Panel Presentation

International Alumni: Why Is It So Hard to Develop an Effective Policy?

Who are they? Where are they?
“Friendraising” Alumni

AIEA
February 2017
In 2014/15, the number of international students in the U.S. increased by 10.0% to a record high of 974,926 students. Source: Open Doors 2015 Report

304,467 U.S. students studied abroad for academic credit in 2013/14, an increase of 5.2% over the previous year. U.S. student participation in study abroad has more than tripled over the past two decades. Source: Open Doors 2015 Report
The world’s middle class is growing and there isn’t enough quality global higher education capacity.

Source: OECD, Open Doors, IDP forecasts
2011

INTO

1. OSU - Corvallis, OR
2. USF - Tampa, FL

Universities:
1. WKU - Bowling Green, KY
2. U Mass - Boston, MA
3. U Mass - Dartmouth, MA
4. U Mass - Lowell, MA
5. Northeastern - Boston, MA
6. U of Utah - Salt Lake City, UT
USF Strategic Goals:

- **Goal One:** Well-educated and highly skilled *global citizens* through our continuing commitment to student success.

- **Goal Two:** High-impact *research and innovation* to change lives, improve health, and foster sustainable development and positive societal change.

- **Goal Three:** A highly effective, major economic engine *creating new partnerships* to build a strong and sustainable future for Florida in the global economy.
Learning for Success in a Global Context

GLOBAL COMPETENCIES RELEVANT FOR ALL COLLEGES

GLOBAL AWARENESS
“Awareness of one’s role in the world”

GLOBAL RESPONSIBILITY
“Responsible behavior linked with recognition of global interdependencies”

GLOBAL PARTICIPATION
“Participation in politics or civil society” (Locally or Globally)

KEY
- 0 Students
- 1 - 5 Students
- 6 - 15 Students
- 16 - 50 Students
- 51 - 100 Students
- 101+ Students

In 2010, 1465 F-1’s resulted in 500 new int’l alums
By 2016, 4657 F-1’s will graduate @ 1700 per year
Who Are These Alumni?

Cultural positionality:
Most international students are unfamiliar with U.S. concepts of campus community

• Co-curricular community as part of the academic experience.

• The association of school pride is different – mascot, colors, athletics, and history.

• The concept of remaining engaged after graduation.

Their academic experiences and expectations

• They are here to learn! Graduation rates and persistence to graduation.

• Plans after graduation directly relate to their reasons for applying. These can be baked in.
Friendraising on Campus

• Begins at orientation – their needs are profound and different

• Enculturation to campus life – easier said than done!
  Academic considerations
  Co-curricular inclusion
  Campus coordinators

• Institutional reinvestment – we say we care . . . do our services reflect this?
  The face of the university, so long prepared to welcome domestic students
  Spiritual rooms, residential tutors, student organizations
  Reinvest in systems and infrastructure
  Celebrating milestones (e.g., the sash ceremony, homecoming)

• Intentionally developing a sense of belonging . . . The Trump Effect
  https://www.youtube.com/watch?v=RPnyt693D5I&feature=youtu.be
Friendraising on Campus
Friendraising After Graduation

- Cradle to Grave: The International Alumni Officer – who they meet at orientation.

- A Real database (Banner doesn’t get you there!) . . . LinkedIn.

- Social media overcomes transitions & hurdles in communication – consistent & persistent.

- Purposeful engagement
  - Recruitment and yielding role
  - In-country intel (media, politics, trends)
  - Developing structures in their culture (networking, ambassadors)
  - Alumni events when senior administrators are traveling

- In 2017 we are hiring our first dedicated International Development Officer and will need to strengthen and continue scaling up operations.
ENGAGING WITH RUTGERS INTERNATIONAL ALUMNI
SOME LESSONS

Rutgers’ Centers for Global Advancement and International Affairs

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250 Years
- 1766
250 Years
- 1766
- Dutch Reformed Church
Rutgers Global History

- 250 Years
  - 1766
  - Dutch Reformed Church

- 150 Years
  - 1864 Land Grant
At a Glance

- **250 Years**
  - 1766
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- **150 Years**
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  - 1867 Taro Kusakabe

Rutgers Global History
At a Glance

- 250 Years
  - 1766
  - Dutch Reformed Church
- 150 Years
  - 1864 Land Grant
  - 1867 Taro Kusakabe
- 50 Years
  - 1968 Study Abroad
• 500,000 living alumni
• 50% in New Jersey
• 10-15,000 international ??
  • 2% -- 3%
  • (historical disincentives )
Established 2015
Shared position
Focus: China & India
Data Mining:
Internal
- Alumni database
- Faculty
- International Students
- International Partners
- Creating new alumni
Data Mining: External

- Second order searches
- Linked in Premium
- Social Media
  - WeChat Groups
Once Identified, then what?

- Frequent Visits
  - Bring senior leadership
- Ambassadors
- Alumni Clubs
  - Finding a Champion
- Newsletters
The traditional development approach:
- Razor focus on private donations from high net-value individuals
- “the university was fundamental to your success. Now it’s time to give back.”
For international development

RELATIONSHIP BUILDING IS THE KEY

- Ask the alumni what they want

“help us connect with each other.”

- Becoming a hub for innovation
- Creating future donors
没有太大 ROI，至少

建立一种慈善文化的

建立网络——雪球效应

SIO 倡导的长期视角和
国际发展官员的指标

领导从高层是关键
Building Networks at Home
- the Consuls
- Local MNCs
- Some examples, with unexpected results
Some Lessons Learned

- Relationships and Networks
- Become a hub for alumni interests
- Build campus networks that are primed to articulate
- Light touch and creative, adaptive responses
- Brute force data mining
- Advocacy from the SIO
Thank You

Rutgers Centers for Global Advancement & International Affairs

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