

Education Review

Reseñas Educativas



Resenhas Educativas

August 19, 2026

ISSN 1094-5296

Harmon, C. & Bista, K. (2025). *Innovations in international student enrollment: Global strategies, digital transformation, and emerging perspectives*. Star Scholars Press.¹

167 pp.

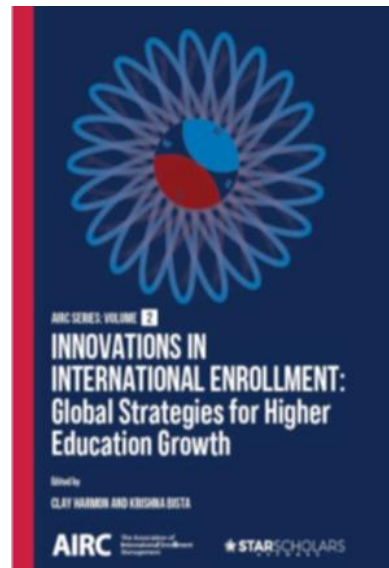
ISBN 979-8-89524-041-0

Reviewed by Ratan Sarkar
Tezpur University

Rupak Biswas
Assam Don Bosco University

Santhosh Juvvaka
Assam Don Bosco University

Innovations in International Student Enrollment examines the evolving landscape of international student enrollment in higher education, foregrounding the interplay between digital transformation, policy shifts, and student experiences. Drawing on global case studies from the United States, Asia, Africa, and Latin America, the book explores how institutions respond to geopolitical uncertainty, demographic changes, and technological advancements. The contributors highlight the importance of inclusive practices, strategic enrollment management, and culturally responsive support systems in fostering student success. Through interdisciplinary perspectives, the volume emphasizes that international enrollment is not merely a recruitment exercise but a complex ecosystem shaped by socio-political, economic, and institutional forces. It offers practical insights for policymakers, educators, and administrators seeking to balance innovation with equity, demonstrating that sustainable internationalization depends on aligning technological progress with human-centered approaches to student engagement and belonging.



The edited collection emerges at a critical juncture in global higher education, where international student mobility is being reshaped by geopolitical tensions, demographic shifts, and rapid technological advancement. Situated within the

¹ This open access book is available at: <https://press.starscholars.org/press/catalog/book/91>

academic field of international higher education and enrollment management, the volume reflects a pragmatic yet critical orientation toward the complexities of global student mobility. The editors, **Clay Harmon** and **Krishna Bista**, position the book within the evolving discourse of International Enrollment Management (IEM), emphasizing its transformation into a strategic and interdisciplinary domain that intersects policy, marketing, student support, and institutional sustainability. As articulated in the introduction, “international student enrollment has become one of the defining features of global higher education in the twenty-first century”, signaling the book’s grounding in contemporary socio-political realities.

The volume adopts a pluralistic theoretical lens, combining perspectives from globalization theory, intercultural education, and strategic management. Rather than adhering to a single framework, the contributors collectively foreground a human-centered approach that integrates technological innovation with issues of equity and inclusion. This perspective aligns with broader debates in international education that critique market-driven approaches to student mobility (Altbach & de Wit, 2021). The editors explicitly argue that enrollment management must move “beyond numbers” to prioritize student well-being and belonging, situating the book within a critical paradigm that challenges purely economic rationales for internationalization.

In relation to existing literature, the book both consolidates and extends key debates in international higher education. It resonates with established work on global student mobility and institutional strategy (Altbach & de Wit, 2021), while also engaging with emerging discussions on digital transformation and artificial intelligence in higher education. The emphasis on data-driven recruitment, AI-enabled marketing, and digital engagement reflects recent scholarship highlighting the technological reconfiguration of higher education systems (Marginson, 2018). At the same time, the volume diverges from earlier literature by foregrounding regional diversification and the rise of non-traditional study destinations, echoing OECD (2023) findings on the multipolar nature of global student flows. By incorporating case studies from Ghana, Indonesia, and Brazil, the book moves beyond the traditional Anglophone-centric narrative, thereby contributing to a more nuanced understanding of global higher education dynamics.

The primary aim of the book is to provide a comprehensive and practice-oriented analysis of international student enrollment in a rapidly changing global context. This aim is largely achieved through the integration of empirical case studies, theoretical reflections, and policy analyses. The chapters collectively demonstrate how institutions navigate challenges such as visa restrictions, political uncertainty, and shifting student expectations. For instance, the discussion of digital transformation highlights how artificial intelligence is revolutionizing recruitment, marketing, and student engagement, offering actionable insights for practitioners. Similarly, the exploration of inclusion underscores the importance of culturally responsive practices, noting that a “sense of belonging can directly affect academic performance, retention, and mental health”. These examples illustrate the book’s success in bridging theory and practice, although some chapters vary in depth and analytical rigor.

Structurally, the book is organized into an introduction and 14 chapters, each addressing a specific dimension of international enrollment. The progression from conceptual framing to thematic explorations and regional case studies provides a logical and coherent narrative. The introduction effectively contextualizes the field, outlining key trends such as demographic shifts, policy changes, and technological innovation. Subsequent chapters address topics including inclusion (Chapter 1), student expectations (Chapter 2), digital transformation (Chapters 4–6), and regional perspectives (Chapters 8–12). This organization allows readers to engage with both macro-level trends and micro-level institutional practices. The coherence of the volume is further enhanced by recurring themes, particularly the tension between technological innovation and human-centered approaches. However, the absence of a concluding chapter synthesizing the findings represents a minor structural limitation, as readers are left to draw connections independently.

One of the most significant contributions of the book lies in its conceptualization of international enrollment as a multidimensional ecosystem rather than a linear process. The editors emphasize that enrollment management encompasses a full spectrum of international student services from retention support to overseas recruitment partnerships, highlighting its complexity and interdependence. This perspective advances the field by integrating recruitment, retention, and student experience into a unified framework. Additionally, the book's focus on digital transformation offers valuable methodological insights, particularly in relation to data analytics and AI-driven decision-making. These innovations are not presented as purely technical solutions but are critically examined in relation to ethical considerations and equity.

The volume also contributes to the literature by foregrounding the socio-political dimensions of international student mobility. Several chapters examine the impact of immigration policies, political rhetoric, and global competition on enrollment patterns. For example, the analysis of U.S. policy changes demonstrates how visa restrictions and anti-immigrant sentiment can undermine institutional efforts to attract international students. This emphasis on policy context aligns with recent research highlighting the vulnerability of international education to external political forces (Marginson, 2018). By integrating policy analysis with institutional case studies, the book provides a comprehensive understanding of the factors shaping international enrollment.

Despite its strengths, the book raises several questions and unresolved issues. One notable limitation is the uneven engagement with theoretical frameworks across chapters. While some contributions offer robust conceptual analyses, others are primarily descriptive, focusing on specific case studies without fully situating them within broader theoretical debates. This inconsistency reflects a common challenge in edited volumes but nonetheless affects the overall coherence of the work. Additionally, the book could have engaged more critically with issues of power and inequality in global higher education, particularly in relation to the dominance of Western institutions and the commodification of international students.

The implications of the book for language education and educational research are significant. The discussion of English language programs as instruments of

soft diplomacy highlights the role of language in shaping international student experiences and institutional strategies. This aligns with research emphasizing the centrality of language in global higher education (Altbach & de Wit, 2021). Furthermore, the focus on inclusion and intercultural competence underscores the need for language educators to adopt culturally responsive pedagogies that support diverse student populations. The book thus contributes to ongoing debates on the intersection of language, culture, and internationalization.

The intended audience for the book includes higher education administrators, policymakers, and scholars in international education. However, its accessibility and practical orientation also make it valuable for practitioners involved in student recruitment, advising, and support services. Graduate students and researchers in education studies may benefit from its comprehensive overview of current trends and challenges. The inclusion of diverse case studies enhances its relevance for a global audience, although readers seeking in-depth theoretical analysis may find some chapters less satisfying.

Overall, *Innovations in International Student Enrollment* offers a timely and insightful contribution to the field of international higher education. Its strengths lie in its comprehensive scope, practical relevance, and emphasis on the interplay between technology, policy, and student experience. The volume successfully demonstrates that international enrollment is a complex and dynamic process that requires both strategic innovation and a commitment to equity and inclusion. However, its impact is somewhat limited by the variability in chapter quality and the lack of a unifying theoretical framework.

In conclusion, the book represents a significant addition to the literature on international student mobility and enrollment management. By integrating diverse perspectives and highlighting emerging trends, it provides a valuable resource for understanding the future of global higher education. Its central argument—that successful internationalization depends on balancing technological innovation with human-centered approaches—offers an important framework for both research and practice. As global higher education continues to evolve, this volume will remain a relevant and influential contribution to the field.

Declarations

Use of AI Tools: Grammarly and Paperpal (Premium) were used strictly for language editing and readability enhancement. These tools did not contribute to the intellectual content, analysis, or conclusions of the work.

References

- Altbach, P. G., & de Wit, H. (2021). *Internationalization in higher education: Global trends and recommendations*. Routledge.
- Marginson, S. (2018). National/global synergy in the development of higher education and science in China since 1978. *Frontiers of Education in China*, 13(4), 486–512. <https://doi.org/10.1007/s11516-018-0027-8>
- Organisation for Economic Co-operation and Development (OECD). (2023). *Education at a glance 2023: OECD indicators*. OECD Publishing.

About the Reviewers

Ratan Sarkar is an assistant professor in the Department of Education, Tezpur University, Assam, India. Previously, he served as an assistant professor in the Department of Teachers' Training (B.Ed.), Prabhat Kumar College, West Bengal. Dr Sarkar holds a PhD in education from Pondicherry University, an M.Ed. and M.Phil. in special education from Ramakrishna Mission Vivekananda Educational and Research Institute, Belur Math. He specializes in inclusive and special education, disability studies, educational technology, and educational policies for persons with disabilities.



Rupak Biswas is currently an assistant professor at Assam Don Bosco University, India. Previously, he served as an assistant professor at Holy Cross College, Agartala, Tripura, and as an academic counsellor at Ramkrishna Mahavidyalaya. He holds a BA (Hons) in political science and an MA in public administration with a first-class first (Gold Medal). He has also qualified for UGC-NET with JRF. His academic interests include local governance, education administration, and public policy.

Santosh Juvvaka was a former assistant professor at Assam Don Bosco University. He also taught at Zakir Husain Delhi College, University of Delhi. He holds a PhD in social exclusion from Jawaharlal Nehru University, New Delhi. He has published extensively on the issues related to caste, exclusion, and participatory governance. His academic interests include social justice, governance, policy and caste-based exclusion.



About the Authors



Clay Harmon is the executive director of The Association of International Enrollment Management, based in Denver, Colorado, where he leads an organization focused on quality standards and best practices in international student recruitment and enrollment. Before joining AIRC, he served at the University of Colorado Denver in a series of roles that culminated in director of International Enrollment Strategy and Admissions. He earned a BA in Asian studies from the University of Puget Sound, an EdM in higher education from Harvard University, and an EdD in higher education from the University of Colorado Denver. His research interests include the history of U.S.-China educational exchange and English language proficiency requirements for international applicants.



Krishna Bista is a professor at Morgan State University's Department of Advanced Studies, Leadership and Policy, where he teaches in the Community College Leadership program and mentors doctoral students in research methods and international education. Bista has authored or edited more than 100 scholarly works and has published books, book chapters, and journal articles on topics such as student success, cross-cultural teaching and learning, and study abroad. He also serves as vice president of the STAR Scholars Network and is the founding editor of the *Journal of International Students*. His career reflects a strong commitment to advancing research, international partnerships, and opportunities for students in higher education.

Education Review

Reseñas Educativas



Resenhas Educativas



Education Review / Reseñas Educativas / Resenhas Educativas is edited by Gene V Glass & Yanming (Ami) Ren (English), Gustavo E. Fischman (Spanish/Portuguese), and Stephanie McBride-Schreiner (Managing Editor) and supported by the Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University. Copyright is retained by the first or sole author, who grants right of first publication to the *Education Review*. Readers are free to copy, display, distribute, and adapt this article, if the work is attributed to the author(s) and *Education Review*, the changes are identified, and the same license applies to the derivative work. More details of this Creative Commons license are available at <https://creativecommons.org/licenses/by-sa/4.0/>. *Education Review* is free-to-read and free-to-publish.



Disclaimer: The views or opinions presented in book reviews are solely those of the author(s) and do not necessarily represent those of *Education Review*.