

C. Raj Kumar
Mousumi Mukherjee
Tatiana Belousova
Nisha Nair *Editors*

Global Higher Education During and Beyond COVID-19

Perspectives and Challenges

 Springer

Global Higher Education During and Beyond COVID-19

“An inspiring analysis of how universities worldwide have responded to the devastation caused by the global pandemic. Conceptualising the pandemic as a portal to evaluate the past of higher education and steer it towards reform, the book brings together contributions from university leaders, teachers and students from the global north and south to highlight how transformations of the university in the midst of the pandemic can be carried into the future. The book is unique in its focus on theoretical, empirical and practical considerations and creative solutions, including reference to a COVID-19 Response toolkit. This book is essential reading for government policy makers, university leaders and scholars of higher education worldwide who wish to understand the role of universities in contributing to inclusive and more equitable knowledge societies in the present and who wish to sustain the public good role of higher education into the future.”

—Prof. Rajani Naidoo, *Vice-President (Community and Inclusion); UNESCO Chair in Higher Education Management; Director, International Centre for HE Management, School of Management, University of Bath, UK*

“This edited volume helps illuminate how the global higher education sector was and continues to be at the frontier of negotiating and mitigating the global COVID-19 pandemic. Drawing on authors (e.g. scholars, leaders, practitioners), empirical examples, and theories from around the world, it helps to address whether the global pandemic can instigate much-needed reforms in the global higher education sector. Furthermore, it sheds light on the following issues by privileging the voices of students, instructors, administrators, and various stakeholders, such as: how did this massive online transition happen in the middle of the pandemic in various institutions? What are the similarities and differences? What possible solutions did different stakeholders come up with to deal with the challenges? Overall, this edited volume is a must read for anyone who is involved in global higher education.”

—Riyad A. Shahjahan, *Associate Professor of Higher, Adult, and Lifelong Education (HALE) at Michigan State University*

“*Global Higher Education During and Beyond COVID-19* is an insightful exploration of the impact of the pandemic on universities across continents. It offers a well-balanced combination of perspectives from higher education researchers and university leaders. Chapters demonstrate striking global similarities in the response to COVID-19 and emphasize growing disparities among students, faculty, universities and higher education systems. The book highlights the great resilience of university communities and gives hope for a better post-pandemic future in higher education.”

—Igor Chirikov, *Director, SERU Consortium and Senior Researcher, Center for Studies in Higher Education, University of California, Berkeley*

“This book is an outstanding contribution of scholars around the world to global higher education particularly on resilience and flexibility of teaching and learning during the COVID-19 and beyond. As a community of scholars, both authors and editors offer a set of tools and perspectives to frame a new set of scenarios, trends, and the future of higher education throughout the book. A must-read volume that helps scholars to reimagine a traffic circle of pandemic and its chaos in higher education with multiple exits.”

—Krishna Bista, *Professor of Higher Education, Morgan State University, Maryland, US*

“There is no question that the COVID-19 pandemic brought about profound changes to universities worldwide. The authors in this comprehensive volume offer insights and analysis that allow readers to reimagine a more accessible and equitable future if we reckon with the starkness of the inequalities the pandemic laid bare.”

—Chris Glass, *Professor of the Practice in the Department of Educational Leadership and Higher Education at Boston College, USA*

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ISBN 978-981-16-9048-8

ISBN 978-981-16-9049-5 (eBook)

<https://doi.org/10.1007/978-981-16-9049-5>

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This Springer imprint is published by the registered company Springer Nature Singapore Pte Ltd.

The registered company address is: 152 Beach Road, #21-01/04 Gateway East, Singapore 189721, Singapore

Foreword

The global pandemic laid bare the fractures in our fragile global social, political, and economic systems. It also demonstrates the promise and potential of global research universities in addressing problems that cross border. As we emerge from this dark chapter in world history, analyzes of new ways forward have proliferated offering prescriptions for the future of higher education. I find these analyses often fall short: they are often premature in their analysis and offer insufficient prescriptions to the task before higher education leaders who care about reconstructing a more equitable future. Moreover, and more importantly, these analyzes often fail to capture the imagination. The focus is often on the problem of the past or a return to normal without a compelling vision that captures the imagination of leaders, policymakers, and government officials. They may be clear in what happened; but they lack a compelling vision of why change is urgent and how to achieve it. It is critical to be clear on the problems in order to imagine alternative futures for higher education. Indeed, realizing that future depends not on what happened during the pandemic but what investments we make and actions we take today.

The future of global higher education is for higher education leaders who can imagine it and execute it. The future is something we actively create, not something we passively await. We must stand in the tragic gap between the trauma we have experienced and the future we can imagine. This book stands in that gap; it is what is most refreshing about this comprehensive volume, *Global Higher Education During and Beyond COVID-19: Perspectives and Challenges*. Each of the authors speak with analytical clarity and precision, with a future-focused imagination that outlines *why* change is necessary and *how* to mobilize change. They outline the stark realities of the pandemic with bright lines and bold contrasts without falling into dour pessimism. I believe the volume offers the single most important contribution to the field to date that outlines a vision that will spark dialogue, discussion, and debate among higher education leaders, policymakers, and government officials.

There are books that sit on our shelves; then there are books that have a long shelf life. This volume is a comprehensive reference that will inform leadership and policy for years to come. The chapters looks at systemic issues that are embedded in the current logic of our higher education systems; and they outline a future for higher

education *beyond* the pandemic. In fact, the volume redefines how we imagine the term *post-pandemic*, not merely as the marking of a point in time, but the *dawning of a new generation for global higher education*. All of the authors are leaders in the field who speak with clarity and insight; they offer a bold and compelling vision for the future of higher education. If readers take the bold actions outlined; a new more equitable era of higher education indeed awaits.

Chris R. Glass, Ph.D.
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Abbreviations

ACE	The American Council on Education
AI	Artificial Intelligence
AISHE	All India Survey on Higher Education
AIU	Association of Indian Universities
APRU	The Association of Pacific Rim Universities
AUM	American University of the Middle East
CARES Act	The Coronavirus Aid, Relief, and Economic Security Act
CDC	Centers for Disease Control
CEO	Chief Executive Officer
CIRGE	Centre of Innovation in Graduate Education
COI	Community of Inquiry
DBR	Doing Business Report
DEI	Diversity, Equity, and Inclusion
DNA	Deoxyribonucleic acid
ECDPC	European Centre for Disease Prevention and Control
EDI	Equity Diversity and Inclusion
EO	Executive Order
ERT	Emergency Remote Teaching
GATS	General Agreement on Trade in Services
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GSMA	Global System for Mobile Communications Association
HE	Higher Education
HEERF	Higher Education Emergency Relief Fund
HEFA	Higher Education Financing Agency
HEI	Higher Education Institutions
HVAC	Heating, ventilation, and air conditioning
IHEs	Institutes for Higher Education
ILO	International Labour Organisation
IRCC	Internal Revenue Service
KPMG	Klynveld Peat Marwick and Goerdeler

LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Queer
MENA	Middle East and North Africa
MOOC	Massive Open Online Courses
MSW	Masters in Social Work
NCR	National Capital Region
NEP	National Education Policy
NSB	National Science Board
NSF	National Science Foundation
NSS	National Survey Sample
ODL	Open Distance Learning
OECD	Organisation for Economic Co-operation and Development
OIF	Organisation Internationale de la Francophonie
ONS	Office of National Statistics
OSAP	Ontario Students Assistance Plan
OSHE	The Office of the Secretary of Higher Education
PPP	Purchasing Power Parity
QS	Quantum satis
SC	Schedule Caste
SDGs	Sustainable Development Goals
SERU	Students Experience in the Research University
ST	Schedule Tribe
STAR	Society of Transnational Academic Researchers
STEM	Science Technology Engineering Mathematics
UBC	University of British Columbia
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations Children's Emergency Fund
UW	University of Washington
VSE	Virtual Student Exchange
WEF	World Economic Forum
WHO	World Health Organization

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Part I
Institutional Responses to the Pandemic

Chapter 1

Global Higher Education During and Beyond COVID-19: Perspectives and Challenges



C. Raj Kumar, Mousumi Mukherjee, Tatiana Belousova, and Nisha Nair

Introduction

The COVID-19 pandemic ushered unprecedented challenges globally. The disruption and damage to human life and organizations caused by the pandemic are global in scale. Though pandemics are not new in human history, this is the first time the pandemic spread around the world within a few months. Shutting down all educational institutions with nationwide lockdowns in countries around the world was the only way to contain the spread of the virus.

However, educational institutions and particularly higher educational institutions are the incubators for the future citizens and professionals of this world. Even if we were forced to shut down physical classrooms and campuses, we realized soon that it was not possible to stop all teaching and learning activities for a long time. We must adapt our modes of operation and think about alternative ways in which we could resume educational activities.

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Slowly, higher educational institutions began turning to online mode of teaching and learning. All other administrative activities—admissions, internships, examinations, and graduation ceremonies—also took online turn to leverage new technological resources to manage remote teaching and learning, as well as administrative work. Researchers also began exploring new ways of knowing and doing research to document and analyze the rapid changes happening in the society, economy, environment, and organizations in the middle of the pandemic.

At O.P. Jindal Global University, we constituted a university-wide COVID-19 emergency committee to deliberate upon the action plan for resuming classes and all other regular activities of the university in an online mode. It has been a huge learning curve for all of us within the University community. However, despite the COVID norm of “social distancing”, this experience has brought our university community together in new ways as staff members in each university department worked remotely with their colleagues to draft a COVID action plan. Based on the deliberations and actions taken at our university and a few other leading universities within India, we also drafted a COVID-19 Response toolkit for Indian Higher Education Institutions in collaboration with the Association of the Indian Universities (AIU). We called for institutional resilience for academic planning and continuity.

We have also observed a wide range of innovative initiatives undertaken by universities around the world over the past 16 months. In fact, higher educational institutions have indeed exhibited great resilience to adapt and transform in the middle of the pandemic. Higher education experts around the world have been deliberating for a long time about the need to reform the sector, both in the Global North and South. In a collectively written article “Reimagining the new pedagogical possibilities for universities post-Covid-19”, several higher education experts, Peters and Rizvi et al. (2020, p. 1) have quoted noted Indian author, Arundhati Roy, to argue that this pandemic could be “a portal” to steer the much-needed reform in the higher education sector:

Our minds are still racing back and forth, longing for a return to ‘normality’, trying to stitch our future to our past and refusing to acknowledge the rupture. But the rupture exists. And in the midst of this terrible despair, it offers us a chance to rethink the doomsday machine we have built for ourselves. Nothing could be worse than a return to normality. Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.

Arundhati Roy, Pandemic is a Portal, The Financial Times, <https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca>.

Could this disruption, therefore, become a creative disruption in the future, ushering in much-needed reforms in the global higher education sector? This has been the most pressing question on the minds of higher education experts and leaders over the past 16 months, in the middle of the pandemic.

Moreover, how did this massive online transition happen in the middle of the pandemic in various institutions around the world? What are the experiences of

different universities in different parts of the world? What kinds of challenges did students, teachers, administrators, and various stakeholders experience as universities transitioned into fully online modes of operation in the middle of the pandemic? What possible solutions have different stakeholders come up with to deal with the challenges? It became necessary to deliberate on these questions and share each other's experiences after transitioning to fully online modes of operation for a few months.

Hence, we planned to organize a Global Virtual conference on the theme "Reimagining and Transforming the University: Confluence of Ideas during and beyond Covid-19", 6–7 August 2020. The aim of this event was to bring together university leaders, administrators, teachers, students, and various stakeholders around the world to share their experiences online. The aim was to share knowledge about the historic shifts the global higher education sector is experiencing in the middle of the pandemic. The objective was to also share knowledge about the ways in which global higher education experts and leaders are reimagining and transforming the university in the middle of the pandemic and to deliberate about its consequences for the future.

This book is an outcome of the deliberations at the above-mentioned global virtual conference. The book attempts to address the most important question raised above, i.e. how global higher education is being shaped and reimagined in the middle of the pandemic and how the higher education sector is becoming transformed for a post-pandemic world. The scope of the crisis has already shown us that there is no going back to the "old normal", and creative solutions are needed to solve the newly emerging challenges. In the future, universities across the globe will need to become more responsive to possible emergencies like the current pandemic and be ready to experiment and promote innovation.

In the following chapters, the renowned higher education experts, scholars, and leaders share their experiences of managing the disruptions caused by the pandemic. Some of them provide their theoretical insights and conceptual analysis of the emerging trends in global higher education. Others focus on the practical aspects of the challenges and possible ways of addressing them to minimize the negative outcomes and set new paths for the sector going forward. Findings from empirical research conducted in the middle of the pandemic are also presented in some of the chapters. Hence, the chapters also exhibit different styles of writing.

Structure and Content

The entire book has been divided into five sub-sections. The papers in each sub-section have been organized around the main theme. The theme of the Part I of the book is *Regional Responses to the Pandemic*. In this section, there are four papers including the current chapter. The first chapter introduces the *raison d'être* and the overall engagement of the work, offering critical perspectives on the way the COVID-19 Pandemic is shaping Higher Education systems with ramifications for

the present and future, globally. The second paper in this section is by global higher education expert, Simon Marginson, who provides a global comparative perspective of countries and regions to argue that the higher education systems and the healthcare systems of countries (i.e. from East Asia and Central and Northern Europe) with strong public and government support have comparatively fared well in the middle of the pandemic, unlike Anglo-American countries, where the market-rules have subordinated larger concern for the public good. Here, Marginson also raises an alarm for India, since “India’s experience has paralleled the Anglo-American approach, not the East Asian approach.”

The third paper in this sub-section by Rocky S. Tuan provides a university leader’s perspective of ways to transform the Asian universities during these troubled times. In this chapter, Tuan discusses particularly the way in which the Universities in Asia can come together to share experiences and learn from each other because of similar growth trajectories, cultures, beliefs, habits, and customs. He discusses how universities can play a vital role in societal restoration in the post-pandemic world drawing on research-based knowledge and resources. The fourth paper in this sub-section is co-authored by Mohamed Lachemi and Anver Saloojee, two senior administrators and top leadership of Ryerson University, Canada. They discuss how the pandemic has deepened all kinds of social divides—race, class, gender, etc. that existed in the pre-pandemic world and the ways in which their own university and universities around the world are dealing with this massive disruption. They also deliberate on the question of whether the universities will return to the “old normal” as campuses in Canada reopen with the spread of vaccination.

The Part II of the book deals with the most important challenge for universities in the middle of the pandemic—*Challenges of Digital Transformation*. In this section, there are four papers. The first three papers by Marvin Krislov, Rekha Datta, and Georges Yahchouchi discuss the challenges of digital transformations from their perspectives as senior university administrators and academics in the United States and the Middle East. Speaking from the perspective of the American higher education system, the President of Pace University, Marvin Krislov, raises his concern about the challenge of imparting citizenship education through remote digital mode, since most students in the United States receive it in college campuses through their socialization process.

On the other hand, in the second paper from the US context, Rekha Datta, Interim Provost and Senior Vice President for Academic Affairs, Monmouth University, raises the issue of intersectional challenges of access to online education with regards to race, gender, and class of students in the United States. Based on lessons learned during the pandemic, Datta calls for a more proactive role for public policy in the future to address these issues of equity and access. In the third paper in this section, Georges Yahchouchi, President of the American University of the Middle East, AUM-Kuwait, discusses how their university’s focus on diversity and inclusion in the pre-pandemic era shifted to also e-inclusion in the middle of the pandemic. He particularly discusses the roles and responsibilities of the senior administration of universities in the promotion of diversity and inclusion while being mindful of the contextual needs because of unexpected sudden transition to fully online classes.

The fourth paper in this section is co-authored by three academic researchers within the Indian context and presents empirical findings from the SERU-INDIA COVID-19 National survey conducted in the middle of the pandemic by the International Institute for Higher Education Research and Capacity Building at O.P. Jindal Global University in collaboration with the SERU Consortium, University of California, Berkley, and the Association of the Indian Universities (AIU) to learn about student experiences in research universities within India (Mukherjee et al., 2022). This chapter based on an analysis of large-scale data from the survey suggests that, despite the commendable efforts by the teachers, the students did not find online teaching and learning as engaging as real classroom experience. The SERU COVID-19 survey data from India also brought forward some of the intersectional challenges of equity and access with regards to social class and gender, similar to what Datta discussed in her chapter on the United States. These issues were also raised by the SERU COVID-19 survey in the US (Soria & Hogos, 2020).

The Part III of the book is titled *Social Justice, Equity and University Social Responsibility*. The first chapter is authored by two higher education experts, Maresi Nerad from the College of Education, University of Washington (USA), and Roxana Chiappa from Rhodes University (South Africa). The scholars discuss doctoral education through the lenses of social justice and equality. They made a strong argument, arguing that at the time of multiple crises, “doctoral education can play a crucial role in questioning the existing social norms, that (re)produce inequity at the local, national, and global levels.” The authors acknowledge the unique role of doctoral education, which implies the extra responsibility of working towards democracy, inclusion, and diversity.

In the second chapter in this sub-section, Nisha Nair from the O.P. Jindal Global University focuses on another set of issues, related to social justice and equity in higher education. The author provides a comprehensive account of gender disparities, and how these were exacerbated during the COVID-19 pandemic. She compares the gendered impact of the pandemic with the virus itself, an “invisible enemy that is all around us, and can only be defeated by a constant corrective action.” By analysing both quantitative and qualitative data from her research conducted within the Indian context, Nair has uncovered the multiple challenges faced by women in academia. According to the author, it is the “need of the hour to have a policy approach that recognises the disadvantages faced by the women and encourage a wider participation of all genders in the processes leading to a policy formulation.”

This sub-section is concluded with a chapter co-authored by Mousumi Mukherjee and Raju Karjigi from the International Institute for Higher Education Research and Capacity Building (IIHED), O.P. Jindal Global University. In their chapter, titled “Research and University Social Responsibility: During and Beyond COVID-19”, the authors view the University Social Responsibility (USR) as an ethical perspective, whereby universities become the places that nurture positive social, environmental, technological, and economic growth. They discuss the concept of Community-Based Participatory Research (CBPR) that “can be an organic way in which universities can connect with the local community and garner their resources for local community development.”

The Part IV, titled *Rethinking Performativity, Finance and Entrepreneurship*, consists of four corresponding chapters. The first one, authored by Anamika Srivastava, encourages the reader to take a critical perspective on universities' performance and early responses during the pandemic. After providing some strong arguments, the author concluded that "performativity is not only irrelevant during a crisis, but also fervently perilous." As students and faculty were forced to completely shift to the home environment, universities need to acknowledge the limitations of the newly emerging realities. This chapter is followed by a chapter on the challenges in higher education financing, both in public and private universities by Saumen Chattopadhyay from the School of Social Sciences, Jawaharlal Nehru University (JNU). In his paper, the author addresses the issue of achieving equity and excellence through the prism of public and private funding of higher education. One of the main arguments, put forward by Chattopadhyay, is that "private funding can foster public good character of higher education as long as the funding support is adequate, and motive is philanthropic."

The third chapter in this sub-section by Uttam Gaulee and Pedro Villarreal III discusses the advantages of making entrepreneurship central to the university curricula. The main themes of the paper sought to deal with the creation of entrepreneurship ecosystem, and entrepreneurial thinking, as well as career counselling, and required networks. While mapping their study with the Indian context, the authors conclude that "choosing to integrate entrepreneurial training in higher and postsecondary education would do much to improve the economic and social well-being of millions of Indians."

The final chapter in this sub-section presents collective writing co-authored by three research fellows from O.P. Jindal Global University along with four panelists from the US, Canada, and India. This chapter is based on a moderated discussion, held during the Global Virtual Conference "Reimagining and Transforming the University: Confluence of Ideas during and beyond Covid-19" in August 2020. The chapter discuss employment, entrepreneurship, and socio-economic mobility related to higher education, arguing that the ongoing pandemic has brought uncertainties, in terms of the expectations and socio-economic prospects of the learner.

The Part IV of the book focuses on the *Future Trajectories of Internationalization* and consists of three corresponding chapters. The first one, by Mohan Kumar, the Dean of the Office of International Affairs in O.P. Jindal Global University, sought to establish a causal connection between the future of education and the fate of globalization. In particular, the former diplomat turned academic argues that "while the COVID-19 will impact the process of globalisation in some ways, it is not going to completely upend it, as was feared in the beginning of the pandemic." His account is followed by the chapter titled "Challenges to Internationalization in Education and Research During and After the Pandemic" written by comparative and international education expert, Ratna Ghosh from McGill University, Canada. Ghosh begins her analysis with the basic questions of "what internationalization is" and "what its foundational values are." This is followed by a discussion on the benefits and challenges of student mobility, whereby Ghosh identifies social justice as one of the major challenges in the existing patterns of academic exchanges.