Attendee Questions (submitted during webinar)

1) How can we build community among international students and other learners online during this time of crisis? How do we create inclusive spaces considering different time zones and accessibility for deaf/hard of hearing and visually-impaired students?
   a) In my own work, I have found it helpful to directly reach out to international students and alumni from affected countries and communities; even if we cannot solve the problem, showing awareness and empathy can be of great help.

2) As someone who is interested in growing my network, developing my skills in the field and learning more about the world of International Education, how can I best utilize this time? This becomes especially important as we think about the potential impact on hiring and unemployment.

3) I appreciate the recommendation of looking at this from a DEI lens as well as intersectionality to think of those we have not thought of before. Do you have suggestions for gathering this input from marginalized groups?

4) Do you think COVID-19 is exposing ableism at school and the workplace?

5) As is likely the case for so many of us, one of the major hurdles that my organization is trying to face is how we ethically issue refunds for an interrupted semester. I'm curious what our panelists might think in regards to handling student refunds, particularly if we are understanding that certain groups may be affected disproportionately by this crisis
   a) Our program refunds for housing and meals but not for travel (which is not covered in the tuition) or for study travel trips that are part of the actual semester's academic program. Optional trips were refunded.
   b) Towson University is refunding flights/change fees and non-recoverable program expenses for summer, spring and spring break.

6) What are some of the strategies you are using on your campuses for international students requesting Leave of Absences (recognizing Visa implications and current border restrictions)?
7) How do you think this crisis will affect interest in future study abroad and recruitment for next year? Please share any ideas about virtual recruiting for next academic year while we remain remote until the end of the semester. Tips for teleworking, remote advising, etc.

8) To the community, what events, programs & services are your organizations providing to maintain & promote belonging for staff and students?

9) What insight might be shared around the topic of supporting visiting/international scholars who are hosted by institutions as we consider inclusion and belonging?

10) For students who have had to return home early from their Spring 2020 study abroad programs, how are institutions creating a space for them to virtually reflect and process their experiences?

11) One of the bigger challenges we will see in the immediate days following recovery from the COVID-19 pandemic is assessing its impact, both short-and long-term on unemployment in international education. Who will lose jobs in the aftermath?

12) I am a local supplier in the Dominican Republic working mostly with student travel and study abroad companies and institutions. What approach do you suggest to companies and other abroad experience suppliers trying to balance the reality of trying to stay afloat through the use of vouchers, but also trying to be equitable and fair to those who may need cash refunds. I'm trying to balance the long term success of my company and thus the employment of my team vs. trying to be as fair as possible to my customers.

13) I work for a tour operator. How do we ensure that diversity and inclusion is still a priority when we are being hit harder financially than anytime before.

14) Can you provide a set list of resources? especially for Asian students who are facing racism ex. how they can best handle it and or stay safe. I would also
love to learn more about concrete strategies and how they are being implemented

a) University of Oregon has created a multilingual inclusion poster saying “Take care of each other because we’re all in the same boat” in about 15 languages.

b) As Temple Rome, we have sent a messaging out back in early February as institution to support our student of Asian descent, condemning racism, encouraging bystander intervention and build community and solidarity.

c) As the new Director of Study Abroad Programs at Georgia State, I have been so impressed with the resources that GSU has made available to students to enable them to come home, paying for return tickets and sometimes a few days of housing back in Georgia for students whose families have high risk with regard to covid-19.

15) Our students from low SES are spending so much time and effort on their scholarship applications to apply for additional funding, and it's so heartbreaking to see programs cancel because of COVID. But yet they have to think about and apply if in case programs will run in the Fall.

16) Are there any databases or sites with suggestions/strategies for connecting internationally to maintain a sense of global community even though we cannot travel?

17) Do you think COVID-19 is exposing ableism at school and the workplace?

18) Do you think that study abroad students going back to their home countries and overwhelmed by coursework are interested in having a conversation led by institutions to reflect on the current situation and their acquired skills?

19) We are seeing online/remote learning options step in to continue the learning of many programs, which cannot replace the loss of cultural immersion and experiential parts. Do you foresee this new foray into online education remaining a part of study abroad to the demise of critical learning outside the classroom? I am afraid of the majority/dominant privileged group now
overwhelming this new normal---

20) What are your thoughts about the idea of virtual study abroad programs that are beginning to emerge as a result of COVID19 and how do you see that benefiting students, especially diverse and underrepresented students in the future, post-COVID19?

21) I would be interested in strategies institutions have utilized to maintain international students during campus shutdowns and addressing credit for students who do not want to return from study abroad.

22) So many thoughts and reactions! Thank you so much for this session. The last couple of weeks have really brought home to me the disparity in resources/opportunity available to our students when not on campus - we are offering all classes online but have students with no or sporadic internet access, and/or who live in chaotic circumstances back home who therefore cannot participate as easily and fully in classes when offered in this way.

23) What are the specific concerns and approaches to mental health support that are being instituted or considered during this time? Are there any trends emerging? How do they consider DEI?

24) How do we push for travel to some of the locations that have been hit the hardest? How do we push people past the fear?

Resources Shared: