also helpful for engaging foreign companies who can help the university form relationships within new markets with companies and vendors who can help the university achieve their recruitment goals.

## **Foreign Academic Partnerships**

Academic partnerships can include the following relationships: transfer agreements, training agreements, student exchange programs, joint-degree programs, research partnerships, and faculty exchange programs. The university is currently engaged in partnerships with universities abroad in an attempt to facilitate student mobility, foster scholarship collaboration, and expand brand recognition. It should look at the expansion of relationships to partners in the Middle East, Latin America and South America.

Institutions will often spend an enormous amount of fiscal and human resources on efforts to develop partnerships abroad. It is important to have defined responsibilities

within the university community in an effort to ensure a good faith effort is made to make the partnerships successful for all parties involved.

### *Domestic Associate Institutions*

There are 90,000 foreign students studying to earn an associates degree at U.S. schools. The following domestic associate-level institutions enroll the largest numbers of foreign students, according to the 2010 *Open Doors* report. It would be wise to reach out to these systems to arrange for matriculation agreements so that foreign students can complete their bachelor's degrees at Longwood. Not on this list, but close by, is Northern Virginia Community College. Their foreign student enrollment is over 1,500.

<b>Institution</b>	<b>Location</b>	<b>Foreign Enrollment</b>	<b>Total Enrollment</b>
Houston Community College System	Houston, Texas	6,125	49,207
Santa Monica College	Santa Monica, California	3,212	31,404
Montgomery College	Rockville, Maryland	2,622	26,144
De Anza College	Cupertino, California	2,576	25,316
Lone Star College System	The Woodlands, Texas	2,238	46,512

## Top Markets

### *Market Assessment*

For the purposes of this report, there are four categories of markets: Top, Secondary, Exploratory, and Scholarship. How a country fits into a market (and there is overlap) is determined as much by the ease of opportunities within the country as is the university's current capabilities to recruit. It is also determined by the volume of applications generated annually versus the cost of generating the applications to the university. While the goal of each recruitment activity is to increase the undergraduate student population, the overall benefits to the university, to include revenue generation, are considered.

It is fair to say that the most important markets should demand the most resources but that does not have to mean the most money. In some cases the university can call upon its existing human resources in the form of current students and alumni, for example.

### *China*

China is now the leading source of students to the United States, according to data provide by the Institute of International Education. Last year, nearly 130,000 Chinese students were studying in the U.S., an increase of almost 30% from the previous year. About 30% of these students are undergraduates and the percentage of Chinese students seeking a bachelors degree is growing.

Historically, China has been the number one source of foreign students studying in the United States, when relations between the countries have been good. There have been times in the past 25 years when Japan or India held the top spot, but the Chinese market has remained consistent.

China is a market with multiple methods of recruitment. It has a network of private secondary schools, willing university partners, transnational corporations (over 1,300 member of the Beijing US Chamber of Commerce), expansive education agent networks, and education fairs. Interactive marketing is a possibility with popular websites like QQ and RenRen, as is direct mail.

In the northern part of the country, Beijing and Tianjin are the major markets. Moving south, Nanjing was the capital of the 3<sup>rd</sup> Dynasty and is home to some very good universities. Some consider Wuhan the academic capitol of the country, kind of like a Boston with so many students in the area. China established special economic zones in the southern area of the country. As a result there is a longer history of middle-class wealth in this region. Shenzhen and Guangzhou in particular, always have strong attendance at academic exhibitions. From those areas you can easily access Hong Kong, and its wealth and private schools.

Tour/exhibition providers: Linden, IIE, AEO, AIEF, ISN, CIEET, and agents

Relevant degree programs of interest:  
Business, Physical/Life Sciences, Math/Computer Science

Recruitment involvement:  
Admissions, Professional Studies, ELP, Alumni, OIA

### *Canada*

Canada is regularly among the top five markets in terms of country of origin, annually sending around 30,000 students a year. 48% were studying in undergraduate programs last year, according to data from the Institute of International Education. Last year's number was down almost 5% from the previous year.

Canada as a market has the advantage of having a secondary school system similar to that of the United States, with comparable curricula and high school counselors. In addition, there are education fairs in the major markets and possible academic partners in 2-year degree programs.

Also, the majority of the applicants from Canada speak English as their first language and thus meet the “classroom ready” desirable profile.

Fairs are normally held in the more populated areas: Ottawa, Toronto, Vancouver, and Calgary.

Exhibition/tour provider: RIC, EducationUSA

Degree programs of interest:  
Business, Health Professions, Social Sciences

Recruitment involvement:  
Admissions, OIA, Alumni

### *South Korea*

South Korea is the third largest provider of foreign students to the United States. Last year, about 72,000 foreign students from South Korea studied in the United States. 50% of South Korean students in the United States last year were undergraduates.

Last year, there was a slight dip in the number of students from South Korea who were studying in the United States.

South Korea is a country that has historically taken the investment in education seriously. Students are often encouraged to receive individual training after school to perform better in the classroom and in their language studies. The country is seeking to be the central source of education in the Far East and is not only attracting foreign universities to establish satellite campuses, but is also offering an English-only curriculum in some of its best universities. The country has traditionally been a good source of English language students as many men in particular come to the US to put off their mandatory military service.

Recruitment efforts here involve connecting with private secondary schools and English language schools, attending recruitment fairs, and linking with transnational corporations.

The two major markets are Seoul and Busan on the southern tip of the country. Seoul is a source of English language schools, high schools and universities, and has the largest exhibitions in the country. Busan, the only city to have not been held by the North Korea, is smaller but with a good secondary school system.

Exhibition/tour providers: Linden, AIEF

Degree programs of interest:  
Business, Social Sciences, Fine/Applied Arts

Recruitment involvement:  
Admissions, OIA

### *Saudi Arabia*

Saudi Arabia is the seventh largest provider of foreign students to the United States. Last year, approximately 16,000 students from Saudi Arabia were studying in the United States, and over half were undergraduates. Twenty percent of the students were in English language programs. Last year's enrollment figures represented an increase of 25% from the previous year. It is the largest provider of foreign students from the Middle East.

Saudi Arabia has been making a large investment in education over the last seven years. Not only is it investing in students studying abroad, it hopes to have ten new universities on-line within the next five years. The government is openly recruiting university partners for academic program development and consulting services. It is creating new universities to serve its female population and those who wish to learn a trade. The government is not the only source of scholarship funding. Saudi ARAMCO, hospitals and universities are all providing scholarships to students looking to study abroad.

Saudi Arabia is a reasonably good market for recruitment. Not only do private recruitment companies provide tours and exhibitions, but the Ministry of Higher Education is also hosting exhibitions. The country is reasonably small and working with agents is not considered a good thing to do.

Opportunities exist in this market for the Office of Professional Studies. More women than men graduate with tertiary degrees yet many are not traveling abroad. The capability to deliver degree and certificate programs through an on-line curriculum could be very popular. Additionally, an English Language Program can expect to see a reasonably steady number of enrolled students.

There are four major markets within Saudi Arabia. Jeddah is one of the largest and the least conservative. Khobar/Qatif have secondary schools, universities and single-sex

special focus institutions. Riyadh, home of the US Embassy, has the largest network of private schools and is a concentration of wealth in the area.

Exhibition/tour providers: USEG, Linden, Saudi Arabia Ministry of Higher Education

Degree programs of interest:  
Business, Math, Education

Recruitment involvement:  
Admissions, Professional Studies, ELP, OIA

### *India*

This year, India was surpassed by China as the largest source of foreign students studying in the United States. There are over 100,000 students from India enrolled in colleges and universities in the United States. Overwhelmingly, these students are graduate students, enrolled in degree programs in science, engineering and math. However, Indian undergraduates now make up almost 15% of all Indian students in the United States. Increasingly, they are turning to other degree programs to include business and liberal arts. Also, because so many Indians speak English the language

India is a large, developed country, with layers of bureaucracy in the area of higher education. Up until the recent economic trouble, if one had a graduate engineering program they could simply show up to an education fair and receive applications. Oddly, the combination of a bad global economy and the rise of a solid domestic economy led to a small reduction in applications from India to schools in the U.S. According to a recent report from the Council of Graduate Schools, graduate applications to programs in the United States increased last year. Undergraduate applications are harder to come by without the use of an agent network that sometimes resembles an extortion racket. However, there is a good network of private schools throughout the country and offices that provide educational advice with the support of EducationUSA. Also, India is starting to develop 2-year associate schools and numerous four-year institutions are interested in transfer agreements. As one would expect, there are private providers of



tours and exhibitions, though sometimes at a high cost compared to similar services in other markets. India's education markets are numerous. There are agencies located throughout the country and when considering a partner one should balance their reach with their intimate knowledge of the local area. Mumbai, Ahmedabad, Hyderabad, Delhi, Bangalore, Pune, and Chennai are all good markets for secondary schools and agencies.

Exhibition/tour providers: Linden, ISN, IIE, CIS

Degree programs of interest:

Engineering, Math/Computer Science, Business, Physical/Life Sciences

Recruitment involvement:

Academic Programs, Professional Studies, OIA, Admissions

## Secondary Markets

### *Vietnam*

Vietnam is not one of the leading producers of applications to Longwood University in the last five years. But it can be five years from now.

Vietnam is an emerging market, and is now the ninth leading source of applications to the United States. Of the roughly 13,000 students enrolled in the United States, 68% are undergraduates. After experiencing an average of 45% growth for two years, last year the increase in students from Vietnam slowed to 2%.

Vietnam has become the darling of the international recruitment world. The work of Dr. Mark Ashwill, formerly of IIE, and the former U.S. Ambassador, Michael Michalak, helped to promote the United States as a destination for Vietnamese students, and strengthened the ties between the Vietnamese Ministry of Education and Training (MOET) and U.S. universities.

MOET is the driving force in helping Vietnamese universities identify academic partners abroad, and also funds the national scholarship program. This program, mainly targeted towards graduate programs, is designed to develop the next generation of educators in Vietnamese universities.

Recruiting in Vietnam has never been easier. Fairs and exhibitions are offered twice a year in the markets of Hanoi, Da Nang, and Saigon. There are excellent public and private secondary schools in the north and south. The former ambassador hosted an education conference for the past 4 years in February. It was a perfect time for university reps to meet important members of the Vietnamese government and their colleagues at domestic institutions. The Commercial Services division of the US Department of Commerce is very active in promoting U.S. education and operates the learning center within the embassy in Hanoi. It can help Longwood link up with government officials in Vietnam.

Degree programs of interest:  
Business, Applied Math

Recruitment Involvement:  
Admissions, Professional Studies, ELP, OIA

## *Brazil*

Brazil is the 14<sup>th</sup> leading place of origin for students coming to the United States. Of the almost 8,800 students enrolled in U.S. universities last year, 47% were undergraduates and almost 10% were enrolled in language programs. The number of students coming from Brazil has increased roughly 25% since 2005.

Brazil is the darling of the Foreign Direct Investment community as a member of the BRIC economies and future host of the World Cup for soccer and the Olympic games. Recently, it was said that the country would have to graduate 60,000 new engineers each year for the next 10 years to handle the growth and demand in terms of stress on infrastructure.

As mentioned earlier, the majority of students from Brazil study at the undergraduate level. In the major cities of Rio de Janeiro, Curitiba, Porto Alegre, Brasilia, and Belo Horizonte, education exhibitions and consulting agencies are prevalent. Additionally, there is a countrywide network of private schools, mostly parochial, which have college counselors and AP/IB curriculum.

Degree programs of interest:  
Business, Social Sciences, Applied Arts,

Recruitment involvement:  
Admissions, Professional Studies, OIA

## *Mexico*

Mexico is the eighth leading place or origin for students studying in the United States. Of the approximately 13,500 students here, almost 60% are enrolled in undergraduate programs. While the current number of students enrolled in U.S. programs reflects a 10% drop from the previous year, it is safe to say in better economic times the number of Mexicans studying in the U.S. will continue to grow.

Mexico, like Brazil, has an extensive network of private, parochial schools with high school counselors, and instruction in English. Education fairs are available in Monterrey, Mexico City and Puebla, however there is a lack of diversity in tour providers so it is a bit difficult to avoid price fixing.

Degree programs of interest:

Business, Social Science, Fine/Applied Arts

Recruitment involvement:

Admissions, OIA, Professional Studies

## Exploratory

There are markets that appear to have the characteristics of everything Longwood is looking for in terms of undergraduate enrollment numbers within the United States. However, these are markets that may not stand alone, but could be part of a larger recruitment effort in the region. Or, there indeed may be a good undergraduate market but it can be questionable as to whether prospective students could afford Longwood tuition. Or, the price per acquisition of these students may be too high when compared to the return. These markets are best explored if they're included among larger tour packages, or with the global network of Longwood students, academic partners and faculty.

Country	UG Number	UG %
Nepal	7,209	64
Indonesia	4,313	62
United Kingdom	4,217	48
Malaysia	4,097	66
Turkey	3,656	30
Nigeria	3,498	53
Kenya	3,354	62
Germany	3,213	34
Venezuela	2,780	56
Colombia	2,562	37
Thailand	2,526	30
France	2,398	31
Jamaica	2,106	60
Russia	1,975	41
Singapore	1,971	49
Sweden	1,959	63
Philippines	1,917	50
Kuwait	1,511	62
Peru	1,496	46
Bahamas	1,394	76
Trinidad	1,377	57
Ecuador	1,248	56
Bulgaria	1,154	46
Kazakhstan	1,147	60

## **Scholarship Markets**

The university should look to maximize the possibilities of the national scholarship programs. The university should make a point to engage not only the embassies in Washington DC, but also the respective Ministries of Higher Education while traveling abroad. If the university has not already done so, it should extend an invitation to the key academic advisors in some of these programs to visit the campus. Most of these governments are in countries where Arabic is the primary language. Thus, adding Arabic translations to one's web site would be a smart action step.

To review, the scholarships markets are:

Bahrain

Chile

Kazakhstan

Kuwait

Iraq

Libya

Oman

Norway

Qatar

Saudi Arabia

Vietnam

UAE

## **Action Items by Season**

### **Summer**

Registration for fall fair participation (Admissions)

Web upgrades to include translations (Marketing)

Collateral improvements to include translations (Marketing)

Create and implement tracking system for international activity (Admissions)

Membership in international education organizations (Admissions)

Designation/Promotion of primary contacts (Admissions, Marketing)

Purchase of database of foreign high schools (Admissions)

Development of communication strategy for high school counselors (Admissions)

Development of yield strategy for undergraduate admits (Admissions)

Development and distribution of Alumni Survey (Alumni, Admissions, OIA, Professional Studies, Academic Programs)

Identification of largest transnational corporations in core markets (Admissions, Academic Programs, OIA, Alumni)

Identification of Industry groups in Core markets (Admissions, Alumni, Academic Programs)

Set-up of agent toolkit (Admissions)

Create an alumni recruitment tool kit (Admissions, Alumni Association)

Create recruitment volunteer teams from study abroad students. (Admissions, OIA)

Build a system to use study abroad volunteers for schools visits, fairs, and post-fair activities. (Admissions, OIA)

Create an account within the EducationUSA website to take full advantage of current information provided through the Department of State. (Admissions)

Become a member of Amideast and enjoy the promotional services offered via its 23 offices located in 13 countries throughout the Middle East and Northern Africa. (Admissions)

Become a member of USIEF, the United States–India Education Foundation, and enjoy the member services of the offices located in major population centers within the country. (Admissions)

Develop a communication strategy for EducationUSA offices (Admissions, OIA)

## **Fall**

Meeting of international recruitment advisory committee (Everyone)

Survey foreign students (OIA)

Attendance at conferences regarding international admissions and recruitment (Admissions)

Embassy visits to promote recruitment and partnerships (Admissions, OIA, Professional Studies, ELI)

Identification of on-campus champions (OIA, Academic Programs, President?)

Participation of fairs in primary markets (Admissions, Alumni Association, OIA)

Presentations within HR departments or at the Chamber of Commerce (Admissions, Academic Programs, Alumni)

Identify agents for agreements (Admissions)

Invitation of foreign government officials to campus (Admissions, OIA)

Create a university faculty committee to consider internationalization and international recruitment. (OIA, Academic Programs, Professional Studies)

Subscribe to the Gold Key Program offered by Commercial Services (Admissions)

Debriefing of relevant committees (Admissions and Everyone)

Register for spring recruitment events (Admissions)

## **Spring**

Development of transfer articulation framework for participating academic programs  
(Admissions, OIA, Professional Studies, Academic Programs)

Review of fall application data to adjust spring schedule (Admissions)

Briefing of international advisory board (Admissions and Everyone)

Alumni events in targeted markets (Alumni, Academic Programs, Admissions, OIA)

## **Year 2 Highlights**

Development of Summer Programs

Transfer agreements in place

Alumni receptions

New Academic partnerships in the Middle East, Latin America, South America