

INTERNATIONAL STUDENT RECRUITMENT TECHNIQUES: A PRELIMINARY ANALYSIS

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ABSTRACT

Around the world, these educational institutions focus their efforts on recruiting talented students, particularly from foreign countries. However, while well-established universities in developed countries can produce successful international recruitment campaigns, emerging universities still need assistance in producing a successful international recruitment campaign. In order to determine successful recruitment for emerging universities, articles were gathered on the recruitment and outreach techniques of universities in the most economically successful countries in the world. While certain themes were distinct for universities in certain countries, four major steps in the recruitment process were gathered from these secondary sources: funding the recruitment process, developing an international recruitment team, creating targeted advertising related to university specialty programs, and creating a multicultural atmosphere. Limitations related to the analysis included the use of secondary sources and the lack of primary data testing. In conclusion, emerging markets can create an international recruitment process following the four themes identified in successful international student recruitment.

Introduction

Starting at the end of the 20th century, services marketing became the forefront topic in marketing and advertising studies. Businesses began changing their models from strictly production to more of a customer oriented, service atmosphere. Other organizations, like non-profit organizations, and groups, also began utilizing services marketing in order to increase their reach. One of the major services that has evolved because of the service century was higher education (Cubillo et. al., 2006, pg. 3). Universities and colleges specifically began testing, producing recruitment, and advertising campaigns to attract the most eligible applicants to their campuses.

As the global market expanded, universities in the United States and the United Kingdom started recruiting international students. Countries with growing economies, like Japan, India, Australia, and China, also began intensely researching and developing methods to attract talented students from the international pool (Mazzarol, 1998, pg. 163).

As universities began developing methods for recruiting international talent, a pattern of criteria that foreign students considered vital in college academics began to emerge among universities in the developed economies of the world.

The purpose of this study is to determine what emerging universities can learn from the successes of international student recruitment. This includes what factors international students consider when looking at a university, as well as the key methods universities use to attract international students. The first portion of the study focuses on listing and describing the top economic countries and their international recruitment methods. The second portion of the study will seek to determine the similarities, if any, between the methods of recruitment used by universities. Also, what universities in emerging markets and areas can learn from the success stories of world-class global universities.

Literature Review

The World's Largest Economies

As the world grows and develops, so does the world economy, and the economies of the countries whose influence has the greatest pull on the world economy overall. With the rise in demand for students to study abroad, a number of secondary factors including safety, economic prosperity, and quality of life, play into a decision making process to study abroad (Cubillo et. al., 2006, pg. 3). In order to determine the universities with beneficial conditions for international students, each country's economic situation must first be considered. Ten countries currently hold a place as having one of the top ten economies of the world.

Of the top ten economies, the United States reigns as the largest economy in terms of nominal GDP, reaching \$17.41 trillion in 2015 (Bajpai, 2015). Following the United States, China has risen from the tenth largest economy to the second in the last 25 years (Bergmann, 2005). Coming out of a small, closed economy in 1970s, China now has an economy reaching \$10.35 trillion (Bajpai, 2015). China is one of the fastest growing economies in the world; the Chinese economy grew 7% in the past couple of years (Bajpai, 2015).

Neighboring China in the Eastern Asian region, Japan holds a spot as the third largest economy of 2015. In a state of decline since the beginning of a recession in 2008 (Bajpai, 2015), Japan still manages to claim the third spot in terms of nominal GDP. Its current nominal GDP reached \$4.77 trillion in 2015 (Bajpai, 2015), significantly smaller than the first and second largest world economies. Following Japan, Germany holds a place as the fourth largest economy as of 2015 (Bajpai, 2015). Germany is the largest economy in Europe, with a nominal GDP of \$3.82 trillion (Bajpai, 2015). Following Germany, the second largest economy in Europe, France is the fifth largest economy in the world. France has a nominal GDP of \$2.9 trillion in 2015, and sports a low poverty rate and a high standard of living, despite the economic slowdown that has occurred recently (Bajpai, 2015).

Exhibit 1, see appendix, shows the remaining world economies that formed the main ten economies in 2014 and entering the year 2015.

International Student Recruitment Strategies and Successes

It stands without reason to know that countries with strong economic histories would have successful inter-

national recruitment systems. However, while a majority of these top economies have long been seen as economic powers around the world, emerging markets are quickly making themselves known among the top economies of the world. Within the top ten global economies, certain techniques for international student recruitment occur within different countries. However, a number of similarities can be seen by exploring what specifically attracts international students to these countries for higher education.

United States

For the United States, educational advertising focuses more on actions than on themes. Since most universities in the United States function on their own, even when government owned, they typically have free reign on how to recruit international students to their campuses. A study done in Incarnate Word University, tried to determine which methods of international student recruitment were most effective when used by United States institutions. The researcher gathered the names of the top 40 U.S. universities in international recruitment, and then surveyed them on their top used recruitment and retaining methods (Özturgut, 2013, p. 5). According to this survey, eight methods of recruitment were identified above all others: Providing academic support and utilizing campus resources, attending and participating in international recruitment fairs an events, partnering with other organizations in recruitment efforts, using passive marketing such as online web-based advertising or brochures, utilizing alumni in recruitment methods, utilizing recruitment agents, and word-of-mouth (Özturgut, 2013, p. 6).

After determining these eight methods, Özturgut (2013) then went on to determine which methods were used most in practice (p. 8). Of these eight methods, universities in the United States mostly employed five of the eight methods. Attending international recruitment events and fairs was mostly utilized by students, both in person and virtually, around the world (Özturgut, 2013, p. 8). Providing academic support and utilizing campus resources was the second most utilized method. Universities found that this worked best when a staff specifically for international students was selected, and when scholarships were provided for international students (Özturgut, 2013, p. 8). The third most utilized technique was using alumni, specifically international alumni (Özturgut, 2013, p. 8). The fourth and fifth methods involved using "passive" marketing and staff recruiters (Özturgut, 2013, p. 8). These methods, according to Özturgut (2013), showed that universities received more positive feedback when they utilized alumni

who were familiar with the local area, when the university placed advertisements in the local media, and when there was a full-time international affairs director at hand (p. 8). The other methods, collaborating with outside organization, utilizing agents, and word-of-mouth advertising, were not as heavily utilized as the other five techniques (Özturgut, 2013, p. 8). Exhibit 2, see appendix, is a chart that lists the eight methods of the utilization and a description on how they work in international recruitment.

Overall, the analysis of international recruitment practices in United States universities shows an overarching theme in all the major methods utilized by recruiters. Of the eight methods, five of the ones most utilized, allow universities to go physically to the recruitment location they target. Whether through local advertisements, or face-to-face recruitment at fairs in the regions, the ability for universities to introduce themselves in the area, make an effect on the student body, has been vital to all the recruitment techniques utilized.

China

China, on the other hand, has utilized a different system of international recruitment. Because of China's highly government regulated past and present, a majority of universities in China are not permitted to recruit international students (Huang, 2006, p. 524). Overtime, this number of approved universities has expanded and currently, China has approximately 400 or more universities with permission to recruit international talent to their student bodies (Huang, 2006, p. 524). Exhibit 3, see appendix, is a graph showing the increase in permitted universities over the late 1990s to early 2000s.

The universities who received permission to recruit international talent, rapidly took on the challenge and quickly grew their international programs, specifically the English-speaking programs and curriculum. Universities have permitted international students to participate in Chinese curriculum; this has received a positive response from most students. Approximately 90% of the curriculum engaged in and followed by international students consisted of courses of study related to China like language, history, and literature (Huang, 2006, p. 523). International students also started to move away from the English-speaking, internationally based and segregated programs into the local curriculum; in the 1990s in Fudan University, one of the top educated bodies in China, over 90% of the international student body remained in the international program, separated from the rest of the student body (Huang, 2006, p. 524). However, by the year 2002, almost 35% had moved out and away from the sepa-

rated international program and into the actual local departments and courses of study in the university (Huang, 2006, p. 524). It is this transition and ability to do so within the Chinese universities that most attract foreign students who wish to experience the Chinese educational system.

Another important aspect that attracts foreign students to Chinese universities is the incorporation of bilingual or English textbooks, study materials and lesson plans. In the early 2000s, Chinese universities began importing and utilizing the textbooks and materials used in top American universities like MIT and Harvard (Huang, 2006, p. 525-527). This bilingual or universal English educational style was not only appealing to international students, but also to the Chinese government. In the early 2000s, government issued documents indicated that 5% to 10% of all the curriculum in leading and approved universities must be taught in English and with English materials; this was especially important for key areas of study like Law, Biology, and International Trade (Huang, 2006, p. 527).

Japan

International student recruitment in Japan is far more difficult compared to any other Asian Pacific country. Because of Japan's culture and history, a majority of the country was closed off to foreigners prior to the last few centuries. In the past, foreigners could not even enter the country, and currently only 2.8% (Brender, 2002, p. 57) of students in Japanese universities are international, with a majority coming from other Asian Pacific nations.

Despite this strong ethnic exclusion, a few universities in Japan have started seeking international talent from around the world, especially the United States. Ritsumeikan Asia Pacific University, for example, is an offspring university of Ritsumeikan University. Originally a Japanese student only university, Ritsumeikan has recently sought to establish itself as a multicultural educating body for all students (Brender, 2002, p. 57). In order to grow the Japanese student experience with foreign cultures, the university established its first bi-lingual and multicultural branch, which happened to be the first of its kind in Japan.

The attraction of this university is the need for multiculturalism in familiarity. For international students, the appeal of the university comes in the form of the higher education level in a highly multicultural atmosphere. Not only did Ritsumeikan recruit aggressively in multiple countries, like Australia, Indonesia, India, and the United States (Brender, 2002, p. 57), but it also designed a multicultural curriculum around both the Japanese and English language. All students are required to take courses

both in English and in Japanese. Students are not permitted to graduate if they have only taken courses in one of the two languages (Brender, 2002, p. 57). The university has also recruited professors from multiple countries and backgrounds, including six American professors (Brender, 2002, p. 57), to increase the multicultural atmosphere of Ritsumeikan. This attracts students, both foreign and domestic, who are interested in experiencing various cultures during the university experience.

Along with the multicultural atmosphere offered, Ritsumeikan also marketed aggressively through recruitment offices and incentive programs in various countries. Because the university is private, it does not have the same brand recognition as a larger university such as the University of Tokyo. Therefore, the best solution would be to go directly to foreign high schools to recruit and offer incentives to international students. Ritsumeikan went to high schools both in and out of the Asian Pacific region to recruit international students. It also offered students incentives like scholarships and guaranteed admission if they applied and agreed to attend Ritsumeikan (Brender, 2002, p. 57). These admission process and the possibility of a multicultural education, was what attracted an almost equal balance of 1,500 domestic and 1,200 international students (Brender, 2002, p. 57) to Ritsumeikan Asian Pacific University.

Smaller EU Nations (Germany, France, Italy)

Unlike Japan, nations of the European Union have long been recruiting students from foreign countries to increase their international talent. In fact, studies have shown that 41% (Hugo, 2009, p. 390) of the graduate programs in the top European universities are composed of international students. In undergraduate programs, the percentage of international students is much smaller, with approximately 16% of students being from outside of the country (Hugo, 2009, p. 390). In order to attract these international students, one of the recruitment methods that the universities focus on is advertising specific educational programs. For example, most of the major universities in Europe top-level scientific research programs. Certain universities in France contribute most of their international student recruitment to the proper advertising of their internationally acclaimed science programs, specifically at the graduate level (Hugo, 2009, p. 392). The same can be said about universities in Germany, Switzerland, and other prominent European countries. By emphasizing the specialty programs, these European colleges have targeted international students whose interests and goals best align with the strengths of the university.

A second recruitment method utilized was the use of international administrators, staff, and professors in the universities. While not as clear of a correlation as the emphasis on university specialties, studies have shown that universities who have a strong international presence in their staff and administration tend to have a more culturally aware and internationalized campus. The average percentage of international staff members in the most prominent European universities is 27% (Hugo, 2009, p. 392). This shows that universities are more globally conscious. Universities also acknowledge the need for a universal method of engaging and communicating with all students, mainly through the English language. Since English is one of the most widely spoken languages in the world, it can be used to offer graduate and undergraduate level courses to students from different countries (Hugo, 2009, p. 392).

Another prominent factor related to the internationalization of the European universities is the influence of the state and government on international recruitment. A majority of universities in Europe rely on their governments, both through funding and advertising, in order to recruit international students. Proper state funding and backing for a majority of these universities is critical. According to studies, only the government can provide the proper backing to maintain the global ranking of university in these countries (Hugo, 2009, p. 403).

United Kingdom

Like many western countries, the United Kingdom has a long history of economic and educational success. In the past year, the United Kingdom came in sixth in the global economy (Bajpai, 2015) nearly tying with France. The United Kingdom has also consistently remained among one of the top economies in the world, and this continuous economic success has allowed the country to emphasize its educational opportunities to international students.

According to Hemsley-Brown (2012), the market of higher education has become well established and global, especially in English-speaking western countries like the United Kingdom (p. 1005). Because of this expansion in the field of education, both universities and their home country's governments are making an effort to recruit not only local, but also internationally from students around the world. In the United Kingdom, a majority of this public recruitment is done through the British Government and Council. The British Council has been around for over 75 years, and has collaborated with numerous United Kingdom universities to increase the amount of international applicants (Hemsley-Brown, 2012, p. 1006). Along

with this partnership, universities and governments have also reached out through new forms of media, like the Internet and websites, in order to deliver information on higher education colleges to international and domestic students (Hemsley-Brown, 2012, p. 1008). However, studies have shown that specific criteria, whether emphasized by governments or universities, have had a significant impact on the choices made by international students choosing to study abroad in the United Kingdom.

In past studies done by researchers, seven themes have appeared as the cause for university choices by international students: suitability, reputation, future career prospects, instructional quality, geographical considerations and conditions, family pressure and influence, and advertising done by universities (Hemsley-Brown, 2012, p. 1007). These themes have been studied and recorded for over a decade, ranging back to 2001 at the earliest. However, new research has been conducted to take into consideration a new medium of recruitment, web-based advertising. A recent study performed by Hemsley-Brown (2012) sought to determine whether, with the introduction of the Internet as a common medium, had the themes of choice among international students changed or remained the same for universities in the United Kingdom (p. 1005 – 1022).

The study was conducted through secondary data analysis; the researcher gathered personal statements and testimonials from applications to a business school in the United Kingdom (Hemsley-Brown, 2012, p. 1009). The data was gathered from 60 applicants over two separate years, with 30 applicants each year making up the data pool (Hemsley-Brown, 2012, p. 2011). Through the use of personal statements, Hemsley-Brown (2012) was able to determine three themes associated with the choice in universities by international students: academic reputation and excellence, location and environment, and the future employment opportunities and learning experiences (p. 1012 – 1015).

Academic reputation and excellence was one of the most common talked about themes in personal statements received from applicants. Students especially mentioned “global education” and “excellence in teaching quality” according to Hemsley-Brown (2012, p. 1012). Students also emphasized whether it was the university's reputation itself, or a specific program within the university that held “global” recognition (Hemsley-Brown, 2012, p. 1012). This theme of reputation and excellence was also evident in the websites dedicated to recruitment created by the British Council (Hemsley-Brown, 2012, p. 1012). New vocabulary introduced by the British Council in relation to universities, like “innovation” and “respected”, also ap-

peared heavily in the personal statements submitted by university applicants (Hemsley-Brown, 2012, p. 1012).

The second theme recognized among international student applicants was location and environment. British Council websites emphasized how the United Kingdom was “the best place” for students seeking higher education (Hemsley-Brown, 2012, p. 1014). Websites also mentioned the “cosmopolitan” aspect of United Kingdom universities, according to Hemsley-Brown (2012, p. 1014), especially in terms of having a multicultural environment. International students also heavily emphasized the multinational environment in the United Kingdom, especially in universities, as a theme of interest (Hemsley-Brown, 2012, p. 1014).

The third theme that is relevant is the level of education and the potential for employment after university. International students, especially in the set of data collected from 2005 – 2006, indicated that one of the key themes for university choices was the university's employment upon graduation rate (Hemsley-Brown, 2012, p. 1014). Samples collected from both years also mentioned the university's ability to teach and train students on certain skills as being a priority theme for choices made (Hemsley-Brown, 2012, p. 1014). While international applicants emphasized this theme in their personal statements, universities and the British Council had not advertised the employment after graduation data nor the skill training, says Hemsley-Brown (2012, p. 1014).

Based on the data collected by Hemsley-Brown, international students are influenced by the advertisement and recruitment materials universities and the government has placed online for students to access. The business school of the university in the United Kingdom had provided extensive online advertising for two of the three themes students used in their personal statements. These themes are also consistent with themes students have considered important for over a decade upon choosing where to study abroad, according to Hemsley-Brown (2012, p. 1015 – 1016).

Brazil

While not as strong of an economic body as the United States or China, Brazil has still managed to place itself among one of the top economies of the world. However, Brazil is only a rising economy. As a result, it has yet to establish the international recruitment history that has persisted among other “world-class” economies like United Kingdom or other European nations. For example, of all the business programs in universities in Brazil, only 6% of these universities mention international business in their university mission statements (Sarfati et al, 2013, p. 10).

However, this is rapidly changing; with the increase in Brazil's economic role in the world, the higher education system in Brazil has developed alongside the country. For example, as of 2013, approximately 58% of universities and programs in Brazil, specifically in Brazilian business programs, have an advisor or team responsible for the internationalization of the university (Sarfati et al, 2013, p. 10).

Similar to other emerging markets, not much research has been done on the recruitment of international student to Brazil and Brazilian universities. With other major universities in South America taking precedent, and with many Brazilian students leaving to study outside the country, only a minimal amount of information can be gauged about the situation.

India

India comes in ninth in the overall world economy, with a nominal GDP of \$2.04 trillion as of 2015 (Bajpai, 2015). This lower ranking in the world's top ten economies reflects itself on India's current recruitment practices for international talent. In 2014, India official expressed interest in improving recruitment techniques for international students in Indian university campuses. With approximately 700 universities and 35,539 colleges ("India Wants To Break Into The Global Higher Education Market.", 2014, p. 16), India's beginning attempts at international recruitment hope to push the country's educating bodies into the top 100 universities worldwide.

Like many other top economies, India recognizes that in order to attract international students to local universities, their recruitment materials should focus on what specialty skills students can gain from attending this specific university. India's most recent attempt at increasing international recruitment is led by the country's private universities and colleges. Between the years 2014 and 2015, India's private sector was expected to grow at a rapid pace of 40% ("India Wants To Break Into The Global Higher Education Market.", 2014, p. 16). Because of this, private universities and colleges in India's private sector grouped together to improve the appeal of the Indian higher education system to international students. The first consortium of universities in the country, also known as the SkillTree, was formed mid-2014. The consortium is composed of a group of private educating bodies in India, and focuses on the skills and possibilities students can encounter when entering a private university in India ("India Wants To Break Into The Global Higher Education Market.", 2014, p. 16).

The SkillTree's first steps in international recruitment focused on both Indian and non-Indian students in Brit-

ain. Launching for the first time at an awards dinner in London ("India Wants To Break Into The Global Higher Education Market.", 2014, p. 16), SkillTree expects a positive response and an increase of international students entering the Indian education market.

Canada

While not a major driving force in international student recruitment like the United States or the United Kingdom, moving into the early to late 2000's Canada has made a place for itself among one of the top international student recruiters in the world. However, unlike the United States and the United Kingdom, the Canadian government does not invest a great amount into international student recruitment as other countries in the world do (Cudmore, 2005, p. 49). As a result, a majority of international recruitment is self-funded by the universities who are interested in seeking international talent.

In Canada specifically, technology based institutions appear to be most interested in recruiting international students. According to Cudmore (2005), a technology focused university in Ontario sought out international recruitment because it believed its specific skill training would attract students seeking to learn these technical skills (p. 52). These Canadian universities also began establishing international student recruitment offices in order to further their reach among international students; again, the university completely self-funded this method of recruitment (Cudmore, 2005, p. 52). However, despite the lack of financial support, the offices have proven successful, as the organization has returned almost ten times its budget through international student recruitment and retention, specifically in the form of international student tuition and fees (Cudmore, 2005, p. 52).

The universities in Canada had two major benefits going for them in terms of international student recruitment. The first of these was education and technical knowledge. According to Cudmore (2005), these universities have highly trained professors who educate students on technical skill related to their fields (p. 52). This encourages recruitment because it allows the universities in Canada, specifically Ontario, to differentiate themselves from other educating bodies around the world. The second major benefit going for the Canadian universities is their highly ethnic and diverse background. Canada as a nation has a diverse population of peoples from all over the world. In the study, international students were more drawn to universities in cities that had people from a similar country or ethnic background (Cudmore, 2005, p. 53-55), which was possible thanks to Canada's openness to foreigners. Canada's strong support of multiculturalism, skilled

training, and safety, says Cudmore (2005) lend itself to attracting international students to its universities (p. 55).

What Emerging Universities Can Learn From This

The study done above takes the top ten economies of the world and focuses on their recruitment methods for international students and the successful internationalization of their universities. By reading through the information gathered, certain elements and themes relating to international student recruitment appear and reoccur among universities around the world. In an attempt to educate emerging universities on a successful process for international student recruitment, these themes have been composed into a number of processes that would hypothetically allow a university to achieve internationalization and international recruitment.

In order to begin the international recruitment process, a university must determine where funding for such a project is coming from and how to budget that funding. As seen in various successful universities in certain nations, for example the United Kingdom and Canada, a university cannot begin to recruit international students without the proper funding or budget to put a plan into motion. As a result, the university must first determine how it will fund the international recruitment process. There were three primary methods illustrated among the countries researched in the study. The first is that the program be government funded such as the state run advertising done for universities in the United Kingdom. The second method would be similar to the Canadian method, in which universities use the tuition and payments from recruits to continue to fund the recruitment program personally. The third method would be similar to the United States, which uses both a mixture of government funding and private investment in order to fund its international student recruitment.

Once funding is acquired and budgeted, the next step in the international student recruitment process would be to create an international student relations office and team. Various countries analyzed in the research with successful international recruitment programs had teams specifically designed for international recruitment. These teams would utilize all their resources and efforts on international recruitment, leaving no room for possible distractions from the task of bringing in more international talent to the university. The United States had universities with teams who would not only contact international students, but also physically go to international countries to recruit students face to face. This can be seen in universities whose home countries have an extensive interna-

tional history and interest in international recruitment, like the United States, the United Kingdom, and Canada. However, this may be difficult for emerging universities in countries that have segregated themselves from the global market for an extended period, like certain Asian countries. A university needs to be aware of its global positioning, and the strength of that position, before reaching out to other nations for international students.

With the development of the international recruitment team, the next step in the recruitment process would be to create focused advertisements on the particular benefits related to the university. Being in an age of specialization, future students are looking to attend a university that best fits their plans and needs. By tailoring recruitment materials, advertisements, outreach events, and other recruitment programs to the university's specialty, international students will be attracted to the university whose program best fits their needs. Examples of this can be seen throughout the universities studied in the top ten economies of the world. Universities in Europe, particularly in France and Germany, focus their advertisements to international students on their strong scientific research departments. Technical schools in Ontario, Canada also emphasized their strong skill driven curriculum to students seeking to study in a technical field in order to attract international talent. Even universities in emerging markets like India are planning to focus on the innovations and skilled education going on in the nation right now in order to attract international talent. Tailoring international recruitment materials to the universities strengths not only attracts more international talent, but also brings in a student body that would benefit the universities future curriculum plans.

The final step in the international recruitment process would be to develop or have a multicultural atmosphere, which would include elements like classes, professors, and study materials. All over the globe, students enjoy and thrive on learning about new cultures and new environments. Instead of simply developing an international curriculum, universities should focus on inviting their international students into their culture to develop a multicultural atmosphere in the university. When the curriculum attempts to segregate local students and international students, almost every situation leads to local students seeking out the ability to study with and engage in the local students and local culture. For example, in China when international students were segregated from the local students, they quickly shifted towards a united curriculum because of the desire to study in a multicultural atmosphere. Another example was in Japan, when students did engage in a multicultural curriculum, including professors from different regions of the world, and an English-Japanese bilingual study program that

was required of all students. The world is moving towards further globalization, and universities should incorporate that desire to be multicultural into their curriculum in order to attract more international students to their campuses.

Limitations

The primary limitation to this study exists in the data collection method. The issue with the study is the use of secondary data analysis. While a legitimate method of data gathering, secondary data holds far less legitimacy than primary data. The reason for this is that secondary data is not specialized to the specific topic being studied; instead, it simply takes data from different studies to try to study a theory or concept. In this study, multiple reports on international student recruitment were reviewed. Then, the results of these studies were compared to determine what emerging universities can learn from these successful international student recruitment techniques. If we attempted to justify this study, primary research would have to be conducted by testing the themes suggested on emerging universities in different cultures to determine the possibility of success. This way the elements that were deemed successful could be tested instead of simply being assumed.

Conclusion and Recommendations

In conclusion, there does appear to be a pattern between world-class countries' successful recruiting techniques for international students. Whether in the United States, or across the globe in Japan and China, universities that successfully recruit international students typically follow a similar, systematic marketing strategy, which typically involves international student outreach and marketing materials focused on the university's specialty. Emerging universities with weaker international recruitment strategies can incorporate the four recruitment steps discussed in order to further their international recruitment campaigns.

Some recommendations to further this study would be to conduct a primary data analysis, using the recruitment themes demonstrated. The process would involve sharing the techniques with a handful of test emerging universities and asking them to implement the strategy; from there, the researcher can study the development of these universities' recruitment plans. That way it can be determined whether the methods identified through secondary data analysis can be used to develop a successful recruitment strategy for any university around the world.

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Appendix

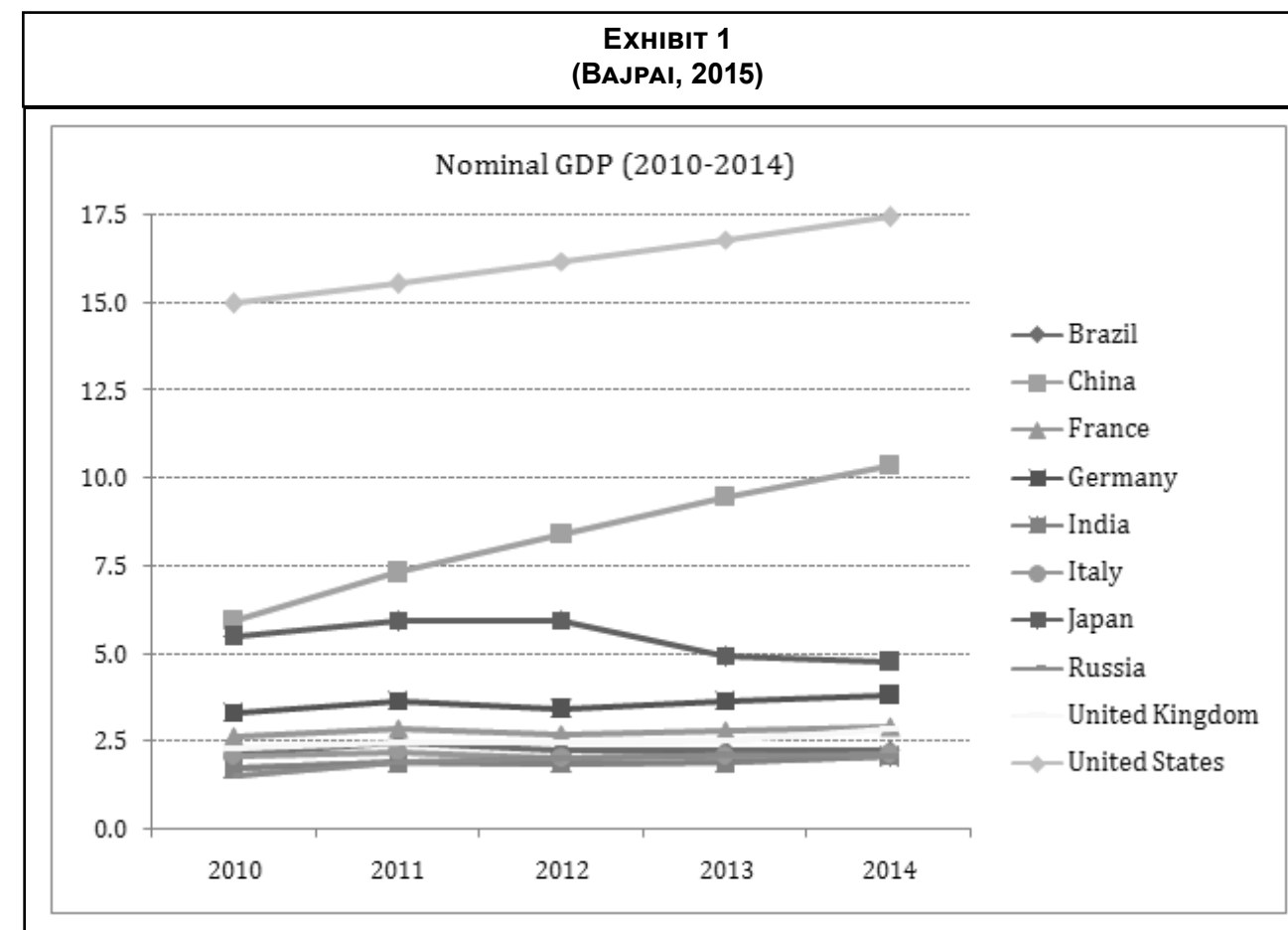


EXHIBIT 2
(Özturgut, 2013, p. 8)

The Summary of the Responses from Bacculaureate Institutions Listed in the Order of Utilization

Recruitment Method	Examples from the Responses
Attending and participating in international education fairs and recruitment events	-Attending international student fairs in different countries with members of enrolment staff (including the Dean for Admissions and the Director) -Making trips around the world at least twice a year -Meeting with college officials, non-academic organizations, and consultants in different countries -Participating in virtual fairs in different regions around the world
Providing academic support and utilizing campus resources	-Professional staff specifically for international student recruitment -Provide scholarships
Utilizing international alumni	-Engaging international student alumni, parents of international students and alumni -Alumni served as part-time recruiters in several countries
Marketing (Online, brochures and booklets, etc.) Utilizing staff and faculty	-Placing advertisements in local media (international locations) Participating in virtual fairs in different regions -Full time director of international student recruiting
Partnering with other organizations	-No Response
Utilizing agents	-No Response
Snowballing	-No Response

EXHIBIT 3
(HUANG, 2006, p. 524)

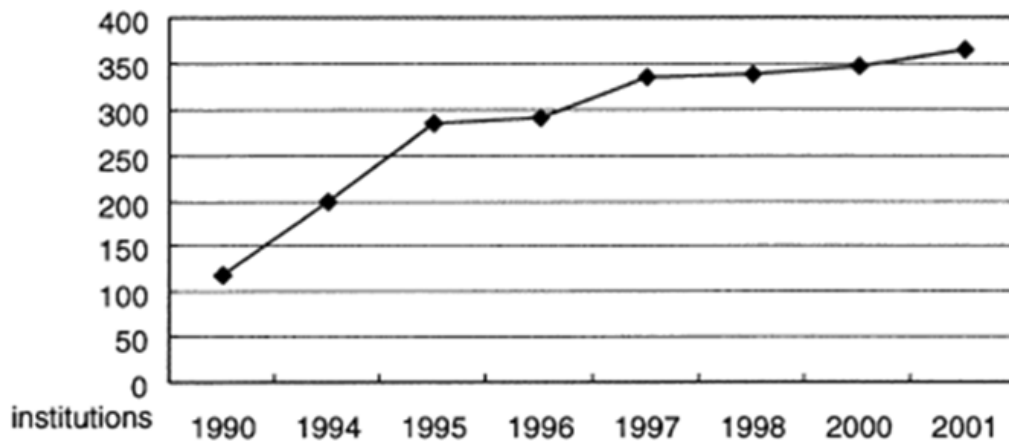


Figure 1. Increase of universities recruiting international students. Sources: China Education Yearbook Editorial Board, China Education Yearbook. 1991,1995,1996,1997, 1998,1999,2001, People’s Education Press, Beijing, <http://www.Studyinchina.net.cn> accessed on October 9, 2003.