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INVESTigating India: A Strategic Recruitment Plan for Indian Students

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INVESTigating India: A Strategic Recruitment Plan for Indian Students

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A Capstone Paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

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Abstract

This paper outlines the strategic recruitment plan for Indian undergraduate students designed for the Michigan State University (MSU) Office of Admissions. The title “INVESTigating India” refers not only to the finances that are necessary to fund the strategic recruitment plan, but also to the investment of time and human capital that must be devoted to the strategic recruitment plan in order to succeed. Furthermore, INVESTigating India utilizes deliberate methods to investigate the various reasonings behind Indian student mobility to the United States, while looking at both internal and external environmental factors at the micro (institutional) and macro (country) levels that can affect their mobility. By combining these considerations, INVESTigating India serves as a concrete plan with a timeline, goals, and objectives that can be easily followed by the MSU Office of Admissions and provides a template for recruitment in other countries around the world. INVESTigating India echoes the institutional devotion to internationalization and serves as a benchmark with which to measure results.

Introduction

INVESTigating India is a three-year strategic recruitment plan for Michigan State University (MSU) to help increase the number of undergraduate students from India matriculating into the university. This strategic recruitment plan will help to meet the institutional goal of increasing the diversity of the international student body. India is a key country from which MSU is hoping to increase enrollment because of its designation as one of the world's developing economic countries, and also because of its large number of mobile students. As India is the second largest sending country in the world according to the Institute of International Education's 2013 Open Doors report, it is a logical place to look to help diversify the student body at MSU. According to Noronha (2009), "International student recruitment is more likely to succeed if it is done as a result of strategic planning rather than spontaneously or sporadically as a response to enrollment pressures" (p. 27). Furthermore, "An effective strategic plan provides a framework for strategic thinking, direction and action leading to the achievement of consistent and planned results" (p. 28). INVESTigating India identifies MSU's niches and maps out how to successfully enroll appropriate students since current recruitment practices do not adequately take into account the differences between student populations and how their needs differ from country to country, or even student to student. A series of recruitment recommendations are made based on information gathered regarding the college search processes of Indian students. Considerations include external environmental factors, internal analysis of strengths, weaknesses, opportunities and threats, and marketing and enrollment strategies. INVESTigating India will be implemented in the MSU Office of Admissions during the summer of 2014 and will be revisited bi-annually to check for relevance and functionality.

Theoretical Foundations

Environmental Factors/ Push & Pull Theory

Choudaha, Chang, & Kono (2013) note that student mobility is impacted by external forces that university professionals are unable to control or change. These forces include economic growth and downturn, expansion of local education systems, immigration policies, government sponsored scholarships programs, and technology that allows for educational alternatives like Massive Open Online Courses (MOOC). With that said, it is important to monitor these influences to help explain current mobility trends and to help predict future trends as well.

Becker & Kolster (2012) explain that the push and pull theory is often utilized by researchers to help explain mobility. Push factors “operate within the source country and initiate a student’s decision to undertake international study.” (Mazzarol & Soutar, 2002 as cited in Becker & Kolster, 2012, p. 11) Conversely, the pull factors “operate within a host country to make that country relatively attractive to international students” (Mazzarol & Soutar, 2002 as cited in Becker & Kolster, 2012, p. 11). Push factors include existence or access (or lack thereof) to higher education programs within the home country, perceived value and recognition of a degree from a national versus foreign institution, quality and reputation of domestic programs, economic or political climate in the country of origin, the bond two countries might share, attractiveness of the source country, access to information from the hosting entity, domestic costs for living and education, strong financial policies (like financial aid) and favorable emigration policies in the receiving location (Mazzarol & Soutar, 2002 as cited in Becker & Kolster, 2012, p. 12). The majority of these push factors at the national level in India can be directly applied to my pursued population and will be explored in the “Environmental Analysis” section of this paper.

Linda Heaney (2009) stated “Vitality, quality, diversity, and financial aid remain the keys to attracting international students, so these factors must be protected, maintained and improved.” (p. xi) Vitality, quality, diversity and financial aid could be considered pull factors, which vary at the country, city, and higher educational institutional levels. The focus of this analysis is on higher education institution pull factors, since this strategic recruitment plan is designed for a university. The pull factors are knowledge and recognition of the institution (including any linkages to the host country) and its degrees, a high perceived quality and reputation of education and research, costs of education, nature of governance and administrative policies and procedures, safety of the campus, level of internationalization, the ambiance, social networks and geographical proximity (p. 14). MSU can utilize these pull factors to help decide what should be communicated to prospective students.

Marketing Strategies

Another consideration in INVESTigating India is how to market MSU information to prospective students and their families. Smith-Murdock (2009) argues that print materials (letters, brochures, advertisements, etc.) are still an essential marketing tool, even in this internet-based society. Print pieces must be customized in order to address the varying needs and values of the international student population and its segments; otherwise they might not have the intended impact on recruitment.

Hard copy materials are considered more traditional methods of recruitment marketing. Choudaha, Chang, & Kono (2013) classify emerging recruitment practices and marketing into three categories: technology to reach more markets in a cost effective manner, partnerships to increase visibility and create different paths into the university, and analytics to help target efforts and measure the return on investment. Technology based recruiting includes virtual fairs,

webinars, videos, and chats (like Skype). Furthermore, the institutional website can prove to be a powerful recruitment tool if it speaks directly to an international audience. Partnerships can include other educational entities, or also third party organizations, embassies, or other governmental agencies. Examples of partnerships may include two plus two, dual degree or faculty exchange programs. Finally, research based on a specific location can help to identify the preferences and behaviors of certain student segments, which can help to specify the marketing to a particular group. The formula outlined by Darrup-Boychuck (2009) will help put a numerical value to the results. This formula utilizes the tuition and fees generated by the new student(s), the cost of the recruiting initiative and the number of students enrolled to calculate the cost to recruit one student.

Student Segmentation

India is one of the largest sending countries in the world, sending 11.8 percent of the total of international students to the United States (Institute of International Education, 2013), therefore research on market segmentation has already been done. There is an estimated nine million students who graduated from grade 12 in India last year. The Northern region of India has the greatest population of these students (about one-third total); however, the student population in the West of India are the most likely to seek education abroad. This information helps to segment the Indian student population to help identify a subdivision of the population to pursue (Warrier, 2013). Aw & Levinson (2012) suggest that an evidence based approach be utilized in order to identify the “best fit” profile of students which includes academic preparedness, major area of interest, English proficiency, rigor of academic preparation, and country of residence and citizenship. This “best fit” profile should match what the university offers internally to what the external data demands on all levels. Areas to focus on should

incorporate connections and relationships like alumni, school counselors, or EducationUSA. Efforts should be made to help keep these stakeholders up to date with information, and maintain and improve existing connections.

Choudaha, Orosz, & Chang (2012) explain that market segmentation helps to describe patterns that can, in turn, be helpful in recruiting. An applicant's profile can be divided into dimensions that have been found to impact a student's information-seeking behavior. In their study, Choudaha, Orosz, & Chang (2012) utilize academic preparedness (comprised of English as a Second Language [ESL] course participation, admission test preparations and self-assessment of abilities) and financial resources as the two key variables in establishing student profiles. From these variables, four types of students emerged: strivers, strugglers, explorers and highfliers. Strivers are students with high academic performance and low financial resources. Although this student segment will need financial aid, they do not let the financial challenges side-track their educational aspirations. On the opposite side, explorers have low academic performance and high financial resources. Explorers are interested in the experiential aspects of living and studying in the United States. Strugglers have low academic performance and financial resources. This group is less selective and 40 percent of them plan to attend an ESL program. Highfliers have high academic preparedness coupled with high financial resources; they typically seek an institution based on prestige. To apply this knowledge, it is important to look at the research done in these categories for undergraduate students and Indian students as those are the areas that are targeted for recruitment.

Choudaha, Chang, & Schulmann (2013) found that the international undergraduate mobile population from 115 countries was comprised of 23 percent explorers, 28 percent highfliers, 30 percent strivers and 20 percent strugglers. In general, undergraduate students look

for student support services, stemming from their concerns about academic adjustment. They look to social media as the preferred platform for information, but also utilize friends, parents, and consultants as trusted sources of information. The authors suggest that a tuition and cost calculator will be helpful for these students, as well as downloadable documents that have been translated into the native language for parents. The mobile Indian student population divides differently with a large portion of strivers (52 percent) and a low representation of explorers (seven percent). In the middle of the group are the strugglers and highfliers at 19 and 22 percent respectively. The needs of Indian students are mainly financial; 47 percent state that they will require loans as one of two primary finding sources and 32 percent plan to receive financial aid from the institution. Therefore, it is important to set realistic expectations about the total cost of attending a university and the types of money that can be offered. Indian students find that their family, friends, and current students are some of the most trusted founts of information (p. 15). About half of this populace states that information on program content, course offerings, and career prospects are the most important. Hence, it is suggested that the university attempt to connect students to international alumni by having alumni post videos on social media about their careers. Career oriented social media sites (like LinkedIn) are important to connect with alumni as well as prospective students.

The IndiaTALK study (Warrier, 2013) provides another way to segment student populations. According to this study, which represents the views, perceptions, motivations, and preferences in regards to higher education overseas of 1000 students across India, there are three segments of students who desire an overseas education: aspirants, strivers, and maximizers. The aspirants are students who simply go abroad to showcase their status; they are not concerned with cost. They are typically students from the upper-middle class and may be driven by peer

pressure, or have a friend or relative that is abroad. The aspirants are represented by 30 percent of the students surveyed, who considered social status and lifestyle perceptions about studying and living abroad the number one factors for making the choice to study abroad. 36 percent of the students surveyed were driven to study abroad by broader perceptions about better academics, career selection, and lifestyle opportunities. This group is comprised of the maximizers, who are trying to change their socio-economic level and thus are driven by the quality of education. The maximizers go for the best education possible. They are from the upper-middle and middle class and want a global exposure and a better education, which they feel will lead to a better lifestyle. Like the aspirants, they usually have a friend or family member abroad and they are not concerned about the cost of education. Strivers are students from the lower-middle and middle class and so they consider cost in the decision process. The opportunities abroad are attractive because of their quality and the belief that they will have to struggle less elsewhere in order to earn a better lifestyle. When cost was a decision-making factor, the key reason for choosing an overseas education was the perceived ability to transform their career and quality of life after graduation. From this information, it is important to note that about two thirds of Indian students do not consider cost a factor and this means that even U.S. institutions with comparatively high rates (such as MSU) can still be considered by the majority of the students.

Enrollment Strategies

There are several recommendations formulated by the IndiaTALK study (Warrier, 2013) to help with the recruitment of Indian students. The first recommendation is to build awareness and credibility surrounding the brand, reputation, majors of study, outcomes and the return on investment value for the student. The second recommendation is to develop specific marketing

and communication plans. Finally, they suggest clarifying and identifying long term objectives and short term goals (Warrier, 2013), which is the aim of this strategic recruitment plan. The report also proposes that a university identify innovative ways to build an on-the-ground presence in India, as well as to consider a program driven strategy that leverage the strong programs of the university in order to market other programs. To gain more attention from the students, it may be important to market the outcomes-related information of lesser sought out programs. Messaging should emphasize the quality of education, address costs and value of the institution, and also highlight career opportunities provided via internships or Optional Practical Training (OPT) experiences. The IndiaTALK study suggests to engage in highly customized ways within 10-15 cities and 15-25 high schools within these cities to increase yield. The study recommends targeting Northern and Southern India and the metros, mini-metros and suburban areas within these geographic regions.

Wright & Choudaha (2013) outline several strategies for student recruitment in their presentation on *Recruiting Indian Students: Student Segmentation for an Effective International Enrollment Strategy*. The first strategy they discuss is the need to set realistic expectations about investing in education. A few ways they suggest to help support students financially are to organize scholarship contests and revolve a communication campaign around scholarship opportunities. The second strategy is to utilize web-based platforms in order to strengthen the message of academic rigor and quality, for example offering MOOCs and webinars and facilitating online interaction. Strategy three proposes that universities share the success stories of graduates, feature the available experiences that help students advance in careers, and help to connect prospective students with alumni.

There are two common themes within these two enrollment strategy suggestions: focus on outcomes related information and connect students with success stories of alumni, and emphasize the academic rigor and quality of the institution. These themes will serve as the underpinnings for the activities and strategies that construct this strategic recruitment plan.

Program Goals and Objectives

In order to determine a direction for INVESTigating India, the following goal and objectives have been created with the entire strategic recruitment plan process in mind:

Goal

The goal of INVESTigating India is to help MSU discover the best methods of recruitment for prospective undergraduate students from India and to provide the university with a definite direction and concrete goals to serve as benchmarks for progress.

Objectives

The objectives which will help to achieve the overarching goal of INVESTigating India are:

- To identify strategic populations, locations, organizations, and schools within India to develop relationships
- To better understand the Indian student population, along with their families, and how to best respond to their needs
- To comprehend how environmental factors can affect student mobility

Needs Assessment

In her *Statement on Core Values* (n.d.), MSU's current president, Lou Anna K. Simon expresses that:

Our commitment to inclusion... means building a vibrant, intellectual community that offers and respects a broad range of ideas and perspectives. We embrace a full spectrum of experiences, viewpoints and intellectual approaches because it enriches the conversation and benefits everyone, even as it challenges us to grow and think differently (para. 5).

In order to build this community with diverse perspectives, MSU must commit itself to attracting and enrolling students who provide such points of view. Targeting and growing international student populations would help to further demonstrate this core value.

Patty Croom, Associate Director of International Admissions at Michigan State University states that MSU has a longstanding commitment to internationalization. This commitment is exemplified by that fact that MSU was the first institution in the United States to have a Dean of International Studies and Programs. The university has been recruiting internationally for at least 15 years in some form. Several years ago, the institution had a strategic assessment completed in order to determine in which countries there was strategic interest. India was amongst these countries. In addition, the university would like to have alignment with where research is being performed and where partnerships exist (personal communication, January 20, 2014) (see Appendix A for transcription).

One of the countries that exemplifies how beneficial this alignment can be is China. MSU has a lot of existing programs in China and even employs a Director of China Programs who is based in China to help manage relationships. MSU's international student body is largely made up of Chinese students. This populace makes sense as it is the top sending country of students to the United States. India is the second highest sending country in the world and MSU does not see a proportionate share of this market when compared to China (Institute of

International Education [IIE], 2012). MSU is attempting to diversify the international student body and India is a logical place to look to increase numbers. If MSU does not want to continue to rely on China for its international student population, then a design should be implemented to target and recruit international students from different countries. The hope is to matriculate a more diverse student population and eliminate the fear of losing the majority of international students if the massive flow from China were to suddenly cease. Looking at the numbers can help demonstrate the reliance that MSU has on Chinese students. In the academic year 2008 to 2009, MSU enrolled 2.55 percent of Chinese undergraduates in the United States. This number has continued to increase and last year, MSU enrolled about three percent of the Chinese undergraduate population in the United States. While the undergraduate Indian numbers are more favorable than the overall numbers, the percentages are still not comparable to Chinese enrollment. In 2008 to 2009, MSU only hosted .69 percent of the Indian undergraduate population. Unlike the Chinese students, MSU's share of this population has dropped each year. Last year, MSU only saw .57 percent of the total Indian undergraduate population in the United States (see Appendix B). In order for MSU to host an equal number of Indian students, the university would have to enroll more than 300 additional students (a 2.47 percent increase). Furthermore, Chinese undergraduates represent 76.5 percent of the total international student body, whereas Indians only make up 1.61 percent.

In addition, it is important to have a written plan of action to follow for recruitment practices. INVESTigating India will serve as documentation for any future admissions counselors working with India and potentially serve as a guideline for other strategic countries. The strategic recruitment plan will help to eliminate any repeated mistakes and ensure that successful recruitment practices are continued. With INVESTigating India serving as a model,

other key countries could be identified and similar plans could be developed to increase enrollment.

Student Survey

In order to determine the college search practices of Indian students, an electronic survey was sent to all current MSU undergraduate students from India. This survey had a 42 percent response rate and provides insightful data into the most important factors in making their college decision. Out of the 28 students who responded, 79 percent resided in India prior to starting their education at MSU. The most common place for students to first learn about MSU was a college search website, followed by a friend, and then a consultant. To gather information during their college search, students most widely used the university's website, college search websites, and their high school counselors. The most popular college search sites they utilized were College Board, U.S. News, College Confidential and Google. Out of the information they gathered, the college search website, followed by the university website, and then family influenced their final decision to come to MSU the most. When asked about the characteristics of the university that influenced their decision, students cited reputation, degree offerings, and rankings as the top three. When this student population was asked about what MSU could do to attract more students from India, four key ideas emerged from their responses. The first idea was to provide more scholarships and increase financial aid. Participant I suggested "Maybe have more scholarship opportunities. It's quite expensive to study abroad, especially if you're from India, because one's entire high school tuition in India is maybe less than a quarter of what one pays for a semester here." Another suggestion was to increase the university's rankings. Participant G noted "Indian students are competitive and crave prestigious institutions. MSU should establish a reputation for being a world class institution by working towards a more scholarly and

academically driven atmosphere.” Students also mentioned that we should advertise more in India and also create a better presence, specifically on social media and college search sites:

Be more present on social media that is relevant...A lot of my family in India have never heard of MSU. I think it's getting your name out there and maybe their circuits, be present at job fairs or college fairs at large international high schools and making connecting with schools' representatives and counselors so that they can talk to their students and encourage them to check out MSU. – Participant G

Finally, as mentioned in the quote above, students would like to see MSU attend more college fairs in India and visit more schools (see Appendix C).

Environmental Analysis

Social. According to the aforementioned IndiaTALK study (Warrier, 2013), Indians have several concerns about their higher education system: the graduate level market is not well developed, the education is less practical and more theoretical than is desired, there is limited access to quality education, there is a low perceived value of an Indian education and there is a lack of top-ranked universities in India. These concerns compel students to look elsewhere for education. The United States was ranked first when asked to recall an overseas destination choice off the top of their mind. According to the 2010 U.S. Census, there were 3.2 million people of Asian Indian descent living in the United States. Communications to social connections who are still in India from this multitude of people has the potential to increase the number of students studying here due to the fact that Indian students are primarily influenced by their friends and family. These connections in the United States can prove to be an important source of preliminary information on higher education institutions, job opportunities, and lifestyle in the United States. Furthermore, Indians have a positive perception of the United

States. It is mentioned as a dream destination with a friendly and safe atmosphere. According to those surveyed, the United States also has high-quality education, recognized and reputable universities with helpful faculty, and job opportunities (with successful and reputable companies). On the negative side, the United States is known for its strict admission requirements, tough visa process, and high education costs. However, even with these downsides, Indian students still strive for a U.S. education (Warrier, 2013).

The IndiaTALK study (Warrier, 2013) revealed that all of the students who were surveyed were open to the idea of relocating to an overseas campus. Out of this group, 45 percent said that relocating was their top preference. The report further identifies the drivers for overseas education: more opportunities, a different lifestyle, and education quality.

Technological. According to the Telecom Regulatory Authority of India, the internet is accessed by 164.81 million subscribers as of March 2013. About half of the time online is spent on social media (Facebook followed by LinkedIn and Twitter) and checking E-mail (India is now, 2013). However, this still only represents about 13 percent of the population of India and the lack of technology infrastructure has made internet access rare (Reilly, 2013). Online searches were found to be the most utilized source of information on universities. Out of all of the information sources, they were said to be the most informative, relevant, and credible. University-maintained websites were also popular fountains of information, but they were deemed less informative and credible (Warrier, 2013). There is still a wide gap in internet access across India, so the technological factors, such as social media advertising and posting, may not have as much effect on this population as it would on some other countries. Web access does allow for students to stumble across a university that they may not have found by any other

information source and this could open up the door for lesser known universities. In addition, it could lead to the discovery of scholarships to help students fund their education abroad. Even though a low number of Indians have access to the internet, about 56 percent own a cell phone, which makes communication easier (Reilly, 2013). Students are more able to call home now to report on their situation than they were in the past. Since the influence of family and friends is so important, phone calls to India from the United States can become an important technological factor that could increase the student influx.

Economic. India is one of the world's developing economic powers. However, within the past year, the country has not met its 7.7 percent growth average for the past decade. Additionally, the rupee has fallen 16 percent in the last three months. This has contributed to the 5.8 percent inflation rate that has been on the rise. The lower classes are affected by this economic downturn the most, but it could also affect the lower-middle and middle classes as the price of necessities grows. If Indian citizens have to spend more on every day costs, then they will not have as much money to spend on an education abroad. If these economic trends continue, more students might be forced to look more closely at the costs of higher education. Even during the times of economic boom, the coalition government has been riddled with corruption, the budget deficit has widened and labor and education reforms have been hindered (India In Reverse, 2013). In light of this information, it is possible to conclude the developmental potential of India has been greatly limited, especially in terms of education, which is in need of expansion.

Political. Currently, there are 17 million students enrolled at Indian universities, which represents a 12 percent gross enrollment ratio. It is projected that by 2021, this ratio will grow to

30 percent or higher, which translates to an additional 36 million students. The Indian education infrastructure is not prepared for such an increase considering the fact that it would have to expand its capacity by more than 200 percent (Warrier, 2013). The Foreign Education Providers Bill, which would permit foreign university campuses in India, has been stuck in legislature for about three years. In an act to move along the process, the Indian Government has bypassed Parliament by proposing to allow universities to set up universities as companies. Only top ranked universities will be permitted to set up campuses. Furthermore, the universities must be accredited, non-profit, and established for at least 20 years. The programs that are offered on the Indian campus must mirror those of the U.S. campus especially in regards to quality (House Locked, 2013). With this opportunity to add a location, higher education institutions can boost their reputation in India. However, it does deter the student from leaving India in order to receive the full benefits of cross-cultural exchange and could decrease incoming numbers of students to the United States. Additionally, India's skill development and vocational education capacity is .78 percent of the working-age population (Warrier, 2013). To help the education infrastructure expand further, a framework for establishing community colleges in India has been formed (Office of the Spokesperson, 2013). This has the potential to increase the skill development and vocational education capacity. It can also lead to transfer agreements and articulations with U.S. institutions, which would increase the number of Indian students in the United States. About four out of five students in India are open to twinning programs (also known as two-plus-two programs, where a student completes two years at one institution and finishes the final two years at another), but only 24 percent ranked this as their top option (Warrier, 2013).

India and the United States share a rich history of collaboration in higher education at the high governmental level. The two countries take part in an annual bilateral Higher Education Dialogue that started in 2012 after a successful 2011 Higher Education Summit. The main areas of the partnership include student and faculty exchange, research cooperation, the implementation of technology-enabled education strategies, community college cooperation, and creating relationships between Indian and American universities. Some of the most important initiatives that have emerged from these meetings are the Obama-Singh 21st Century Knowledge Initiative Awards (OSCKIA) that began in 2009. The OSCKIA funds institutional partnerships through faculty exchanges and research and innovation in the areas of food security, climate change, sustainable health, and public health. The Fulbright-Nehru program allows 300 students and scholars to participate each year, which makes it the largest Fulbright program in the world (Office of the Press Secretary, 2013). Grants are given for teaching or research in various fields (Council for International Exchange of Scholars, n.d.). Similarly, the Raman Fellowship program offers junior faculty members the opportunity to conduct post-doctoral research at a U.S. higher education institution. The India-Support for Teacher Education Program (In-STEP) is a joint venture that aims to build the capacity of teachers in India. In-STEP also offers an exchange program for Indian and U.S. educators (Office of the Spokesperson, 2013). All of these programs offer contact between the two cultures, which helps to engender understanding and knowledge. Once understanding and knowledge is created, there is a deeper comfort felt between differing cultures. Specifically for Indian students, they might then feel more at ease about studying in the United States. Furthermore, a positive experience in the United States could lead an Indian citizen to return to his or her country and encourage other friends, family and peers to study in the United States. MSU has not received an Obama-Singh Award, nor is

receiving or sending anyone participating in the Fulbright-Nehru program this year. Receiving these programs' participants could help to grow MSU's reputation in India.

Strengths Weaknesses Opportunities Threats (SWOT) Analysis

Strengths. The university brand can play a very important role in service differentiation. It can also help to affect the perceived value of the institution (Vauterin et al, 2010 as cited in Vauterin, Linnanen & Marttila, 2011). MSU already has a strong brand. The core of the MSU brand is "hardworking excellence" and the statement "The Michigan State University community shares a sense of purpose and a special bond. When Spartans work together to advance the common good, the results are nothing short of awe-inspiring." The key motto is "Spartans Will." The central brand message is "Drawing upon its land-grant values, Michigan State University applies its vast capabilities, broad knowledge, willingness to engage and collaborative approach to create opportunity and to help discover solutions for the world's most challenging problems." (Michigan State University, n.d.). The nine principles that extend the brand, as well as articulate who MSU is, and what MSU wants to be are: proud, hardworking, inclusive, practical, bold, genuine, empowering, principles, and awe-inspiring. The three brand pillars are a values-driven approach to all we do, vast capabilities to make a difference, a way of working that values and engenders collaboration and connectivity, on campus and around the globe (Michigan State University, n.d.). While the brand is strong and resonates with students in the United States, the question still remains as to whether or not it resonates with the international student population.

MSU inherits strengths because of the value of a U.S. degree. The extended lengths for optional practical training and career practical training have helped the United States to become an attractive destination as well. On its own, MSU boasts multiple strengths, such as a high level

of student internationalization (both incoming and outgoing), attractive academic programs for Indian students, the English Language Center (for students who may need to boost their English capabilities upon entering the university), support services, and three active alumni groups in India. Support services include academic advisors, health practitioners, tutors, and the Office for International Students and Scholars. MSU currently has agreements (also known as memorandums of understanding) with 25 institutions in India. This is a good number of agreements, however, it is hard to judge how these agreements are currently being utilized. MSU hosts a student exchange program with S.P. Jain Institute of Management and Research and four other study abroad options in India as well. The number of study abroad and exchange programs could be increased, but it is a good start.

MSU also has a decent presence online. MSU currently has a contract through Hot Courses Abroad, which translates to the Indian website Uniguru.com. Uniguru is a university search engine for Indian and South Asian students to help them identify institutions that match what they are looking for. MSU also has a contract with UniVariety, which is a student portal that matches qualified and interested Indian students with higher education institutions around the world. Both of these websites help to increase MSU's presence and recognition in India.

Weakness. MSU already hosts relationships with companies in the United States that help students secure jobs after graduation. However, international students are not considered for these positions. Vauterin, Linnanen & Marttila (2011) state that “universities should clearly articulate the value of the higher education-employability interface in the context of growing competition for international students” (p. 77). They argue that universities should build

strategic relationships within industry; this includes international partnerships. This is one area upon which MSU could improve.

Other weaknesses include the cost of tuition. MSU is one of the most expensive schools in the Big Ten conference, which is an athletic conference comprised of 14 universities that are primarily large, public, research institutions in the Midwest. These universities are the universities to which MSU compares itself. The university also does not offer enough money in scholarships to be competitive in the market. MSU's location in East Lansing, Michigan, is not a destination students usually imagine when they think about going to school. Typically schools on the coasts and within major U.S. cities are more sought after. The weather in East Lansing is drastically different from what most of India experiences, which could deter some students. While the school has its merits and accolades, it is not extremely well known around the world and is not necessarily always top ranked. This lack of international recognition is a problem. In addition, MSU hosts a relatively low number of Indian students, which does not allow for an expansive social network on campus and the university has yet to tap into the network of current students, alumni, or faculty for assistance (P. Croom, personal communication, January 20, 2014) (see Appendix A for transcription). Due to turnover in the Office of Admissions, there has been a lack of consistency in the past year with the International Admissions Counselor (IAC) for Indian students. Inconsistency could lead to frustration and creates the need for the IAC to rebuild trust within the Indian student population. The turnover also makes it difficult to look at the whole continuum more comprehensively and consistently, which is something Patty Croom believes that MSU could do better (personal communication, January, 20, 2014) (see Appendix A for transcription). Finally, Indian students rely on their family for advice, and the university does not have any information online in Hindi. Information available in a foreign language helps

increase the reach of our messages and also would help MSU to appear friendlier to international populations. Although English is widely spoken in India, the university requires proof of English capability, which not all universities require of their Indian applicants. Without this test score, MSU would have no indication of how the student performs on a test. However, students may not want to take any exam, and could choose not to apply to MSU because of this (P. Croom, personal communication, January 20, 2014) (see Appendix A for transcription).

Opportunities. The opportunities that exist for recruiting in India are mainly due to political factors. Because there is a lack of educational infrastructure in India, U.S. universities can capitalize on this by offering an alternative. Furthermore, there are a lot of potential partnerships for U.S. universities to create with burgeoning community colleges and existing universities. The numerous government initiatives between the United States and India, like OSCKIA, Fulbright-Nehru, Raman Fellow and In-STEP, offer multiple ways for cross-cultural exchanges. With the recent passing of the Foreign Education Providers Bill, it is easier for U.S. institutions to establish branch campuses in India, which would increase recognition of the university name. There are three current alumni groups in India. This population is currently being under-utilized and presents a great medium that MSU can utilize in recruitment and to help expand the recognition of the brand.

Threats. The threats to recruitment success in India seem to mainly be financial and economic. The lower cost institutions are more appealing to the students who have low financial resources. Similarly, universities with better scholarships appeal to this same group of students. With recent inflation rates, depreciation of the Indian Rupee and low economic growth, this

group of students with lower financial resources may continue to grow. The United States has a tough student visa process and regulations, which could detract some students from even considering it as a destination. The lack of technological infrastructure in India is also a threat as students find that online searches are the most relevant and credible sources (Warrier, 2013).

Indian students do utilize agents, and find them as relatively informative, relevant and decently credible (Warrier, 2013). MSU has chosen not to work with agents. Therefore, it could be a threat if other institutions partner with these agents and MSU does not. The partnering universities would have a better chance of being mentioned in the college search process when working with these agents, whereas MSU will most likely not be a part of the conversation.

Competitor Analysis

As mentioned in the interview with Patricia Croom, Associate Director for International Admissions, MSU typically compares itself to other institutions in the Big Ten conference. She specifically named Purdue University and Indiana University (IU) (personal communication, January 20, 2014) (see Appendix A for transcription). Both of these universities have higher Indian undergraduate enrollment than MSU. While MSU only hosted .57 percent of all Indian undergraduate students in fall 2012, Purdue and IU hosted 4.52 percent (Purdue University, 2011) and 1.5 percent respectively (Office of International Services, n.d.a). Instead of decreasing enrollment from fall 2011 to fall 2012 like MSU, they increased their numbers. From fall 2011 to fall 2012 MSU lost one student from India. IU gained six (Office of International Services, n.d.a) and Purdue gained 20 (Purdue University 2011, 2012).

IU aligns more closely with MSU than Purdue does. For example, IU is roughly the same cost as MSU (Office of International Services, n.d.), the scholarships that IU offers are closer to the amount that MSU offers (although they offer about \$4,000 more and also some

need-based aid as well) (Office of Scholarships, n.d.), and IU does not currently use the common application in its admissions process (Office of Admissions, n.d.). Purdue is about \$5,000 more affordable than MSU (Purdue University Office of Admissions, n.d.). The university also utilizes the common application, which means that students only have to fill out one application in order to apply to multiple universities (Purdue University Office of Admissions, n.d.a). This makes it easier to increase the applicant number because students can simply add Purdue on to the list of universities to which they are applying, rather than filling out separate applications for each individual school. Furthermore, the university offers up to \$16,000 in scholarships, which is about \$9,000 more than MSU (Purdue University Office of Admissions, n.d.b).

Since Purdue University has enrolled so many Indian students, it makes sense to look to them as an example of how to recruit this target population. Priester (2013) argues that it is due in part to the nationally and internationally ranked programs that the university has in the areas of engineering, science, business, agriculture and hospitality. In addition, Purdue has 88 faculty members from India. These faculty members can play a vital role in creating connections between India and Purdue. They also have a large number of Indian alumni around the world who can further those connections. Their recruitment plan includes maintaining relationships, connecting alumni with admitted students, exploring atypical recruiting areas (outside of the metropolitan areas) and to utilize technology to connect all past, present, and future Indian student populations to campus.

If MSU wants to remain competitive within the Big Ten conference and situate itself within the middle range of the number of undergraduate Indian students, the university would at least have to increase enrollment by 15 students (as of fall 2012) (see Appendix D).

Program Description

INVESTigating India is a three year strategic recruitment plan which aims to enroll Indian high school students into an undergraduate degree program at MSU. It will be mainly implemented and monitored by the IAC in charge of India. The target marketing population will be made up of third and fourth year students in high school, depending on the time of the year. In the fall semester the year prior to matriculation, fourth year students will be the focus and the third year students will be the focus in the spring semester the year prior to their matriculation. Students in their first and second year of high school may also be considered as early recruitment/marketing targets. Since families play such an integral role in the decision making process for Indian students, they will be secondary targets for recruitment. Messages must resonate with both of the populations in order to be considered effective. A concerted effort will be made to identify and recruit students from populations who wish to study in the United States and have the academic preparation and financial means to study at MSU. INVESTigating India also aspires to build relationships with high school counselors and educate them on the attractive qualities that MSU possesses to offer their current students. Additionally, the program plans to utilize alumni in India to help further the reach of the MSU name and brand.

Timeline

INVESTigating India will begin in June 2014. This is the suggested timeline for the program, although it is flexible and can react to the greater goals of the Office of Admissions as needed. The summer is the best time in admissions to start projects since the application period is closed and the majority of students have already made the decision on where they will attend college. In June, the IAC will begin to lobby to the Associate Vice President of the Alumni Association, who works with international alumni organizations, to start a scholarship campaign

to raise money for an Indian student specific scholarship. With that individual's involvement, it will also be possible to suggest that Indian alumni organizations begin to hold send-off events and admitted student receptions. Along with that, the IAC will also argue for an increase in the international student scholarship amounts. In terms of marketing, the IAC will create a new marketing piece with the marketing team in the Office of Admissions and suggest college search websites on which MSU should advertise. The IAC will also advise that the university renew the contract with UniVariety. The following month, the IAC will investigate Learnhub as a potential online recruitment venue. July will also include tour preparation and material shipment for the fall 2014 India tour and the securing of a translator for the Hindi section of the admissions website, if approved. In August, the Office of Admissions will be able to advertise new international student scholarship amounts. The IAC will travel to India during this month. October will feature a webinar, that is set to occur annually, which aims to share information regarding the general admission process.

2015 will start off with preparation for the spring India tour, which will take place in February. This tour will have a special emphasis on meeting with admitted students and their families. In March, another webinar will be hosted annually focusing on the next steps that students need to take once they are admitted in order to enroll in MSU. At this point in time, MSU will have had a contract with UniVariety for two years. In May, the IAC should work to evaluate UniVariety effectiveness in recruiting Indian students and make a suggestion whether or not to renew the contract for another year. The IAC will work to encourage concurrent programs throughout the summer and urge colleges to create videos highlighting their alumni. At this point in time, the alumni organizations in India will be able to host their first send-off event in tour. This should become an annual tradition. Because the India recruitment tours typically

travel in September, August will be the usual tour preparation month. While the international branding study will not be completed by the IAC, it is suggested to begin sometime in this second year of the recruitment plan by an individual, or an outside company, that is familiar with performing such research.

INVESTigating India suggests that the Director of Indian Programs (DIP) be hired at the start of 2016 so that (s)he may start establishing relationships with Indian companies to hire students after graduation and develop Indian university partnerships. Prior to, or after, the fall 2016 India tour, the IAC should hold a seminar to help train Indian alumni to recruit (see Appendix E for the timeline).

Curriculum

Combining the analysis and research together, the following recommendations have been developed in order to enroll ten more Indian undergraduate students per year by 2016. Due to the suggestions of the current MSU undergraduate students and the economic state in India, MSU should increase its scholarships for international students. The Global Neighbor Scholarship which is currently \$6,000 annually for four years should increase to \$8,000 annually for four years. The Global Spartan Scholarship which is currently a one-time \$1,000 award should increase to be renewable for four years, or increase to a one-time \$2,000 award. The University Scholarships & Fellowships Advancement and Indian alumni organizations should be solicited to help find funds for a special scholarship for Indian students. If these scholarships are increased, or new scholarships are created, there is a great need to ensure that the new amounts are publicized, at least to counselors in Indian high schools, if not prospective students as well. This communication should be done via E-mail to the counselors and students. During the recruitment tours, the scholarship changes should be highlighted in the presentation.

Another integral part of INVESTigating India is to perform a study on how MSU's branding translates internationally. Although the brand message is strong and the motto "Spartans will." resonates in the United States, MSU wants to ensure that this slogan emotes the same feeling for all nationalities. To start off, a marketing brochure specifically for Indian students will be created. This publication will highlight some notable alumni and highlight career prospects after graduation. It will also feature some of MSU's more notable rankings and programs, as well as information on the Honors College, scholarships and application requirements (see Appendix F).

On-line marketing on the institutional website is important to the Indian student population and is noted as being informative, relevant and credible (Warrier, 2013). The admissions webpage currently features information in Portuguese and Chinese. Although English is widely spoken in India, especially amongst the targeted population, creating a translated section in Hindi on the MSU admissions website for Indian students and their families would help them to perceive MSU as more receptive to Indian students. Dr. A. Sean Pue, Assistant Professor in Linguistics and Germanic, Slavic, Asian & African Languages at MSU, should be approached to complete this translation as an in-kind contribution before looking outside of the university for a translation service (see Appendix G).

In order to delve deeper into the Indian market and identify new markets, INVESTigating India seeks to develop partnerships with Indian universities for potential "two plus two" programs. If the university can establish working relationships with two year programs in India, with seamless transitions to MSU, then MSU would be able to recruit from a whole new pool of applicants. These students will technically be considered transfer students, but will still enter at the undergraduate level.

INVESTigating India makes two recommendations to the 17 colleges on campus in order to better attract Indian students. One of these recommendations is to establish concurrent programs for undergraduate students in which they can start working on graduate degrees. Since the majority of the Indian market is enrolling at the graduate level in the United States, these programs might have added appeal if the students would be able to finish their education with a Master's degree in five years as opposed to six. The second suggestion is to create videos that feature the experience that students have within the college, for example, the support they receive, the collaborative opportunities that exist with faculty, and any extracurricular activities in which they may partake. These videos do not specifically have to target Indian students, but could show students from a diverse cross-section of the college. Alumni would be an excellent focus for these videos since they can also highlight their career after graduation.

While the university has begun to tap into the phenomenon of armchair recruitment, INVESTigating India looks to further this endeavor by hosting webinars for prospective and/or admitted students and their families. Since students are half-way around the world and for most it is not feasible for them to visit campus, MSU needs to attempt to bring the campus to them. Webinars and virtual visits are great ways to accomplish this goal. The webinars will be targeted on a specific field of study, or concentrate on the application process. Either way, the students will gain a better feeling for the university through participation. This also allows for current students from India to get involved. A webinar will be broadcasted that puts the spotlight on current students and their experience here. MSU should host at least one webinar for Indian students each semester. To continue the armchair recruitment that MSU has already started, MSU should continue to utilize the UniVariety portal and at least renew the contract for one more year with this company in order to better track the applications and interest generated from

this source. MSU should look at their involvement on the UniGuru portal to decide whether or not participation on that prospect generating source is worthwhile. Other websites should be researched to find new online markets. One such website would be learnhub. Based on the responses of students, the university needs to look into advertising further on college search websites like College Board, College Confidential, U.S. News and Google, as these sites were integral in the decision process.

Current students are not the only under-utilized population. INVESTigating India looks to actively utilize alumni in recruitment efforts. These efforts can take multiple forms. The three active alumni groups in India could do a lot to help with recruitment like organizing summer send-off events in their city for students who have enrolled at MSU, or holding admitted student receptions in February when the IAC visits India. Additionally, MSU could train alumni to recruit students by providing them with the answers to frequently asked questions, familiarizing them with the brand and exemplifying the presentations that current admissions counselors make to students. With these trained alumni, MSU can have a year-round presence in the India college fair circuit. Even if one training session only held five alumni, and those trainees only attended one college recruitment event, that would be five more events where MSU had a presence and was building name recognition. The IAC should solicit the help of the Associate Vice President of the Alumni Association for help in arranging these events and contacting the Indian alumni organizations.

MSU should continue to visit India twice a year either with a pre-arranged recruitment tour (KIC UnivAssist is recommended), or small-group travel arranged by the IAC. The tour in the spring should have a heavy emphasis on yield activities, in which the IAC meets with admitted students and their families to share information on the university in the hopes that the

student will enroll. Once a level of comfort in the country is established and relationships with schools and other universities are well developed, a specially designed recruitment tour plan – in coordination with a small number of other universities – may be implemented. Due to the vast population of India, INVESTigating India recommends that the past recruitment trends (applicants and enrollments) of Indian schools are revisited in order to pinpoint key sending schools with which to establish relationships. This research can also help to identify cities with significant sending populations that should be visited on recruitment tours. The IAC should make sure to follow up with students and counselors directly after travel, if not during, if time allows. This consistency helps to solidify relationships and enforce any messages relayed during travel.

Finally, INVESTigating India suggests looking beyond the world of undergraduate studies in order to help bolster selling points. This goal can be accomplished by building strategic partnerships with companies in India and the United States to help graduates get hired. If there are proven instances of Indians getting employed by Indian companies, this will help MSU's image. To start this process, MSU should first look to major hiring companies that have international branches. Since there is already a strong relationship that exists with these companies, it is not out of the realm of possibilities that these ties could easily extend to international branches. The proposed position in International Studies and Programs, "Director of India Programs," (DIP) was put on the shelf due to budgetary issues. However, the DIP could prove vital in the positioning of MSU in India by providing the university with an on-the-ground staff member who can work all year to establish relationships with high schools, universities, companies, alumni, and students and their families in India. Therefore, it is the recommendation of INVESTigating India to hire such an individual. Due to the fact that this

individual would play a vital role to the Office of Admissions, the salary of the DIP could be split between two offices, thus helping to alleviate the budgetary stress.

Staffing Plan

The staffing plan for this strategic recruitment plan is simple. It only requires one full time international admissions counselor (IAC) to oversee the implementation of this plan. Since MSU already has such an individual, there is no need to hire any new employees. The IAC will report to the Assistant Director of International Admissions, who in turn reports to the Associate Director of International Admissions, who finally reports to the Director of Admissions. By having only one individual manage the Indian relations, more trust can be established in this one person and it also enables this counselor to be fully aware of occurrences and trends amongst this population. This international admissions counselor will have to collaborate with offices and academic units across the campus to help complete the plan as a whole. These collaborators also currently exist around campus and do not require any additional hiring.

As previously mentioned, MSU was considering hiring a DIP position that would work in India. It is the recommendation of this strategic recruitment plan that this role be filled. This new position would be a fantastic way to help MSU gain recognition in the Indian market. If hired, the DIP would help to establish better working relationships with key schools in India, further enhancing the applicant pool. Part of the responsibilities is to maintain contact with the 25 Indian institutions with which MSU already has agreements. Moreover, the DIP will possess valuable information regarding Indian culture as (s)he will be living in India. This local insight can help to further develop effective recruitment strategies. The DIP will maintain close contact with the international admissions counselor in charge of India to inform her of recruitment and outreach efforts that the DIP is performing (see Appendix H).

Program Marketing

The marketing goal for INVESTigating India is to increase the presence of MSU in India. More broadly, the recruitment plan suggests a look at the university branding in the international market to determine the effectiveness, perception, and interpretation of the current marketing materials. Currently, prospective students are entered into a database managed by the Office of Admissions Marketing Team and begin to receive e-mails with general messages about MSU, including one that sends them to the Facebook page. The marketing plan includes creating a brochure specifically for Indian students to distribute during college fairs and school visits (see Appendix F). The IAC will be responsible for the content of this brochure and will work with the Office of Admissions Marketing Team to design the publication. The strategic recruitment plan also outlines the need for advertising on more college search websites that are utilized by Indian students. Additionally, the suggestion will be made to academic colleges on campus to create videos highlighting alumni to help market their individual programs.

Student Recruitment and Admissions

The “Curriculum” section of this paper outlines the steps needed for student recruitment as this is a strategic recruitment plan for Indian students. Admission requirements for the university will remain the same. MSU will continue to look for unique, talented individuals that will contribute to the diverse atmosphere of the campus, who also demonstrates a strong academic performance/trend in a rigorous curriculum and English language proficiency. Scholarships will be awarded to the top academically talented applicants, with early applicants receiving priority.

Logistics

INVESTigating India logistics are mostly involved with the international travel aspect of the strategic recruitment plan. While using a tour agency, these logistics are relatively simple because the tour agency makes all lodging, domestic and local transportation (city to city, hotel to school, etc.), orientations, shipping, school visitations, and meal arrangements. The IAC must only be concerned about a small number of details such as securing a visa and passport, booking an international flight plan, enrolling in travel insurance, covering personal expenses (including, but not limited to overweight baggage charges, laundry, and tips), arranging meetings with families, and carrying out general travel preparation. The IAC should hold a current U.S. passport, and if not, the passport should be obtained as soon as possible. The visa process should begin as soon as participation in the tour is confirmed and is paid for by the Office of Admissions. India offers a five-year multiple-entry business visa, which means that once the visa is approved, the IAC does not have to repeat this process with every trip to India. Ideally, the international flight to and from India should be procured once the visa is obtained. The flight can be purchased through the Concur travel system that charges it directly to the Office of Admissions. The IAC should be fully prepared to cover all expenses not included in the cost of the tour while in India and will be fully reimbursed for all travel related expenses upon the submittal of an expense report after the trip is completed. If the IAC plans to arrive before the start of the tour, or stay after the end of the tour, (s)he should work with the tour provider to make hotel and transportation arrangements as they typically provide these services through a partner company. If the tour allows for it, the IAC should make arrangements to meet with applicant or admitted students and their families to help answer their questions about MSU and hopefully, convert them to enrolled students. The university provides travel insurance, but the

IAC must ensure that (s)he is enrolled within the program. The MSU Travel Clinic may be utilized by the IAC in order to receive any medications or vaccines required for the travel. The appointment will also cover destination safety and health concerns that the IAC should be aware of. This visitation will be charged directly to the Office of Admissions.

Once the IAC begins to travel on his/her own, the logistics must now be arranged by that individual. Travel preparation should start about two months in advance of the first travel date. The IAC may choose to reach out to contacts in India for help with logistics, but the entire itinerary becomes the sole responsibility of that person. These plans must also take into account budgetary considerations.

Health and Safety Plan

Since this recruitment plan mostly involves one individual that would be put at extraordinary risk other than the daily risks encountered in the office, the IAC should ensure to follow measures set by the United States Department of State and enroll in the Smart Traveler Enrollment Program in order to receive any safety or travel warnings for the travel destinations. Additionally, the IAC should schedule and attend an appointment at the MSU travel clinic in order to make certain that (s)he is up to date with all required vaccinations, as well as to get educated on all potential health risks during travel and at the travel destination. At that appointment, any required medications will be prescribed to the IAC for the trip and any missing vaccinations will be administered.

The IAC must enroll in the HTH Worldwide insurance plan through the Office of Admissions in order to gain medical insurance coverage while abroad. FrontierMEDEX insurance is also provided to the IAC which is an emergency medical, security and travel

assistance program which includes medical evacuation, repatriation, and personal assistance services. The IAC must simply sign-up online and print out an ID card.

Crisis Management Plan

The IAC should follow all warnings and alerts from the United States Department of State Smart Traveler Enrollment Program, which monitors the safety conditions in the area that is to be visited. She or he should also be prepared mentally and physically for any type of crisis they may encounter abroad – political, medical, or natural. If a crisis is encountered, the IAC should do everything possible to stay safe and evacuate the at-risk area, if not the entire country depending on the recommendations by the Department of State. The most common natural disasters that could prove harmful in India are floods, earthquakes, tsunamis and cyclones. Some of these natural disasters hard to plan for or predict, which is why it is prudent for the IAC to be prepared for any type of crisis and sign-up for the FrontierMEDEX insurance.

Budget

According to Patty Croom, the budget for recruitment in India should be around \$50,000 annually (personal communication, January 20, 2014) (see Appendix A for transcription). This is to include two India recruitment tours per year that will cost \$18,786 each, which constitutes the bulk of the budget at \$37,572 annually. Since these costs are based on the spring 2014 tour rates, the cost may fluctuate some. Once the IAC starts to travel without a tour, there may be a great reduction in this cost. The cost for the contract with the UniVariety student portal is \$2,500 annually. The rate of subscription for one year on Uniguru through Hot Courses Abroad is \$2,200. This brings the internet-based recruiting costs to a total of \$4,700. Marketing costs are split between the website translation and the tri-fold brochure. These expenses are nominal

in the entire scheme of the budget. The hope is to get the cost of the website translation donated in-kind by someone at the university. If this is not possible, the cost of the translation will be \$54.50 one-time only. The brochure costs are \$580 annually. The salary of the IAC will be covered by the greater Office of Admission budget. The DIP's salary will come from the Office of International Studies and Programs' and the Office of Admissions. The salary will be commensurate with experience and based on the costs of living in Mumbai, where they will be based. For budgetary purposes, a salary of \$30,000 annually was estimated. Since India will not be the only country to benefit from the branding study, it is not included in the India specific budget. The funds for this endeavor will come from the International Admissions budget at large. If the Alumni Association and alumni clubs in India decide to host any student send-off events or admitted student receptions, this will come from their budget. For 25 people with food and AV equipment, this type of event would cost around \$1,200 in India. In total, the budget for India coming from the Office of Admissions will be \$57,357 by the end of this three-year plan (see Appendix I for a complete budget).

Evaluation Plan

After each year of INVESTigating India, events will be mapped out in an annual review, which describes how the strategic recruitment plan has been met within the year. The formula outlined by Darrup-Boychuck (2009) will help put a numerical value to the results. To figure out the cost to recruit one student, one must divide the return on investment (tuition and fees generated-the cost of the recruiting initiative) by the number of students enrolled via the initiative. It is important to use costs that are specifically tied to the recruitment effort, essentially ignoring salaries, overhead and production costs, which are incurred elsewhere.

Miliken (1987, as cited in Vauterin, Linnanen & Marttila, 2011) argues that there are three types of uncertainty: state, effect and response. State uncertainty refers to the overall unpredictability of the environment and all of its facets. Effect uncertainty is the inability of an organization to predict the impact of changes in the environment. Response uncertainty speaks to the difficulty to predict the response of the competition to the strategic plan. With the nature of the ever-changing environment, it is important that this strategic plan remain fluid and can be changed and expanded upon as needed with the ebbs and flows of the environment. This susceptibility to change also means that INVESTigating India should be re-visited bi-annually to determine the validity.

Conclusions/Implications

INVESTigating India creates a plan and direction for MSU's recruitment in India. It balances the trends in the external environment, while looking at the internal institutional level as well. It provides detailed strategies in marketing, armchair recruitment, interdepartmental collaboration, academic structure and utilizing existing relationships that will help to grow the MSU undergraduate Indian population by the 2016-2017 academic school year. Furthermore, this strategic recruitment plan will provide significant insight into methods that are successful within India and methods that are not by constantly evaluating the practices while monitoring current research and happenings in India that will affect student mobility. By making this investment in India, MSU reinforces its commitment to campus internationalization. This strategy will help to shape future successful international admission practices and goals at MSU.

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Appendix A - Patty Croom Interview

Alana Stuart: It is...what is it?.. January 20th today and I am interviewing Patricia Croom
Director of International Admissions at Michigan State University

Patty Croom: Associate Director for International Admissions

AS: I thought you were Director of International Admissions

PC: Not yet

AS: Eventually hopefully. I have 9 questions for you, if you do not want to participate in any of the questions you can choose not to answer them if you would like to and again the confidentiality if you would like to I will remove your name and any identifying features from the capstone paper, would you like me to remove..?

PC: No I think it's okay.

AS: question number one: Why does MSU want to recruit internationally?

PC: Well Michigan State has had a long standing commitment to internationalization. It was the first institution to have a Dean of International Studies and Programs as an example over 55 years ago and Michigan State has been recruiting for a long time primarily looking for the internationalization and diversity. We focus our recruitment primarily on areas where we are

trying to diversify, we are trying to put our dollars into those areas where we have fewer students. In terms of bringing...I'm looking at this question to mean where we are recruiting not just where international students are coming from

AS: Yeah and little bit of the rationale behind it. Do you know the initial intention other than, you know, just wanting to bring in...

PC: I think internationally there was because we've been recruiting for so long Alana, I can't say what the initial intention, that's why I tie it to the overall internationalization because we've been recruiting for at least 15 years in some form and I think even before Romelia came onto the team. So I think there's been that interest. I've been in this position for over 5 years and in that period we've tried to look at a diversification. Bringing international students is for multiple reasons. Certainly revenue, but it wasn't the initial reason. It absolutely was not the initial reason. It really has to do with our commitment to internationalization and that's why now our recruitment even though our largest numbers of students are coming from china, we haven't gone to China on anything really recruitment intentionally like specifically to China in a few years and the recruitment we did in China was focused more on understanding where our students were coming from and specifically trying to develop a market. I would not say that is the same for Latin America, Africa and India that we are talking about today.

AS: Okay. So let's jump to question number three because that one kind of follows along with that. So what is MSU's reasoning behind wanting to increase the number specifically from India?

PC: Right I should have looked up the exact detail, but basically when I came into this position it was striking to me as I started looking at data, if I compare the number of all of the students we have from India in particular undergraduates, but even as a whole, but especially undergraduates relative to peers in the Big Ten but actually even looking nationally I felt like for the kind of institution MSU is, overall rankings qualities of programs in areas where we know Indian students have high interest like engineering, business, so on, that the numbers were relatively low. So if you look at how many for instance how many Chinese students we have relative to open doors numbers, we actually have a relatively high population.

AS: 3% I think

PC: When you look at Indian students, it's proportionately low. And other Big Ten institutions for instance have higher numbers so that was like what is it? What are we doing? What are we not doing? And why is India, in my mind, given the size of the market, underrepresented on this campus? The number just you know the numbers are going to be some people would say India is going to be the next China and I would disagree with that, but I do think we have untapped potential there. Of course, we also little bit behind the 8 ball because of and we'll talk more here on other questions about recruitment and so forth, because we need to gain if you will marketshare in a sense. But it's a growing market so I do still think there's growth in the market though it might not be exploding like China did. But that's why I felt it was really important for us. And it's also one of the countries secondarily so part of it was looking at it and knowing that a lot of Indian students come to the US, why aren't they coming to MSU. Another part is several

years ago, the institution had sort of a strategic assessment looking at what countries, of all the countries we're working with, what countries do we want to put particular strategic interest and Brazil, China, India were among those countries. India of course rises because there are other reasons that we want to have alignment with where we're doing research and partnerships and that kind of thing so there's the intention to expand that in India and so trying to get students to come from countries that we have the strategic alignment. In fact, the institution has been looking at not an office like we have in China, but a stronger presence in India. So I think they were in the process of hiring a Director of India Programs that would be based in India. Somebody probably from India. It would be organized a little bit differently because it's not exactly like China programs but I don't know that they filled that position, but that again is evidence of the institutional commitment to working more tightly with India.

AS: Okay. You mentioned some of the competitors in the Big Ten, Do you know what two comparable universities ...

PC: We just need two?

AS: Just an idea so that if I am, you know if I look at some of the competitors and maybe what they are doing.

PC: I would say definitely say, people I've looked at included Purdue, Indiana, Penn State.

Outside of the Big Ten, we seem to cross apps a lot with, but that may be influenced by China with like University of Washington, some of the large public universities that have large student

enrollment. I mean certainly it could be Wisconsin and those, but I would say Illinois to some degree. Illinois' got some higher rankings and Illinois has one of the top computer science programs in the country so their engineering numbers are really high. But I still look at them, we should not be as far off from them as we are even though we're not ranked as highly.

AS: There's still that huge disconnect there.

PC: Yeah, Purdue has a lot of Indian students. Not surprisingly.

AS: Okay so you mentioned too some of the strategic assessments that have been done, what do you know about MSU's historical relationship with India, or also about recruitment in India?

PC: Yeah that's a good question because it made me sit back and realize I don't personally have a lot of that. Some of the other staff that have done recruitment have talked more in depth with people in Asian studies about that. So we've had, but my sense is that we've had, this may be very typical when I look at it, they're trying to bring together our presence there, so it's not quite like China. Where I know that we had a couple of key institutions and big programs that were shared across areas, my sense is that in India. This is a list of our current agreements in our database. I'm not personally familiar with any of these agreements. And it's a little difficult, you can see that a couple of names come up repeatedly, Satish, a number of things with engineering Karim's name is all over this and Manoochehr is engineering, so I think engineering has had a presence. Some of these others I'm not sure. I'd have to go in and look at them, but this also shows, I haven't gone in and looked at them at lot of these are agreements there's a two

way exchange. I don't know that we have any there. The depth of these, and there is very typical too where you get a whole number of agreements and not necessary alignment.

Somebody goes off and does this that or the other thing. And some of these could be, it might be that, there are related agreements. I myself am not aware. I don't have a strong depth of understanding on India. Probably points to something we could do a little better is to understand that. Another thing in looking at the agreements is trying to understand what's happening at a research level, at a graduate level and I think that's where more of the agreements have been. We don't have agreements of course on recruitment areas, but some of these can still be leverages or points of discussion when we're doing recruitment with undergraduate students "Hey, we've got formal agreements with this number of institutions in India" and of course, India like other place has its own hierarchy so it's not how many it's are you there with more prestigious institutions when you're trying to impress someone.

AS: And also is it actually functioning, do we have anybody utilizing these agreements?

PC: These are listed as active, that doesn't necessarily mean that there's a lot going on. That takes getting under the covers. That's where it would be nice if we had a Director of India programs that would be a really good place to go to summarize all of this.

AS: And that's nice too to know that that's out there

PC: ISP to look at basically it's just from the main page it's easy to get to because there's a database of agreements.

AS: What are MSU's current recruitment practices in India?

PC: Well since I came so probably for about 6 years now at least, I don't know exactly when, Romelia can probably tell you when we started. We've been doing a recruitment tour. In those 6 years, for the fall, we started doing CIS and switch just about a year ago to KIC. And it was pretty much a revolving door, we didn't get, because of staffing changes, or lack of staffing or whatever, we didn't have a consistency in who was representing us to build relationships and so on. That's a key piece. And more recently we've tried to be more focused on that so we started doing two trips to India. That was intentional. And we've tried to get one person more focused on it. We've done some yield activities. Even going back to, boy when was it, even 2008 or 09 when we had a Dubai office. Our recruitment person in Dubai, our Dubai office had an interest in recruiting in India for Pretty obvious reasons and he traveled a lot in India and Matt did some yield, you know went to hotels and did some yield visits. Romelia was there for other reasons and did a little bit of that. Last year Taren, this year you'll be doing some of that. So we've been trying to increase the intent of the focus so that there's more follow up as well. In addition for about 3 or 4 years now, we've had subscribed to Hot Courses and we've explicitly had India as one of the countries to get our name out there on electronic media. And of course this is the first year on this new venture with UniVariety that is a kind of experiment. Those have been the primary means. We haven't done a lot with current students, alumni, or faculty as yet— there's probably some potential there. The other interesting thing has been a number of our students come who have Indian citizenship or dual citizenship or a number of them are in the U.S., some of them are in the U.S. not all, but we still get a substantial number from India but they're not, or

other countries. I've gotten Indian students from Thailand, Africa, and other places too. In fact I think that's been one of the interesting things about working with the Indian Student Association here on campus is when you try to work with a student organization, I haven't worked with them directly, but I don't know if they have a separate grad and undergrad organization and I don't know if some of the students may be Indian student in the US. When they come, there's a word like ABC...American Born...ABCD...American Born something...but basically they are first generation kids that are here. So it's a little bit different in terms of recruitment and experience and how those groups interact. That in itself could be a dissertation.

AS: From what I've saw the ISA is graduate students and I was kind of tempted to talk to them to see what their interaction was with undergraduate students if any, but

PC: Sometimes In some populations that works, but in others they're different interests and at different points. It would help us certainly if we had a stronger undergraduate representation from there

AS: Yeah, I think so too. So I know we kind of talked about it. Do you know of any other special programs in India that you're aware of? Research... I think I looked we only have three study abroad programs

PC: That surprises me that they're only three study abroad programs.

AS: At least that were listed on the search online.

PC: And that could be depending on semester offering because I know people that have gone there. No that would be all I would know. Basically through ISP and what's going on. And there are also, what might be missing here is the number of delegations that might be going there and doing visit from time to time.

AS: To work out the MOU's.

PC: Or even exploratory. In fact there are people visiting this winter because I spoke with Claire Brender about that. Some of our India, I was trying to figure out where there might be alumni events and I don't remember the details but she said maybe College of Ag. Or somebody is going over and doing a visit this month I think.

AS: Well I know actually because they sent me a warning. Apparently there's heightened security at New Delhi due to terrorist threats that are there, so there's a...Not that this necessarily tells you too much, but there's a list of people from the university that were traveling to India. So I know that there's a few of us going to out to India for whatever reason. So why do you think recruitment in India has not been as successful in the past?

PC: Well partly the lack of consistency and follow through. Relationship building I think working with India you have to work with the families a lot. It's very much a family decision. India is also rife with agents and we have chosen not to work with agents. I don't know how that's helped or hampered us because some of our competitors don't work with agents either and

they were able to attract students but we've tried not to do that but I know it is. It's also developed more as a destination for the US but India has longstanding ties to the UK. So the UK has been a destination. It's not as obvious to go to the US for a lot of kids from India the UK is still attractive although there has been some up and down about that in recent years. The changes in the UK and their visas and so on as well as Australia. So I think there's a lot of competition with other countries. I'm trying to think what else I thought about. I think we have good ranking, but we're not the most prestigious place. So we have to find the right fit type students because realistically if an Indian kid get into...they're looking and gunning for Stanford Duke and Harvard and you know they're really looking for top 20. This is pretty typically. Not all the kids are going to make it there, but ranking is really huge so we have to find a way to get in with that. Something like supply chain management if they would only understand it, we're number one in the country, we ought to be able to do really well. I think not having a critical mass of undergraduates students, at some point, we have students but you've got to get to where it's the word of mouth, where we're known as a destination and that hurts us. Where we've gotten some students I think we're still challenged with price. I can't say...I don't have solid data on that, but I've had some students that the Indian currency fell quite a bit last year and I know I had one or two students who couldn't come. They just didn't have enough to make it. It's not flush with, it's got a strong middle class but cost of attendance is still relatively high.

AS: What about MSU might impede an Indian student from studying here? Other than price

PC: A lot of the same things I just said. The number of students, the rank, price, weather. Of course, It's not that the weather is much different than Champagne-Urbana or Lafayette for

Purdue, but that could be a piece, I don't know. This is something you have no control over, but there's a lot of people that have families in the US and they're going, I can't control that. If they have an uncle in Boston, they're going to go near their uncle. And yet we do have, pretty good Indian American community in the Detroit area and so on and Chicago's not that far away, but still that's another piece that I think sometimes students and families make decisions based on proximity to family. Which I can't control. I think we've talked about most of the other factors. The other thing might be that we're just not sending the right message. That's something I don't know either. Maybe our messaging hasn't been targeted and focused well enough on this market and their majors and their interest. I think our communication plan are all international and the same message might not carry. That's just a guess.

AS: Well there is one question that I didn't give to you but hopefully won't be too stumping. What are some goals for Indian student enrollment? So are we looking to increase our population proportionately to what we see from China? Are we looking to increase up to 150?

PC: Well we haven't set and that's something we should do is put more quantitative goals in place. What I'd like to see is us, moving toward a number that would more closely align with a percentage of Open Doors with our peers. So I think coming up with estimates that would look at some of the other Big Ten enrollments and say we ought to be at least middle of the pack or above in terms in Indian enrollment. Undergrad and what number would that be and over what time frame might we achieve that? I think that might be a target. And for some of them it might be above Open Doors, but trying to get up to something like that.

AS: That definitely makes sense. Just trying to figure out a good percentage – Do we want to hit the 3 percent we hit with China?

PC: I think we could easily look to just try to double our numbers. That's just a wild guess and that's not realistic to do in a year, but could we over five years? It takes awhile, it takes an investment.

AS: Yeah the whole funnel idea of everything. And then that last question. What is a budget for recruiting Indian students, if there is one, or just kind of a general idea of what is spent for recruiting?

PC: Gosh, I don't have that off the tip of my tongue, but I'm guessing it's close to \$50,000. If we figured with the total, that might be a little high. Two recruitment trips, and those tend to run, depending at least \$15,000 a piece for those, plus the Hot Courses, plus the UniVareity, plus some number of other visits and interventions. \$40,000-\$50,000 might be somewhere in there, which I don't think you can look at one increasing by one or two students, if we can increase by ten students, it's well worth the investment given the tuition revenue that they bring in. It's a big chunk of our budget. As it should be for a strategic country.

AS: Yeah, if we're looking to increase enrollment from there.

PC: Also there's shipping. So probably about that amount.

AS: Anything else, any other comment about recruitment in India that you think need to be stated? About international recruitment in general at Michigan State?

PC: Well I think making sure, there's a number of things that come into this and I think there's a lot more that we can do that just makes it helpful over a time. I think looking at the whole continuum more comprehensively and consistently rather than we do a recruitment tour here and throw in an event it feels like we're a little bit scattered. Making sure that we're looking at the whole piece and where is money spent where are dollar needed and being thoughtful in that way and that's part of having someone like you focusing on it. Because we've just been trying to keep up "Oh, let's do this, let's do that" last year we had to send Drew because Taren had left and we had to make a quick decision and it was the right decision but still getting that consistency and focus will be important. And doing some analysis and seeing which of these seem to be yielding the highest return and being on the ground getting the on the ground intelligence to look better at, that's another piece that I don't think we've always gotten is is the feedback on what's working, what do we need to be doing more of, what messaging plays well, what are the issues there, because of the rotation. Making sure that gets into the feedback loop too. And even things like how quickly we turn around applications and how clear we are on what the Indian students need to provide I know one of the things that hurts us is we require proof of English language capability. But without that we wouldn't have any kind of test score. So we have had student that have not passed the TOEFL. We have Indian students that don't pass the TOEFL. And many of them that are looking to come to the US take the SAT anyways. I don't know that that's a big impediment. But even though English is commonly taught there are what, like 11 official languages in India too. It's not the native language, no.

AS: It's understandable too and there are probably students from there that are provisional English as well that just didn't for whatever reason get the scores up there. Which for us is decent because at least we have a service for them here.

PC: But few will take advantage of that. They'll go somewhere else if they get provisional.

AS: Anything else you'd like to add?

PC: No, I'm excited that you're undertaking this and I'll be very interested to see what you pull together.

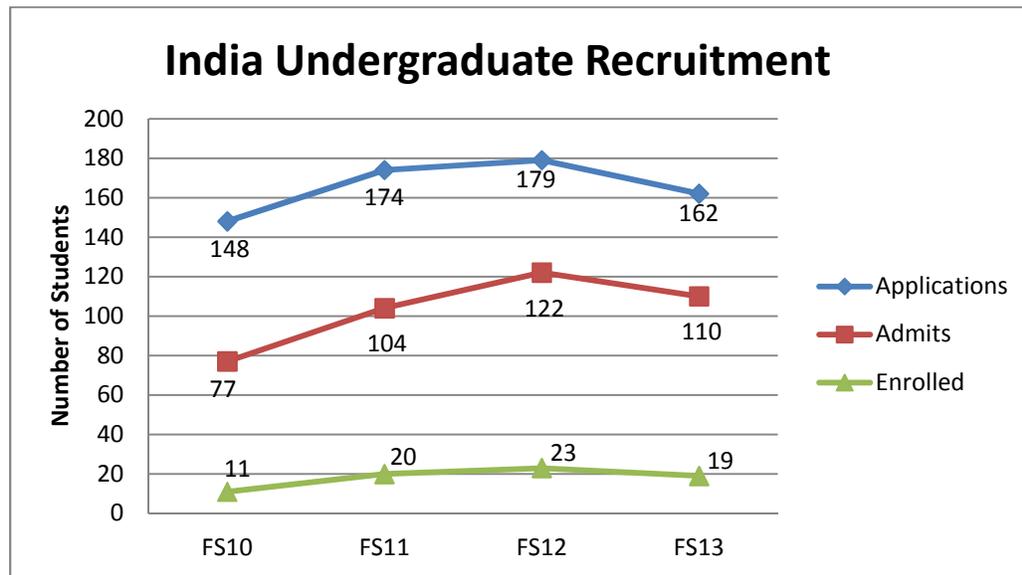
AS: Thank you

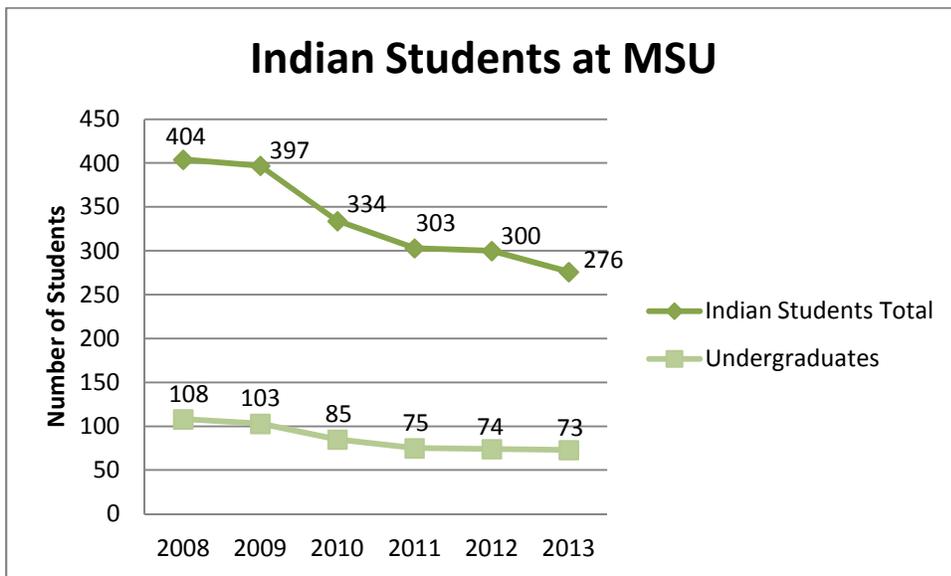
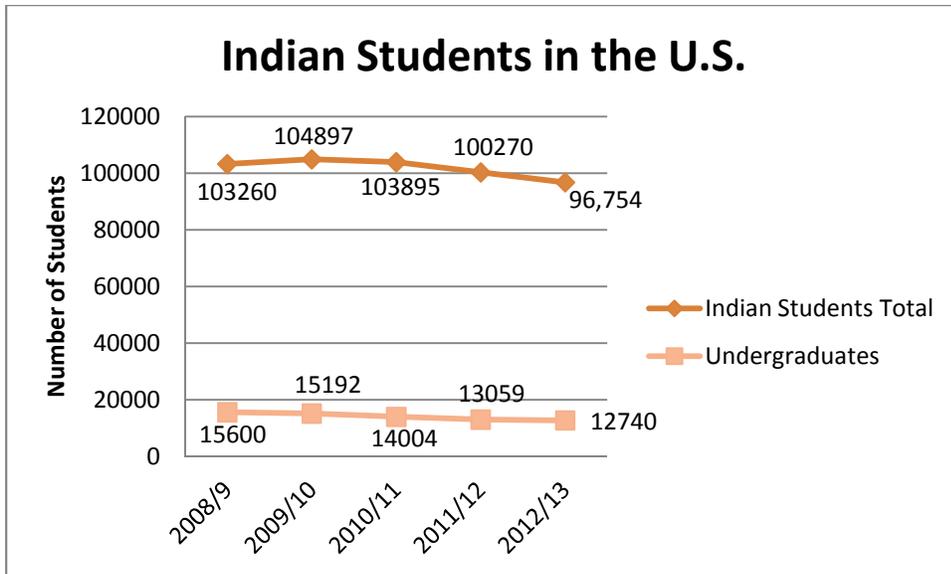
PC: You're welcome.

Appendix B - International Undergraduates at Michigan State University

Indian Undergraduates	2008/9	2009/10	2010/11	2011/12	2012/13
At MSU	108	103	85	75	74
In the USA	15600	15192	14004	13059	12740
Percentage @ MSU	0.69%	0.68%	0.61%	0.57%	0.58%

Chinese Undergraduates	2008/9	2009/10	2010/11	2011/12	2012/13
At MSU	669	1206	1619	2213	2845
In the USA	26275	39921	59976	74516	93789
Percentage @ MSU	2.55%	3.02%	2.70%	2.97%	3.03%





Appendix C - Current MSU Indian Undergraduate Student Survey on College Search Practices

28 respondents out of 66 students – 42% response rate

Question 1: What was your country of residence prior to entering MSU?

79% (22) India

4% (1) United States

18% (5) Other – 3 (UAE), 1 Tanzania, 1 (USA 11th and 12th grades)

Question 2: How did you first hear about MSU?

2 – A friend – 14% (4)

Print materials – 0

3 – A family member – 11% (3)

1 – College Search Website – 29% (8)

A family friend – 4% (1)

A current MSU student – 0

A MSU alumnus– 4% (1)

The MSU website – 4% (1)

A college fair – 4% (1)

MSU representative – 4% (1)

A School counselor – 7% (2)

Social Media – 7% (2)

An agent – 0

Other – 4% (1) – College Board

3 – A consultant – 11% (3)

Question 3: What type of information sources did you utilize during your college search (for MSU and other universities)?

One respondent left the question blank

Twitter – 4% (1)

Friends – 26% (7)

Facebook – 33% (9)

Alumni- 7% (2)

Family – 19% (5)

College Fair – 15% (4)

<u>3</u> - High school counselors – 44% (12)	<u>2</u> - College search websites – 59% (16)
Agent – 4% (1)	Current University students- 22% (6)
Consultant – 30% (8)	<u>1</u> - University website – 67% (18)
Print materials – 4% (1)	University representative – 15% (4)

Question 4: If you utilized a college search website, which one(s) did you use?

<u>1</u> -College Board - 8	<u>2</u> - Usnews.com – 3
US Ranking website	Msinus.com
Collegeprowler.com	<u>3</u> - Google – 2
<u>3</u> - College Confidential – 2	

Question 5: What source of information influenced your decision to come to MSU the most?

Twitter – 0	Agent – 0
Facebook – 0	Consultant – 7% (2)
<u>3</u> - Family – 14% (4)	Print materials – 0
Friends – 7% (2)	<u>1</u> – College search websites – 21% (6)
Alumni – 7% (2)	Current MSU students – 4% (1)
A college fair – 0	<u>2</u> - MSU website – 18% (5)
School counselors – 7% (2)	MSU representative – 4% (1)

Other – 11% (3) – Forced. Blank. The reputation of the university according to the various rankings on the internet.

Question 6: What were the institutional qualities that influenced your decision?

Location – 29% (8)	Faculty – 21% (6)
<u>3</u> - Rankings – 64% (18)	Support services – 7% (2)
<u>2</u> - Degree offerings – 68% (19)	Financial aid/scholarships – 11% (3)
<u>1</u> - Reputation – 79% (22)	Extra-Curricular activities – 29% (8)
Research opportunities – 25% (7)	Other – Network – 4% (1)

Question 7: Please rank the institutional qualities in order of most important (1) to least important (9).

Averages of rankings. Please note that students did not respond to this question correctly in most cases.

Degree offerings – 4.26

Reputation – 4.48

Rankings – 4.59

Faculty – 4.73

Location – 4.82

Financial Aid/Scholarships – 5.15

Extra-curricular Activities – 5.44

Support Services – 5.48

Research opportunities – 5.59

Question 8: What could MSU do to attract more students from India?

- A. Create a better, more open environment. I have faced subtle hints of racism practically on a day-to-day basis.
- B. By providing them more financial aid
- C. I have never heard of anyone visiting the schools in India to recruit students, or attend various college fairs. So I highly recommend that you send faculty to India to broadcast and advertise about the University more and supply them with better opportunities.
- D. Hold more fairs in cities that are not too big. Large crowds from smaller cities seem to be interested in studying in USA recently.

Go Green!
- E. Since the Indian system is saturated with colleges that offer similar courses. MSU can offer things that is not provided or not even considered much importance even though there might be a high demand for it. Make it attractive to students , talk about placements, salary etc to get students to come to MSU
- F. Publicity in Indian and Financial Aid offerings
- G. Indian students are competitive and crave prestigious institutions. MSU should establish a reputation for being a world class institution by working towards a more scholarly and academically driven atmosphere.
- H. Post more information and details on college search sites
- I. Maybe have more scholarship opportunities. It's quite expensive to study abroad, especially if you're from India, because one's entire highschool tuition in India is maybe less than a quarter of what one pays for a semester here.

- J. Be more present on social media that is relevant to students in India. A lot of my family in India have never heard of MSU. I think it's getting your name out there to maybe their circuits, be present at job fairs or college fairs at large international high school's, and making connections with schools' representatives and counselors so that they can talk to their students and encourage them to check out Michigan State University.
- K. Career fair, advertisement
- L. Provide more financial aid
- M. Better improve it's popularity, rankings, and reach out via college fairs, and other such events. MSU was not my first, or even my top 3 choice. I am glad I came, but we need more advertising.
- N. Create awareness(highlight the benefits and education styles offered here), send emails to top schools in India regarding MSU and I interest in enrolling students from different cultures.
- O. It was really disappointing to learn that none of the representatives or faculty from MSU has ever visited schools in the Indian capital to promote the programs offered or the university in general. I have friends from other countries who had someone or the other attend their school to give a presentation or recruit students, so it generally really disappointed me that no visited us.
- P. MSU should advertise more so that every one get aware of our college better
- Q. In my opinion, just advertise more
- R. More scholarship opportunities for financially unstable students
- S. Provide financial aid

T. Increase their presence in the country, people don't widely know about this university like other universities

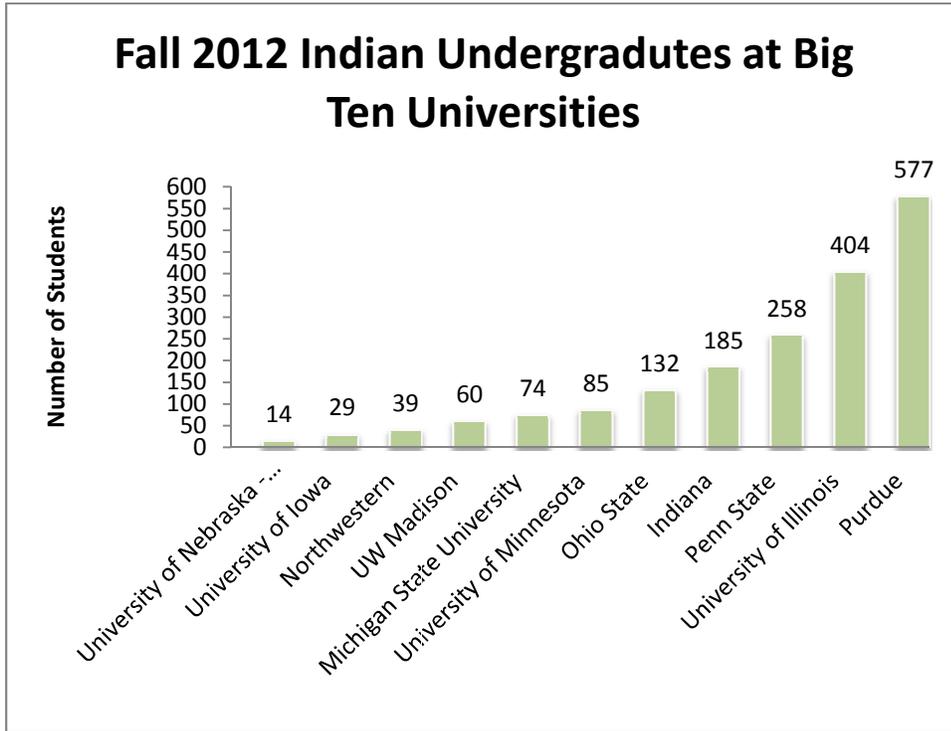
U. Rankings

V. Create a more extensive alumni group based in India

W. The best way to attract student from India would be to increase your ranking. Indian students are attracted to rankings as bees are to honey. I googled automobile engineering and MSU turned out to be one of the best schools in world for that, and that is the one and only reason I decided to come to MSU.

Key terms from this question: Provide more financial aid, increase rankings, Advertise more/create a presence (on social media as well as college search sites), and attend more college fairs.

Appendix D – Indian Undergraduates at Big Ten Universities



Appendix E – INVESTigating India Timeline

2014

- **June**
 - Lobby for an India scholarship campaign
 - Raise international student scholarship amounts
 - Create a marketing piece for Indian students
 - Renew UniVariety contract
 - Suggest advertising on college search websites to marketing
- **July**
 - KIC tour prep and shipping
 - Secure translator for Hindi section on Admissions website
 - Look into LearnHub
- **August**
 - Advertise new international student scholarship amounts
 - KIC Fall 2014 Metro India Tour with follow-up
- **October**
 - Hold one webinar

2015

- **January**
 - KIC tour prep and shipping
- **February**
 - KIC Spring 2015 India Tour and follow-up
- **March**
 - Hold one webinar
- **May**
 - Evaluate UniVariety portal effectiveness
 - Work to encourage concurrent programs
 - Urge colleges to create videos highlighting alumni
- **August**
 - Alumni groups in India host first send-off event
 - KIC tour prep and shipping
- **September**
 - KIC Fall 2014 India Tour and follow-up
 - Start international branding study
- **October**
 - Hold one webinar

2016

- **January**
 - Hire Director of India Programs
 - Establish relationships with Indian companies
 - Begin to develop Indian university partnerships
 - KIC tour prep and shipping
- **February**
 - KIC Spring 2016 India Tour and follow up
- **March**
 - Hold one webinar
- **August**
 - KIC tour prep and shipping
- **September**
 - Train alumni to help recruit in India
 - KIC Fall 2016 India Tour and follow-up
- **October**
 - Hold one webinar

Appendix F - India Student Brochure

Scholarships for International Students

Consideration for these scholarships is done at the time of admission. No additional application is required.

Global Neighbors Scholarship

- \$6,000 annually for eight semesters
- For a limited number of academically talented international applicants.

Global Spartan Scholarship

- \$1,000 annually for two semesters
- For a limited number of academically talented international applicants

Red Cedar Scholarship

- \$3,000 annually for eight semesters
- For dependents or grandchildren of MSU alums

Presidential Study Abroad Scholarship

- \$3,000 or \$5,000, depending on length of program
- For use with one MSU-sponsored or cosponsored study abroad program outside of the United States



Beaspartan.msu.edu

To apply please:

- ⇒ Complete the online application with your required personal statement
- ⇒ Pay the \$50 nonrefundable application fee
- ⇒ Request all secondary schools, college, university and/or examination boards send original or attested copied of all transcripts, diplomas, mark sheets and certificated. Please provide an English translation if applicable.
- ⇒ Provide official records for proof of English Language Proficiency through one of the following examinations: TOEFL, IELTS, SAT, or ACT .

Students may also receive college credit or course waivers for strong scores on **International Baccalaureate (Higher Level) and A-Level examinations**. Please send official examination reports to the university for consideration.



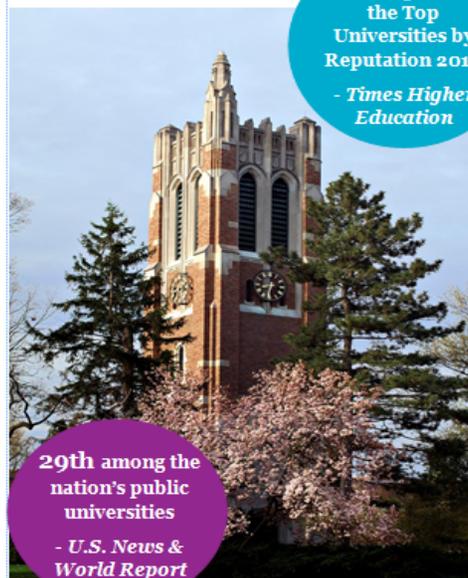
Alana Stuart—International Admissions counselor

Office of Admissions
 Hannah Administration Building
 426 Stadium Road, Rm. 250
 East Lansing, MI, 48824
 USA

Phone: 1-517-355-8332
 Fax: 1-517-353-1647
 E-mail: stuarta8@msu.edu



Indian Students at Michigan State University



In the top 100 on the Top Universities by Reputation 2013
 - *Times Higher Education*

29th among the nation's public universities
 - *U.S. News & World Report*

More than half a millions Spartans—now making a difference in every time zone around the globe—got their start at Michigan State.

Where will you get yours?

Michigan State University Spartans work to advance the common good in uncommon ways. The nation's pioneer land-grant university, MSU began as a bold experiment that democratized higher education and helped bring science and innovation into everyday life. Today, MSU is one of the top research universities in the world—on one of the biggest, greenest campuses in the nation—and is home to a diverse community of dedicated students and scholars, athletes and artists, scientists and leaders.

Notable Alumni:

Robert Stempel, former CEO of General Motors

Randy Cowen, CIO of Goldman Sachs

Michael Budman and Don Green, Co-founders of Roots Canada

Kay Koplovitz, Founder of USA Networks and Sci-Fi Channel

Surinder Kapur, founder, chairman and managing director of India-based Sonata Koyo Steering Systems Ltd.

Placement Rate After Graduation: 91%

Top Hiring Companies: GE, Ford, Chrysler, Amazon, Pepsi, GM

Notable Research Discoveries: Cross fertilization of corn, homogenization of milk, anticancer drug Cisplatin



One of the nation's top 50 "best value" public universities
-Princeton Review

11 consecutive years among the top 100 world universities
- Shanghai Jiao Tong University's Rankings

One of the top colleges for business
-Entrepreneur Magazine

Honors College

The Honors College at Michigan State University is one of the oldest honors college in the nation and seeks students who have demonstrated exceptional academic performance and potential, who are intellectually curious, and who have a record of pursuing academically rigorous courses. Further, ideal candidates for the MSU Honors College are leaders who use their talents to contribute to their communities. There is no separate application process. Invitations are extended approximately four to six weeks after the MSU admission to high school students who demonstrate the qualities listed above.

Tuition Grants

International students eligible for a Professorial Assistantship (SAT total score of at least 1500 [critical reading + math sections]) who have accepted membership in the Honors College receive a Tuition Grant which equalizes tuition and fees to the rate charged to a Michigan resident.—currently worth about \$18,000 per year. The Tuition Grant may be renewed for a total of four consecutive (undergraduate) years, provided the student remains a member of the Honors College.

Fast Facts

International Population: 6,599 (from 130 countries)

Indian Student Enrollment: 276

Number of undergraduate programs: 200+

World Ranking Programs: Economics, Business, Social Sciences, Life and Agricultural Sciences, Physics, Computer Sciences and Engineering/Technology.

Number of Student Organizations: 600+ (including an Indian Student Association)

Michigan State University's campus has 25 residence halls and offers more than 30 places to eat on campus which include vegan and vegetarian options. There are two Indian restaurants and an Indian grocery store close to campus.



Appendix G - Website Translation Text

Michigan State University's international student population of more than 4,000 students and scholars represents more than 125 countries. The university's long-standing tradition of support for international education has led to one of the largest international student programs in the United States.

International students at MSU make friends, receive support, and can seek advising through many on campus resources including the [Office for International Students and Scholars](#), which provides advising, cultural and social programming, and immigration services.

Michigan State operates the largest single-campus [residence hall](#) system in the United States. Each of MSU's 25 undergraduate residence halls offers a distinctive living and dining experience.

More than 50 [international student organizations](#) enable students to connect with each other on campus, and [alumni clubs](#) around the world help MSU's 20,000 international graduates keep in touch. Please find more information about MSU on [Be A Spartan](#).

Admission to Michigan State University is competitive. Students applying for Fall semester (August) admission are encouraged to apply during the fall of the prior year for maximum consideration.

Interested students should submit an [online application](#) for admission. Decisions are typically made eight to 12 weeks after all application materials are received.

Freshman admission is based on:

- your academic performance in high school
- the strength and quality of your curriculum
- recent trends in your academic performance
- your class rank
- your ACT or SAT results
- your leadership, talents, conduct, and diversity of experience

Application Submission Instructions

- Complete the [application for admission](#) online.
- Prepare your required personal statement.
- Pay the \$50 nonrefundable application fee (drawn on U.S. funds) using Visa, MasterCard, Discover, American Express, or an electronic check (online applications only).
- Request that all secondary schools attended, colleges or universities attended, or examination boards send original or attested copies of all transcripts, diplomas, mark sheets, and certificates directly to [Michigan State University](#) in an official, sealed envelope. In addition, where the original documents are not issued in English, also provide an official English translation of each document.
- Submit official high school transcripts if you have completed fewer than 28 semester credit hours.
 - Provide proof of English proficiency (sent directly from the testing agency) if your first language is not English (TOEFL, IELTS, SAT, MSU-ELT, or MELAB accepted). **MSU's TOEFL and SAT code is 1465.** International students are encouraged, though not required, to submit SAT scores, if available. SAT scores are useful for determining

academic admissibility, scholarship eligibility, and for placement in math and English composition classes. When scheduling testing, note that it may take a month or longer from the time of the request to send scores until they are received and recorded in the Office of Admissions. Find minimum English requirements [here](#).

- Please **do not** send letters of recommendation, photographs, portfolios, or additional personal essays unless requested by the Office of Admissions. Doing so will delay processing of your application.

Important: In applying, applicants must certify that all documents submitted as part of the application for admission are authentic. Any falsification of academic records through omission or misstatement may result in cancellation of admission and/or other disciplinary action by Michigan State University. Each student is responsible for all information contained in his/her application for admission. Students who employ consultants in the application process are still responsible for the content and authenticity of their own applications.

Appendix H - Job Description – Director of India Programs

Position Information

Posting Number:	XXXX
Internal Posting Date:	TBD
Internal Closing Date:	Open Until Filled
External Closing Date:	Open Until Filled
Review of Applications begins on:	TBD
Job Title:	Professor
Position Title/Rank:	Director of India Programs
Major Administrative Unit/College:	International Studies and Programs, Office of Admissions
Primary Department:	10054474 INTERNATIONAL STUDIES & PROGRAMS DEAN
Position Employee Group:	Tenure System Faculty-FAS
Appointment Basis:	Annual Year, 12 months
Appointment Status:	Tenure System Faculty
Employment %:	100
Full-Time/Part-Time:	Full-time
Work Hours:	
Faculty: Salary Range Support Staff: Pay Minimum	Salary Commensurate with Experience
If flex, dates of annual flex leave:	
Pay Grade Level:	
Position Summary:	Michigan State University (MSU) invites nominations and applications for the position Director of India Programs (DIP). Building on the university's significant accomplishments and history of commitment to an international agenda, the DIP will develop more joint education and research programs with Indian institutions; monitor existing exchange

	<p>programs and agreements between educational institutions and MSU; facilitate technology transfer and consulting service; assist the Office of Admissions in recruiting more undergraduate students from India; serve as a communication liaison with MSU alumni clubs in India; assist in the development of a marketing strategy in India; cultivate relationships with Indian companies to facilitate the hiring of MSU graduates. The DIP will report to both the Dean of International Studies and Programs and the Associate Director of International Admissions.</p>
<p>Faculty: Minimum Qualifications Support Staff: Minimum Requirements</p>	<p>A doctorate degree is required. The successful candidate will have strong leadership, administrative, and budgetary skills, with the ability to think strategically and develop a shared vision. The DIP will have visibility with the international academic community; experience working with on- and off-campus faculty and staff. Earned doctorate and a record of achievement appropriate for appointment as a tenured full professor at MSU is required. Experience living and/or working outside the United States. S/he will have an entrepreneurial spirit; and, be able to develop public and private partnerships to enrich the ISP mission. Since this position will be based in a home office in Mumbai, India, the candidate must demonstrate a proven ability to work independently with self-discipline.</p>
<p>Desired Qualifications:</p>	<p>Experience with university recruitment. Experience with or knowledge of Indian culture and educational system. Indian citizenship.</p>
<p>Summary of Health Risks and Physical Demands (if applicable):</p>	
<p>Required Applicant Documents:</p>	<p>Resume/CV Cover Letter</p>
<p>Optional Applicant Documents:</p>	<p>Other Document Other Document 2 Other Document 3</p>
<p>Number of Reference Letters Required:</p>	<p>No letters required</p>
<p>Special Instructions to Applicants:</p>	
<p>Department Website Address:</p>	<p>isp.msu.edu</p>
<p>Name/Title/Email Address of Search Committee Chair:</p>	<p>TBD</p>
<p>Union Affiliation</p>	<p>Non Union</p>

Appendix I - INVESTigating India Budget

INVESTigating India Budget							
Expense Category	Cost	Unit	Quantity 1	Quantity 2	ECA	In-Kind	Total
Recruitment Tours							
KIC Univ Assist Tours	\$12,950.00				\$12,950.00		\$12,950.00
Extra Lodging	\$863.11				\$863.11		\$863.11
Flights	\$1,414.57				\$1,414.57		\$1,414.57
Transportation to airport		dollars/mile	0.56	170	\$95.20		95.2
Meals and Incidentals	\$1,050.00				\$1,050.00		\$1,050.00
Shipping	\$1,601.77				\$1,601.77		\$1,601.77
Miscellaneous							
Internet	\$59.75				\$59.75		\$59.75
Visa Costs	\$298.03				\$298.03		\$298.03
Travel Supplies	\$30.89				\$30.89		\$30.89
Travel clinic					\$0.00		\$0.00
Prescriptions	\$175.30				\$175.30		\$175.30
TOTAL		per tour		2	\$18,538.62		\$37,077.24
Internet							
UniVariety	\$2,500.00				\$2,500.00		\$2,500.00
Hot Courses (Uniguru)	\$2,200.00				\$2,200.00		\$2,200.00
TOTAL					\$4,700.00		\$4,700.00
Marketing							
Publications		per brochure	\$0.29	\$2,000.00	\$580.00		\$580.00
Website Translation		per word	\$0.10	\$545.00	\$54.50	\$54.50	\$0.00
TOTAL					\$634.50		\$580.00
Salaries							
Director of India Programs	\$30,000.00	per office	0.5		\$15,000.00		\$15,000.00
TOTAL					\$15,000.00		\$15,000.00
GRAND TOTAL					\$38,873.12	\$54.50	\$57,357.24

BUDGET NOTES

KIC Univ Assist Tour amount calculated with the Spring 2014 tour costs.

Extra Lodging Costs: Account for arrival 1 full day (2 nights) prior to tour to acclimate to time, and one day after the tour to meet with families or hold events.

Flights: Roundtrip Detroit to Delhi and Mumbai to Detroit

Meals and Incidentals: Calculated in accordance with MSU travel policies and U.S. Department of State foreign per diem rates.

Visa Costs: One time fee; includes the costs of shipping.

Travel supplies: Includes plug adapter, bug spray and sunscreen.

Publications: Full color, 8.5"x11" tri-fold brochure on cardstock paper.

Website Translation: Rate found at: <http://search.proz.com/employers/rates> . The is a one time expense.

Director of India Programs: Salary for this position will be split between the Office of Admissions and the Office for International Studies and Programs. The OA will cover half of the salary, which is commensurate with experience and based on costs of living in Mumbai (since that is where the DIP is based)

Since India will not be the only country benefitting from the branding study, it is not included in this India specific budget. Funds will come from International Admission budget at large.