

The Global Competition for Students

Trends and Strategies

Metropolis Conference
Mexico City/UNAM September 10 2015

John Aubrey Douglass - Senior Research Fellow CSHE

CSHE | Center for Studies in Higher Education
UNIVERSITY OF CALIFORNIA - BERKELEY



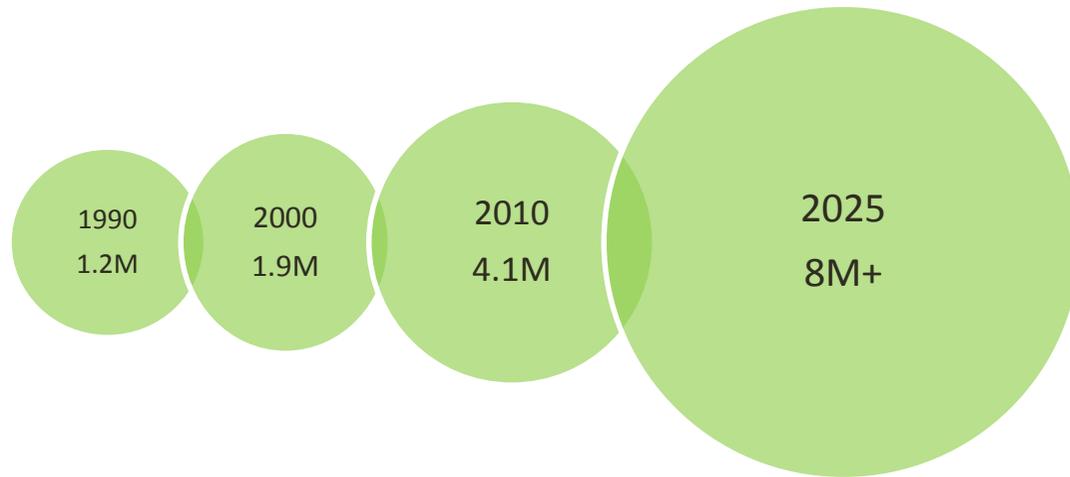
A Growing and Changing Market for International Students

- **Greater Mobility and Growing Demand**



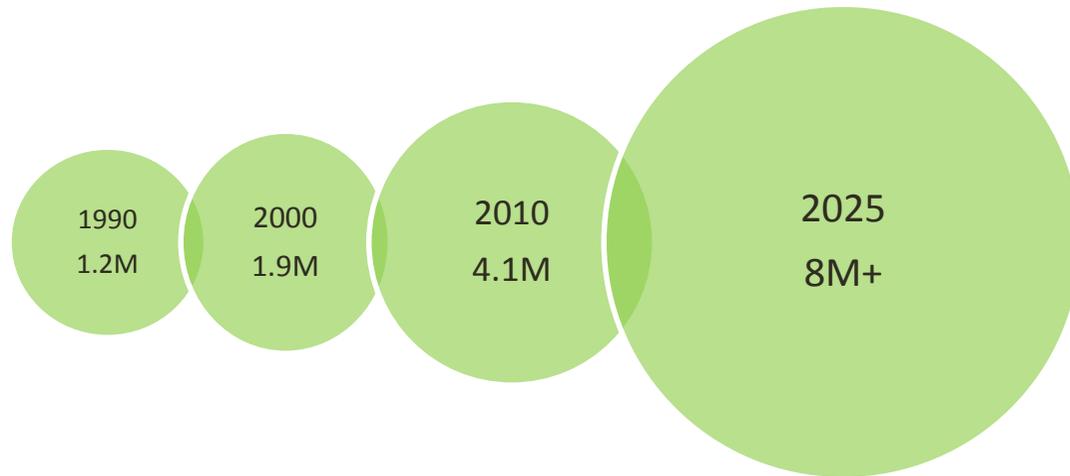
A Growing and Changing Market for International Students

- **Greater Mobility and Growing Demand**



A Growing and Changing Market for International Students

- **Greater Mobility and Growing Demand**

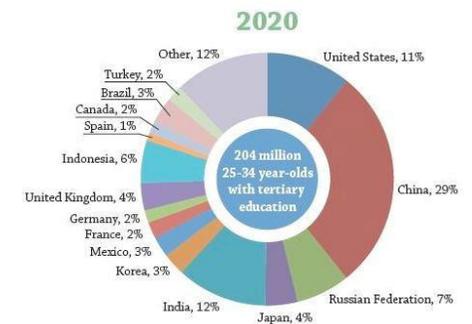
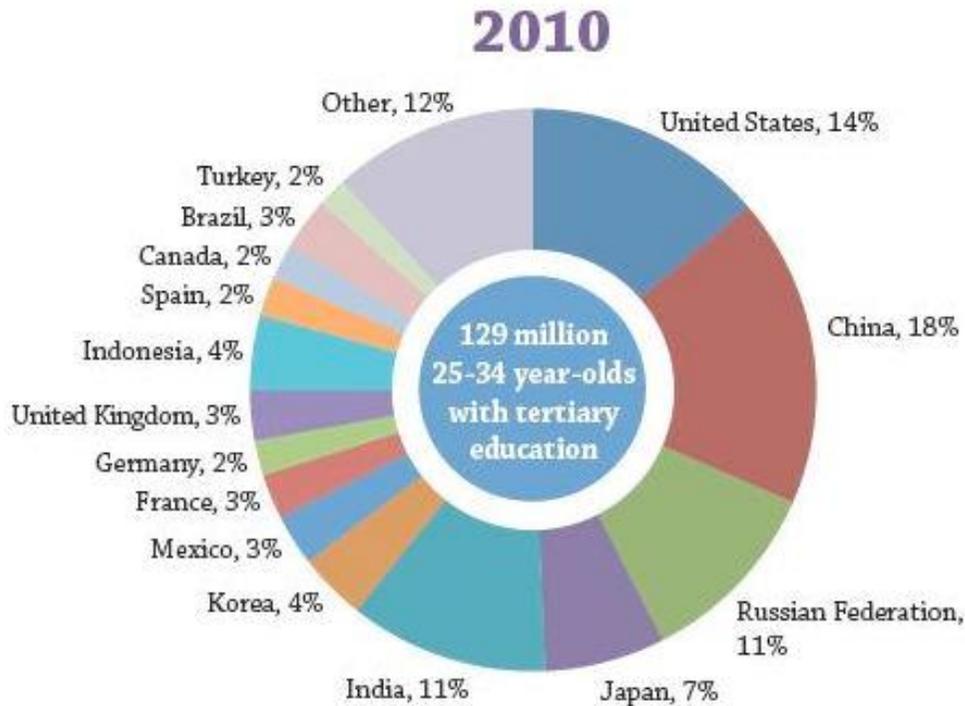


- **Increasing Competition**

- Almost all developed and developing nations realize that their economic competitiveness relates heavily to generating and retaining highly skilled, creative people.
- National HE systems and tertiary Institutions desire IS for:
 - Enhanced Revenue
 - Diversity – International Learning Environment
 - Indicator of International Prestige – Rankings etc.
 - Future Networks/Social Impact

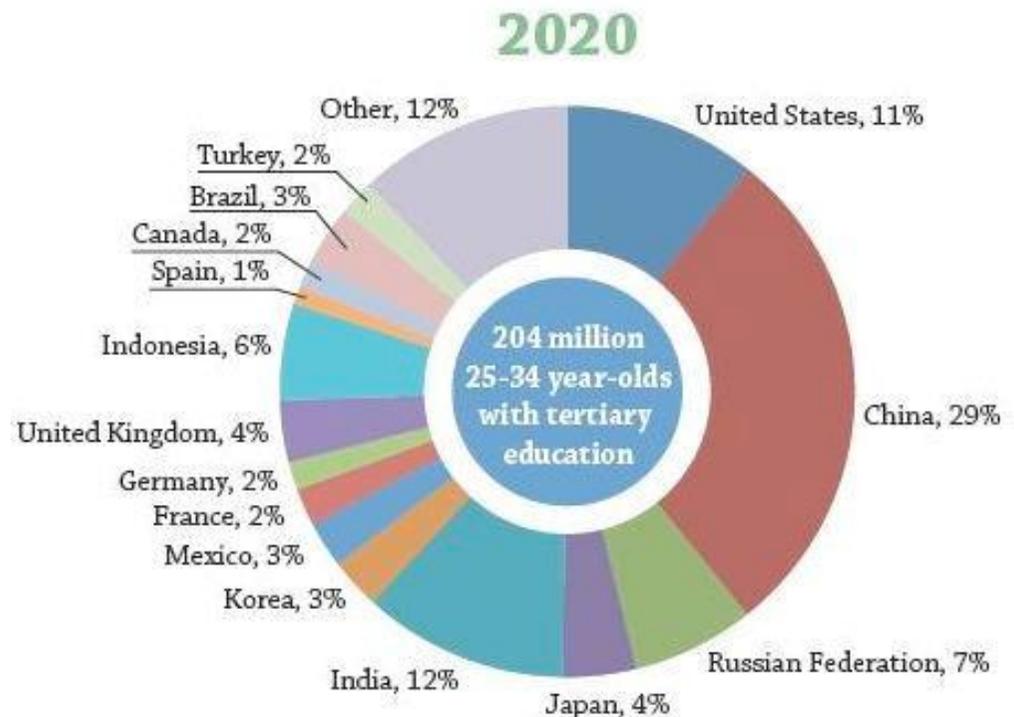
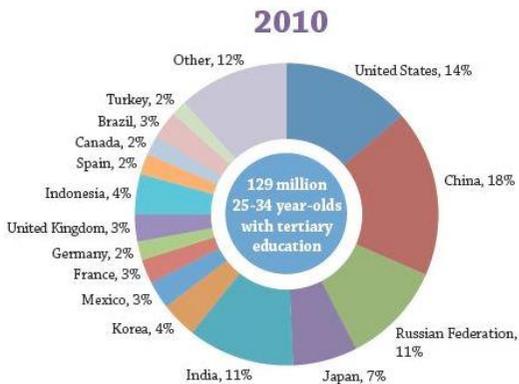


IS Growth is in the Context of Overall HE Enrollment Growth



IS Growth is in the Context of Overall HE Enrollment Growth

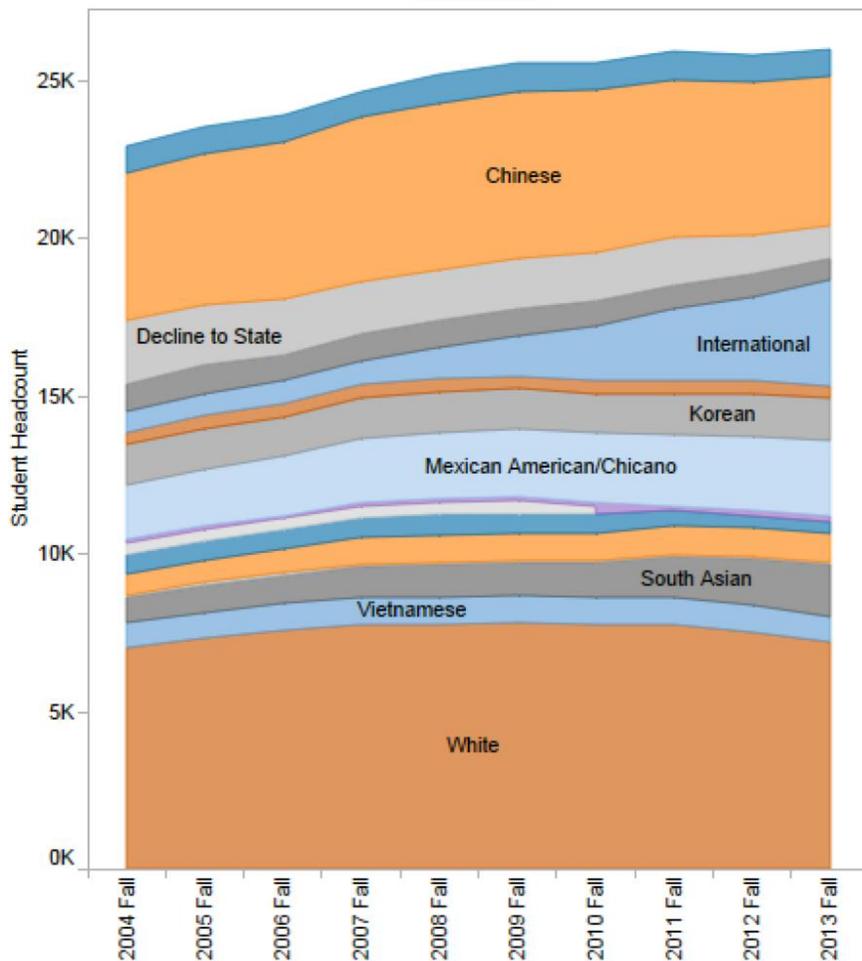
Where there is a global market share growth in HE enrollment there is a growing IS population - generally



UC Berkeley – Growing Numbers UG International Students

Undergraduates

Fall Semester

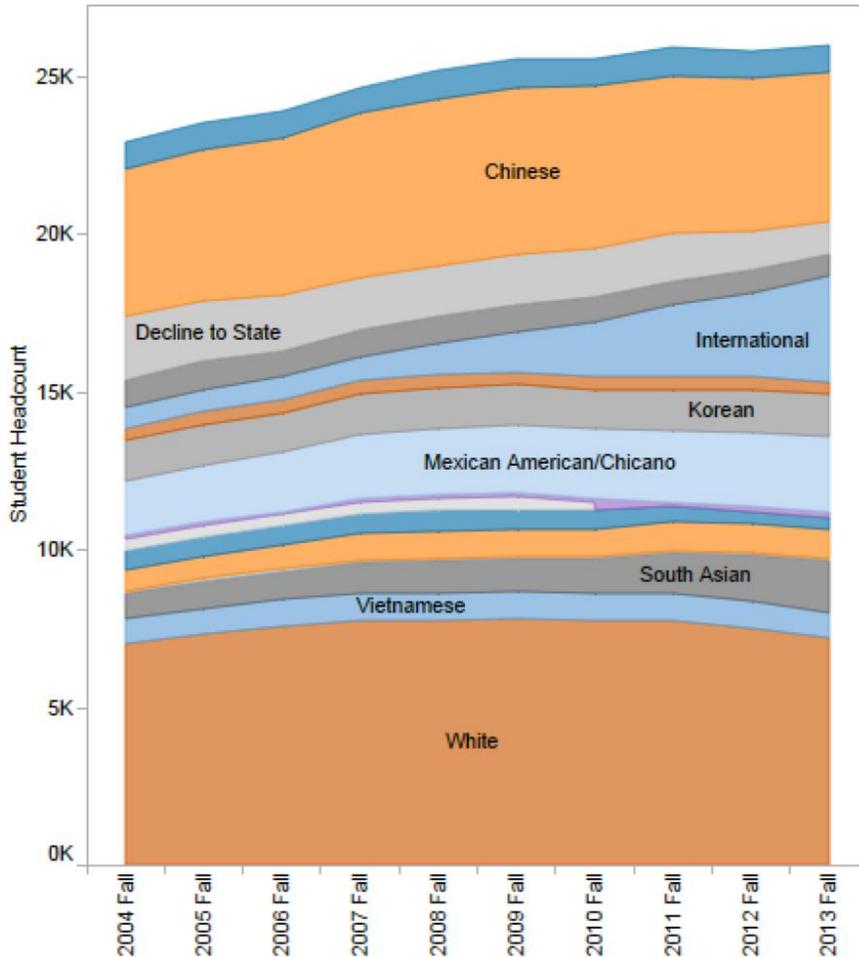


UC Berkeley – Growing Numbers UG International Students

Why? At the UG its been about the \$\$\$ - but changing

Undergraduates

Fall Semester

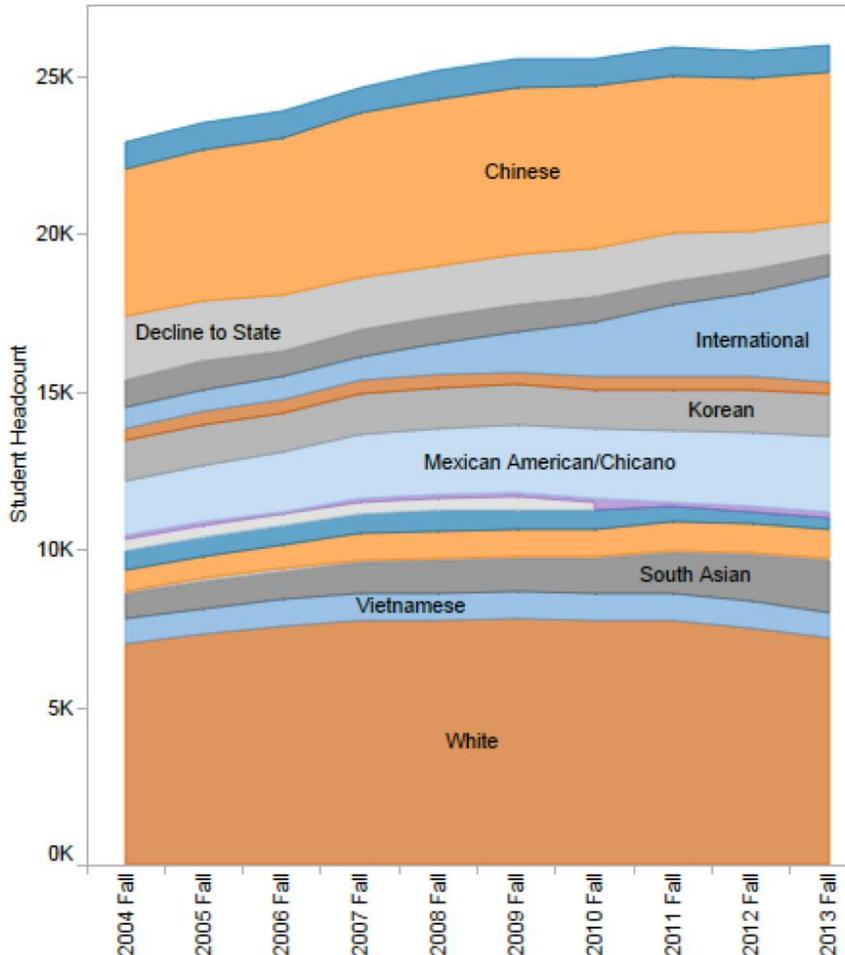


UC Berkeley – Growing Numbers UG International Students

Why? At the UG its been about the \$\$\$ - but changing

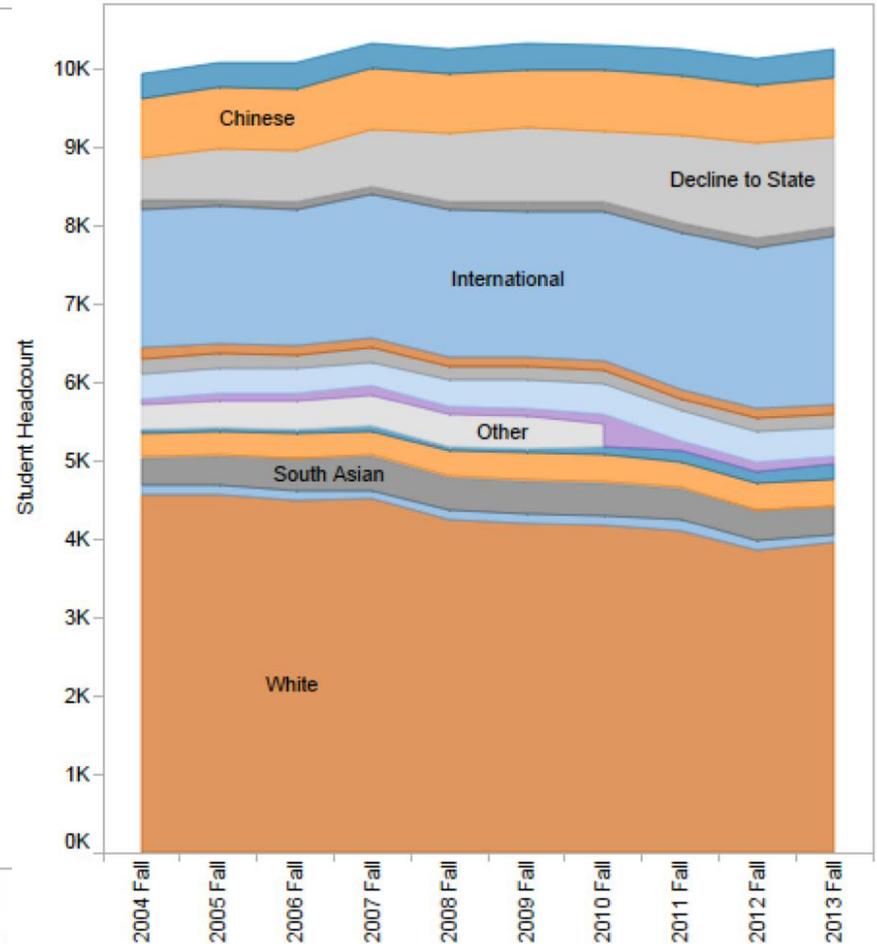
Undergraduates

Fall Semester



Graduate Students

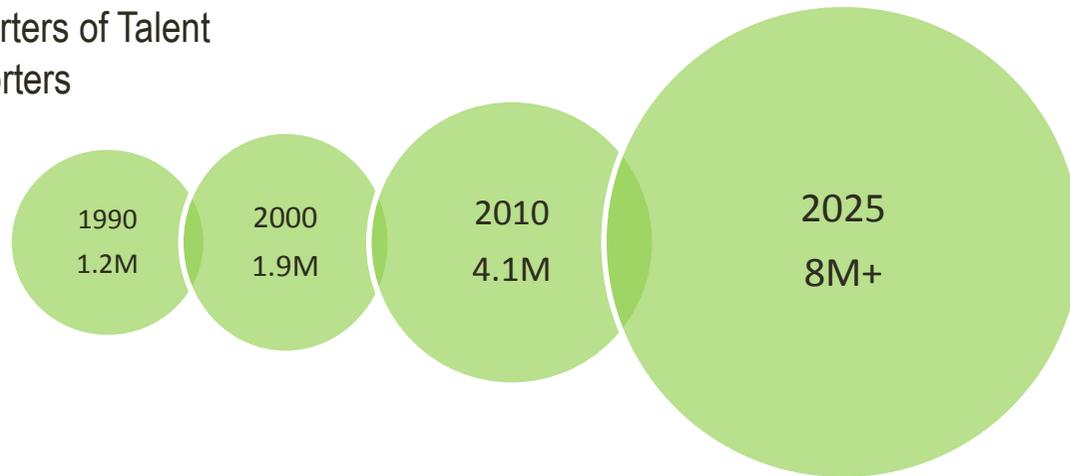
Fall Semester



A Growing and Changing Market for International Students

- **Brain Drain?**

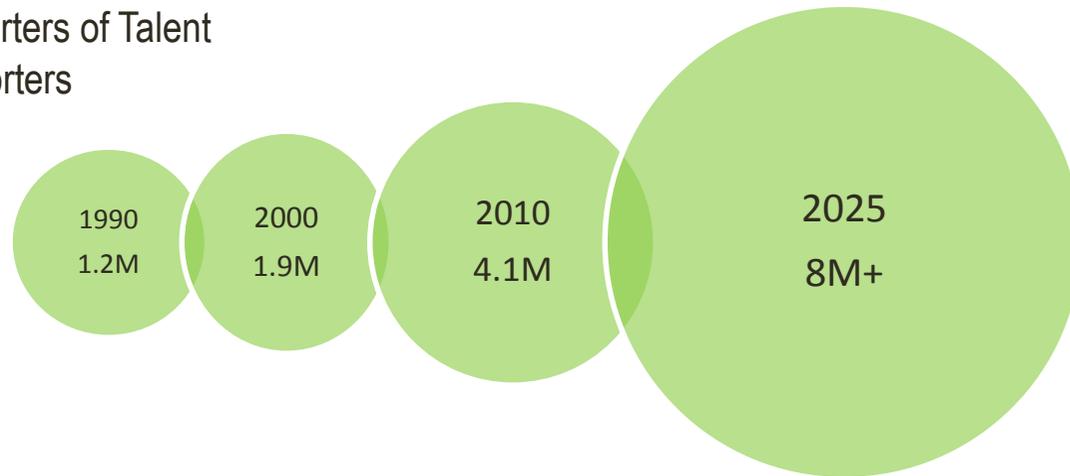
- Net Importers of Talent
- Net Exporters



A Growing and Changing Market for International Students

- **Brain Drain?**

- Net Importers of Talent
- Net Exporters



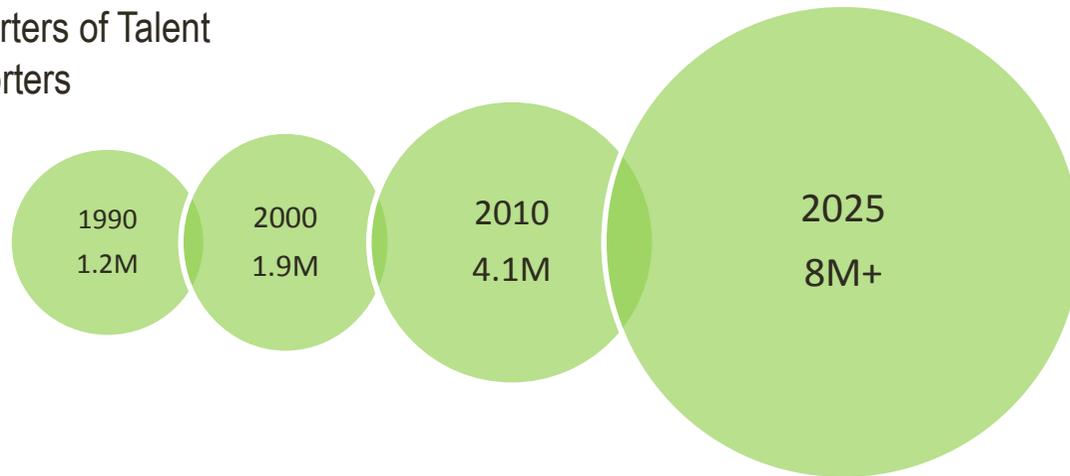
- **Toward “Brain Circulation” - What are the Key Factors?**

- Open Societies – e.g., US land of immigrants
- Quality, Reputation AND Location of HE Providers – Anchor Universities
- Marketing and Recruitment – Seeking a Diverse Geographic and Socioeconomic Pool
- Financial Aid – Merits versus Need Models
- IS Student Experience – Proactive and Nurturing HEI’s
- Clear Paths to Employment and Citizenship
- Postgraduate Alumni Networks

A Growing and Changing Market for International Students

- **Brain Drain?**

- Net Importers of Talent
- Net Exporters



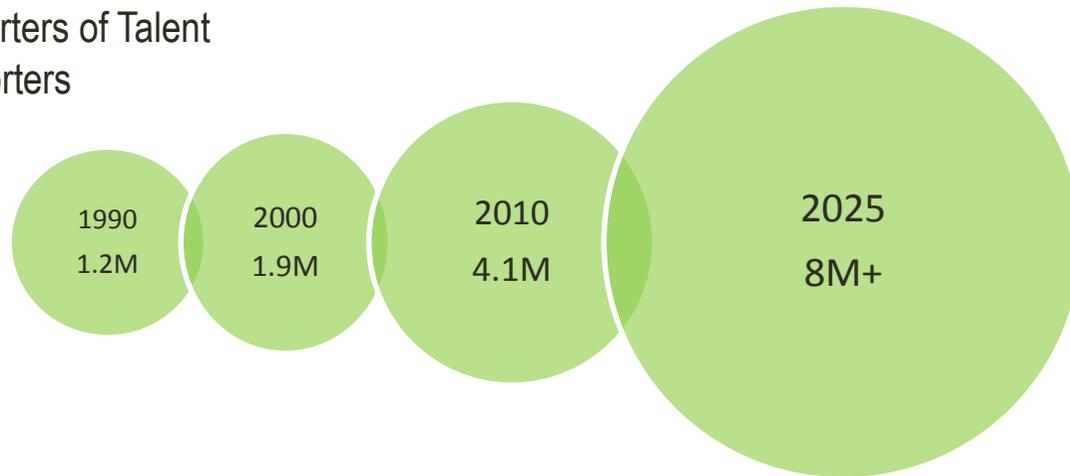
- **Toward “Brain Circulation” - What are the Key Factors?**

- Open Societies – e.g., US land of immigrants
- Quality, Reputation AND Location of HE Providers – Anchor Universities
- Marketing and Recruitment – Seeking a Diverse Geographic and Socioeconomic Pool
- Financial Aid – Merits versus Need Models
- IS Student Experience – Proactive and Nurturing HEI’s
- Clear Paths to Employment and Citizenship
- Postgraduate Alumni Networks

A Growing and Changing Market for International Students

- **Brain Drain?**

- Net Importers of Talent
- Net Exporters



- **Toward “Brain Circulation” - What are the Key Factors?**

- Open Societies – e.g., US land of immigrants
- Quality, Reputation AND Location of HE Providers – Anchor Universities
- Marketing and Recruitment – Seeking a Diverse Geographic and Socioeconomic Pool
- Financial Aid – Merits versus Need Models
- IS Student Experience – Proactive and Nurturing HEI’s
- Clear Paths to Employment and Citizenship
- Postgraduate Alumni Networks

The Ecology of Global Talent Strategies

Most national governments in the early stages of developing national strategies

•Structural Variables:

- Stable Societies
- Growing vs Declining or Steady State Population
- Urban vs Rural Population Centers
- Quality of Life – Crime, **housing**, public transportation, Personal Freedom, Immigrant Networks
- Labor Needs – Developed (private sector) or developing economies (public sector)
- Structure of HE System, Institutional Types and Location – e.g., technical versus comprehensive universities
- Breadth and Structure of Academic Programs – **English language courses and degree programs** - increasing attractiveness of UG Liberal Arts/General Education



The Ecology of Global Talent Strategies

Most national governments in the early stages of developing national strategies

- **Structural Variables:** *Also markers of Knowledge Based Economic Regions*
 - Stable Societies – Civil liberties
 - Growing vs Declining or Steady State Population
 - Urban vs Rural Population Centers
 - Quality of Life – Crime, **housing**, public transportation, Personal Freedom, Immigrant Networks
 - Labor Needs – Developed (private sector) or developing economies (public sector)
 - Structure of HE System, Institutional Types and Location – e.g., technical versus comprehensive universities
 - Breadth and Structure of Academic Programs – **English language courses and degree programs** - increasing attractiveness of UG Liberal Arts/General Education



The Ecology of Global Talent Strategies

Most national governments in the early stages of developing national strategies

•Structural Variables: *Also markers of Knowledge Based Economic Regions*

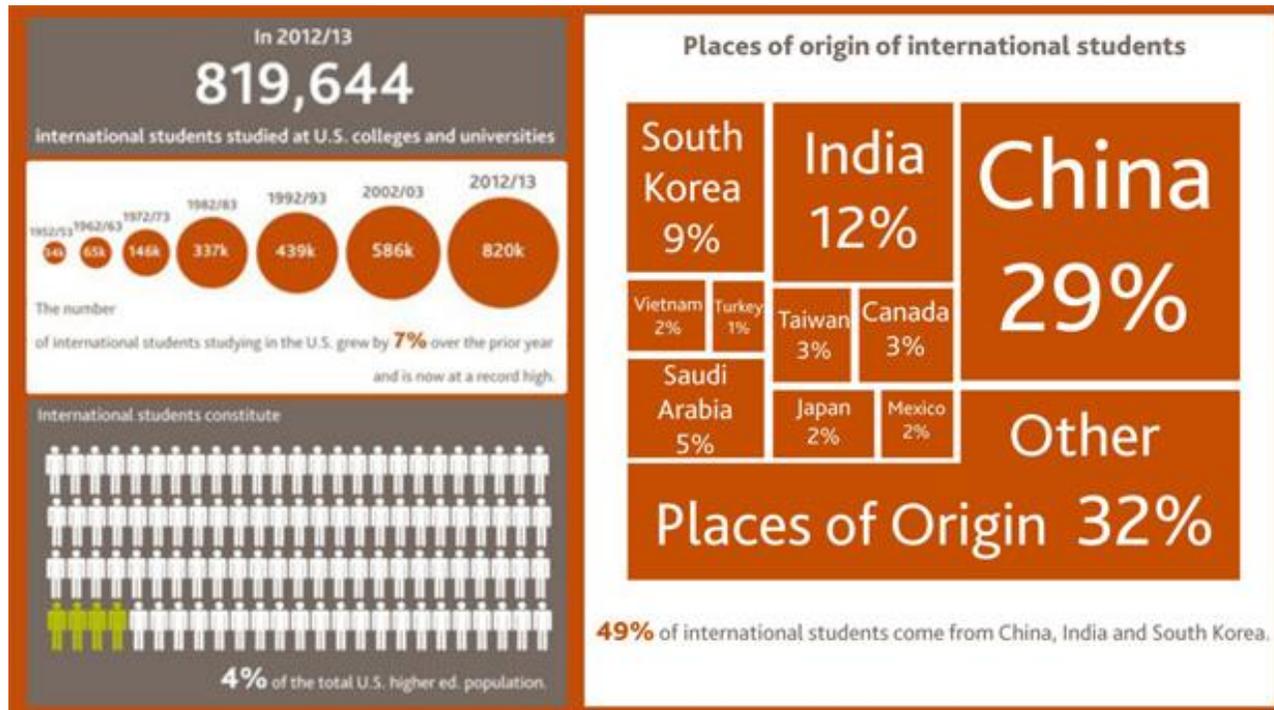
- Stable Societies
- Growing vs Declining or Steady State Population
- Urban vs Rural Population Centers
- Quality of Life – Crime, **housing**, public transportation, Personal Freedom, Immigrant Networks
- Labor Needs – Developed (private sector) or developing economies (public sector)
- Structure of HE System, Institutional Types and Location – e.g., technical versus comprehensive universities
- Breadth and Structure of Academic Programs – **English language courses and degree programs** - increasing attractiveness of UG Liberal Arts/General Education

•Political Variables:

- Acceptance of Immigrants/Demographic Diversity
- Capacity of Public HEI's – expanding or displacing native students?
- Financing – a net gain or loss in national/regional HE funding schemes
- Foreign Policy objectives – is there a larger political framework?

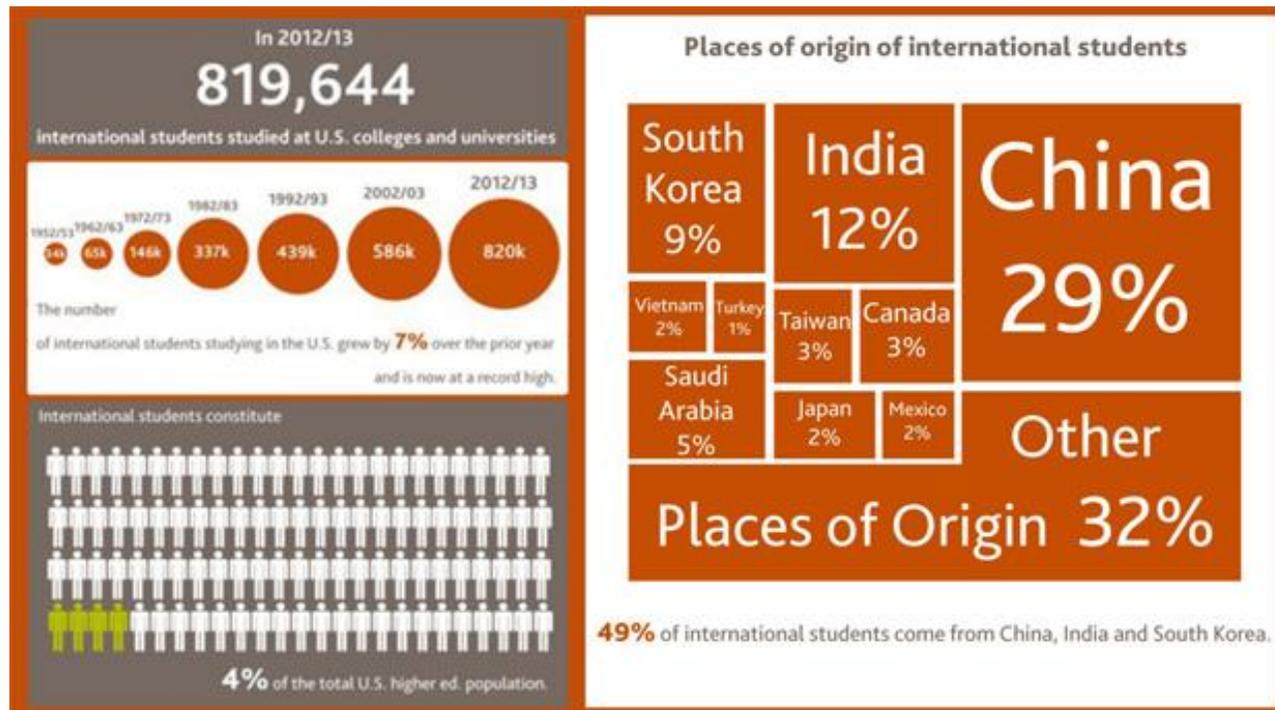


International Student in the US

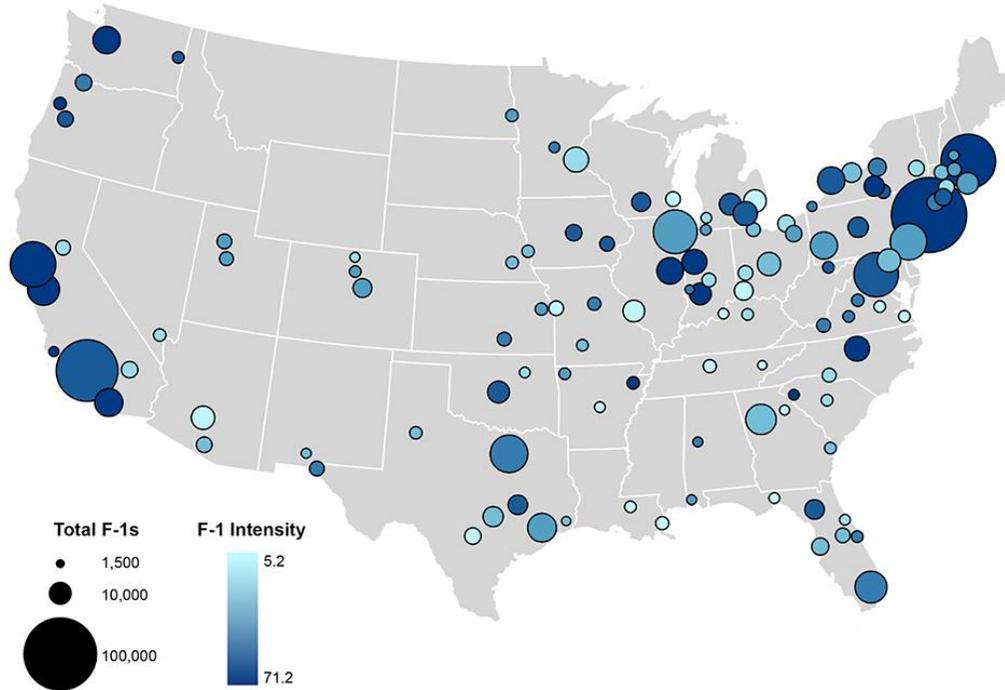


International Student in the US

World's largest provider in enrollment
But a relatively low performer at the Undergraduate/First Degree Level
High performer at the Graduate Level

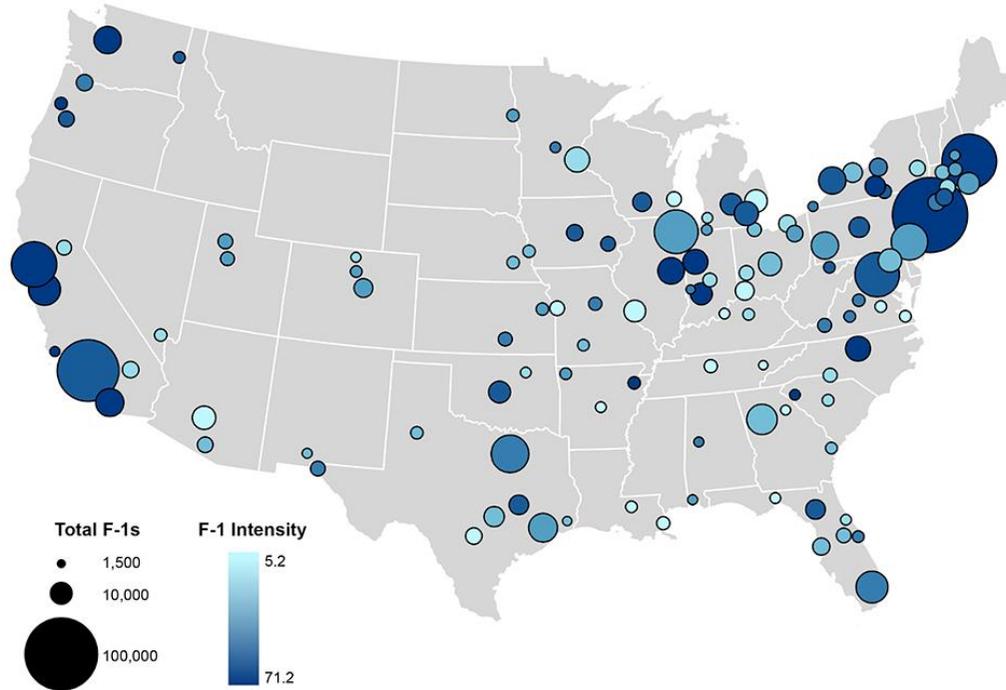


Most US Foreign Students are in Metropolitan Areas 2008-2012



Most US Foreign Students are in Metropolitan Areas 2008-2012

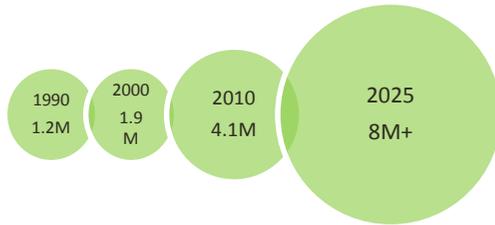
- 80% of foreign students pursuing a bachelor's degree or above attended colleges and universities in 118 metro areas



- Nearly two-thirds of international students in the U.S. are enrolled in just 200 universities.
- 70% are self financed



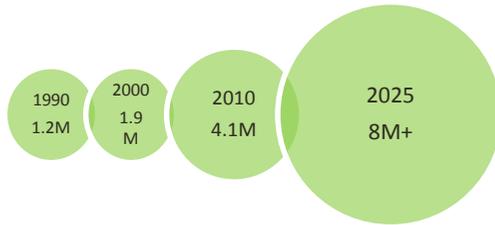
But One Needs to Disaggregate the Market for International Students!



- **Undergraduates**
- **Graduate Students**
 - Masters and Professional
 - Doctoral Students
 - Postdoctoral



But One Needs to Disaggregate the Market for International Students!



- **Undergraduates**
- **Graduate Students**
 - Masters and Professional
 - Doctoral Students
 - Postdoctoral
- **STEM vs Social Science/Humanities**
- **Short vs Long Term**
- **On-Line/Continuing Education**

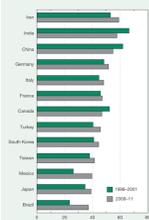


Primary Target IS S&E Doctoral Students: US Stay Rates

- Among doctorate recipients, the period immediately after earning their doctorate is a pivotal point that can substantially affect long-term career trajectories

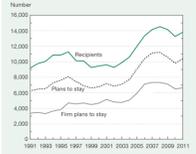
During this period, foreign-born doctorate recipients who remain in the United States may set themselves on a path to long-term residency

Figure 3-39
Plans of foreign recipients of U.S. S&E doctoral degrees at graduation to stay in the United States, by place of origin and year of doctorate: 1996-2001 and 2006-11



NOTE: Data reflect proportion of each group reporting they anticipate to graduate employment in the United States. Data include doctoral recipients on temporary and permanent visas. Data by China include Hong Kong. SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Special tabulations (2012) of Survey of Earned Doctorates (SED) (1991-2011). Science and Engineering Indicators 2014

Figure 3-38
Plans of foreign recipients of U.S. S&E doctoral degrees at graduation to stay in the United States, by year of doctorate: 1991-2011



NOTE: Data include doctorate recipients on temporary and permanent visas. SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Special tabulations (2012) of the Survey of Earned Doctorates (SED) (1991-2011). Science and Engineering Indicators 2014

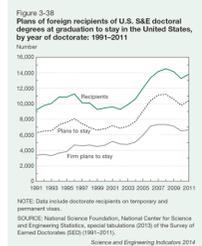
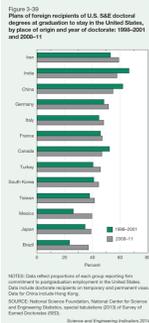
Primary Target IS S&E Doctoral Students: US Stay Rates

- Among doctorate recipients, the period immediately after earning their doctorate is a pivotal point that can substantially affect long-term career trajectories

During this period, foreign-born doctorate recipients who remain in the United States may set themselves on a path to long-term residency

Both the Reasonable Prospect to Stay – mentoring, visa, and job opportunities

AND timing



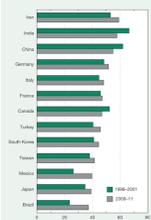
Primary Target IS S&E Doctoral Students: US Stay Rates

- Among doctorate recipients, the period immediately after earning their doctorate is a pivotal point that can substantially affect long-term career trajectories

During this period, foreign-born doctorate recipients who remain in the United States may set themselves on a path to long-term residency

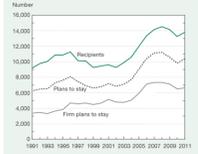
- At the time of doctorate receipt:
 - 75% of foreign-born recipients of U.S. S&E doctorates, including those on both temporary and permanent visas, plan to stay in the United States.
 - 48% have either accepted an offer of postdoc study or employment or are continuing employment in the United States

Figure 3-39
Plans of foreign recipients of U.S. S&E doctoral degrees at graduation to stay in the United States, by place of origin and year of doctorate: 1996-2001 and 2006-11



NOTE: Data reflect proportion of each group reporting they anticipate to graduate employment in the United States. Data include doctoral recipients on temporary and permanent visas. Data by China include Hong Kong. SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Special tabulations (2013) of Survey of Earned Doctorates (SED) (1991-2011). Science and Engineering Indicators 2014

Figure 3-38
Plans of foreign recipients of U.S. S&E doctoral degrees at graduation to stay in the United States, by year of doctorate: 1991-2011



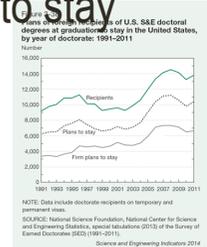
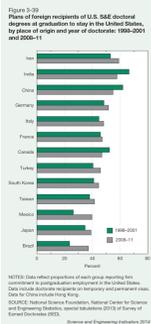
NOTE: Data include doctorate recipients on temporary and permanent visas. SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Special tabulations (2013) of the Survey of Earned Doctorates (SED) (1991-2011). Science and Engineering Indicators 2014

Primary Target IS S&E Doctoral Students: US Stay Rates

- Among doctorate recipients, the period immediately after earning their doctorate is a pivotal point that can substantially affect long-term career trajectories

During this period, foreign-born doctorate recipients who remain in the United States may set themselves on a path to long-term residency

- At the time of doctorate receipt:
 - 75% of foreign-born recipients of U.S. S&E doctorates, including those on both temporary and permanent visas, plan to stay in the United States.
 - 48% have either accepted an offer of postdoc study or employment or are continuing employment in the United States
- Differences in the origin of the Student:
 - Between 2008 and 2011, the vast majority of U.S. S&E doctorate recipients from China (86%) and from India (87%) reported plans to stay in the United States
 - About half of U.S. S&E doctorate recipients from Europe had firm plans to stay in the United States after graduation



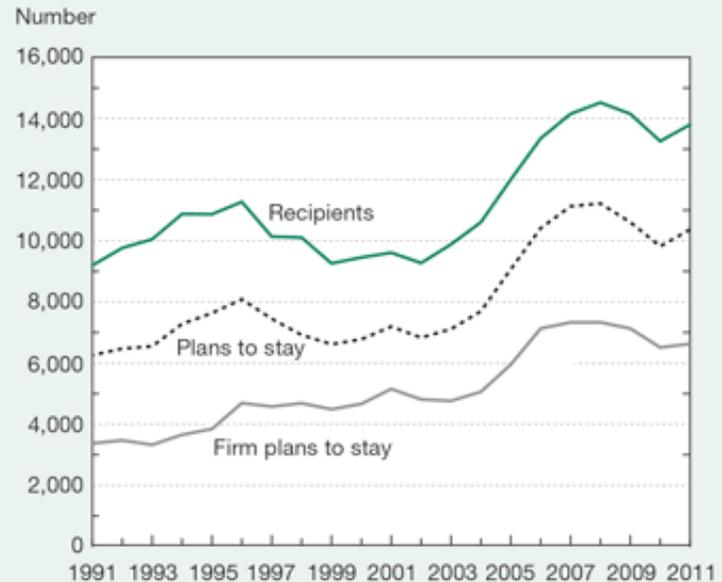
Primary Target IS S&E Doctoral Students: US Stay Rates

- Among doctorate recipients, the period is a pivotal point that can substantially affect

During this period, foreign-born doctorate recipients may set themselves on a path to long-term

- At the time of doctorate receipt:
 - 75% of foreign-born recipients of U.S. S&E doctoral degrees accept temporary and permanent visas, plans to stay in the United States
 - 48% have either accepted an offer of continuing employment in the United States
- Differences in the origin of the Student:
 - Between 2008 and 2011, the vast majority of U.S. S&E doctorate recipients came from China (86%) and from India (87%)
 - About half of U.S. S&E doctorate recipients plan to stay in the United States after graduation

Figure 3-38
Plans of foreign recipients of U.S. S&E doctoral degrees at graduation to stay in the United States, by year of doctorate: 1991–2011



NOTE: Data include doctorate recipients on temporary and permanent visas.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2013) of the Survey of Earned Doctorates (SED) (1991–2011).

Science and Engineering Indicators 2014

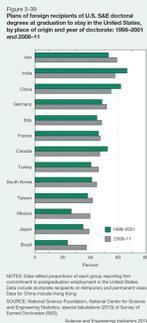
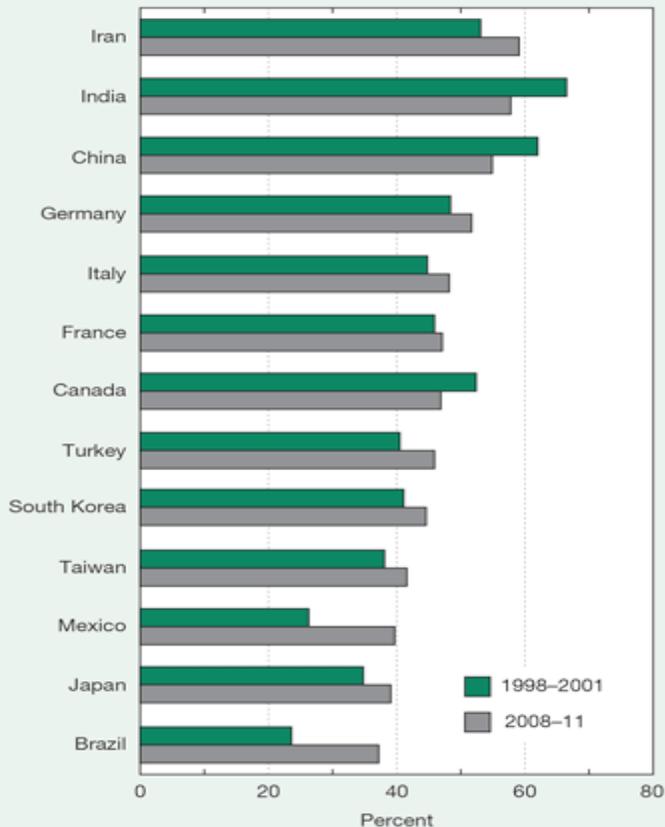


Figure 3-39
Plans of foreign recipients of U.S. S&E doctoral degrees at graduation to stay in the United States, by place of origin and year of doctorate: 1996–2001 and 2008–11

Primary Target IS S&E Doctoral Students: US Stay Rates

Figure 3-39
Plans of foreign recipients of U.S. S&E doctoral degrees at graduation to stay in the United States, by place of origin and year of doctorate: 1998–2001 and 2008–11



NOTES: Data reflect proportions of each group reporting firm commitment to postgraduation employment in the United States. Data include doctorate recipients on temporary and permanent visas. Data for China include Hong Kong.

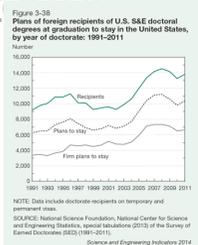
SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2013) of Survey of Earned Doctorates (SED).

... immediately after earning their doctorate is a
... ect long-term career trajectories

... orate recipients who remain in the United States
... g-term residency

... of U.S. S&E doctorates, including those on both
... , plan to stay in the United States.
... ffer of postdoc study or employment or are
... nited States

nt:
... st majority of U.S. S&E doctorate recipients from
... %) reported plans to stay in the United States
... e recipients from Europe had firm plans to stay
... ation



Concluding Remarks – A few Observations

- Nations need to have coherent strategies – most are piecemeal and moderate to low political priority – even the US – need to consider economic, cultural and foreign policy objectives



Concluding Remarks – A few Observations

- Nations need to have coherent strategies – most are piecemeal and moderate to low political priority – even the US – need to consider economic, cultural and foreign policy objectives
- Most Universities also lack coherent strategies related to internationalization – even Berkeley, although this is changing



Concluding Remarks – A few Observations

- Nations need to have coherent strategies – most are piecemeal and moderate to low political priority – even the US – need to consider economic, cultural and foreign policy objectives
- Most Universities also lack coherent strategies related to internationalization – even Berkeley, although this is changing
- Top 4 Needs:
 - National and Institutional Marketing for expanding and easing pathways for IS – Greater focus on diversity/less on \$\$\$
 - The Educational Rationale for having IS presence as part of larger international strategy
 - The IS Student Experience including support and integration efforts, housing, and research on their experience and impact



Concluding Remarks – A few Observations

- Nations need to have coherent strategies – most are piecemeal and moderate to low political priority – even the US – need to consider economic, cultural and foreign policy objectives
- Most Universities also lack coherent strategies related to internationalization – even Berkeley, although this is changing
- Top 4 Needs:
 - National and Institutional Marketing for expanding and easing pathways for IS – Greater focus on diversity/less on \$\$\$
 - The Educational Rationale for having IS presence as part of larger international strategy
 - The IS Student Experience including support and integration efforts, housing, and research on their experience and impact
 - **Proposal for an International Best Practices Accord to Support Brain Circulation Model**



Metropolis Conference
Mexico City/UNAM September 10 2015



Types of Foreign Student Visas

•F-1 Visa

The F-1 visa is the most common visa issued to foreigners studying in a full-time academic program. Students must be accepted by an approved school, document they have sufficient funds to cover 12 months of expenses and demonstrate academic preparedness to succeed in the program. Programs must be at a Student and Exchange Visitor Information System (SEVIS) certified school. F-1 students are admitted to the United States for the “duration of status” until the program is complete.

•J-1 Visa

The J-1 visa is used for foreign students, scholars, teachers, trainees, international visitors, au pairs and participants in travel-study programs. This visa is intended for cultural exchange purposes, such as the Fulbright Scholarship program. J program sponsors must be recognized by the U.S. State Department’s Bureau of Educational and Cultural Affairs of the United States. If the program is funded by the foreign or U.S. government, or if the skills the J-1 visa holder is coming to develop or acquire are on the State Department’s “Skills List” for J-1s country of citizenship or permanent residency, then she or he must return to their home country for two years at the end of the exchange program, or obtain a waiver of that requirement before being eligible for a change of status to an H or L visa, or lawful permanent residence. J-1 visa holders are admitted to the United States for “duration of status,” as long as their program lasts.

•M-1 Visa

The M-1 visa is used for non-academic, vocational study purposes only. This visa is the least common and is granted for only one year. Students must be accepted by an approved program, show sufficient funding and demonstrate sufficient academic preparation. M-1 students are admitted to the United States until a specific date keyed to the duration of their program of study.