

# Covid-19 is a Blip:

The Pandemic as an Opportunity to Create  
a More Globally Engaged Future

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# Presenters

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# Introduction

***“Reopening’ will not be a singular moment, but a series of small movements forward that we need to continuously share with one another.” - Allan Goodman, President and CEO, IIE***

## **Observing continued demand for in-person, cross border experiences:**

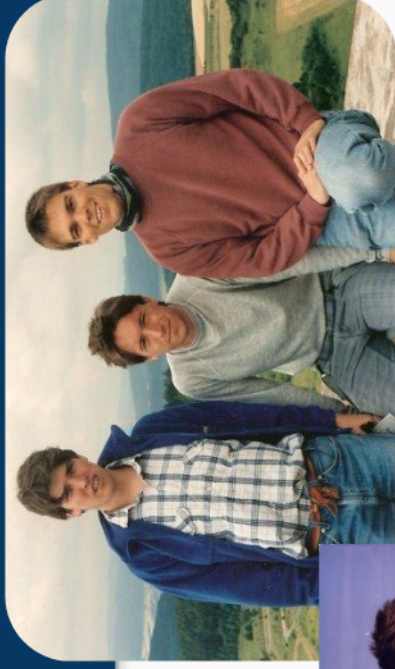
- Record high student participation in virtual fairs/info session re: study in the U.S.
- Steady U.S. student participation in virtual study abroad fairs
- Fulbright Scholar applications reaching a 20 year record high
- Select U.S. institutions continuing to facilitate study abroad for their students

## **SIOs, Campus Leaders & Partners must:**

- Articulate a positive, forward-looking vision to campus stakeholders
- Cultivate innovative, expansive modes of global engagement to serve diverse student populations

***We imagine an optimistic version of the post-COVID future***

# Rediscovering the Optimism of our Study Abroad Days



# State of Outbound Mobility: Student Perspectives

## Spring 2021 International Education Provider data points:

- CIS: +/- 35 students abroad
- Other Providers = 5-30 students

Anecdotally, student feedback has generally been “I’m happy I’ve done this.”

Collectively, we have the opportunity now to provide students with unique learning opportunities...

***“Students who are abroad during COVID are going to springboard through their careers faster than any others. They are risk takers. This is a chance to strengthen your students if you can get your administration to see through that lens.”***

- Director of Education Abroad, U.S. Institution

“I am thankful that I still had the opportunity to travel to the UK with CIS Abroad despite COVID-19, and I felt that I would be as safe here as my home institution.”



Ansley Carr  
Semester in London, Spring 2021  
University of Alabama - Tuscaloosa

CIS abroad

“Though the spring will bring unique challenges because of Covid-19, one always has to face challenges and uncertainties when traveling internationally. Even though there are challenges and uncertainties, study abroad is worth the effort because when there is adversity and perseverance there is growth.” 박주은 엄혜주는 시베리아는 여행의 묘미가 아니다. 시베리아는 여행의 묘미가 아니다.



Cassidy Almsworth  
Semester in South Korea, Spring 2021  
Belhaven College

CIS abroad

# State of Outbound Mobility: Student Perspectives

**Unique learning outcomes gained by going abroad:** Nothing replaces social, cultural immersion, travel/exploration, personal development

- Students still want to study abroad
- LunaFairs survey of fall study abroad fair attendees (~3700 respondents):
  - **Degree of Certainty** (scale of 1-5, 5 = higher certainty): **68%** @ 4 or 5 level of certainty; only 8% below 3
  - **Duration:** Semester & Full Year at **45%**; short term only at **32%**
  - **Timeframe:** 83% looking to go within next 2 years; 31% looking to go within 1 year.
- U.S. Student Fulbright participants:
  - 200 students began programs abroad in FA20
  - 2100 students in process for SP21 to countries that are open (as of 9/20)

# State of Outbound Mobility: Institutional Perspectives

- Institutions must consider myriad & pressing risks inherent in mobility
- Must also prepare students for entering their chosen fields post-graduation
- Vast majority closed to outbound mobility since March 2020
- Current discussions about summer mobility; decisions in coming weeks

***But some never stopped sending students abroad***

***“This is our chance.” “This is where we shine.”***

***“This is why we are here - this is what we do.”***

# State of Outbound Mobility: Institutional Case Study #1

## **Small, Private College in the Northeast**

2900 undergraduates, 1300 graduate students, ~350-400 abroad annually

**Fall 2020 SA enrollment:** 36 vs. 140 normally

**Where:** 30 in Florence. Identified locations where:

- Partners came through with their plans/protocols
- Where borders were open

**Why: Why Not? “We never thought that we weren’t going to send students abroad. Only question was ‘How can we do this?’”**

**How:**

- Built trust with campus leadership in SP20 with office’s response/handling of situation
- Had key support personnel, partners in place domestically & abroad
- Able to identify overseas partners that were able to meet institutional criteria



# State of Outbound Mobility: Institutional Case Study #2

## Large, Public, Research I University in the South

40,804 undergraduates; 11,028 graduates; ~4400 students abroad/year

**Fall 2020 SA enrollment:** 100 vs. 300 - 400 normally

**Where:** Various locations

- Almost all on reciprocal exchange; most sustainable, stable, low financial risk
- Where borders open

**Why:** Objective is to help facilitate internationalization, and by extension, student mobility. **“Now is the time to showcase depth of internationalization & keep study abroad open.”**

**How:** It came down to the leadership & how integrated IE was on campus

- Showcased what peer institutions were doing
- Developed models that mitigated financial risk
- Had cultivated strong advocates across campus; had multiple seats at the decision making table

## One-Minute Discussion Preview

How can we maintain the support of our advocates of traditional education abroad?

**Put your initial thoughts/reactions in the chat!**

# State of Inbound Mobility

## Trends

- Deferral, deferral, deferral—but few(er) cancellations than feared (at least in some areas).
- International student recruitment moving online (fairs, EdUSA presentations, etc.); early experience is mixed.

**A Surge in International Applicants, But a Steep Drop From China**

Country	2019-20	2020-21	Change
China	22,402	18,296	-18%
South Korea	2,496	2,580	3%
Vietnam	1,670	1,749	5%
United Arab Emirates	2,208	2,418	10%
Nigeria	1,900	2,118	12%
Canada	3,231	3,954	22%
United Kingdom	1,690	2,075	23%
India	7,148	9,141	28%
Pakistan	2,298	3,157	37%
Brazil	1,365	1,929	41%

Source:

<https://www.chronicle.com/article/applications-for-next-years-freshman-clas-are-on-the-rise-with-warning-signs-for-equity>

# State of Inbound Mobility

## **Models Gaining Steam**

- “Start abroad” programs based at institution's own sites in other countries, with study abroad providers, or with international partners.
- Defining “inbound” to include off-site options (e.g., micro-hub, more degrees offered fully online or in hybrid mode abroad)



# State of Inbound Mobility

## Opportunities

- Greater institutional willingness to try new ideas that might have seemed unworkable even recently.
- Professional development in shifting in staff resources (“outbound” staff to “inbound” focus).
- Openness to greater parity between domestic and international student admission norms.



## One-Minute Discussion Preview

What steps can we take to counter shrinking budgets & diminished student interest?

**Put your initial thoughts/reactions in the chat!**

# Virtual Global Learning

## Reach those on the financial & cultural margins

- Mobility still faces two barriers: financial constraints and socio-economic cultural attitudes
- COVID - expand connected campuses to deepen global learning while increasing participation and accessibility
- A scaffolding tool:
  - bypass barriers AND
  - increase intercultural skills
    - indirectly increase student mobility
    - new attitudes facilitate planning & financial resources



# Virtual Global Learning

## Move the bar on diversity, equity & inclusion

**According to the 2020 Open Doors report, US study abroad stats:**

- Outbound
  - 32% go to 3 Western European countries
  - 55% go to 10 countries (2 developing nations & none to South America or Africa)
- Inbound
  - only 2 countries - China & Japan - match the top 10 destinations for outbound.





# Virtual Global Learning

Globally connected learning environments = tool for internationalization

- Many institutional partnerships focus on recruiting inbound students and promoting collaborative research.
- Since cost is a deterrent to student mobility
  - it makes sense to expand virtual learning.
- Advances internationalization goals:
  - Recruit international students (begin virtually)
  - Deepen partnerships (invent novel dual degrees, and support collaborative research)
  - Internationalizing the curriculum/co-curriculum
  - Faculty development
  - Increase US study abroad (serve as a gateway experience)

## One-Minute Discussion Preview

How has interest in virtual global learning among partners influenced you this year?

**Put your initial thoughts/reactions in the chat!**

# Discussion

1. How can we continue to motivate advocates of traditional study abroad to ensure they're still "there" post-COVID & bring them along within new models?
2. How can SIOs counter shrinking budgets & (temporarily) lower student enrollments, both of which, if left unchecked, might create a less internationally-engaged future?
3. How has interest in mobility and/or virtual learning among international partners & students shaped & motivated your thinking?
4. How can SIOs use this moment to shift "what gets measured" to usher in more diverse, inclusive forms of intellectual global engagement?

# References & Resources

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