

Routledge Studies in Global Student Mobility

IMPACTS OF COVID-19 ON INTERNATIONAL STUDENTS AND THE FUTURE OF STUDENT MOBILITY

**INTERNATIONAL PERSPECTIVES
AND EXPERIENCES**

Edited by

Krishna Bista, Ryan M. Allen, and Roy Y. Chan

Foreword by Jenny J. Lee



Research on COVID-19 for higher education supposed to unravel uncertainty around the future of student mobility comprehensively. This is what this book has achieved. I would like to commend the editors of this book for selecting top researchers of international education to address the impact of COVID-19 from the dimensions of global policy deliberation, national, institutional, and societal context. This unique reference material will be relevant for a very long time.

–**Samuel Adeyemo**, *PhD, Senior Lecturer,
Faculty of Education, University of Pretoria, South Africa*

The world is encountering an unpredictable health crisis with the COVID-19 pandemic. The COVID-19 has changed the landscape of previous views on international student mobility, and many issues need to be reconsidered. This volume, edited by Dr Krishna Bista, Dr Ryan M. Allen, and Dr Roy Y. Chan, provides a comprehensive picture of the influence of COVID-19 on student mobility, which is a significant research problem for students, educators, policymakers, and institutions. This volume presents critical views and rich empirical analysis about COVID-19 and student mobility from a global perspective.

–**Kun Dai**, *PhD, Research Fellow,
Graduate School of Education, Peking University, China*

This book is a great reminder that we, international educators, need to return to the core elements of international higher education that go beyond physical mobility. Although physical movement of people is important, it is only a means to a larger goal and that is, the development of intercultural competencies that positively enhance communication and understanding amongst diverse groups of people and ultimately improve the collective human experience. This book provides lived-in experiences of students and faculty that provide great food for thought on how to achieve internationalization goals in a post-COVID-19 world.

–**Maria Anastasiou**, *PhD, Associate Provost for International
Programs, University of North Carolina at Greensboro, USA*

As most of us are still grappling the impact of COVID-19 in international student mobility, editors of this seminal work provide us with key indicators, major challenges, and upcoming opportunities in international education. With a close examination of the new insights gained during the pandemic, the articles in this volume lay the grounds for refined policies and enhanced systems that would necessitate student well-being as an institutional priority and call for a much delayed, but needed, national strategy

for attracting international students to the USA few years from now, educators would return to this volume of articles to mine data, reflect on their post-covid practices, as well as reexamine their institutional policies in serving international students.

–**Jia-Yi Cheng-Levine**, *PhD, Dean, International Affairs & Global Engagement, College of the Canyons, USA*

Impacts of COVID-19 on International Students and the Future of Student Mobility contributes to the urgent need to focus on a watershed moment in international education. This book brings fresh insights on the comprehensive changes necessitated by the COVID-19 pandemic which is causing a dramatic shift in a dynamic educational practice that is not only a significant economic endeavor; it also has social, cultural, and foreign policy impact.

–**Ratna Ghosh**, *PhD, Distinguished James McGill Professor and W.C. Macdonald Professor of Education, McGill University, Canada*

The coronavirus pandemic has urged every professor and student to become a truly innovative and exploratory learner. The use of online platforms for learning and personal communication became ubiquitous, profoundly affecting the educational experience. This book reflects on the challenges and solutions encountered when using technologies, learning, coping with accelerating digitization, and fulfilling one's societal responsibilities at an inflection point in history. The editors have assembled a rich collection of historical accounts that will help shape future research and policymaking in education.

–**Anatoly V. Oleksiyenko**, *Director of Comparative Education Research Centre and Associate Professor, Faculty of Education, University of Hong Kong*

We are only beginning to understand the longer-term implications of the global pandemic on higher education and on society. It is likely to accelerate many existing trends while also being transformative. Internationalization will be affected in both ways. This book provides an important starting place to examine the issues, challenges, and opportunities.

–**Ellen Hazelkorn**, *BH Associates, and Professor Emerita, Technological University Dublin, Ireland*

I am so excited that finally we have a book that points out the issues and challenges of international students during the pandemic. I applaud the editors and authors for bringing to the fore the importance of international

student mobility to higher education. This book is a “must have” for all international education scholars and libraries.

–**Nneka Nora Osakwe**, *PhD, Director of International Education and Professor of English at Albany State University, Georgia, USA*

This volume edited by Drs Bista, Allen, and Chan is a welcome and needed contribution to both the scholarship of teaching and learning and the improvement of international higher education. The editors have compiled international student perspectives from across the globe and from various types of higher education institutions. This must read volume will undoubtedly have many incredible new tips, tricks, and instructional methods to try out in the current and future of student mobility.

–**Aaron S. Richmond**, *Professor of Educational Psychology, Metropolitan State University, USA*

This timely volume provides a comprehensive examination of how educational mobility has been reshaped by the COVID-19 pandemic and makes an important intervention in crucial topics such as supporting faculty and student resilience and combating anti-Asian discrimination. The editors have, however, assembled a collection that looks beyond to how lessons learned at this time can be a roadmap for future success, and as such, this volume will be an important resource for scholars and practitioners in the field of international education.

–**Kalpen Trivedi**, *PhD, Associate Provost and Director, International Programs Office, University of Massachusetts Amherst, USA*



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Impacts of COVID-19 on International Students and the Future of Student Mobility

This volume uses case studies and students' lived experiences to document the impacts of coronavirus (COVID-19) on international students and explore future challenges and opportunities for student mobility within higher education.

Responding to the growing need for new insights and perspectives to improve higher education policy and practice in the era of COVID-19, this text analyses the changing roles and responsibilities of institutions and international education leaders post-2020. Initial chapters highlight key issues for students that have arisen as a result of the global health crisis such as learning, well-being, and the changed emotional, legal, and financial implications of study abroad. Subsequent chapters confront potential longer-term implications of students' experiences during COVID-19, and provide critical reflection on internationalization and the opportunities that COVID-19 has presented for tertiary education systems around the world to learn from one another.

This timely volume will benefit researchers, academics, and educators with an interest in online teaching and e-learning, curriculum design, and more specifically those involved with international and comparative education. Those involved with educational policy and practice, specifically related to pandemic education, will also benefit from this volume.

Krishna Bista is Professor of Higher Education in the Department of Advanced Studies, Leadership and Policy at Morgan State University, Maryland, USA.

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International Perspectives and Experiences

**Edited by
Krishna Bista,
Ryan M. Allen, and
Roy Y. Chan**

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**In memory of those who lost their lives
during the COVID-19 worldwide**

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About the Editors

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Foreword

This book, *Impacts of COVID-19 on International Students and the Future of Student Mobility*, comes at a time when former publications on international higher education and student mobility may no longer apply. For a long time, higher education institutions have passively reaped the benefits of international student mobility. Meaning, universities long enjoyed the high and increasing global demand for international education with limited recruitment and marketing, much less targeted service upon enrollment. With the onset of COVID-19 and the subsequent halt of international travel, universities felt the consequences of being without the financial, cultural, and academic benefits that overseas students bring. Among the key lessons from COVID-19 is that international students are more vital to universities than perhaps formerly realized and that internationalization must be more intentional.

As the editors and authors of this book make clear, internationalization has taken a turn that requires a more up-to-date understanding of international student motivations and experiences. While there have been countless texts on this topic pre-COVID-19, the current reality is that COVID-19 has opened up new challenges as well as alternative ways to meet student needs. The book further offers cases of how institutions can do it right, supporting internationals in times of crisis. Those universities that responded swiftly and flexibly were less negatively impacted by the immediate challenges related to COVID-19 than those that carried on business as usual.

Another significant contribution that the book offers is the reminder that inequalities can further deepen unless they are paid attention to. It is especially during catastrophes and emergencies that we must look out for those most vulnerable. The digital divide, due to the lack of resources or infrastructure to engage remotely, was especially apparent as some internationals simply could not participate. Global health has long been unequal but will be even more apparent as we experience an uneven trickling of students from different parts of the world with varied access to the vaccine. As the book further lays out, global health also includes mental well-being, which has also deserved more careful attention, especially for those who lacking access to quality care. With

these and more inequalities to be made apparent during and after the COVID-19 era, this book should be read by all international education stakeholders as an important starting point moving forward.

Bio

Jenny J. Lee is a professor at the Center for the Study of Higher Education at the University of Arizona. Professor Lee's research examines how policies, geopolitics, and social forces shape inequities in higher education, in the United States and abroad. Her comparative research on international student mobility and experiences in the United States, Mexico, South Korea, and South Africa over the past decade have especially been cited widely. Professor Lee has authored and coauthored over 120 publications, which regularly appear in the top journals of higher education. In addition to over 4,000 scholarly citations, *Nature*, *Science*, *the New York Times*, *ABC News*, *Al Jazeera*, and many other national and international news outlets have quoted Professor Lee and featured her research. She holds numerous editorial board positions, including coeditor of the *Studies of Global Higher Education* book series. She has participated as a Global Professor at Korea University, an honorary visiting scholar in City University, London, and was a Fulbright Scholar to South Africa at the University of Pretoria. She is currently affiliated with the University of Cape Town, South Africa, as a visiting scholar. Her latest research focuses on the geopolitics of global science, which is featured in her edited book, *U.S. Power in International Higher Education* (Rutgers University Press, 2021).



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1 A New Golden Age in International Higher Education

Challenges and Successes during the Pandemic and Beyond

Krishna Bista, Ryan M. Allen, and Roy Y. Chan

Introduction

In this book, both the scholars and practitioners of international education have made an attempt to explore the impacts of the novel coronavirus (COVID-19) on global mobility in the field of international higher education. Specifically, this book responds to the growing need for new insights and perspectives to improve student mobility policy and practice in the era of COVID-19 and beyond. The sub-theme that runs through this book concerns the changing roles and responsibilities of international education leaders and the demand to rethink comprehensive internationalization post-2020. Topics in this volume include international student experience, study abroad, branch campus, mental health, enrollment, and graduate education.

On March 11, 2020, the World Health Organization (WHO) classified the coronavirus as a pandemic due to the increase in confirmed cases of individuals who have contracted the virus worldwide. As institutions of higher education around the world enacted travel bans, quarantines, and suspended face-to-face teaching, policymakers and practitioners have implemented a number of new policies and procedures to mitigate the public health effects of COVID-19. At the same time, there has been a rise of racist rhetoric and xenophobia fueled by distrust of outsiders fueled by the outbreak. For higher education, the COVID-19 crisis has revealed the severe inequality and inequity that exists worldwide, along with new challenges to internationalization. For example, issues surrounding access to remote or online education, the enrollment of international students, and faculty development and transitional in teaching and learning have taken on heightened importance. The Institute of International Education (IIE) (2020) cautioned that “The COVID-19 health crisis will affect international student mobility in this academic year and possibly for years to come . . . including decreasing number of students studying abroad, as well as inbound international students and global partnerships with universities” (p. 10). As a result, cancellations of events, suspensions of study

abroad programs, and moving teaching and operations virtually were some of the disparate impacts on the internationalization and globalization of higher education.

With growth rates for international students were finally peeking after years of growth, creeping nationalism was dominating conversations across the world, and institutions were beginning to question their relationships with partners abroad, it truly seemed like a new year. Enter COVID-19. Even with the negative trends from recent years, no one could have foreseen the absolute wrecking of the sector that resulted from the once in a century pandemic. Nations around the world were closing their borders completely to non-citizens, halting most of global mobility and academic exchanges. Students were stuck on either sides of borders, unsure whether or not to return home. International programs were left waiting and waiting, as “two weeks to flatten the curve” extended indefinitely in order to save lives. The sector was in disarray. If downward trends events wounded the sheen of the “golden era of international education”, then surely COVID-19 killed it.

However, despite moving into a new era for the sector, these profound changes and reactions to the crisis do not mean that international education is dead. Instead, international students, scholars, staff, and other service providers are resilient, and the sector can still survive (and even thrive) with adaptability to the new circumstances. The way that the sector and its stakeholders have responded to the global calamity hinders everything that had been built before will guide the next era in international education.

Seeing America from Abroad: Ongoing Issues and Challenges

The United States remains the top leading destination for international students from around the world because of its unmatched reputation for academic quality and opportunities for career advancement. Although the enrollment growth has slowed in 2019/20 (Open Doors, 2020), there are two primary causes for the decline of international students—first, the aggressive and unwilling policies and political rhetoric of the 4-year of the former Trump administration in particular, and second, the chaos and upheaval in general lives due to the COVID-19 global pandemic. With the current Biden administration, students, parents, and policymakers are positive about seeing a calmer and more humanistic environment for studying and working for international students. Unfortunately, there are several issues still vague and confusing (of which may take years for the Biden administration to repair)

for international students and scholars related to visa and immigration policies, Optional Practical Training (OPT) program, quota systems on H1B, and green card criteria.

The immediate pandemic, though, still clouds the sector globally. As of mid-February 2021, 2.4 million lives were lost with a daily death toll of 12,958, and 109 million COVID cases were reported with a daily rate of 411,000 worldwide. According to the Johns Hopkins University report (2021), the United States (484,252), Brazil (238,532), Mexico (173,771), India (155,642), the United Kingdom (117,128), Italy (93,356), France (80,955), Russia (78,825), Germany (65,003), and Spain (64,747) were the top ten countries with the highest number of deaths as well as the positive cases. It is natural to note a declining trend of student mobility (both inbound and outbound) globally because of the recent death pikes due to the COVID-19 pandemic and travel restrictions imposed by the governments. Additional challenges have appeared with new variants of the COVID-19 popping up around the world and now spreading across the United States and abroad.

Considering the COVID-19 vaccines, authorized and implemented in many parts of the United States and outside such as Pfizer, Moderna, and Johnson and Johnson, and other vaccines in phase 3 clinical trials such as AstraZeneca, Janssen, and Novavax, there is a new hope on the horizon (CDC, 2021). A safer and virus-free community is essential for the post-pandemic global mobility as well as for resuming all business activities. Politically, the Biden administration has shown early signs of welcoming allies and partners by reversing Trump's travel ban on several majority-Muslim countries; revoking Trump's policy to exclude undocumented immigrants from the census; reinstating DACA projections; stopping the funding and construction of Trump's wall on the southern board of the United States; and condemning racists attacks on Asians connected to scapegoating of the virus origins. Yet, it remains unclear how the presidential order and other immigration policies will bring sunshine to the lives of international students and scholars.

In addition to the COVID-19 and anxiety and stress it has brought to lives, the current sociopolitical tensions emerged around the globe shall act as the push and pull factors for students to pursue their education elsewhere outside their country of birth, such as the coup in Myanmar and its impact on higher education and its youth, political chaos in Turkey and its neighboring countries, new policies and initiatives have taken place in China and Japan, Brexit impacts (Fischer, 2021). As Michael T. Nietzel, president emeritus of Missouri State University, wrote in the *Forbes*, "Early indications suggest that after three years of flat or falling international applications, 2021 is shaping up to be a very good year, with interest from foreign students on the rebound once again" (Nietzel, 2021). Citing the Common App

data for international students in the United States (as of January 22), he further wrote:

Although applications from China are down by 18% from last year, that loss is more than offset by large increases in applicants from several other countries; including India (+28%), Canada (+22%), Nigeria (+12%), Pakistan (+37%), the United Kingdom (+23%), and Brazil (+41%). Tufts University saw a 14% surge in international student applications over last year. System-wide, the University of California saw a 10% increase. As part of its record-setting 100,000 applications for first-year admissions, New York University saw a 22% spike in international applications. (online)

A question remains: How many students who made applications end up studying at American colleges and universities? That's unknown considering many embassies and visa consulate offices have been closed or slowed due to COVID restrictions. There are still travel advisories imposed for people traveling to and from the United States. It is also unknown how many colleges and universities are prepared with enough resources to host international students and scholars since many of them are functioning remotely or running online classes. Even if classes return to in-person in the fall, limits on dorm and classroom capacities could remain. It's too early to predict the strength and direction of global student mobility when resources are fragile, fears are high, and hopes are questionable.

Focus: Needs and Resources for Post-pandemic Student Mobility

The COVID-19 pandemic has taught many lessons to reassess our tools and resources and reevaluate our approaches and perceptions of human communication as well as teaching and learning skills. It has also given an opportunity to test the possibility of developing new innovative tools and technologies to bridge the gap between existing and new paradigms of learning (Chan, Bista, & Allen, 2021). For international education, there is a need to explore the new ways of virtual learning and exchange programs as well as inclusive programs and resources for post-pandemic learning. Recent surveys indicated “ever-deepening anxiety among higher education leaders about the future of international education and exchange in the US” (Glass et al., 2021, p. 2), due to the steady decline in enrollments for some institutions, which has prompted calls from policymakers and institutional thought-leaders on developing a national policy and an ardent call for action.

To highlight the greater positive impacts of having international students and scholars in the United States, Peter McPherson, president of the Association

of Public and Land-grant Universities (APLU) writes why America needs a national strategy for attracting international students:

Consider the impact of increasing international student enrollment is huge. A 25% increase in the number of new international students, for example, would contribute an additional \$10 billion to state and local economies and create 100,000 new American jobs. It would also increase all students' exposure to global perspectives in the classroom at a time when the work-force demands a greater ability to work with others around the world and to understand and appreciate all cultures and backgrounds.

How do we achieve such an increase? We need a multipronged strategy centered on three areas—setting welcoming visa policies and practices; increasing support to EducationUSA to demystify the U.S. college application process for foreign applicants; and expanding U.S. government support for initiatives that attract foreign students to the United States. The administration with the academic community should announce a strategy for attracting top students from across the globe backed with a goal to measure our progress. (McPherson, 2021, online)

A successful national strategy, as McPherson (2021) indicated, is a must to recognize international students who want to learn and work in the United States, particularly post-employment opportunities for those STEM graduates for securing their H1B visas and green cards. National initiatives are also equally important to promote campus diversity, equity, and inclusion of global learning elements in curricula. In a long-running lawsuit, a U.S. district court has favored international students and scholars that allows this population to stay and work in the United States for 1 year (a total of 3 years for STEM disciplines) after they graduate, as long as the position is related to their field of study (Redden, 2021).

International education is a multibillion-dollar industry with a direct positive impact on the national economy as well as the knowledge-based economy. A new trend of the mobility of students and scholars emerged a decade ago when many leading universities opened their overseas branch campuses globally. Looking into the past activities and mobility programs, many countries including Australia, Canada, the United Kingdom, and New Zealand have expanded and outsourced student mobility programs aggressively. Compared to these countries, American colleges and universities have never fully embraced the tourism element of international education, nor has the U.S. government developed sustainable national policies, guidelines, or initiatives. EducationUSA, a U.S. Department of State funding network of 430 international student advising centers in 175 countries, has promoted American higher education

to students around the world. As of its 2019/20 data, EducationUSA (2020) advised at least 1,311,170 students through its in-center contacts; 1,488,260 prospective students attended its events; and 12,009,130 virtual/social media contacts and views were completed. Provided funding, McPherson (2021) has suggested that EducationUSA can leverage its resources to prompt U.S. higher education abroad including expanding advising and college preparatory examination.

In addition to international student enrollment, scholars have pointed out the development of sustainable inclusive successful programs for international students, which aligns with the institutional priorities for comprehensive internationalization (de Wit, 2020; Glass et al, 2021; Kommers & Bista, 2021). Comprehensive internationalization, as American Council on Education (2021) has defined, is “a strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected” (American Council on Education [ACE], 2021, p. 1). In the context of campuses being closed, study abroad programs are suspended, classes are taught remotely or online; and research conferences are conducted virtually because of the COVID-19. Helms (2020) emphasizes a greater need for internationalization and study abroad programs this way:

But what about student global learning? Coronavirus, ironically enough, illustrates exactly why we need internationalization—we need students who understand global phenomena, can see xenophobic and culture-bound reactions for what they are, and are prepared to work with colleagues around the world to address global crises in the short term, and contribute to long-term solutions through research and the advancement of knowledge. The punchline: what actually drives student global learning are curriculum internationalization and engaging faculty. (online)

The ACE’s model for comprehensive internationalization includes six interconnected pillars: curriculum and cocurriculum, faculty and staff support, mobility, partnerships, institutional commitment and policy, and leadership and structure. Helms (2020) wrote, “what makes the biggest difference in producing student global learning—as reported by students—are curriculum, co-curriculum, and learning outcomes, and faculty policies and practices” (online). The critical questions for international educators are: How can institutions put “global learning” on their institutional curriculum? How can faculty address global issues and challenges in their lessons? How do institutions leverage global student mobility beyond revenue and marketing tools? How do students explore a humane world through their multiethnic identities and experiences?

Student Mobility: Going Everyone Virtual or Remote

Globally, students have lost an entire academic year due to the ongoing COVID-19 restrictions, in which students are forced to stay at home and take classes from virtual conferences (e.g., Zoom, Google Meet, Skype, Teams, etc.), while missing out on personal journeys or adventures that come from international education. No doubt that some of these students will never get a chance again, while some will, but a new generation will come behind them, too. If the realities of the pandemic have taught us anything, it is that students have been yearning for real experiences. Taking a virtual tour of the Sistine Chapel from the couch cannot compare to walking into the hall and looking up at the human marvel. Many of the experiences from study abroad, international mobility, and higher education in general cannot simply be replicated with a screen. This is why there may be dips and alterations to the sector, but there will be a certain portion of the student population who will seek to become *international* students.

There is no doubt that the COVID-19 derailed lives and careers for a vast majority of people around the globe, with no mobility for students and faculty members in particular. During this pandemic, both stakeholders and faculty have worked laudable to support their students, teachers, schools, and other constituencies. These stories and experiences are worthy to understand how to survive and thrive in a crisis, and their successes will lead the sector into the new age.

Organization of the Book: Themes and Issues

This volume is organized into three parts. The contributors in the **first part** look into student mobility experience during the COVID-19 pandemic such as mental health and well-being experience, academic behavior, and student attitudes and adjustments during the pandemic. In the introductory chapter, *Krishna Bista, Ryan M. Allen, and Roy Y. Chan* gave an overview of the book and responded to the growing need for new insights and perspectives to improve global student mobility policy and practice in the era of COVID-19. In **Chapter 2**, *Yanhao Wang* conducted interviews with Chinese students studying in the United States to examine whether they would return to China or stay during the COVID-19 pandemic in the context of the travel ban imposed by both countries. In **Chapter 3**, *Katie Koo* examined the mental health and well-being experiences of international students during COVID-19 in the United States in which she found five key themes: corona depression, (not) seeking help for mental health, social isolation and homesickness, anxiety about uncertain legal status, and anxiety about limited career development opportunities. In **Chapter 4**, *Barry Fass-Holmes* examined the academic struggle of international undergraduate students during the COVID-19. In **Chapter 5**,

William L. Harder and Jamie L. Mullaney examined student communication and perceptions of stress, anxiety, and uncertainty caused by study abroad cancellation during the COVID-19.

In the **second part**, the contributors look into how international students and faculty members become resilient to the pandemic. They also look into the programs, services, and resources available to these students and scholars at their institutions. For example, in **Chapter 6**, *Kamil Luczaj, Olga Kurek-Ochmanska, and Andrzej Rozmus* shared a case study of a private university in Poland on institutional members who responded to the COVID-19 while managing the operations of the university. In **Chapter 7**, *Grey Reavis, Nicholas Antonicci, and Kim Manturuk* examined the experience of the LGBTQ+ community after returning home when postsecondary campuses closed due to the COVID-19 pandemic in the spring of 2020. In **Chapter 8**, *Benjamin H. Nam* shared his personal experiences of teaching online (remotely) in China as a new international faculty member during the pandemic. In **Chapter 9**, *Ruth Lu and Chao “Phoebe” You* presented a case study on the international education recruitment unit, China Gateway Office, and its operation of international engagements and relationships between the United States and China during the COVID-19. In closing this section with **Chapter 10**, *G. Blue Brazelton and Betsy Buford* reflect on the successful management and implementation of e-learning, drawing on experiences and literature from past natural disasters.

The **third part** of the book includes five chapters where contributors examine institutional policies, resources, priorities, and projections for moving forward in the post-pandemic world. In **Chapter 11**, *Max Crumley-Effinger* examined the student mobility national policies and issues in response to emergencies in Canada and the United States during the COVID-19 pandemic. In **Chapter 12**, *Yingyi Ma* drew a roadmap of Chinese students to American institutions of higher education and the Chinese international market in the post-pandemic world. In **Chapter 13**, *Jasper Kun-Ting Hsieh and Amanda Wing Shee Yeung* discussed the assessment-based transdisciplinary internationalization of curriculum that focuses on student learning. In **Chapter 14**, *Santiago Castiello-Gutiérrez and Mónica Irene Camacho Lizárraga* presented responses of senior international officers on how they transitioned during the COVID-19 as a powerful case of internationalization in Mexican institutions of higher education. The final chapter is an epilogue from the editors that includes summary notes and reflections while working with global contributors in this book project.

Moving Forward

Global student mobility is at the center of international higher education discourse, particularly its directions in the post-pandemic world. Institutional leaders and agencies recruiting international students are much worried about

physical mobility since the COVID-19 paused the entire world. Meanwhile, the pandemic has taught great lessons to the educators and the students. It is the time to focus on collaborative response to the pandemic that improves new environments and initiatives for global learning; the time to focus on internationalization at home; the time to expand inclusive equitable study abroad; the time to empower and incentivize both faculty and staff in international initiatives; and the time to create a humane world that focuses on antiracism and embrace the voices of underrepresented students and scholars. It is the time to continue working and partnering with promising organizations who directly or indirectly help international student recruitment, enrollment, collaborative research and strategic partnerships, including Sannam S4, Partners of the Americas, Sinorbis, IDP Connect, STAR Scholars, Forum of Study Abroad, and Association of International Education Administrators.

In response to the growing threat of COVID-19, the editors and the contributors in this book have brought a thought-provoking discussion of innovative ideas, perspectives, and initiatives for teacher-scholars, policymakers, and university administrators that can be implemented to improve and enhance global mobility in higher education. In this book, the contributors have made an attempt to offer clarity and a new direction for the field. It is anticipated that the insights resulting from this volume will engage scholars, researchers, teachers, policymakers, and practitioners in a globally-minded discussion of the opportunities and challenges to facilitate global learning, intercultural communication, and global initiatives during and following COVID-19.

With the increasing threat of COVID-19 on all aspects of the global economy and workforce, this book serves as a resource for teacher-scholars, policymakers, and university administrators to reconsider and reimagine the work of international student mobility at their institutions. The ultimate goal of this book is to provide a critical reflection on the opportunities and challenges for internationalization and how tertiary education systems around the world learn from each other to address the new challenges of COVID-19. Certainly, we need more conversation around the discourse of global student mobility and we believe we give justice to the field with this volume.

Bios

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