

A Values Approach to International Recruitment

For Presentation at:

November 5, 2012

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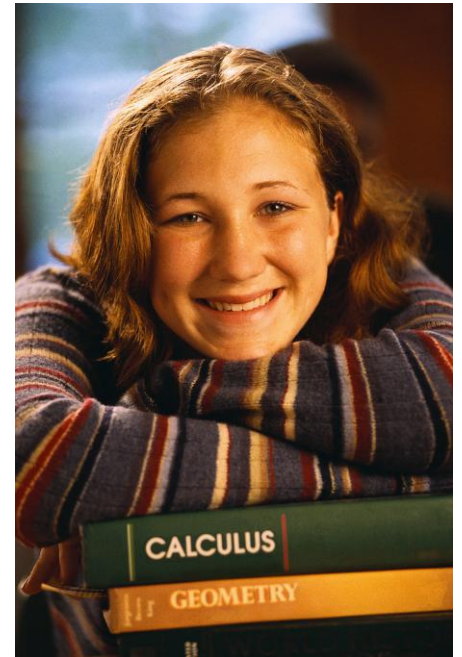
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Conditions for Success (*and Mediocrity*) are just right

Success factors include:

- ✓ Market Growth
- ✓ National education brand and promotion program
- ✓ Canada (as destination)
 - English language
 - Safe
 - Costs reasonable
 - Quality good
 - Overall image of country as “pleasant”



Conditions for Success (*and Mediocrity*) are just right

Challenge factors include:

- National strategy - *provincial jurisdiction*
- Most provinces lack coordinated effort
- Competitive growth increasing - *dramatically*
- IS student awareness/knowledge low (*very low*)
 - Most IS students don't understand Canadian College/University
 - Canada behind US, UK, Australia (e.g. Indian Sample)
 - Individual institutional brands low



Conditions for Success (*and Mediocrity*) are just right

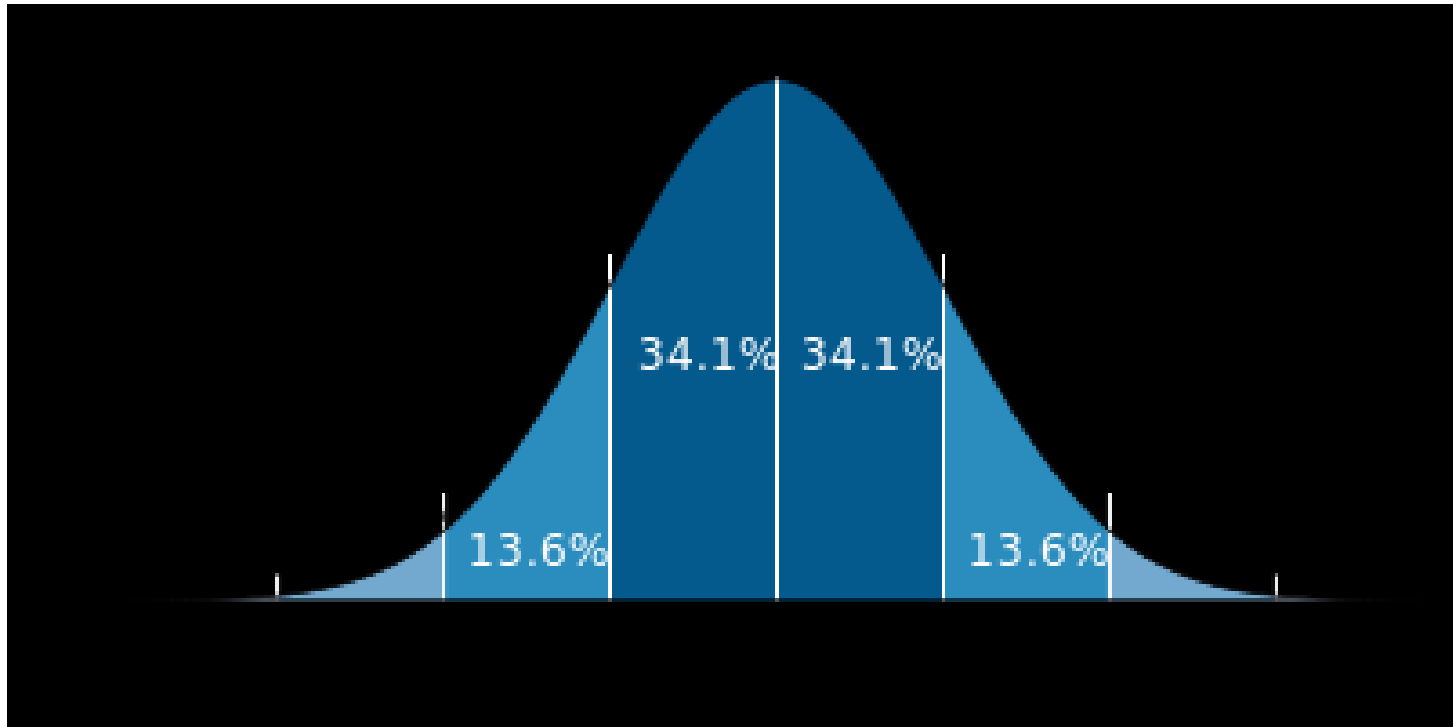
Challenge factors continued...

- Institutional strategies in their infancy
 - Goals not well articulated
 - Success not clear (*nor failure*)
- Costs not understood
 - 60% acknowledge services lag enrolment

Therefore, ROI = Unknown



- Normal Distribution



- Dark blue is less than one [standard deviation](#) away from the mean. For the normal distribution, this accounts for about 68% of the set, while two standard deviations from the mean (medium and dark blue) account for about 95%, and three standard deviations (light, medium, and dark blue) account for about 99.7%.

- Source: Wikipedia



Conditions for Success (*and Mediocrity*) are just right

Recommendation ?

- ***“some reliable/objective data needed”***



Our Research Overview

- Phase 1 – International **Student** Prospect Survey (**India**)
 - Sample 59 Indian representative of top 200 private schools
 - July 6, 2011
 - In class: Supervised paper surveys
 - 5,117 completed surveys
 - Confidence Interval: $\pm 2.9\%$, 19 times out of 20.
- Phase 2 – **Institutional** Strategy Survey (OECD Sept. 2012)
 - Convenience sample of 230 contacts representing 83 (50 Univ. 33 Colleges) across Canada.
 - Purposive selection to represent 10 provinces (1 territory) and a range of institutional sizes
 - Target Administrators (typically director level)
 - A total of 65 respondents from 54 institutions – **response rate 28%**.



Survey of International Student Prospects

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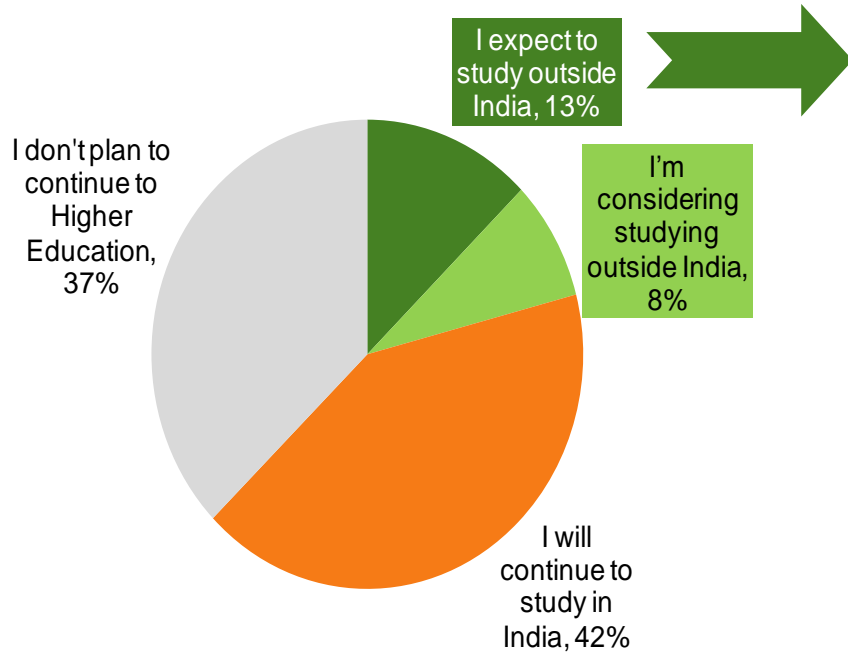
Highlights: Prospect International Students

Priority factors in selecting a destination school

- of the 5000+ private high school students in India

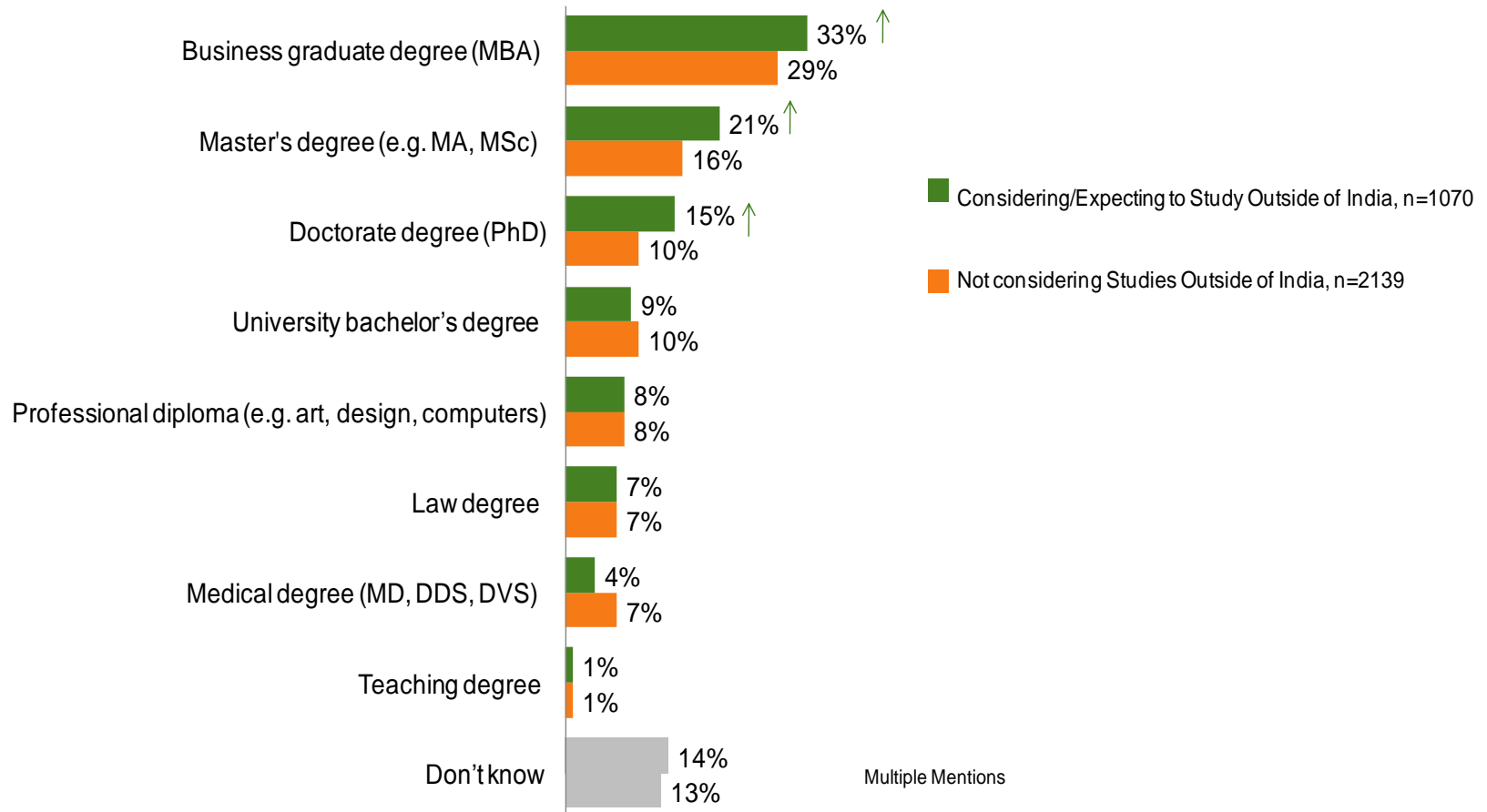
Higher Education Plans

Among All Students n=5,117

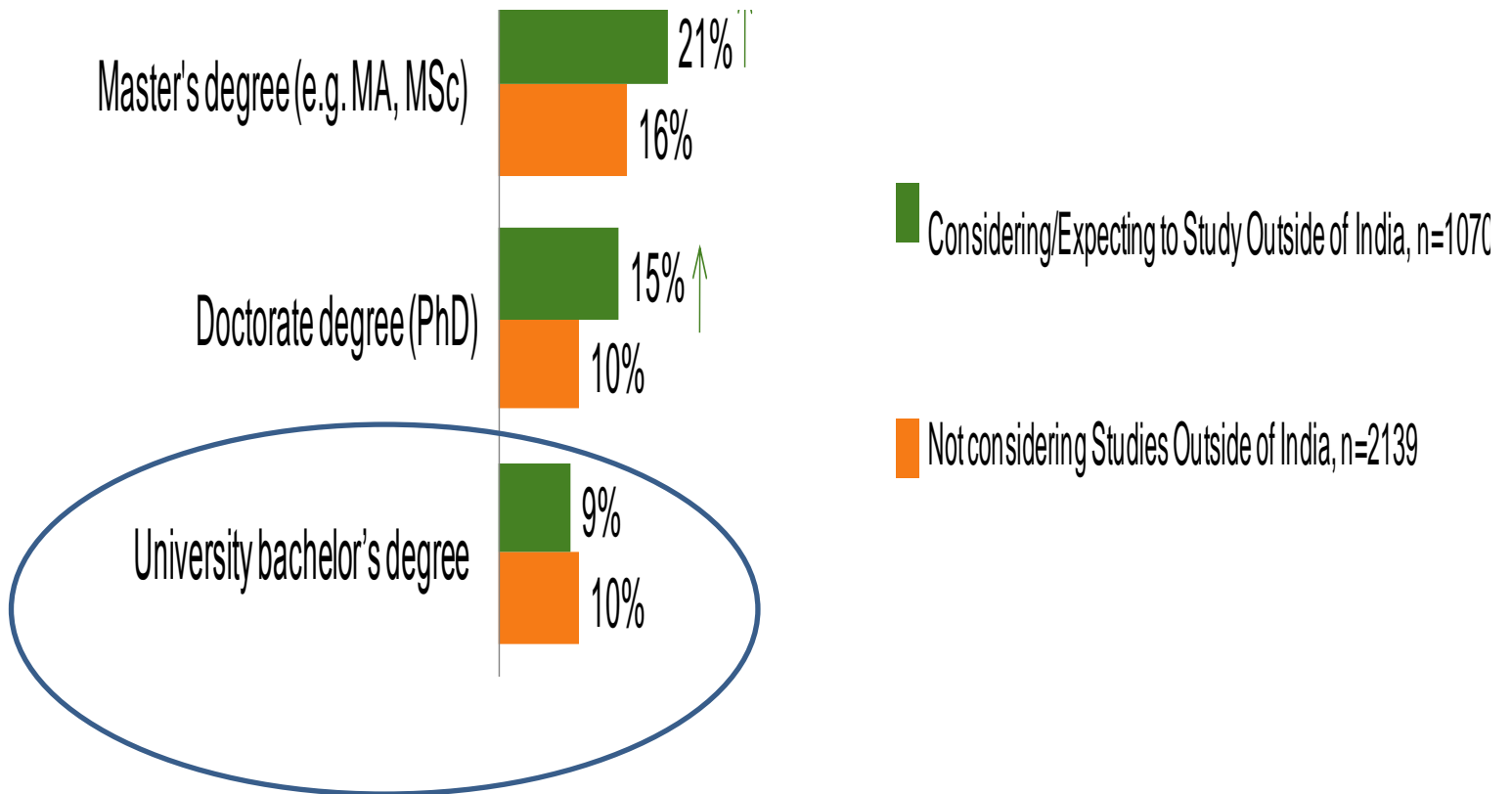


twenty-one percent are expecting (13%) or considering (8%) studies outside of India

Students who are interested in studies abroad are more likely to be considering graduate studies.



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Top Student Priorities

Reputation

Teaching

Student Experience

High quality jobs

Research / Leadership Opportunities

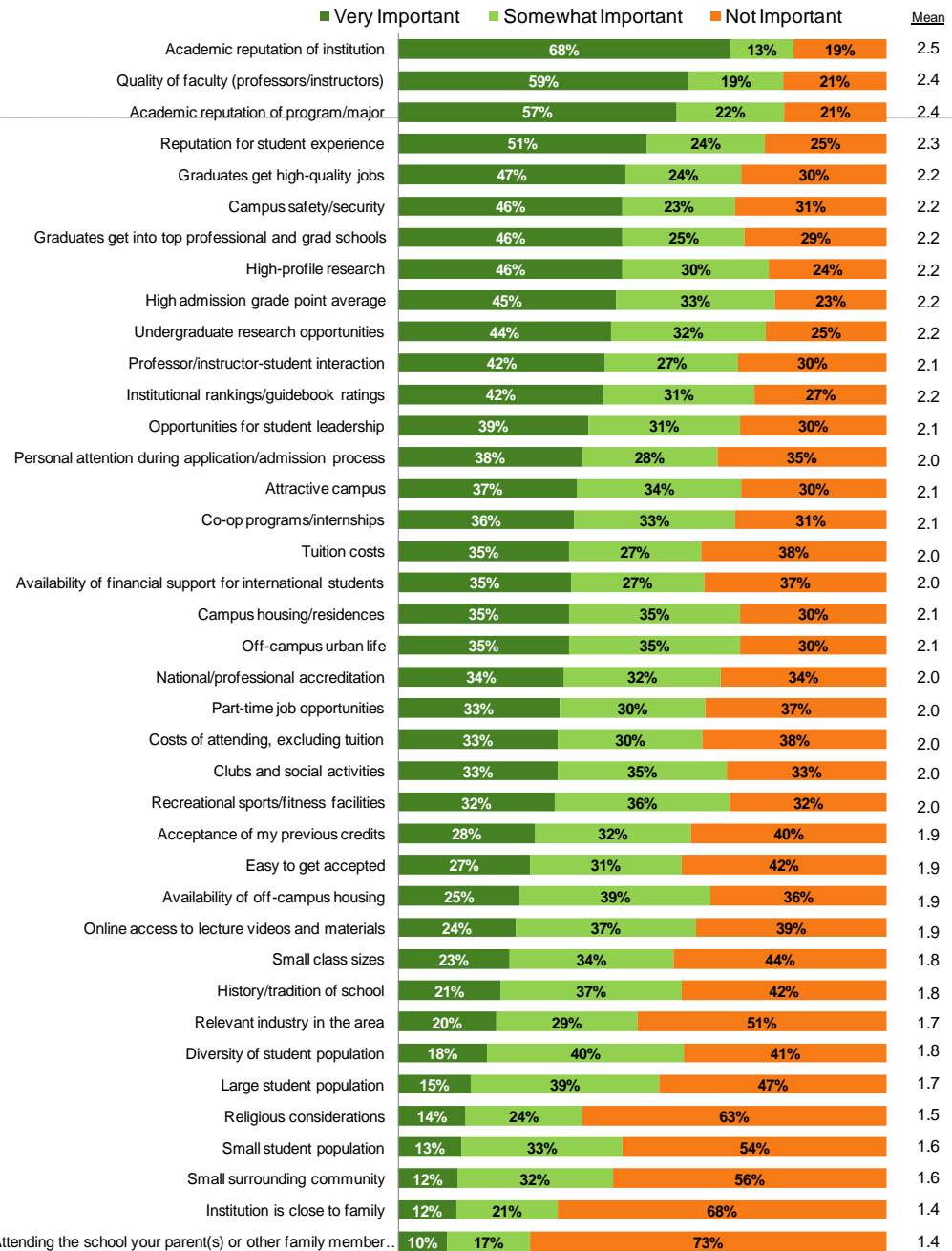
Lowest Student Priorities

Small classes

History / Tradition

Student Diversity

Surrounding Community



39
Influence
Factors



Results

– Internationalization Profile across
Canadian Institutions

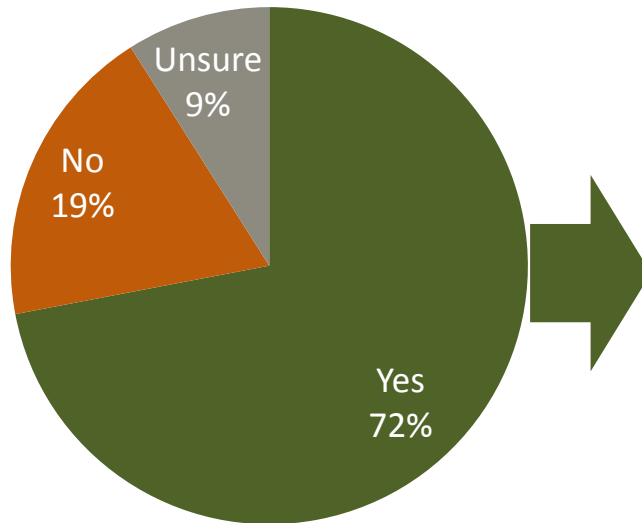
the state of the nation

Proportion of Institutions with International Strategies

Overall, 72% have an international strategy in place .

- 52% implemented this strategy within the past four years,
- a larger proportion of universities did so in the past two years.

International Strategy



Universities	Colleges
73%	71%

Year Internationalization Strategy Implemented

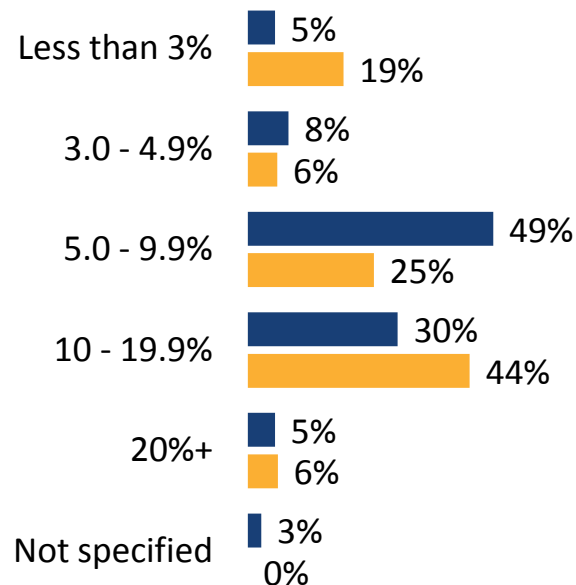
	Total	Universities	Colleges
2011-2012	18%	22%	8%
2009-2010	33%	33%	33%
2007-2008	21%	19%	25%
Before 2007	8%	7%	8%
No answer	21%	19%	25%

Proportion of Int.'l Students within Student Body and Targets

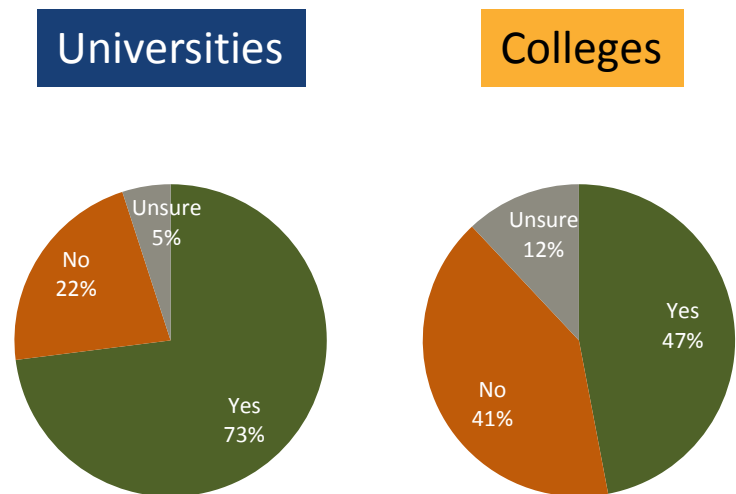
Universities report generally lower proportions of international students

Increases Planned: 73% of universities 47% of Colleges

Current Proportion of Int'l Students



Established Targets to Increase Proportion



	Universities	Colleges
Mean	9.3%	9.0%
Median	8%	8%

Interesting Notes:

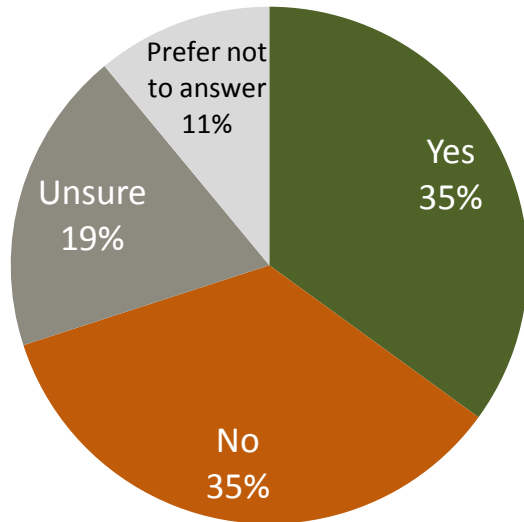
- Majority of institutions in eastern Canada report a relatively high proportion of international students ranging from 11% to 25%.
- Colleges in the GTA report higher proportions ranging from 12% to 30%.

International Plans with Revenue Targets

Over one-third report that plans include set revenue targets.

Colleges significantly more likely (65% vs. 22%, respectively).

Proportion of Institutions with Revenue Targets



	Universities	Colleges
Yes	22%	65%
No	43%	18%
Not sure	24%	6%
Prefer not to say	11%	12%



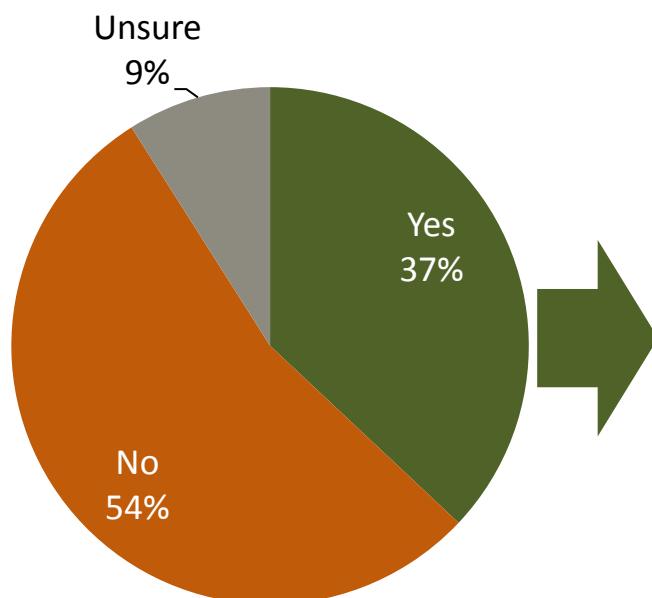
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Internationalization Recruitment Strategies and Initiatives

Target Countries for International Enrolment Plans

- Over 1/3 report they have set target countries.
- A diverse set of countries, with China and India remaining the two top source
 - Brazil (universities) and Mexico (colleges) also rank high.

Target Countries in Enrolment Plans



Target Countries of Key Importance

	Total	Universities (n=16)**	Colleges (n=8)**
China	92%	100%	75%
India	88%	81%	100%
Brazil	54%	63%	38%
United States	42%	44%	38%
Mexico	38%	19%	75%
Turkey	38%	38%	38%
Vietnam	38%	31%	50%
Russia	33%	31%	38%
South Korea	33%	25%	50%
Indonesia/Malaysia	29%	19%	50%
Japan	29%	19%	50%
Latin American region	25%	19%	38%
Middle East Region	25%	31%	13%
Germany	17%	25%	0%

Programs that are Promoted for Int'l Student Enrolment

Universities promote undergraduate degrees most, and graduate level degrees (Master's and PhDs),

	Universities	Colleges
Short term less than 8 week study program	36%	30%
College certificate 1year program	-	80%
College diploma 2year program	-	100%
College advanced diploma 3year program	-	75%
A 2 Plus 2, 3 plus 1, or 2 Plus 1 Program	62%	70%
A joint degree program	36%	15%
A dual degree program	42%	10%
College degree 4year program	-	80%
University undergraduate degree	96%	20%
College post-graduate certificate	-	70%
Teaching degree	27%	-
Master's degree	60%	-
Business graduate degree, MBA	60%	-
Law degree	18%	-
Medical degree	4%	-
Doctorate degree PhD	47%	-
Other	20%	30%
Don't know	2%	-



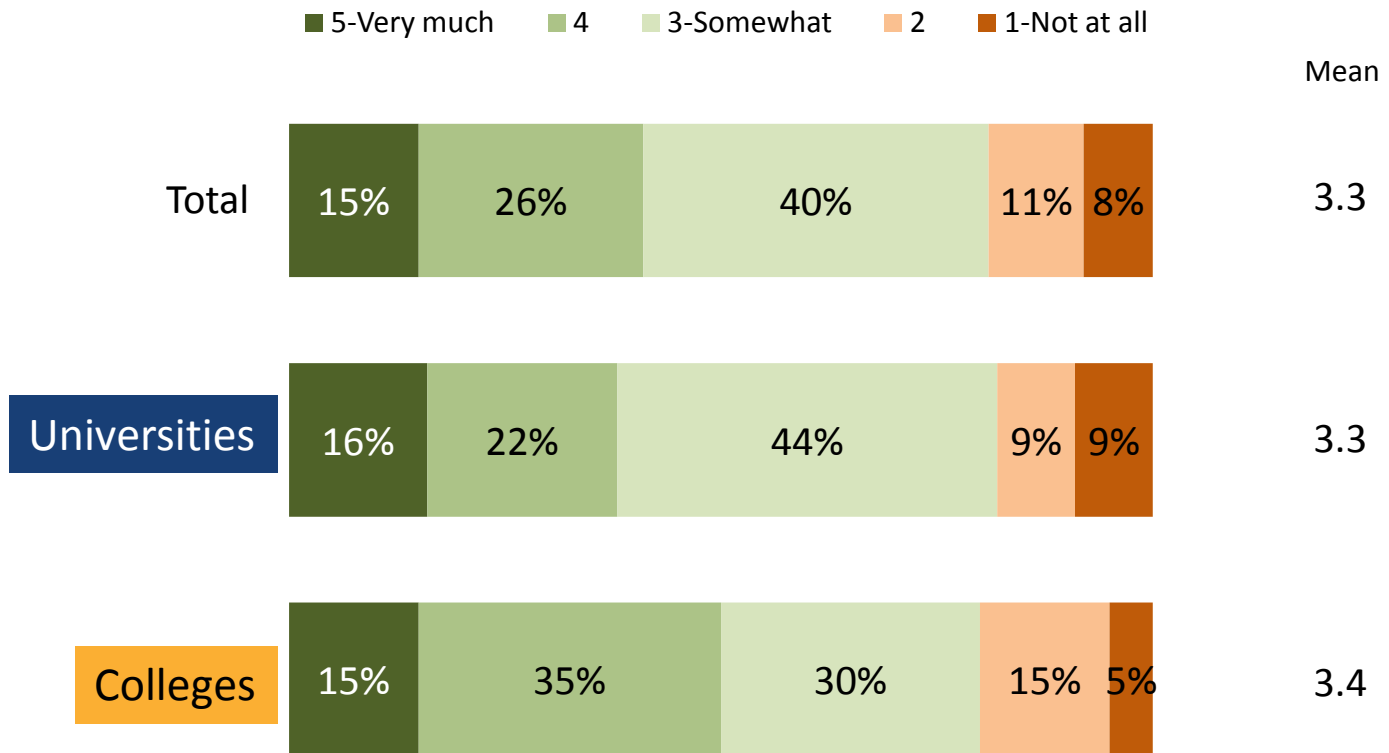
Priority Internationalization Initiatives – Summary Comparison

The internationalization strategies of universities appear to be more diversified overall compared to colleges.

	Universities	Colleges
Int'l student recruitment plans	-	4.8
Int'l student support services	-	4.6
Undergraduate int'l student recruitment plans	4.7	-
Undergraduate int'l student support services	4.4	-
Developing strategic partnerships with institutions outside of Canada	4.4	4.0
Offering int'l exchange opportunities	4.1	3.6
International research collaboration	3.9	2.4
Graduate int'l student recruitment plan	3.7	-
Graduate int'l student support services	3.7	-
Identification and exploitation of int'l funding sources	3.5	2.9
Internationalization of curricula	3.5	2.8
Development assistance programming	3.2	2.7

Int'l Student Service Levels Haven't Kept Pace with Growth

Overall, less than half of the administrators we surveyed (41% rated “5” or “4”) feel that international student service levels at their institution have kept pace with the growth of international recruitment.



4

Anticipated Challenges with International Student Recruitment, Retention and Integration

Anticipated Challenges – Summary Comparison

- There are more similarities than differences with regard to the top 3 anticipated challenges
 - sufficient student service levels,
 - refereeing academic standards (greater concern among colleges),
 - achieving and maintaining enrolment targets.

	Total	Universities	Colleges
Providing sufficient student service levels	3.8	3.8	3.7
Refereeing academic standards – plagiarism, referencing	3.7	3.6	4.0
Achieving and maintaining enrolment targets	3.7	3.6	3.9
Achieving and maintaining a balance of international student enrolment across programs/Faculties	3.6	3.7	3.5
Achieving and maintaining on-campus social/community integration	3.5	3.5	3.6
Understanding specific international markets	3.5	3.4	3.7
Adapting recruiting efforts internationally	3.5	3.5	3.4
Achieving and maintaining academic quality/performance standards	3.4	3.4	3.3
Achieving and maintaining English/French language proficiency levels	3.4	3.5	3.1
Achieving and maintaining an appropriate balance between domestic and international students on campus	3.3	3.4	3.0
Understanding and providing for unique cultural/religious student needs	3.3	3.2	3.4
Lack of faculty interest and involvement	3.2	3.2	3.1
Achieving and maintaining off-campus social/community integration	3.1	3.2	2.9



Conditions for Success (*and Mediocrity*) are just right

Recommendation ?

- ***“a values approach to international recruitment”***

Values Approach to International Recruitment

1. Establish Goals
 - Take stock now – (preliminary assessment in relation to goals)
2. Develop/refine strategy
3. Establish indicators of success (criteria)
 - Establish baseline and measure (regularly)



1) Establish Goals *and Take Stock Now*

There is an implicit assumption that the experience of living and studying within a different culture provides real benefits for both IS students and domestic stakeholders alike.

Canadian Institutional Stated Benefits

IS administrators discuss numerous benefits which can be grouped into three broad categories:

1. Personal and career development for the IS students through the quality of education and experience of living and studying in Canada.
2. Enhanced learning and personal development for the domestic student population resulting from studying alongside international students.
3. Financial benefits for the host institution deriving primarily from the higher tuition and related local spending, but also the potential for IS students to benefit the nation through permanent immigration.



Three broad recommendations for Canada *and other countries*:

1. National and sub-national governments must work more effectively together to develop not only strategies, but also mechanisms for monitoring success. The goal should be to provide a reliable basis for learning from IS student experiences in order to better meet the aspirations of these students and to more firmly establish a meaningful service contract of value to all stakeholders (including the institution's and the community's aspirations).
2. There needs to be a broader discussion and **recognition of the full costs of recruiting and retaining IS students** in Canada. It seems clear that many post-secondary institutions maintain an abiding focus on increasing IS student enrolments in the absence of a concomitant plan to ensure that funding is available to support IS Students properly and thus to ensure educational and career outcomes worthy of Canadian institutions.



RECOMMENDATIONS

Three major recommendations for Canada and other countries:

3. Post-secondary institutions need to effectively shift their focus from IS students as a “commodity” to a “values” perspective that recognizes their educational and career aspirations. This may involve a reprioritization of services offered, to focus more on graduate program counselling, professional development, and internship programs, or the development of whole new offerings that link IS students directly to their chosen career path—whether in Canada, or their own countries.

Thank You

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