

INTERNATIONALIZATION AND
IMPRINTS OF THE PANDEMIC
ON HIGHER EDUCATION
WORLDWIDE

INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY

Series Editor: Alexander W. Wiseman

Recent Volumes:

Series Editor from Volume 11: Alexander W. Wiseman

- Volume 15: The Impact and Transformation of Education Policy in China
- Volume 16: Education Strategy in The Developing World: Revising The World Bank's Education Policy
- Volume 17: Community Colleges Worldwide: Investigating the Global Phenomenon
- Volume 18: The Impact of HIV/AIDS On Education Worldwide
- Volume 19: Teacher Reforms Around the World: Implementations and Outcomes
- Volume 20: Annual Review of Comparative and International Education 2013
- Volume 21: The Development of Higher Education in Africa: Prospects and Challenges
- Volume 22: Out of the Shadows: The Global Intensification of Supplementary Education
- Volume 23: International Education Innovation and Public Sector Entrepreneurship
- Volume 24: Education for a Knowledge Society in Arabian Gulf Countries
- Volume 25: Annual Review of Comparative and International Education 2014
- Volume 26: Comparative Sciences: Interdisciplinary Approaches
- Volume 27: Promoting and Sustaining a Quality Teacher Workforce Worldwide
- Volume 28: Annual Review of Comparative and International Education 2015
- Volume 29: Post-Education-For-All and Sustainable Development Paradigm: Structural Changes with Diversifying Actors and Norms
- Volume 30: Annual Review of Comparative and International Education 2016
- Volume 31: The Impact of The OECD on Education Worldwide
- Volume 32: Work-Integrated Learning in the 21st Century: Global Perspectives on the Future
- Volume 33: The Century of Science: The Global Triumph of the Research University
- Volume 34: Annual Review of Comparative and International Education 2017
- Volume 35: Cross-Nationally Comparative, Evidence-Based Educational Policymaking and Reform 2018
- Volume 36: Comparative and International Education: Survey of an Infinite Field 2019
- Volume 37: Annual Review of Comparative and International Education 2018
- Volume 38: The Educational Intelligent Economy: Big Data, Artificial Intelligence, Machine Learning and the Internet of Things in Education
- Volume 39: Annual Review of Comparative and International Education 2019
- Volume 40: Annual Review of Comparative and International Education 2020
- Volume 41: Building Teacher Quality in India: Examining Policy Frameworks and Implementation Outcomes
- Volume 42A: Annual Review of Comparative and International Education 2021
- Volume 42B: Annual Review of Comparative and International Education 2021
- Volume 43A: World Education Patterns in the Global North: The Ebb of Global Forces and the Flow of Contextual Imperatives
- Volume 43B: World Education Patterns in the Global South: The Ebb of Global Forces and the Flow of Contextual Imperatives

INTERNATIONAL PERSPECTIVES ON EDUCATION
AND SOCIETY VOLUME 44

INTERNATIONALIZATION AND IMPRINTS OF THE PANDEMIC ON HIGHER EDUCATION WORLDWIDE

EDITED BY

ALEXANDER W. WISEMAN

Texas Tech University, USA

CHERYL MATHERLY

Lehigh University, USA

and

MAX CRUMLEY-EFFINGER

Emerson College, USA



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2023

Editorial matter and selection © 2023 Alexander W. Wiseman, Cheryl Matherly and Max Crumley-Effinger.

Published under exclusive licence by Emerald Publishing Limited.

Individual chapters © 2023 Emerald Publishing Limited.

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83753-561-3 (Print)

ISBN: 978-1-83753-560-6 (Online)

ISBN: 978-1-83753-562-0 (Epub)

ISSN: 1479-3679 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

CONTENTS

About the Editors ix

About the Authors xi

**Imprints of the Pandemic on Higher Education
Internationalization Worldwide: Thematic Intersections
Across Time and Level**
*Alexander W. Wiseman, Cheryl Matherly and
Max Crumley-Effinger* 1

PART 1 HIGHER EDUCATION LEADERSHIP AND POLICY IN TIMES OF CRISIS

**Chapter 1 “We Will Survive and Thrive”: A Comparative Study
of Presidential Leadership During the Global Pandemic**
*Jon McNaughtan, Sarah Maria Schiffecker,
Santiago Castiello-Gutierrez, Hugo A. García and Xinyang Li* 19

**Chapter 2 The COVID-19 Crises and the Future of Academic
Leadership in Transnational Higher Education: The Case
of Ghana**
Yaw Owusu-Agyeman 41

**Chapter 3 Navigating and Nurturing a US-Chilean Strategic
Partnership at the Southern Summit of the Americas**
Amanda Bennett and Pia Wood 61

PART 2 INTERNATIONAL MOBILITY AND STUDENT EXPERIENCES MODIFIED BY COVID-19

**Chapter 4 Student Global Mobility during Disruption:
The Resilience and Redefinition of US International Educational
Exchange during the COVID-19 Pandemic**
Leah Mason, Mirka Martel and Julie Baer 73

Chapter 5 Wellbeing, International Students, and the Pandemic: A Critical Analysis of International Education Discourses of Wellbeing in New Zealand <i>Liyun Wendy Choo</i>	93
Chapter 6 Pandemic and Paradigm Shift in Internationalization: From Competition, Mobility and Exclusivity to Cooperation, Virtuality and Inclusion <i>Felipe F. Guimarães and Kyria Rebeca Finardi</i>	113
Chapter 7 Border Imperialism in International Remote Learning Contexts <i>Noah Khan</i>	129
Chapter 8 Evolution or Revolution? Dualities in Internationalization Through Student Mobility Programs as an Imprint of the Pandemic in Higher Education <i>Joanna Leek, Marcin Rojek and Luca Alexa Erdei</i>	147
Chapter 9 VTBound: Overcoming Barriers to Matriculation and Promoting Academic Success of International Students during the Pandemic <i>Mingzhi Li, Jill Sible, Helene Goetz, Adyan Atiq and Keshav Bhateja</i>	163
Chapter 10 Internationalization Disrupted: Advancing STEM Training in Africa Beyond COVID-19 <i>Peter Szyzlo and Charles Lebon Mberi Kimpolo</i>	175
Chapter 11 Understanding International Student Experiences and Career Preparation Challenges through COVID-19 <i>Yihan Zhu, Kriti Gopal and Allison BrckaLorenz</i>	185
PART 3	
THE MOBILIZATION AND ACCELERATION OF LEARNING TECHNOLOGIES IN RESPONSE TO COVID-19	
Chapter 12 Collaborative Online International Learning (COIL) During the Pandemic: The Momentum for Developing Global Competency through Equitable, Partnership-Based Intercultural Learning <i>Taro Komatsu</i>	209
Chapter 13 International Education and ICT During and Post-COVID-19: Japan's Experiences and Perspectives <i>Hiroshi Ota, Yukiko Shimmi and Akinari Hoshino</i>	229

Chapter 14 The Impact of the COVID-19 Pandemic on Global Health Education	
<i>Nadine Ann Skinner, Nophiwe Job and Jamie Sewan Johnston</i>	249
Chapter 15 Impact of the COVID-19 Pandemic on the Processes of Internationalization and Virtualization of Higher Education: Antecedents, Current Events, and Possible Scenarios in the Cases of Chile and Mexico	
<i>Zaira Navarrete-Cazales and Ileana Rojas-Moreno</i>	267
<i>Index</i>	287

This page intentionally left blank

ABOUT THE EDITORS

Alexander W. Wiseman, PhD, is a Professor of Educational Leadership & Policy in the College of Education at Texas Tech University, USA. He holds a dual-degree PhD in Comparative & International Education and Educational Theory & Policy from Pennsylvania State University, a MA in International Comparative Education from Stanford University, a MA in Education from The University of Tulsa, and a BA in Letters from the University of Oklahoma. He conducts comparative educational research on educational policy and practice using large-scale education datasets on math and science education, information and communication technology (ICT), teacher preparation, professional development and curriculum as well as school principal's instructional leadership activity. He is the author of many research-to-practice articles and books, and serves as Senior Editor of the online journal, *FIRE: Forum for International Research in Education*, and as Series Editor for the International Perspectives on Education and Society volume series (Emerald Publishing).

Cheryl Matherly, EdD, is the vice president and vice provost for international affairs at Lehigh University. She serves as the university's senior international officer and is charged with providing strategic leadership for its numerous international education programs. Dr. Matherly's has written extensively on the relationship between employability and education abroad. She is recognized for her leadership on issues related to international internships and experiential learning. Dr. Matherly is past president of the Association for International Education Administrators, the association for senior university leaders, and was named Senior International Officer of the Year by the Institute of International Education in 2020. She is an inaugural member of the National Academy of International Education. She has an Ed.D. in education from the University of Houston, an M.S. in college student personnel administration from Indiana University and a B.A. in English literature and political science from the University of New Mexico. She is the recipient of two Fulbright grants, in Japan and Germany.

Max Crumley-Effinger, PhD, is the Assistant Director of International Student Affairs at Emerson College. With research interests including immigration policy, international higher education, and sustainability, Max's scholarly work centers international student mobility and migration topics, especially as it relates to policy and the student experience, as well as sustainability in international education. He is a peer reviewer for multiple international education journals, on the leadership team for the CIES Study Abroad and International Students SIG, and is a member of NAFSA, CIES, and a Working Group of the European Network on International Student Mobility (ENIS).

This page intentionally left blank

ABOUT THE AUTHORS

Adyan Atiq, is an Industrial and Systems Engineering sophomore at Virginia Tech. Originally hailing from Bangladesh, he joined Virginia Tech last Fall amid the COVID-19 pandemic and participated in remote learning through the VT Bound Program. He continued in the program for the Spring of 2021 as well and eventually completed his freshman year with good academic standing despite being 8,000 miles away from Blacksburg. Additionally, he got involved with a host of student organizations such as the Center for the Enhancement of Engineering Diversity (CEED), Council of International Student Organizations (CISO), Student Government Association (SGA), and the Undergraduate Student Senate (USS) Transition Team. At the same time, he participated in the University Governance structure as a SGA representative to the University Council and the Council of Undergraduate Studies and Policy. He currently maintains his membership in most of these organizations and looks forward to advancing within them over the coming days. In February 2021, he was awarded the Aspire! Award: Embracing Ut Prosim as a Way of Life, for his service and servant leadership during his freshman year at Virginia Tech albeit the immense time zone differences between Bangladesh and the United States.

Julie Baer is a Research Specialist at IIE where she manages the data collection and analysis for Open Doors and conducts specialized research for IIE program teams on strategic program design and planning. Her areas of expertise include analyzing trends in international academic mobility in US higher education across sectors and using geospatial analysis to highlight trends in educational access. She holds an EdM in International Education Policy from the Harvard Graduate School of Education and a BS from Centre College. She was a Fulbright English Teaching Assistant to Malaysia in 2012.

Amanda Bennett serves as the Director of Global Partnerships and Engagement at the University of North Texas. In her role as the Director of Global Partnerships and Engagement, she collaborates with colleges and academic units to develop strategic global partnerships and international initiatives. She is responsible for managing special partnership programs, hosting international visitors, and supporting faculty and students with their global scholarly activities. She also serves as the campus Fulbright Program Advisor and Scholar Liaison. She holds a PhD in Political Science from the University of North Texas. Her research examines the intersection between foreign direct investment and violent prone locations in Latin America. She received a Master's in International Affairs from Texas A&M University's George Bush School of Government and Public Service and a Bachelor of Arts with Honors from the University of Texas at Austin. She is a 2014–2015 Fulbright Scholar to Japan through the International Education

Administrators Program. She has contributed to proposal development and grant management for multiple external awards that support campus internationalization and international education. Prior to joining UNT, she worked as an Analyst for the US Intelligence Community and was an International Programs Coordinator at Texas A&M University.

Keshav Bhateja, an undergraduate student at Virginia Tech, is committed to pursuing a career in Computer Science. A first-generation international student, he is a sophomore majoring in Computer Science and minoring in Psychology. With an excellent academic record, he has been honored on the Dean's list and invited to serve as the ambassador for the Computer Science Department at Virginia Tech. Apart from academics, he serves as the President of Hickory Council at the Residential College, West Ambler Johnston. He is the Founder and President of Mindful Minimalism, a student registered organization on a mission to improve quality of life by living mindfully. He is the Founder and the CEO of "Hokie Bands" a startup at the Apex Center for Entrepreneurs at Virginia Tech, aiming to improve the security and efficiency of student Identity cards. He is currently working on undergraduate research in Echo Lab at Virginia Tech focused on improving "IFTTT" rules to accept dynamic logical statements. He is a competitive dancer with Junoon, competing in national dance circuits where the team was ranked third in the nation. He was one of the first students to be a part of the VT Bound program.

Allison BrckaLorenz, Ph.D., is the Director and Principal Investigator for the College + University Teaching Environment survey. She is additionally the Project Manager for the Faculty Survey of Student Engagement and a Research Analyst for the National Survey of Student Engagement. In her work at the Center for Postsecondary Research at Indiana University Bloomington, she helps people use data to make improvements on their campuses, uses data to highlight the experiences of traditionally marginalized subpopulations, and provides professional development opportunities and mentoring to graduate students. Her research interests focus on the teaching and learning of college students and the accompanying issues faced by faculty, the teaching cultures and climates for diverse faculty at postsecondary institutions, the socialization of graduate students, and the experiences of small and understudied populations with an emphasis on the engagement of LGBQ+ students.

Santiago Castiello-Gutiérrez, Ph.D. is an Assistant Professor of higher education at Seton Hall University in the Department of Education Leadership, Management and Policy. He is also currently co-chair of the Critical Internationalization Studies Network and Associate Editor for the Critical Internationalization Studies Review. Dr. Castiello-Gutiérrez is a scholar-practitioner whose work is centered on the intersection of organizational theory around higher education institutions, their global interconnectedness, and current global policies and practices of internationalization of higher education. As a practitioner, he has 15 years of experience serving as an administrator of international programs for institutions in Mexico and the United States. He holds a Ph.D. in higher education from the University of Arizona and a master's in finance from EGADE Business School.

Liyun Wendy Choo is a Professional Teaching Fellow at the Faculty of Education and Social Work, University of Auckland. Her doctoral research seeks to understand young Myanmar citizens' citizenship and investigates how Myanmar citizenship is produced. She is currently engaged in academic support for offshore international students enrolled at the Faculty of Education and Social Work and considers herself an international educator.

Luca Alexa Erdei is an Assistant Lecturer and a final year PhD student of Educational Sciences at the Faculty of Education and Psychology at Eötvös Loránd University, Hungary. She holds a bachelor's and two master's degrees in adult education and educational sciences with a specialisation in institutional development. During her studies, she spent 21 months in 5 different countries (in the European Union, in North America and South America) through various exchange programmes, while also spending 5 months at the European Commission's DG EAC as a blue book trainee, giving her a unique perspective on the phenomenon of international student and staff mobility. In the last 2 years, she has been involved in several international research and development projects, such as the How Long is Too Long and the Teach with Erasmus+ KA2 strategic partnership projects. She is also actively involved in the CHARM European University Alliance as the international coordinator and researcher of the Mobility Work Package; therefore she has a broad overview of the current mobility practices and policies of the European Union. Her PhD dissertation under development focuses on the emergence of organizational learning processes within higher education institutions induced by different Erasmus Mundus Joint Master's Degree programmes.

Kyria Rebeca Finardi is a Senior Lecturer in the Department of Languages, Culture and Education (DLCE) and a Researcher in the Post-graduate Programs of Education (PPGE) and Linguistics (PPGEL) at the Federal University of Espirito Santo (UFES). She has a Productivity (PQ) scholarship from CNPq (Brazilian National Council for Research). At the undergraduate level, her teaching focuses on pre-service English language teacher education and at the post-graduate level it focuses on aspects related to language, education, multilingual and hybrid approaches to education, the use of technology in education and internationalization. She has an extensive list of publications, most of which are open access and available for download in her blog [<https://www.kyriafinardi.com/en>], including two international books: *English in Brazil* and *English in the South*. She was the President of the Brazilian Association of Applied Linguistics (ALAB) 2018–2019 and is the Co-founder and Co-coordinator of the Ibero-America Association of Applied Linguistics (AIALA), and Vice-President of the International Association of Applied Linguistics (AILA).

Hugo A. García, Ph.D., is an Associate Professor at Texas Tech University. He obtained his B.A. in International Relations from UC-San Diego, M.Ed. in Higher Education Administration and Student Affairs from the University of Southern California, and a Ph.D. in Education with an emphasis in higher education from Claremont Graduate University. His research interests pertain to access and equity in

higher education, retention of underrepresented students at two- and four-year post-secondary institutions, international higher education, diversity in higher education, and P-20 education pipeline. Specifically, his work focuses on conducting research on community colleges and their impact on underrepresented students' academic success, student transition to community colleges and four-year institutions, institutional responses to globalization and the internationalization of higher education, and educational outcomes for students of color throughout the educational pipeline.

Helene Goetz is an Academic Advisor and Coordinator of Assessment and Advising in the University Studies and Scholarship Support Office at Virginia Tech. She attended the College of Charleston (SC), receiving her BA in History, and Virginia Tech, receiving her MA in History. She began advising in 1988 and was one of the original advisors when the University Academic Advising Center was formed in 1989. With over 30 years of advising experience, she has adapted to changes in advising styles and academic requirements. She has worked with diverse student populations including exploratory students, student athletes, and students in transition between majors. She has advised all University Studies international students for the past 10 years. In 2020, she was the academic advisor for the VTBound pilot program for international students attending VT remotely from their home countries for their first semester because of COVID-19 pandemic travel restrictions. She is also an Instructor for University Studies' First Year Experience Course for the unit's exploratory population. She looks forward to continuing her work with students and meeting the challenges in providing educational and advising services in a post-pandemic environment.

Kriti Gopal was born and raised in Mumbai, India. She came to the United States in 2009 to pursue her undergraduate degree in corporate communication with a minor in public relations at the University of Central Missouri (UCM). She holds master's degrees in Mass Communication and Student Affairs Administration from UCM as well and has had work experiences across various institutions of higher education. Her passion and interest in higher education stems from her intentional connections through campus involvement and professional organizations. Currently, she is a Doctoral candidate in the Higher Education program at Indiana University Bloomington and works as a Research Project Associate with the National Survey of Student Engagement (NSSE). Prior to becoming a doctoral student, she worked as a Program Assistant in the Frank J. Guarini Institute for International Education at Dartmouth College. Her research interests include understanding international student identities and experiences through persistence and retention, adjustment issues, and policy reforms. She is multilingual and can fluently speak three South Asian languages – Tamil, Hindi, and Marathi.

Felipe F. Guimarães is an Early Career Researcher at the Federal University of Espírito Santo (UFES). He also has a post-doctoral scholarship from CNPq (Brazilian National Council for Research). He earned his PhD in an international cotutelle program between UFES (Brazil) and UPO (Pablo de Olavide University, Spain). He also works at the UFES International Office, in the Division of

Languages, designing programs to develop foreign language proficiency, and supports the Division of International Academic Agreements, promoting international collaboration in teaching and research. In addition, he worked as an assistant lecturer in a course for pre-service English language teachers at UFES. Moreover, he was a representative of the national program Languages without Borders (LwB) at UFES (2015–2016), launched by the Brazilian Ministry of Education, developing activities to promote internationalization and language learning, having received an LwB Award in 2015 for his activities at UFES. He does research in the field of internationalization, multilingualism, language policies, and applied linguistics. He has several publications in these fields, along with co-author, Kyria Rebeca Finardi.

Akinari Hoshino is an Associate Professor at the Global Engagement Center, Nagoya University, where he is responsible for the administration of exchange and short-term study abroad programs. He has been involved in international education in higher education for over 15 years and is well familiar with the administration, international program development and research in this field. He received his M.Ed. in Second Languages and Cultures Education from the University of Minnesota, Twin Cities in 2006 and his Ph.D. in International Development from Nagoya University in 2020. Since 2013, he has received several research grants from the Japan Society for the Promotion of Science (JSPS), an independent administrative agency under the jurisdiction of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). He is currently using these research grants to conduct research on the mobility of Japanese university students to non-traditional destinations such as Southeast Asia and Africa. His research extends to higher education policies and practices related to educational programs for international educators.

Nophiwe Job, MSc, is a PhD candidate in Human Nutrition at the University of Cape Town and a Research Analyst for the Stanford Center for Health Education (SCHE) Digital Medic initiative in Cape Town, South Africa. She is a Nutritionist by profession and obtained her Master's degree in Human Nutrition from the University of KwaZulu-Natal. She is trained in qualitative research methods and has extensive experience working with community health worker (CHW) populations and most recently oversaw field operations for a Randomised Control Trial of a CHW facing digital education intervention in South Africa and has worked with the UN Food and Agriculture Organisation and the Government of Tanzania in compiling the food-based dietary guidelines for the country of Tanzania. She previously worked as a Nutritionist overseeing the implementation of the Integrated Nutrition Programme (INP) by the Department of Health in the KwaZulu-Natal province, South Africa. Before joining Digital Medic, she was a PhD Research trainee at the Human Sciences Research Council of South Africa in their Population Health, Health Systems and Innovation (PHHSI) unit.

Jamie Sewan Johnston, PhD, is the Director of Research and Evaluation for the Stanford Center for Health Education (SCHE) and leads evaluation for SCHE's Digital Medic initiative. She completed a Postdoctoral Fellowship at the Stanford

School of Medicine and is a graduate of the Economics of Education program at the Stanford Graduate School of Education, where she was an Institute of Education Sciences (IES) doctoral fellow. Her research focuses on digital education interventions to improve health and educational outcomes in low-resource areas. She has extensive experience using experimental and quasi-experimental methods to analyze the effectiveness of school and health worker targeted interventions. She has over 10 years of experience working with international organizations, government agencies, and non-governmental organizations conducting large-scale quantitative evaluations in multiple countries in Asia and Africa. She also holds a BS in Social Policy from Northwestern University, an MPP from the University of Chicago in Public Policy Studies, and an MA in Economics from Stanford University.

Noah Khan is a Graduate student in Education at York University in Toronto, Canada. His thesis, funded by the Social Sciences and Humanities Research Council, concerns itself with making philosophy of education more pedagogically accessible. Beyond his thesis work, he assists with several funded research projects concerning multilingual assessment in the secondary school context, technological resource design for post-secondary international students, student questions in post-secondary English for Academic Purposes classes, and labour market experiences of international students. He is also an Editorial Assistant for *Critical Inquiry in Language Studies*. He was distinguished as a Leader of Tomorrow at the 50th Annual St. Gallen Symposium. He is a CGS-M scholar and has won the Dean's Award for Research Excellence as well as the Cornerstone Leadership in Action Award, among others. He holds various leadership positions at York University, including being the Co-Chair of the student political body and sitting on the Faculty of Education Anti-Black Racism Committee. Outside of school and research assistantships, he finds himself writing poetry, reading, and delving into fields outside of education.

Charles Lebon Mberi Kimpolo, PhD, is a Scientist, Technologist and Change Agent with over 14 years of industry experience in data analysis, business intelligence, and project management. His industry experience also includes skills in teaching and scientific research in the field of computational and applied mathematics. He has contributed to several global consultations and authored several blogs and articles to share African perspectives on Work-Integrated Learning initiatives. He is currently the Director of the Industry Initiative at the Global Network Secretariat of the African Institute for Mathematical Sciences – Next Einstein Initiative and a member of the Technical Advisory Group of the Global Partnership for Sustainable Development Data.

Taro Komatsu is a Professor in the Department of Education within the Faculty of Human Sciences at Sophia University, Tokyo, Japan, where he teaches education and international development. During 2018–2021, he assumed the role of Director of the university-wide Center for Global Education and Discovery that offers some 100 undergraduate courses and manages overseas exchange

programs, study tours, service learning and internships. His research focuses on democratic citizenship education, education policy, and administration in developing nations and post-conflict societies, and the role of education in affecting social cohesion and peace. He previously worked as an education specialist for the UNESCO Paris and Sarajevo offices, the UN Mission in Kosovo, and the Japanese International Cooperation Agency (JICA) in Pakistan and Afghanistan. He has contributed research articles to international journals including *Comparative Education Review*, *Education Policy Analysis Archives*, *Research in Comparative and International Education*, and *International Review of Education*. He holds an M.Sc. from the London School of Economics and Political Science (LSE), and a Ph.D. in Education Policy and Administration from the University of Minnesota.

Joanna Leek, PhD in Education, is an Assistant Professor in the Faculty of Education at the University of Lodz, Poland. Her research work focuses on international learning, internationalization of education, citizenship education, peace education, functions of schooling. She took part in European and national funding research projects where she paid attention to how students and teachers can develop their leadership, and empower youth in and out of school activities, what are teaching practices, principles, methods in relation to teaching programs and curricula, and what are experiences of teachers and students with their national programs.

Mingzhi Li is the Assistant Director for International Student Programs in Cranwell International Center (International Student Office) at Virginia Tech. In her current role, she manages programs and collaborative efforts that support international students' success. She came to the United States over a decade ago as an international student, and earned her Master's in Counseling and Student Personnel Psychology from University of Minnesota. Upon graduation, she worked as an international student and scholar advisor at UMN for several years providing immigration regulation advising and managing international student and scholar programs. A dedicated international educator, she has been a Member of the NAFSA Association and has presented through NAFSA at national and regional level. In addition to advising and programming work, she has been providing intercultural training for faculty, staff, student leaders both previously at UMN and currently at VT. She is a Qualified Administrator of Intercultural Development Inventory (IDI). Her role for the VT Bound program primarily liaised with Student Affairs departments to ensure all-around support for the students.

Xinyang Li is a Ph.D. candidate and Research Assistant in the Department of Educational Psychology & Leadership with a concentration in Research, Evaluation, Measurement, and Statistics (REMS) at Texas Tech University. His research interests revolve around Multilevel Modeling, psychometrics and survey evaluation, and longitudinal SEM models such as growth mixture modeling and latent transition analysis. His current work focuses on addressing complex data structures such as the propensity method in the cross-classified clustered data. He is also interested in assessing anxiety, procrastination, and engagement in online learning in the higher educational setting.

Mirka Martel leads key research and evaluation projects at IIE, including Open Doors and Project Atlas. Through her own scholarly research and that of her team, IIE's Research, Evaluation, and Learning Unit advances academic research and provides strategic insight into the future of international education trends. She has more than 17 years of experience managing research and evaluation programs and specializes in mixed methods research of international exchange programs with a focus on higher education trajectories, leadership, and economic impact. She is a Founding Member of the Scholarship Program Research Network, a professional group of over 70 academics and practitioners interested in research on international scholarships and fellowships. She has a PhD in Comparative International Education from Teachers College, an MIA from Columbia University, and a BA from George Washington University.

Leah Mason leads a team of researchers at IIE to design and implement key research projects and reports in international student mobility and international education, including Project Atlas, Graduate Learning Overseas, Global Workforce Pathways, and the AIFS Foundation Global Education Research Report series. Dr Mason has more than 15 years of experience as a researcher and program administrator in international and higher education, including seven years supporting research and program activities related to language acquisition during study abroad. She is also an Adjunct Professor at Georgetown University for the Programs in Education, Inquiry, and Justice. Dr Mason holds an EdD and EdM in International Educational Development from Teachers College and a BME from Otterbein College.

Jon McNaughtan is an Associate Professor at Texas Tech University where his research focuses on leadership in higher education from multiple perspectives. He particularly studies the roles and experiences of college presidents. His work has also identified the importance of empowerment and effective management strategies to increase job satisfaction and commitment at work. He holds a PhD focused on higher education management from the University of Michigan and a Master's in Education Policy from Stanford University.

Zaira Navarrete-Cazales is a Full-Time Professor in the Department of Pedagogy of the Faculty of Philosophy and Letters of the Universidad Nacional Autónoma de México, UNAM. She is a National Researcher of the National System of Researchers of the National Council of Science and Technology, CONACYT. She holds a PhD in Sciences in the Specialty of Educational Research by the DIE-CINVESTAV-IPN (which awarded her the "Arturo Rosenblueth Award 2016" for best doctoral thesis in the area of Social Sciences and Humanities). She develops the following lines of research: (1) Professional training and construction of identities, (2) History and perspective of education and pedagogy in Mexico, (3) Comparative and international education, and (4) Policies and uses of ICT in education. She is the Honorary President of the Mexican Society of Comparative Education affiliated to the World Council of Comparative Education Societies WCCES-NGO of UNESCO. She is a Member of the Association francophon einternationale de recherche scientifique en éducation, of the Consejo Mexicano

de Investigación Educativa, among other professional associations. She has published several books, book chapters, and articles on her lines of research.

Hiroshi Ota is a Professor at the Center for General Education at Hitotsubashi University, Tokyo, where he serves as the Director of the Hitotsubashi University Global Education Program. His research primarily focuses on higher education policies and practices related to internationalization and international student mobility from a comparative perspective. He has more than 130 publications in Japanese and English, including 10 book chapters published by Springer, Routledge, SAGE, and Multilingual Matters. He serves as a Vice President of the Japan Association of International Student Education and a Board Member of the Research Consortium for the Sustainable Promotion of International Education. In addition, he has been a Visiting Scholar for the Japan Student Services Organization, a government agency that supports and promotes international education. He has also served as a member on many selection and evaluation committees of international education and internationalization projects implemented by the Ministry of Education, Culture, Sports, Science and Technology, Japan. He received his Ed.M. in 2001 and Ph.D. in Comparative and Global Studies in Education in 2008 from the State University of New York at Buffalo. He was also awarded a Fulbright Scholarship to study international education administration in the United States in 1996.

Yaw Owusu-Agyeman is a Lecturer at the School of Continuing and Distance Education, University of Ghana. He also served as a Postdoctoral Research Fellow at the Directorate for Institutional Research and Academic Planning, University of the Free State, South Africa, and a Research Associate at the Centre for Higher and Adult Education, Stellenbosch University, also in South Africa. He is also a Fellow of the Higher Education Academy (FHEA), UK.

Ileana Rojas-Moreno is Full-time Professor-Researcher, Associate Professor B, Department of Pedagogy, Faculty of Philosophy and Letters, Universidad Nacional Autónoma de México. National Researcher of the National System of Researchers of CONACYT, Level I. PhD in Sciences, specializing in Educational Research, Department of Educational Research, CINVESTAV-IPN. She is the General Secretary of the Mexican Society of Comparative Education affiliated to the World Council of Comparative Education Societies WCCES-NGO of UNESCO. She is a Member of the Association Francophone Internationale de Recherche Scientifique en Education, of the Consejo Mexicano de Investigación Educativa, among other professional associations. She develops the following lines of research: (a) Conceptual formation of the pedagogical field in Mexico; (b) Training and ICT; (c) Internationalization and virtualization of higher education, and (d) Comparative Education. She has published several books, book chapters and articles on these lines of research.

Marcin Rojek, PhD, is a Researcher, Lecturer and Teacher Trainer at the University of Lodz, Faculty of Educational Sciences. His research interests are

adult education, especially workplace learning, mobility of students and digital tools in education. He took part in several European and national funding research projects where he paid attention to how adults learn in formal and informal educational situations and what is the role of digital tools in the learning. He published two monographs and several articles in this research field. He participated four times in Lifelong Learning Erasmus Intensive Programme and conducted academic internships in Arhus University. He performs the function of the Dean's plenipotentiary for cooperation with employers and the social environment.

Sarah Maria Schiffecker, PhD, graduated from the Higher Education Research program at Texas Tech University. Her academic background is in Cultural and Social Anthropology, Slavic Studies (University of Vienna, Austria) as well as Foreign Languages and Literatures (Texas Tech University). Her research interests lie in international higher education and global educational leadership.

Yukiko Shimmi is a Senior Assistant Professor at the Global Learning Center, Tohoku University in Japan. Previously, she worked as an Assistant Professor and International Education Advisor at the Graduate School of Law, Hitotsubashi University in Tokyo, Japan. She received her Ph.D. in Higher Education at Boston College while she worked as a Research Assistant at the Center for International Higher Education (CIHE). She earned her Masters' degree in Educational Psychology at the University of Minnesota with a Fulbright scholarship. At the University of Minnesota, she worked for International Student and Scholar Services and contributed to programming and support for international and domestic students. Previously, she worked for two Japanese universities in student services and academic affairs with both domestic and international students. She also holds a Bachelors' of Arts in Human Relations from Keio University in Japan. Her research focuses on the international mobility of students and scholars, including the motivation and the impact of international experiences on students and researchers. Recently, her academic interest lies in the enhancement of the connectivity of international education practices between secondary schools and universities.

Jill Sible is the Associate Vice Provost for Undergraduate Education and Professor of Biological Sciences at Virginia Tech. A first-generation college student, she holds a BS in Biochemistry from the University of New Hampshire and a PhD in Cell, Molecular and Developmental Biology from Tufts University School of Medicine. She is a National Academies Education Fellow in the Life Sciences. Presently at Virginia Tech, she oversees the offices of General Education, First Year Experiences, Undergraduate Research, and Academic Integrity. Her recent projects include the creation of a teaching lab community of practice to support engaging teaching practices during the pandemic and developing and implementing programming for the VTBound program that welcomed and mentored international students to Virginia Tech when they could not join in person due to COVID-19. She is the Program Director for Virginia Tech's Howard Hughes

Medical Institute Inclusive Excellence grant. At Virginia Tech and nationally, she supports faculty and universities in creating more engaging and inclusive learning experiences through changes in pedagogy and the built environment.

Nadine Ann Skinner, PhD, is a Qualitative Researcher for the Stanford Center for Health Education (SCHE) Digital Medic initiative. She is a recent graduate from the International Comparative Education program at the Stanford Graduate School of Education. Her research focuses on the relationships between the philanthropic sector, social movements, and nongovernmental organizations with the international education and global health education sectors. She is a mixed-methods researcher with extensive experience with qualitative methods, including research design and content analysis. She has over 10 years of experience working in research, evaluation, and grants and program management in international organizations, government agencies, community-based organizations, and global philanthropic foundations in multiple countries in the Americas. In addition to being a Research Associate at Stanford University, she teaches courses on globalization, international development, human rights, and education at San José State University. She has a MPA from Cornell University in Social Policy and a BA from the University of California, Santa Cruz in Politics and History.

Peter Szyszlo, PhD, is a seasoned scholar-practitioner in the field of global higher education. His research and professional interests are at the nexus of academic internationalization, the knowledge society/economy, innovation transfer, and mapping institutional change. He also has a long-standing commitment to education for development. His current research agenda focuses on the ‘third mission’ of tertiary education. In addition to serving on the senior management team at AIMS Canada, he is an adjunct professor at Carleton University, a member of the Canadian International Development Scholarship 2030 Technical Advisory Group, and editor at the *Scientific African journal*.

Pia Wood is the Vice Provost and Dean of International Affairs and Associate Professor of Political Science at the University of North Texas. Her responsibilities include Study Abroad, International Student and Scholar Programs, Sponsored Students, International Partnerships, Intensive English Language Program, and International Recruitment. She has 25+ years of experience as a Senior International Officer and is a past President of both the Association for International Education Administrators (AIEA) and the American International Recruitment Council (AIRC). She regularly conducts workshops on International Recruitment and Enrollment Management. She was selected as a Fulbright-Hays Fellow to Turkey, was a Joseph T. Malone Faculty Fellow, and received a National Endowment for the Humanities grant. She earned a Ph.D. in Political Science from the University of Geneva in Switzerland and authored numerous publications on French Foreign policy and EU (European Union) politics. More recently, she has published on a variety of international education topics including international strategic partnerships and international student recruitment.

Yihan Zhu earned her bachelor's and master's degrees in W. P. Carey School of Business at Arizona State University. She worked with international students frequently at both undergraduate and professional levels. She facilitated group discussions with approximately 600 incoming students on topics related to cross-cultural awareness and college aspirations. In the same year, she worked with a special program where about 100 athletic professionals from China to the United States to exchange and share coaching experiences. Currently, she is a Doctoral candidate in the Higher Education and Student Affairs Program at Indiana University Bloomington with a research interest in career development among international students at four-year public institutions. She also works at the Center for Postsecondary Research (CPR) as a graduate assistant. Her primary responsibility is to help with NSSE, FSSE, and BCSSE survey administrations for institutions across the country.

IMPRINTS OF THE PANDEMIC ON HIGHER EDUCATION INTERNATIONALIZATION WORLDWIDE: THEMATIC INTERSECTIONS ACROSS TIME AND LEVEL

Alexander W. Wiseman, Cheryl Matherly and
Max Crumley-Effinger

ABSTRACT

Higher education institutions (HEIs) are participants in and creators of internationalization, which the COVID-19 pandemic significantly interrupted and altered. The research presented here examines ways the COVID-19 pandemic impacted, impacts, and will impact prior, contemporary, and future internationalization in higher education worldwide. The themes of (1) leadership and policy, (2) mobility and experience, and (3) learning technology guide the discussion and suggest provocative questions arising from a review of the chapters in this volume. The authors also propose a framework for examining the COVID-19 pandemic's effects on higher education internationalization, which considers the intersection between time (pre-, peri-, and post-pandemic) and level of activity (micro, meso, and macro).

Keywords: Higher education; internationalization; educational access; interrupted education; COVID-19; pandemic; international education

INTRODUCTION

Globalization and internationalization are phenomena that have characterized and shaped higher education for more than a century (Deardorff et al., 2012), but few global crises have impacted higher education worldwide like the COVID-19 pandemic. Evidence suggests that the COVID-19 pandemic is likely to continue influencing the internationalizing activities and trajectories of higher education as a global institution for years to come (Marinoni & van't Land, 2020). By identifying the elements of higher education internationalization that persist as well as change both during and following this global crisis, it is possible to examine how the imprints of the pandemic refocused pressing issues, took root in practice, and generated short-lived solutions to pressing problems. The interruption and even the elimination of some institutionalized internationalization activities and norms reflect pandemic-induced changes, and have highlighted both existing as well as new inequities, opportunities, and challenges in the realm of internationalization in higher education worldwide. The pandemic not only caused the cessation of some international activities, but it also created new avenues and opportunities for higher education internationalization. These changes reflect the imprints that the pandemic made and continues making on higher education internationalization worldwide.

This volume embraces the opportunity to examine, from diverse national perspectives, how the pandemic impacted internationalization of higher education. More than this though, the contributing authors dissect educational and programmatic responses to the pandemic to tentatively identify not only contemporary impacts but also prospective future imprints of the pandemic on the internationalization of higher education in the future. The following questions guide the chapters in this volume:

- How has internationalization in higher education (in its many forms) changed due to the pandemic?
- How will internationalization in higher education (in its many forms) change because of the pandemic?
- How, if at all, must we redefine what internationalization in higher education means worldwide?

As an introduction to the volume, we first “set the scene” by looking at the internationalization of higher education leading up to early 2020 when the COVID-19 virus first began taking hold of one country after another, impacting many areas of public and private life, higher education included. This section supplies a basic historical overview of post-secondary internationalization around the world. Then, we introduce the chapters that constitute the full volume by peeking through the pages to explore the overarching themes, diverse topics, and national contexts highlighted by the expert scholars and practitioners who contributed to this book. More specifically, we draw out themes from the volume’s contributors to post “provocative questions” about the potential imprints of the pandemic on internationalization and higher education worldwide.

We then turn to a brief overview of some of the pandemic's contemporary imprints on the internationalization of higher education, as seen through the work of ongoing research on the topic. The section is organized at various levels, that is, at the micro, meso, and macro levels of internationalization, and examines the intersectionality of these levels across time by also reflecting on this internationalization during pre-, peri, and post-pandemic periods. Accompanying the specific topic areas spotlighted in these sections are fledgling questions about the ways that internationalization in higher education, across the globe, may change in the future.

HEIs, as sites of internationalization, are partners in the globalization of curriculum, research, and policies related to globally-shared goals as well as globally-hegemonic agendas (Marginson, 2022). As such, HEIs are increasingly compelled to think creatively when seeking international partnerships and offering global programs to brand themselves as international institutions (Wu & Zha, 2018). For example, HEIs pursue partnerships to advance their global presence, which is a goal increasingly found in HEI missions, strategic plans, and marketing materials. In fact, in the twenty-first century prior to the pandemic, internationalization of higher education was central to more than half of HEIs' mission statements (Childress, 2009; Helms et al., 2017), and those missions to internationalize have not changed; the operationalization of internationalization has only adjusted.

SETTING THE SCENE

During the long pre-pandemic era beginning in the 1970s, the internationalization of higher education moved from a "marginal activity to becoming a key aspect of the reform agenda" in HEIs worldwide (De Wit & Altbach, 2020, p. 119). For many governments, international higher education became part of national strategies for economic development, trade, and reputation, driven by factors including economies that were increasingly globally interconnected, a post-Cold War knowledge economy that was more dependent upon intellectual capabilities, and the massification of higher education, especially in emerging economies (Robertson & Keeling, 2008).

Apart from North America, more than 90% of HEIs worldwide included internationalization in their mission or strategic plans (de Wit & Altbach, 2021). Institutions reported that "enhanced international cooperation and capacity building" and "improved quality of teaching and learning" were the most important benefits of internationalization (Marinoni, 2019, p. 25). The leading risks were "international opportunities accessible only to students with financial resources," "difficulty to assess/recognize the quality of courses/programs offered by foreign institutions," and "excessive competition with other higher education institutions" (Marinoni, 2019, p. 25).

The impact of higher education internationalization was evident when the pandemic began in 2020 because, in practice, global mobility defined internationalization throughout the pre-pandemic and into the peri-pandemic era. For example, in 2019, a record 5.3 million students were studying outside of their

home country (IIE, 2019). This was in part due to unmet demand for higher education in lower- and middle-income countries and the promotion of higher education as an export industry in higher income countries (Beech, 2015; deWitt & Altbach, 2020). In 2019, 61% of international students were studying in just five countries: the United States (US), Australia, the United Kingdom (UK), China, and Canada. The US alone accounted for 20%, with a record 1,075,496 international students (Project Atlas, 2019).

This emphasis on mobility also reflected other trends, such as the growth of programs that allowed the short-term credit mobility of students and faculty mobility for research. The Erasmus scheme, the largest of these programs, supported over 940,000 learning experiences abroad in 2019 (European Commission, 2019). The Institute for International Education's Generation Study Abroad launched in 2014 and sought to double and diversify the number of US students studying abroad by the end of the decade (Ashcraft & Snodgrass, 2022). Although it did not meet its goal, 347,099 US students participated in short-term study abroad in the 2018/2019 academic year, a 25% increase from 10 years earlier (IIE, 2021). There was also an increase in short-term faculty mobility for research, from the Global South to the Global North, but also within East Asia and Southeast Asia (Shen & Wang, 2022).

Transnational education, or higher education programs in which the learners are in a country different from the one where the awarding institution is based, also expanded. In 2018, the top five countries to host international branch campuses were China (32 branch campuses), the UAE (31), Malaysia (10), Qatar (12), and Singapore (11), and the top five home countries for international branch campuses were the UK, US, Australia, France, and Germany (JISC, 2018).

International higher education in the decade leading up to the pandemic increasingly focused on "world class universities." For example, the emergence of rankings, such as the Times Higher Education's World University Rankings and the Shanghai Ranking's Academic Ranking of World Universities led to a paradigm shift from cooperation among HEIs to competition (Musselin, 2018). In this era of HEI competition, a global competitive higher education market was (and still is) arranged around global university rankings (Marginson & Van der Wende, 2007). However, even prior to the pandemic, scholars were calling to reassess this model, encouraging HEIs to realign internationalization with social responsibility agendas (de Wit, 2019).

Although the UN Sustainable Development Goals (SDGs) did not focus on higher education, there were growing expectations that colleges and universities had a particular responsibility to help achieve them through teaching, research, and service (Chankseliani et al., 2021). For example, the theme of the 2019 annual meeting for the International Association of Universities focused on the role of international higher education to shape social development, propose inclusive and innovative solutions to address societal challenges, and advance sustainable societies (Ferguson & Roofe, 2020). Also, international higher education, with its focus on mobility, was under scrutiny to reduce its carbon impact by reducing

travel (Crumley-Effinger & Torres-Olave, 2021; de Wit & Altbach, 2020; Lee & Ludemo, 2021).

Before COVID-19 appeared, higher education was already witnessing a backlash against an international agenda, which became more pronounced during the pandemic as shown by shifts in national discourses related to international relations and global economics. On the right, US President Donald Trump's "America First" foreign policy position and the UK's formalization of Brexit signaled a growing suspicion of internationalization in general during the peri-pandemic period (Bista et al., 2021). When the pandemic struck, publicly-funded institutions struggled with narrowing previously global agendas and the international expectations for faculty and students (Knight, 2022). Institutions also saw a backlash from the left, as critics equated internationalization with Westernization as evidenced by the spread of Western pedagogy, English Medium Instruction, and the dominance of English in higher education and, specifically, academic communication worldwide (Sperdutti, 2017).

Given the number of students worldwide who remain interested in attending higher education internationally, and the ease with which students can digitally research HEI options and opportunities, HEIs have continued to identify ways to further internationalize during the peri- and post-pandemic eras (Tilak & Kumar, 2022). Competition among HEIs worldwide and the desire to be "world-renowned" and "high-ranking" remain concerns for HEIs seeking to continue being both domestically viable and internationally competitive (Stensaker et al., 2019). Pre-pandemic, HEIs often used internal activities to build their public reputations, such as the prestige of guest speakers brought in by academic departments and programs and the off-campus experiences they can offer to students, which global interaction and other exchanges of people and ideas facilitated through international partnerships and other internationalization activities. But these internal methods of building international reputation and recognition have had to shift during the peri- and post-pandemic periods due to restrictions in movement of people both within and across national boundaries as well as new policies limiting travel when online meetings could suffice (Calonge et al., 2021).

Gaining recognition as an internationalized or internationalizing HEI can provide an institution's faculty, staff, and students with opportunities to develop relationships with world leaders across many private and public sectors, experience international policy directly, and influence research and policy decisions (de Wit & Altbach, 2021). Internationalized and internationalizing HEIs could extend their reach, which increases their networks and informs their curriculum. Relationships between international HEIs allow student, staff, and faculty experiences to expand beyond the classroom or research lab into the world in tangible and influential ways, including providing students, staff, and faculty opportunities to visit new contexts and create experiences outside of their own higher education community or system (de Wit & Deca, 2020). These opportunities provide a direct link between the global and the local as faculty, staff, and students can incorporate these experiences and messages into their teaching and learning activities, potentially benefiting both the individual and the HEI.

THEMATIC AREAS, PROVOCATIVE QUESTIONS, AND CHAPTER CONNECTIONS

This volume is neither intended, nor can it be, a definitive interpretation of the impact of the COVID-19 pandemic on the ongoing internationalization of higher education. Although we have enough distance from the pandemic to see some of the imprints, we also acknowledge that it will be many years before we can describe the full impact. As such, the chapters in this volume both describe the pandemic's immediate effect on international higher education and raise provocative questions about the lasting impact of the pandemic. However, evidence suggests that within the pre-, peri-, and post-pandemic eras, HEI internationalization has shifted significantly at the micro, meso, and macro levels. The authors and chapters in this book cover a diverse set of topics and contexts where HEI internationalization occurred, occurs, and will occur, but three broad themes emerged among the authors in this volume that span both time and level. These HEI internationalization imprint themes are (1) leadership and policy, (2) mobility and experiences, and (3) learning technologies.

Leadership and Policy

The first theme of HEI leadership and policy is addressed in the chapters by McNaughtan, Schiffecker, Castiello-Gutierrez, García, and Li (Chapter 1: “We will survive and thrive”: A Comparative Study of Presidential Leadership during the Global Pandemic); Owusu-Agyeman (Chapter 2: The COVID-19 Crises and the Future of Academic Leadership in Transnational Higher Education: The Case of Ghana); and Bennett and Wood (Chapter 3: Navigating and Nurturing a US-Chilean Strategic Partnership at the Southern Summit of the Americas). The work of McNaughtan and colleagues examines the peri-pandemic actions of college presidents at HEIs around the world. This comprehensive comparative study provides insights not only into the politically and socially complex presidential responses to the pandemic, but also highlights the many factors incorporated into institutional decision-making. Additionally, it provides valuable lessons for identifying how HEI leaders can guide their institutions through future crises in higher education.

As McNaughtan et al. examine institutional leadership emergency response during crises like COVID-19, Owusu-Agyeman's study questions how institutional leaders can take the opportunity presented by the pandemic to seek transformations of international higher education. Focusing on higher education in the Global South, this chapter suggests new leadership approaches that could enhance institutional effectiveness, teams, and digital readiness, while highlighting the value of continued and deepened leadership partnerships. Bennett and Wood provide a case study of a university partnership that, with a solid foundation of historical cooperation, was able to weather the precarity of the pandemic and deepen its resolve to continue working together and developing for new challenges. This provides a valuable example of the necessity of responsive adjustments and commitments to equal partnership to maintain collaborative, international ties during the pandemic.

Mobility and Experiences

International mobility challenges and the experiences of students, faculty, and other higher education stakeholders are the focus of the second thematic section of this volume. Mobility and related experiences are explored in chapters by Mason, Martel, and Baer (Chapter 4: Student Global Mobility During Disruption: The Resilience and Redefinition of US International Educational Exchange During the COVID-19 Pandemic); Choo (Chapter 5: Wellbeing, International Students, and the Pandemic: A Critical Analysis of International Education Discourses of Wellbeing in New Zealand); Guimarães and Finardi (Chapter 6: Pandemic and Paradigm Shift in Internationalization: From Competition, Mobility and Exclusivity to Cooperation, Virtuality and Inclusion); Khan (Chapter 7: Border Imperialism in International Remote Learning Contexts); Leek, Rojek, and Erdei (Chapter 8: Evolution or Revolution? Dualities in Internationalization Through Student Mobility Programs as an Imprint of the Pandemic in Higher Education); Li, Sible, Goetz, Atig, and Bhateja (Chapter 9: VT Bound: Overcoming Barriers to Matriculation and Promoting Academic Success of International Students during the Pandemic); Szyszlo and Mberi Kimpolo (Chapter 10: Internationalization Disrupted: Advancing STEM Training in Africa Beyond COVID-19); and Zhu, Gopal, and BrckaLorenz (Chapter 11: Understanding International Student Experiences and Career Preparation Challenges through COVID-19).

From its early roots, the movements of ideas and people have been central to higher education practices (Hudzik, 2015). The physical mobility of scholars is often a core component of international education and of institutional internationalization planning. Both short- and long-term mobility-based programs have traditionally provided an international education response to the “tyranny of place” (Micklethwait & Wooldridge, 2015, p. 15), facilitating educational and scholarly endeavors outside of one’s home country. Despite the importance of physical mobility in international education, and internationalization projects more specifically, mobility-based activities have only ever been accessible for a small portion of students in higher education (Yang, 2020).

One could argue, then, that because of the normativity and success of mobility-based programs for a small portion of the population (meeting their needs while not facilitating broader access), international educational and exchange activities prior to the pandemic had not sought more full integration or use of nascent and established ICT systems that can also be used to transcend boundaries to pursue educational undertakings (some temporary moves to online education are discussed in Brazelton & Buford, 2022). The pandemic may be a “critical juncture” with the power to create lasting imprints for the future of the internationalization higher education, especially as it relates to the normativity of educational mobility. The potential value of hard-won successes in higher education internationalization activities in the wake of the pandemic has been complicated by the varied personal, political, and physical barriers to the mobility of persons that have arisen since the pandemic began. As many programs and HEIs rushed to make changes to practices that have for many years relied on physical mobility, many questions have arisen.

First, how might border limitations that arose during the pandemic – such as those in Australia, New Zealand, and the United States (Yıldırım et al., 2021) – influence responses to future crises of an international nature? Is there a risk that border closures responding to the pandemic will provide a blueprint for travel bans targeting students or educators for political reasons (Wright, 2021)? One need not look far for examples that could lead to this possibility, such as with Chinese students vis-à-vis US concerns with espionage (Fischer, 2022) or with Russian and Belorussian learners and academics resulting from the Russian invasion of Ukraine (Aliaksei, 2022; O'Malley, 2022).

Second, will these new modalities and approaches—including some examples contained within this volume – continue post-pandemic, or are they considered a second-rate or place-holding stop-gap measure until physical mobility resumes and returns to pre-pandemic levels? In short, will approaches, perspectives, and practices devised during the pandemic have staying power in prospective post-pandemic internationalization efforts?

Third, how have internationalization changes initiated during the pandemic pushed back on pre-pandemic power inequities in terms of access to resources, mobility, and opportunities? Have innovative approaches increased the capacity for groups to make their voices heard and to exert influence on global policy, practice, scholarship, etc.? If so, what are the prospects for the staying power for such changes?

These imprints described above and throughout this volume may be especially relevant as they relate to the physical mobility of students, researchers, and education. There are a growing number of lessons learned resulting from the emergency execution of pandemic-prompted e-learning efforts, which could benefit international education in future emergencies, including natural disasters (such as pandemics and extreme weather events) and anthropogenic hazards (such as war and refugee crises). “The need to plan for ambiguity is not new to education, nor will the COVID-19 pandemic be the last time that colleges must respond to a seemingly unpredictable event” (Brazelton & Buford, 2022, p. 141). Adding to the challenges faced by higher education practitioners around the world, research has shown that it can be challenging to take the lessons learned from past emergencies to be prepared for those in the future (Castiello-Gutiérrez & Lizárraga, 2022)

Mason, Martel, and Baer’s chapter examines ways that international student mobility has shifted in the US higher education system pre-, peri-, and post-pandemic. They present trends in international education exchange based on data from HEIs across the United States while also discussing the types of support provided to international students in the United States during COVID-19. Mason et al. conclude by synthesizing the effects on global student mobility that the pandemic initiated and continues to have.

Examining discourses about international student wellbeing, Choo’s chapter identifies a paradox of sorts in New Zealand’s international education wellbeing policies. Though such policies may focus on international students themselves, such national initiatives are instead more geared toward meeting the enrollment needs of a country ensconced in a competitive market for international student enrollments. Embedded in a university in Brazil, Guimarães and Finardi engage