



INTERNATIONALIZATION BEYOND COVID-19

Seven Steps to Take Now

For colleges and universities, COVID-19 crisis began as an international education issue. It first impacted study abroad, then grew to affect all aspects of campus operations. Because of their early engagement, international education practitioners have been on the forefront of institutional responses and have gained visibility as campus leaders.

Looking forward, there is an opportunity for internationalization and global engagement to continue to lead the way, as colleges and universities begin to pivot from crisis management to planning for the longer-term impact. The following seven steps focus on resilience, recovery, adaptation, innovation, and most importantly, action, to advance internationalization work and to help institutions as a whole emerge stronger and more effective.

FUTURE POSITIVE CONCEPTUAL FRAMEWORK



1. KICK-START THE INTERNATIONALIZATION CURRICULUM.

The COVID-19 pandemic has highlighted the danger of relying on physical mobility as the be-all and end-all of student global learning. Opportunities abound for students to acquire global perspectives and competencies through the curriculum and co-curriculum—and throughout their time on campus. Take time now to consider where these opportunities exist and where they can be enhanced, and identify campus constituents whose input is needed (e.g., center for teaching and learning, deans, faculty senate, student affairs professionals).

Start here:

- [Internationalizing the Curriculum, Part 1: Individual Courses](#)
- [Internationalizing the Curriculum, Part 2: Academic Program Components](#)
- [Internationalizing the Curriculum, Part 3: Degree Programs](#)
- [Internationalizing the Curriculum, Part 4: Disciplines](#)
- [Internationalization Toolkit: Curriculum, Co-curriculum, and Learning Outcomes](#)

2. TAP FACULTY EXPERTISE AND PASSION.

The COVID-19 phenomenon is inherently interdisciplinary and international in scope. Faculty in an array of fields—biology, medicine, public health, communications, and political science, to name a few—are well

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positioned to contribute to related research in their fields, and to address the global impact of the pandemic in their classes. Communicate with faculty about the potential for global engagement and global learning presented by COVID-19—particularly those in impacted disciplines—and engage their creative thinking on how to move such work forward. Work with grants and sponsored research offices to identify potential funding sources.

Start here:

- [Engaging Faculty in Internationalization, Part 1: On the Books—Faculty Policies and Procedures](#)
- [Engaging Faculty in Internationalization, Part 2: Faculty as Stewards of the Curriculum](#)
- [Faculty Engagement in Internationalization: Policies and Practices](#)
- [Internationalizing the Tenure Code: Policies to Promote a Globally Focused Faculty](#)
- [Internationalization Toolkit: Faculty Policies and Practices](#)

3. PROVIDE MULTIDIMENSIONAL SUPPORT FOR INTERNATIONAL STUDENTS.

The impact of COVID-19 on international students has been especially complex. Concerns range from the immediately practical (housing and visa status) to mental health, well-being, and a loss of community. Recognize that not all international students are the same, and tailor support to individual student needs. Tap experts and resources on campus—such as cultural associations, area studies centers, mental health experts, and learning specialists—and make sure government relations staff are up to date on emerging visa issues.

Start here:

- [ACE letter to Department of State, April 8, 2020](#)
- [Internationalizing the Co-Curriculum, Part 1: Integrating International Students](#)
- [International Students in Community Colleges: An Unplanned Diversity](#)
- [International Student Funding: Tuition, Fees, and Financial Aid](#)
- [Internationalization Toolkit: Student Mobility](#)

4. LAY THE FOUNDATION FOR VIRTUAL EXCHANGE.

Campuses around the world have rocketed into remote learning. Faculty and staff have been creative in leveraging technology for an immediate pivot, and Collaborative Online International Learning (COIL) is coming to the fore as a natural next step for global learning. It is important to keep in mind, however, that while the technology need not be complicated, creating meaningful, project-based, academic global learning experiences takes time, intentionality, and well-prepared faculty. If COIL is part of your internationalization strategy for fall, now is the time to plan and provide faculty development.

Start here:

- [Connecting Classrooms: Using Online Technology to Deliver Global Learning](#)
- [ACE U.S.-Japan COIL Initiative](#)

5. PREPARE FOR FALL (OR LATER) STUDY ABROAD.

At this moment, it's still too early to tell whether study abroad programs will operate in the fall. Anecdotal evidence from some campuses, as well as the Fulbright program, however, indicates that there is a robust pool of applicants for fall programs. Even if programs are further delayed, interest remains strong, and they will eventually resume. On many campuses, COVID-19 revealed important gaps in risk management procedures and other aspects of study abroad program administration. Looking to fall and beyond, it is important to

review lessons learned from the crisis, reconnect with risk-management colleagues about the longer term, and further articulate policies, procedures and contingency plans.

Start here:

- [Internationalizing the Co-Curriculum, Part 3: Internationalization and Student Affairs](#)
- [Internationalization Toolkit: Student Mobility](#)

6. SHORE UP PARTNERSHIPS—GLOBALLY AND LOCALLY.

While modalities may be shifting, collaboration with partners near and far facilitates all of the activities highlighted in steps 1–5. Many institutions have been in close contact with current partners to navigate joint activities through the pandemic—the additional connections forged may provide a foundation for new activities and a broader scope for key relationships. Locally, strengthening (or initiating) ties to institutions of different types (e.g., between universities and community colleges) and other potential partners (e.g., businesses and economic development agencies) will potentially allow for sharing of resources and mutually beneficial solutions.

Start here:

- [International Higher Education Partnerships: A Global Review of Standards and Practices](#)
- [International Partnerships, Part 1: Definitions and Dimensions](#)
- [International Partnerships, Part 2: Strategic Planning](#)
- [International Partnerships, Part 3: A Hub and Spokes—Configuring Campus Stakeholders for Partnership Success](#)
- [International Partnerships, Part 4: From Strategy to Implementation—Launching and Managing Individual Partnerships](#)
- [Internationalizing the Co-curriculum, Part 2: Global and Intercultural Education in the Co-curriculum](#)
- [Internationalization Toolkit: Partnerships and Collaboration](#)

7. REVISIT STRATEGY.

Many campuses are revisiting their overall strategic plans in the wake of COVID-19 and considering adjustments and new priorities. With global interconnectedness more apparent than ever, this may be a key moment to more deeply embed international work and global learning into institutional planning. For institutions with a stand-alone internationalization plan, consider if adjustments—or a new iteration—are needed, and clearly articulate how carrying out the internationalization plan contributes to overall institutional strategy as it evolved. Make sure internationalization experts are included in institutional planning efforts and that voices from around campus are represented in internationalization planning activities.

Start here:

- [Making the Case for Internationalization](#)
- [The Internationalization Committee: Strategies for Success](#)
- [Internationalization Toolkit: Articulated Institutional Commitment](#)
- [ACE Internationalization Laboratory](#)