Effective International Recruiting Strategy for Tight Budgets

Practical, actionable advice on developing sustainable international recruitment strategies that are cost effective for your institution

NAFSA 2011
Global Partner Session
Thursday, June 2nd, 2011
3:45 – 5:00
Room 220
Speakers Include:

Mark W. Harris
President and CEO of ELS Educational Services, Inc.

Tristam Aldridge
Director of Graduate Admissions and Recruitment,
Clemson University

Ronald B. Cushing
Director of International Services,
University of Cincinnati

Christiaan Bernard
Marketing and Recruitment,
Douglas College International
This session will highlight the importance of recruiting international students, giving participants the speaking points to generate support for expanding international recruitment in their institution, clearly explain options, trends, and innovations in international recruitment, and the tools to find the right students for their institution.

Participants will leave this session with:

• **Improved knowledge of cost effective** recruitment strategies for North American Colleges and Universities

• Increased awareness of NGO resources available to achieve recruitment objectives

• A clear understanding value of the defining and establishing pathways to achieving degree objectives at your institution
Mark W. Harris
President and CEO of ELS Educational Services, Inc.
Effective International Recruiting Strategy for Tight Budgets

Even for the institutions that didn’t lose half their endowments at the time of the Lehman Shock, the cresting waves of the Baby Boom Echo have crashed on the rocky shores of recession.

With state budget deficits, public education ravaged by cuts and state higher education systems facing continuing reductions, how can institutions hope to engage mission critical activities like internationalization and diversity which depend on successfully attracting and enrolling international students?
The good news is that effective international recruitment does not require big upfront investment.

In this session we will talk with you about:

1. International recruitment that can begin on your campus and in your community
2. State consortia that are combining their resources to help promote higher education in their states, pooling resources to mutual benefit
3. Self-sustaining international recruitment models used by public and private institutions with and without “agents”
4. How to find qualified agents you can trust: AIRC and FELCA
5. How ELS can help you design a program of international recruitment with little or no cost to your institution? Outside the scope of this presentation.

Pick up our information at the door or leave your card.
You Have The **Best** Place to Start: At Home!

- Talk to current international students and ask them how they found out about, applied to, and enrolled at your institution.
- Contact international alumni and ask them to act as alumni counselors for prospective students in their country.
- Reach out to international community sources in your city and promote your institution to them through international events on campus and localized communications in their language including advertising and media to their community.
- Ask visiting scholars or faculty for advice.
State Organizations are Being Formed to Promote Higher Education in Their State

• New Jersey, New York, Illinois, Texas and other states have already established organizations
• Share media, resources and publicity
• Shared website
• Representation at fairs outside the USA
• Share information, know-how, and mentoring
• Con - Your local competitors will be competing with you for the attention of those prospective students the group reaches.
A World of Options.
A State of Mind.

www.studynewjersey.us
Our Mission

Link students and professionals worldwide with the information they need to access the quality education and training available in New Jersey.

Promote the state of New Jersey as a perfect destination for students and professionals seeking quality education, training and cultural opportunities in the United States.
Membership

• All accredited institutions of education and training in the State of N.J. are invited to become full members.

• Associate membership is available to organizations and companies that support our mission.

• Full members include private and public institutions such as research universities, 4 year colleges, community colleges, language institutes, high schools and other educational and training programs that meet accreditation standards.

• There are currently 27 member institutions.
Benefits

Study NEWJERSEY offers recruitment activities at a very attractive cost to the institution:

- Our website offers a “one stop shop” for all our members.
- The website generates inquiries that are accessible to all members.
- We represent all members at recruitment fairs and conferences in which we participate as an organization.
- We bring international counselors to our campuses.
- All members receive equal exposure to a worldwide audience through our website, media and activities.
- Our members learn about new international education trends and recruitment opportunities they would otherwise miss.
Activities

Since the inception of Study NEWJERSEY in November 2009, the organization has been involved in the following activities:

• Created our website.
• Participated at Expo Belta, Sao Paulo, Brazil, March 2010.
• Hosted Education USA counselors from throughout the world for a training program sponsored by the U.S. Department of State and College Board, April 2010.
• Achieved recognition in international, local and national media most notably through the Chronicle of Higher Education.
• Provided updates on international education regarding student mobility, recruitment strategies, exchange programs, partnerships and other resources such as:
  – Presentation by the Director of KIC UnivAssist on student mobility and new trends in India.
  – Presentation by Rouen Business School, Mont Saint Aignan, France on exchange programs.
  – Presentation by the Commercial Attache in the U.S. Embassy in Thailand regarding mobility and recruitment.
  – Participation in various international webinars hosted by the U.S. Commercial Service.
  – Introduction of Pearson PTE-A as an alternative to TOEFL and IELTS.
Not every state has created their own consortium yet, but it is rapidly growing in popularity. Here are some of the states that already have:

- **Study New Jersey**  
  [http://www.studynewjersey.us/](http://www.studynewjersey.us/)

- **Study Wisconsin**  

- **Study Illinois**  

- **Study New York**  
  [http://www.studynewyork.us/](http://www.studynewyork.us/)

- **Study Georgia**  
  [http://www.studygeorgia.us/](http://www.studygeorgia.us/)

- **Study Texas**  
  [http://www.studytexas.us/](http://www.studytexas.us/)

- **Study Mississippi**  

- **Study Louisiana**  

- **Study Oregon**  
Before Your Begin Recruiting – A Reality Check

If you are a top tier national university, and are ranked in the Shanghai Jiao Tong you can probably skip this reality check.

Otherwise, ask yourself the following questions:

• What does your institution have that would make it attractive for international students?

• How do your institution’s programs, facilities and location relate to the price/value continuum of higher education in your city, region or state?

• If you have had international students in the past, where did they come from and what did they study?

• Are there any ethnic communities near your school and have you engaged with them?

• Do you have the infrastructure in place to support international students?

• Do you have an intensive English program on or near to your campus?
Utilize a Percentage of All International Student Tuitions for Self–Funding of Recruitment & Student Support

- Many public and private Institutions have set up self-funding programs whereby they retain 10% or more of international student tuitions to fund recruitment and on campus student support services for international students.

- To the extent that you are successful enrolling and retaining students, your program can grow and your budget will grow apace.

- This model requires that you establish good and reliable overseas counseling resources which are cost effective (a variable expense) for your institution as an alternative to establishing representative offices for your university.

- You must manage this model by strategically investing in countries with students who qualify for your targeted programs and have the resources to pay for these programs with, or without financial aid.
Why Are Agents Needed?

There are many organizations providing information about study in other countries including The British Council, Australian Education International, EducationUSA, and others. Unfortunately, none of those organizations will counsel students about a specific school or can make comparisons between two or more institutions.

- Students need help to choose a school that best meets their needs and professional aspirations.
- Many student candidates do not yet speak English proficiency and need information and advice in their own language.
- Most parents have not had the benefit of studies abroad and many do not speak English.
Why Are Agents Needed? (continued)

• Parents want an organization which is local, speaks their language and who can be held legally responsible.

• Counseling is something which consumes many hours over the course of several months and is best done and most credible when received from a person of one’s own culture.

• Many students request assistance to prepare their applications (often to 6 -12 schools) and visa documentation. Agents help with this.

• Agents can promote your institution, attend student fairs and engage and counsel candidates in country 365 days of the year!
Commission Agent Model

• Many state university systems have begun paying commission for each student recruit. For example, SUNY recently announced its decision to pay commissions to foreign agencies for recruitment of students.

• IDP is a US-based agency that has been accredited by AIRC. They charge their university clients per student matriculated.

• Most professional counseling agencies with qualified counselors are not very profitable and are vulnerable to foreign exchange and politics.
NACAC’S “Interpretations of Mandatory Practices” currently state that member institutions will:

1) Not offer or accept any reward or remuneration from a secondary school, college, university, agency, or organization for placement of recruitment of students.

Members:

a. Will be compensated in the form of fixed salary, rather than commissions or bonuses based on the number of students recruited;

b. Will not contract with secondary school personnel for remunerations for referred students.
• Does not act as an agent in the USA and we do not take commission from our partners
• We do provide recruitment for our partners using agents
• We provide On-campus intensive English programs on 50 university campuses
• We provide international students support, ESL classes, study skills training and admission support
• We don’t receive commissions but we do pay commissions to our ELS appointed agents
Tristam Aldridge

Director of Graduate Admissions and Recruitment,
Clemson University
Clemson Graduate Mission circa 2004

- Double doctoral enrollments & degrees
- Participate/drive campus globalization initiatives
- Diversify key demographics
- Provide CU graduate students with necessary professional development tools and skills
- Sculpt culture of dramatically increasing scholarship via graduate student engagement
- Recruit ‘best of best’ graduate students from global markets not previously accessed
Case Study: Initial Conditions
(2004)

• Degrees: PhDs at about ~100/yr
• Enrollments: 2300 (falling)
• Applications
  – Domestic (constant)
  – International (near 50% drop from prior year)
• Website: low value
• Language services: one section via English
• Admissions Culture: “TOEFL threshold”
Case Study: Strategy

• Web site/marketing/toolkit: #1 in Google
• Online applications: CESL options w/o TOEFL, GRE
• International recruitment partner (seeking ‘best of best’ non-English speaking students)
• Strong language partner
• Surmount legacy and cultural impediments, e.g., conditional admission via a phased approach with an early/late adopter strategy
Case Study: Results 2011

- Applications: 6400+ (domestic/international)
- Enrollments: 4106 (domestic/international)
- Doctoral degrees: nearing ~200/yr
- Number of ELS students at Clemson center
  - 2010  ~20
  - 2011  ~70
  - 2012  (120 projected)
- Revenues: $10M/yr increase in graduate tuition and fees (~double)
Case Study: Cautions

• Space!
• Don’t force department participation in CESL. Use a successful peer model.
• Be patient with graduate admission committees concerning GRE, TOEFL for conditional admits.
• Partnership. Always anticipate impacts from a partnership perspective. E.g., waiving level 112.
Ronald B. Cushing

Director of International Services,
University of Cincinnati
Effective International Student Recruitment Strategies: A Case Study from the University of Cincinnati

Presented By
Ron Cushing, Director
UC International Services
June 2, 2011
NAFSA Annual Conference
Vancouver, Canada
Despite having significant international activity at many levels, as late as 2005, the University of Cincinnati lacked a strategic international enrollment plan.

That year, the International Services Office and the Institute of Global Studies and Affairs were combined to create a new unit called UC International.

Under the leadership of a new Vice Provost we decided to take an aggressive approach to international student recruitment that would drive additional internationalization efforts across campus, while simultaneously allowing revenue generated to be reinvested.
The Cincinnati Plan

1. Work with well-established commission-based agents
2. Be creative in our thinking about potential strategies for recruitment and overcoming current barriers to our strategies
3. Follow a “Performance –Based Reinvestment” forecasting model, in order to reinvest in the infrastructure necessary to succeed (staffing, marketing, recruitment, scholarships, etc.)
UC was the first major research university in the U.S. to openly adopt an agency-based international student recruitment strategy, and it did so while simultaneously leading a national movement for industry standards.
In July 2008, the American International Recruitment Council (AIRC) was formed by the University of Cincinnati, Ohio University and Cleveland State University to develop *Standards* for schools looking to recruit international students and a Certification process for international recruiting agencies. As of May 2011, one hundred and twenty eight (128) institutions are members.
Important Issues for Implementing an Agency Based Recruitment Strategy

• It is legal—it doesn’t violate federal regulations
• It is ethical when done properly
• Understand it will require substantial investment
• Pay commission based on success (UC pays 10% of the first year’s tuition paid by the student)

• Establish careful selection and vetting protocols for new agents (application; references; AIRC Certification, site visits.)
Agent Based Recruitment
(Continued)

• Develop an International Student Prospectus
• Modify website (transparency in who represents you)
• Develop Standard Agent Contracts
• Develop a comprehensive Agent Manual
• Develop business practice for commission payments
• Most agencies will have fairs and other events they will want you to participate in
It’s time for those of us who use agents to stop hiding in the shadows, fearful that it will hurt our reputations, or that we are letting our competitors in on a secret pathway to students.

There are enough students to go around, and if we openly engage in the development of ethical standards and best practices for both our institutions and the agencies we partner with, the perceptions about agency based recruitment will change.

JOIN AIRC!
Visit [www.airc-education.org](http://www.airc-education.org) for more information
Use of Overseas Representatives

UC uses dedicated representatives in China and India. We have hired full-time representatives (country coordinators) who train staff in the other representative offices and function as an extension of our admissions office.
Representative Network

UC utilizes 38 recruiting agencies on a commission/success basis in 35 countries including:

| 10. Hong Kong   |                  | 29. Taiwan        |                |
## 2. Creative Strategies for Recruiting and Overcoming Barriers

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<tr>
<th><strong>Barrier</strong></th>
<th><strong>Strategy</strong></th>
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<td><em>Lacked a university-wide mechanism to track global activity</em></td>
<td><em>Create UCosmic to manage our global collaborations</em></td>
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UCosmic is a comprehensive and dynamic data-management system that allows the university to track the breadth of our international activities and agreements. Windows of activity include:

- Agency Management Module
- Activity by Foreign Institution
- Feeder Institutions
- Faculty International Activity
- Faculty Degrees Earned Abroad
- Education Abroad
- Programs/Destinations
- Corporate International Activity
- International Student Organizations

The University of Cincinnati and SUNY launched the UCosmic Consortium in January 2011. It is an international open-source software consortium open to institutions, foundations, government agencies and independent consultants worldwide.
Creative Strategies Continued

Institutional Members
The University of Cincinnati (U.S.)
State University of New York (U.S.)
Lehigh University (U.S.)
University of Minnesota (U.S.)
Griffith University (Australia)
University of New South Wales (Australia)
Beijing Jiaotong University (China)
Manipal Education (India)
Universidad San Ignacio de Layla (Peru)
Future University (Egypt)

Association/ Corporate Members
The College Board
Institute of International Education
Access American Education

For more information about the consortium go to: www.uscosmic.org or email: info@ucosmic.org
Creative Strategies Continued

**Barrier**
- Only accepted TOEFL for admission
- Did not have an Intensive English Program (could not offer conditional admission)
- Admissions Process too cumbersome in countries where high school lasts 3 years

**Strategy**
- Now accept IELTS, PEARSON, ELS Language Services, degree from English speaking institutions, SAT or ACT scores
- Signed a contract to allow ELS Language Services to provide Intensive English on a third party basis
- Not require international students to submit Middle School documents
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<td>• High costs for out of State tuition too expensive in many markets</td>
<td>• Implement Global Scholarship discounting tuition ($2,000 - $12,000), plus two full scholarships for academically talented but financially needy students</td>
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<td>• Connecting with our regional campuses for pathways and select community colleges nation-wide</td>
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<td></td>
<td>• Create an international “rate” (lesser percentage of out-of-state tuition)</td>
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<td></td>
<td>• Develop 2+2 or 3+1 articulation programs</td>
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Creative Strategies Continued

**Barrier**

- Limited staff and resources for extensive travel
- Influx of students at the undergraduate level has demonstrated that our English Proficiency requirement is low in many programs

**Strategy**

- Engage the entire university in the recruitment strategy – leveraging student/faculty travel
- Develop a bridge program for students whose English Proficiency scores meet minimum English Proficiency requirements but not optimal requirements
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| - Most attractive programs at capacity or extremely competitive  
  - Tough to place international students in co-ops in certain fields (Aerospace Engineering) | - Identify new, coursework-based programs at the graduate level (Meng; LLM in Law; Mchem)  
  - Develop internationally based co-op opportunities |
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<td>No options for students who do not want a degree (reverse study abroad)</td>
<td>Establish short-term study abroad programs in specific fields (business, environmental studies, American identity and politics)</td>
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<tr>
<td>No data on student satisfaction/dissatisfaction</td>
<td>Benchmark the international student experience (International Student Barometer – UC was first to use it in 2005)</td>
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Barrier

- Limited resources to provide the support necessary to sustain a comprehensive International recruitment strategy and provide services to increased numbers or international students

Strategy

- Implemented a Performance-based reinvestment funding model
3. Performance-Based Reinvestment

In 2005, the University of Cincinnati developed its first International Strategic Enrollment Plan. In order to fund the Plan, which included creating an International Admissions Office, agreeing to pay commissions to recruiting representatives, and other significant investments, we persuaded campus leadership to adopt a new approach to funding that we refer to as “Performance-Based Reinvestment.”

Named and conceptualized by Mitch Leventhal – former Vice Provost for International Affairs at UC and current Vice Chancellor at SUNY.
The core principle of Performance–Based Reinvestment is to create a “virtuous circle” that connects new income associated with international student tuition with the resources needed to recruit and manage a larger international student population. It also calls for sharing revenue with other areas like Study Abroad and internationalization of the curriculum.
• The forecasting model can provide you with the tools needed to make a compelling case. You can demonstrate in concrete numbers how goals and allocations affect each other and the desired outcomes.

• Using this model, you can demonstrate the advantages of redirecting some percentage of incoming international tuition revenue back towards international operations holistically.
American International Recruitment Council (AIRC)

- Established in 2008, the AIRC is an association dedicated to establishment of ethical practices and professional standards in the use of agents to recruit students for US colleges and universities. AIRC has established a Certification process to provide thorough review of the practices of specific agents and certification of those who apply and successfully meet the AIRC standards. www.AIRC-Education.org

Federation of Education and Language Consultant Associations (FELCA)

- FELCA is an international association of associations representing agencies and other organizations who are active in promoting language travel and studies abroad. Their member associations each have their own professional standards for membership qualification and therefore have professional standards which are transparent if not necessarily audited by third parties. www.FELCA.org
Christiaan Bernard
Marketing and Recruitment,
Douglas College International
Cutting costs, increasing efficiency: Partnering for Success

- Simple ideas work best
- Work with the best partners possible
- Give Agents something they can’t resist
- Do what others aren’t doing
- Explain how it benefits everyone
- Save Parents/Students Money!!
Public Institution (Provincially funded)

- **Students Served 2010**
  - 13,800 Domestic credit students
  - 1000 International credit students
    (57 nationalities)
  - 500 FTEs in contract training
  - 7,500 Continuing Education registrants
  - 1100 International Off shore students

- **Tuition Rates**
  - First and Second Year: $86.90 per credit
  - Third and Fourth Year: $104 per credit
  - International Students: $450 per credit

Locations

- **New Westminster Campus**
  700 Royal Avenue, New Westminster,
- **Coquitlam Campus**
  1250 Pinetree Way, Coquitlam
- **Surrey Training Centre**
  10060 King George Hwy, Surrey

Employee Information

- 500 Faculty (plus 300 part-time, contract faculty)
- 100 Continuing Education instructors
- 300 Staff (plus 100 on-call auxiliaries)
- 60 Administration staff and managers
Departments

- Faculty of Child, Family and Community Studies
- Faculty of Commerce and Business Administration
- Faculty of Health Sciences
- Faculty of Humanities and Social Sciences
- Faculty of Language, Literature and Performing Arts
- Faculty of Science and Technology
- Student Development
- Continuing Education and Contract Training

Programming

- University Transfer (largest number of students)
- Bachelor's Degrees
- Associate Degrees
- Diplomas
- Certificates
- Citations
ELS Global Network

ELS Global Footprint

- ELS Kuwait
- ELS India
- ELS Indonesia
- ELS Vietnam
- ELS China
- ELS Malaysia
- ELS South Korea
- ELS Saudi Arabia
- ELS Turkey
- ELS UAE
- ELS Panama
- ELS Oman
- ELS USA
- ELS Canada
- Berlitz Global Footprint

ELS EDUCATIONAL SERVICES, INC.
a Berlitz Company

ELS.com • ELS.edu • UniversityGuideOnline.org • InternationalStudentRecruitment.org
The Reality of Douglas International Recruitment & Promotion

- Two staff members handle the majority of:
  - Training over 250 active agents and partners around the globe
  - Promotion of Douglas programs in over 57 countries
  - Meeting yearly recruitment targets
  - Assist with student services
  - Orientation
  - Promotional material development
  - Manage International support staff
  - Market research
  - Agent commission
  - Admissions
  - New product development
  - Up to 100 days of International travel per year
  - Over 30 days of Local travel for high school and partner presentations
  - Keeping website up to date
  - Constant questioning of the money spent on recruiting students or paying agent commission
Reality Continued

• Douglas College is very well known in Canada with our students graduating from every top (English instruction) university in Canada (many world Top 100 ranked)
• Douglas is almost unknown outside of Canada
• Douglas is Government funded = limited financial resources
• Molasses effect (slow to adapt to changes in the global ESL market, slow to innovate, dominated by internal politics)
How does Douglas College Benefit?

- By partnering with ELS, Douglas suddenly has a Global Network and Support System in over 20 countries.

- Douglas suddenly has a global footprint without having to spend 50 years to develop it.

- ELS can adapt to global changes quickly to insure their product and their partners products do not become obscured by the competition.
How Does ELS Benefit?

Efficiency:
ELS now has national reach into 90% of Canadian public universities though the Douglas University Transfer pathways (U-T) without having to sign individual agreements with each.

Examples:
- University of British Columbia *(top 25 world ranked university)*
- University of Toronto *(top 25 world ranked university)*
- McGill University *(top 25 world ranked university)*
- Simon Fraser University *(Tied#1 most comprehensive university in Canada)*
- University of Victoria *(Tied #1 most comprehensive university in Canada)*
- University of Alberta, University of Saskatchewan, University of Manitoba, Memorial University………

* 2010 rankings
ELS Douglas Partnership, how does it work?

ELS Level 108
Articulated, no further testing required

Douglas credential
or
Douglas College U-T program

Transfer into 3rd year of a TOP Canadian, US, or International University degree program
Douglas College University Transfer Program

ELS

Douglas 1st Year 30 credits

Douglas 2nd Year 30 credits

2 year credential = 3 year work permit

3rd & 4th year studies

120 credits = Bachelor Degree + 3 year work permit

Canadian Public University and select International Universities (growing)

University 2nd

University 3rd 30 credits

University 4th 30 credits
How Do Agents Benefit?

- Seamless product easy to present to parents and students
- Long term revenue stream  (ELS commission and then Douglas commission, basically doubling what they would normally receive)
- Parents/students want top universities but can’t access them directly due to language qualifications, or first year competition
- Agents can now offer access to top universities through the ELS – Douglas Pathway
- Agents have the support of both ELS and Douglas
- Duel admission (both ELS and Douglas) can make it easier in some countries to receive a study permit.

* 2010 rankings
How Do Students Benefit?

• Seamless process from ELS Level 108 into Douglas College
• Flexible admission (Monthly at ELS, all levels)
• Admission 3 times a year at Douglas
• No need to submit IELTS, TOEFL or an entrance exam to enter Douglas College
• ELS offers English Classes at 1/3 the cost per hour of instruction compared to Public Institution ESL programs
• ELS only does ESL and does it well!
• Taking the first two years of U-T at Douglas can save a student up to $25,000 in tuition (At the comparable course load at Top Canadian Universities)
• Diversity
• ELS Small classes (12 students)
• English only policy at ELS (strictly enforced)
• Dual admission means students can receive up to a 5 year study permit
• Quick admission offer. (Less than 1 week once all documents are submitted to both institutions)
How Does this Save $?

- Douglas becomes part of the ELS global partners network without having to spend 50 years to develop our own.
- Efficient reach. Douglas partners become ELS’s partners and ELS’s partners become Douglas’s. Expanding the global footprint instantly without the need for additional capital expenditures.
- ELS students have access to Top world universities.
- Taking the Douglas U-T pathway can save students up to $25,000 in tuition.
- Joint marketing at fairs and in materials doubles the information dissemination.
- In-country representatives with native language ability.
- Students and agents don’t need to work with multiple schools (one stop shop).

* 2010 rankings
How To Make A Successful Partnership?

Make all efforts to insure it is as successful or more successful for your partner than your institution!

Win/win
Win/More win
Additional Resources
What is the American International Recruitment Council (AIRC)?

- The AIRC is a non-profit organization controlled by accredited United States post-secondary educational institutions.
- The AIRC is a “Standard Development Organization”, registered with the Department of Justice.
The purposes of AIRC are to:

1. Develop standards of ethical practice pertaining to recruitment of international students to American educational institutions.
2. Develop best practices and training to assist overseas student recruitment agents and institutions themselves to better serve both students seeking admission to American educational institutions.
3. Establish a framework through which participating agents can have their practices certified. In addition, the organization may undertake other activities as are necessary to accomplish its goals.
Eligibility for Certification

AIRC Certification is intended for agencies (including organizations and companies), located both inside and outside of the U.S., which recruit international students to colleges, universities and other postsecondary educational institutions, located both inside and outside the U.S. which are accredited by institutional accreditors recognized by the U.S. Department of Education.

These agencies are expected to have been operating for at least 2 years at the time of applying for AIRC Certification or have at least 10 years or have been providing related services to U.S. higher education for at least 10 years.
AIRC Certification Standards –
Major Categories

1. Organizational Effectiveness
2. Integrity of Recruitment Process
3. Student & Family Engagement Pre and Post – Enrollment
4. Institutional Engagement Pre and Post-Enrollment
5. Complaints Process
AIRC Certification Follows Global Practice in Quality Assurance

- Standards Development
- Self-Evaluation
- External Review (Site Visit)
- Decision by Independent Certification Board
Benefits of Institutional Membership:

• Have a Voice in the Standards

• Participate in a Learning Community

• Become an External Reviewer

• Increase Institutional Visibility
Institutional Membership
(as of December, 2010)

Voting membership open to any US-Accredited post-secondary educational institution, public or private, non-profit or for profit.

Membership fee is US $500 (under 10,000 students) and US $1,000 (10,000 or more students)

125 Institutions in 32 States in One Year

Characteristics of membership…

Community Colleges
Proprietary Institutions
Intensive English Institutes
Graduate Institutions
Research Extensive
Public/Private
Urban/Rural
How to Reach AIRC

info@airc-education.org

www.airc-education.org

NAFSA: Booth # 2041