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3 Public Higher Education Response to COVID-19

The Case of Federal Institutions in Southern Brazil

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Abstract

The COVID-19 pandemic has affected higher education around the world in unprecedented ways. Given the historical centrality of federal higher education institutions (HEIs) for Brazil's development, the purpose of this chapter is to discuss the initial response of Southern Brazilian public federal HEIs to COVID-19 regarding their social role. We characterize the actions performed in these institutions to mitigate the effects of the pandemic as described in their institutional websites. Results highlight the importance of extension activities and the need for federal public HEIs' autonomy, assuring them the possibility to construct human development capabilities for the public good.

Keywords

COVID-19, public higher education, Brazil, autonomy, extension

Introduction

To repeat, the purpose of researching higher education is not just to make higher education “better”—although hopefully it will also do that—but to enhance our understanding of contemporary societies and the futures that are available to them. (Brennan, 2008, p. 392)

In March 2020, the realities of higher education (HE) in the world were changed dramatically by COVID-19. Following the World Health Organization's social isolation guidelines, public and private institutions around the world suspended their face-to-face activities. At this first moment, the research produced on HE and COVID-19 tended to focus on the learning shifts that the pandemic brought to the institutions' educational environment (Peters et al., 2020). This work argues that the impact on HE goes beyond learning methodologies or hybrid learning. It is also linked with society's well-being or the local community's needs in which the institutions are inserted. If there is

learning from this moment of crisis, we may see a new approach to the social role of the higher education institutions (HEIs) towards human development (Boni & Walker, 2016).

The focus of this study is on the case of Brazil. The question that guided our initial study was how federal public HEIs initially responded to the effects of COVID-19. We analyzed articles from universities and federal institutes located in the Southern Region of the country, considering the evolution and transmission of COVID-19 at the time and also the institutions' relevance in the Brazilian educational scenario. This study is imperative as it demonstrates that public HEIs continued to perform an important role for the public of their local communities that goes beyond campus borders despite having their classes suspended.

Literature Review

Over centuries, the university has been one of the most permanent social institutions in the Western world, ensuring the tradition of its structures and being permeable to the demands of a new global society. Much of the high-level knowledge that society currently holds has been generated at university through teaching, research, and extension (Karlsen, 2005; Sobrinho, 2005). The role of HE in social transformation and its relationship with social justice has furthered vast, complex, and paradigmatic debates. From a critical perspective, we may question HE's role in producing and reproducing social inequalities, especially concerning the access to knowledge, i.e., who produces and for whom it is produced (Brennan, 2008; Castells, 2016).

According to Marginson (2011), the central question is about where HE lies in different concepts of the public good. For the author, these assumptions may involve ambiguity; the concept of the public good closest to university institutions is associated with transparency, the common and collective good, bringing to the HE arena the vision of the agency and human development (Boni & Walker, 2016). Walker (2019) argues that it is central to HE to involve public good students' capabilities, recognizing the need for social inclusion, mutual acceptance, access to different knowledge, development of a critical reason, as well as sufficient access to funding for educational wellbeing. So, we address HE from a perspective that recognizes these dimensions of human development. We convey that HEIs are always challenged to have better results, especially regarding economic and social development. Although we have to incorporate the assumption that postsecondary institutions may not do everything to eradicate inequality and social injustice, they can do something to minimize these conditions, engaging the academic community with local and global issues (Boni & Walker, 2016).

In early 2020, the COVID-19 pandemic hit the world, putting 43% of the global population in lockdown, affecting approximately 90% of all students enrolled in HE and causing more than 70% of institutions to migrate online teaching activities (Marinoni et al., 2020). However, De Sousa Santos (2020) points out that the pandemic aggravated the world crisis. The author argues

that this moment will be most challenging for social groups already invisible by the Global North (seen as a political, social, and cultural use of capitalist exploitation established over hundreds of years). Women, self-employed or precarious workers, street populations, residents of peripheries or slums, refugees, disabled and elderly are more susceptible to the perverse effects of the virus because they tend to be even less visible by the society in panic and whose social inequality was naturalized by calling it “meritocracy.”

Brazil, from 2004 to 2014, through the action of a government committed to the social inequality causes, reduced hunger, and poverty, promoting the most extensive social mobility of the country through its history (Kingstone & Power, 2017). Even in the midst of a global neoliberal context, Presidents Luis Inácio Lula da Silva and Dilma Rousseff highly invested in health, education, income, and employment programs. However, from 2016, and with the rise of a president recognized internationally as a far-right and defender of extreme liberalism, all social welfare programs were attacked, reducing budgets, putting relevant agendas into invisibility (including environmental, social, and racial) and rigging of state enterprises by political leaders committed to this new agenda. Brazilian Federal Higher Education, funded exclusively with governmental resources, has been one of the most impacted spheres by the current government’s actions, whether by cutting resources, intervention in institutional autonomy, or denying institutions’ importance for developing the country (Neto & Pimenta, 2020).

Overview of Brazilian Federal Higher Education

The Brazilian education model is complex, anchored in a postcolonial political culture, and grounded on federal tripartite relations (i.e., power shared over federal government, states, and municipalities). The coordination between the spheres is influenced by politics and intervention, accentuating its historical, social, and regional inequalities. In this way, the country’s HE system has been historically submitted to the Federal Government’s interests through policy, funding, and regulation (Prolo et al., 2019; Verhine & Vinhaes, 2018), aligned to the international neoliberal education flow on managerialism and accountability (Ball, 2012; De Sousa Santos, 2016).

The first Brazilian university came only in 1920 and was located in Rio de Janeiro (Schwartzman et al., 2015). After World War II, anchored in the demand for social mobility (Cantwell et al., 2018) and the action of international organizations in promoting economic and social development mainly in peripheral countries (Ball, 2012; Boni & Walker, 2016), Brazil also expanded its HE system, mainly through the formation and expansion of its private system (McCowan, 2004; Miranda & de Azevedo, 2020; Verhine & Vinhaes, 2018).

From 2004, through government policies such as the Program for the Support of Restructuring and Expansion Plan of Federal Universities (REUNI) and the creation of Federal Institutes, which nowadays offer higher vocational education and training (VET), Brazilian public and free HE expanded its programs and vacancies. However, it encompasses only 11.8%

out of 2,537 HEIs. Nevertheless, these federal HEIs are, in many ways, central to the development of the country mainly because they have become research reference centers and by the inland expansion movement serving communities that previously did not have access to federal education (Knobel & Leal, 2019; Ristoff, 2013, 2019).

Brazilian Federal HE is funded by the Union and offers free programs for all students enrolled. It comprises 68 universities and 38 federal institutes—with hundreds of campuses, two Centers of Technological Education, and one Technological University, besides secondary technical schools linked to the universities (Brasil, 2008, 2020a). Although these institutions have expanded their campuses, in 2019, they hold 24.2% of undergraduate and graduate enrollments with 1.99 million students (Brasil, 2020a). Additionally, these universities consist of 40 public hospitals, which form the most comprehensive public health network in Brazil, providing around 7 million free consultations, 16 million free examinations to Brazilians per year, and more than 165 thousand free annual surgeries (Brasil, 2020b).

Like other countries, Brazilian Public HEIs are grounded in three institutional missions: teaching, research, and extension. In terms of research outputs, they are responsible for 95% of national R&D performance, and 60% of all this production is restricted to 15 federal universities (Brasil, 2019).

On February 26, the Brazilian government registered the first confirmed case of Coronavirus in the country and, on March 17, the first death. The first states most affected by the COVID-19 were Amazonas, São Paulo, and Rio de Janeiro. By the end of March, all federal universities had already suspended face-to-face teaching, research, and extension activities. After much contemplation, some public HEIs have transitioned to remote learning.

Methods

The development of scientific research from the end of the 19th century has reflected the moment of global transition. In the last 50 years, the field literature pointed to the methodological diversity and the need for inter-, trans- and multidisciplinary research, incorporating new approaches to performing an inquiry (Clarke et al., 2018; De Sousa Santos, 2016; Denzin & Lincoln, 2017). This study lies in a qualitative and exploratory research tradition, aiming at analyzing data emerging from the empirical field, seeking to explain the role of Federal HEIs in Brazil in a moment of crisis.

We focused the data collection on a single region of the country, the South, comprised of three states—Paraná, Rio Grande do Sul, and Santa Catarina. Initially, these were not the most affected Brazilian regions by COVID-19. However, the South of the country has very close characteristics to European countries such as Italy and Spain, which were strongly impacted by the virus: the highest elderly population, aging rate of 86% (Alves, 2020; Souza et al., 2020), and a very similar climate, with harsh winters. Besides, the country's

Southern Region is cut off by two of the longest country's highways and is likely to promote national and regional mobility (Emer et al., 2020; Lopes et al., 2020). In March, the Southern Region was preparing for winter, and it reached the country's highest peaks of Acute Severe Respiratory Syndrome. So, although the national broadcast media described how COVID-19 evolved critically in other states and regions at the beginning, the society's eyes naturally turned to Southern Brazil, where the structure of the health sector is better than in other states, but still precarious, but could still prepare such a structure to absorb the effect of the virus (Emer et al., 2020; Souza et al., 2020). If the Southern Region has weaknesses in the public health sector, paradoxically, it also has some of the country's best HEIs, as pointed out by the National System of Evaluation of Higher Education (Brasil, 2015).

For this initial analysis, we collected data from articles about Coronavirus published by the federal HEIs located in Southern Brazil from March to May 2020 since the purpose of this work was to verify the immediate response of institutions from the declaration of the pandemic state in the country. All articles came from their institutional websites. The database comprises 11 Federal Universities and 6 Federal Institutes. They account for 17.1% of the total student population in federal HEIs in the country. Besides, all members of the research team studied, held administrative positions, and/or taught in institutions in two of the three states and are familiar with the region's particularities, which was relevant for data collection and analysis (Charmaz, 2006). Table 3.1 presents the HEIs covered by the study and the number of articles identified in each institution.

The analysis began during data collection, as authors made notes on the news' remarkable aspects. Simultaneous data collection and analysis are preferred in qualitative studies as the final product is shaped by the data being collected and the analysis that accompanies the entire process (Merriam & Tisdell, 2015). The articles were then organized by institution and month, classified, and coded under nodes related to the topic. According to Charmaz (2006), the coding process requires a continuous evaluation of the data, moving from the initial phase to the focused one, where the categories are refined, allowing at the end to build the story to be told. During the data collection phase, the researchers identified commonalities throughout the articles and established three broad categories to characterize HEIs' initiatives' main aspects to mitigate the impact of COVID-19: (a) agents, (b) beneficiaries, and (c) actions. The articles were classified according to their primary focus. We defined subcategories within each broad category, through a constant comparative approach: by reviewing articles' details, we clustered the agents, beneficiaries, and scopes of the actions according to their characteristics, whose definitions were enhanced as the information saturated the coding process. When necessary, new codes were created by the group. This abductive approach favored an overview of what the institutions have been doing since the beginning of the Pandemic.

Table 3.1 Federal institutions' overview and data collected to be continued

<i>State</i>	<i>HEI</i>	<i>Campuses</i>	<i>Students</i>	<i>Status</i>	<i>Articles</i>
Paraná	Universidade Federal do Paraná (UFPR)	7	27,995	Remote	196
	Universidade Tecnológica Federal do Paraná (UTFPR)	13	29,935	Suspended	79
	Universidade Federal da Integração Latino-Americana (UNILA)	1	3,629	Suspended	34
	Instituto Federal do Paraná (IFPR)	26	30,228	Remote	33
	Universidade Federal de Santa Catarina (UFSC)	5	29,303	Suspended	237
Santa Catarina	Universidade Federal da Fronteira Sul (UFFS) ^a	6	7,826	Partial operations	93
	Instituto Federal de Santa Catarina (IFSC)	22	50,335	Remote	39
	Instituto Federal Catarinense (IFC)	15	17,528	Remote	27
	Universidade Federal do Rio Grande do Sul (UFRGS)	3	30,105	Remote	210
Rio Grande do Sul	Universidade Federal de Pelotas (UFPEL)	3	17,419	Suspended	214
	Universidade Federal de Rio Grande (FURG)	4	9,422	Suspended	123
	Universidade Federal de Santa Maria (UFSM)	4	20,446	Remote	116
	Universidade Federal do Pampa (UNIPAMPA)	10	11,201	Suspended	74
Rio Grande do Sul	Universidade Federal de Ciências da Saúde de Porto Alegre (UFCSPA)	1	2,523	Remote	58
	Instituto Federal do Rio Grande do Sul (IFRS)	17	27,366	Suspended	66
	Instituto Federal Farroupilha (IFF)	11	14,859	Suspended	38
	Instituto Federal de Educação, Ciência e Tecnologia Sul-riograndense (IFSUL)	15	24,369	Suspended	37
	Total		163	354,489	

Source: Elaborated with data collected from the Ministry of Education's Coronavirus portal and HEI's websites (2020).

a UFFS's Rector's Office is seated in Santa Catarina, but it has campuses in Paraná and Rio Grande do Sul.

Limitations

The first limitation refers to the data used in the study. The research team collected data from each institution's official website because federal educational institutions are not allowed by law to make advertisements in traditional media, being the website the unique source available. We highlight that the period covered by the data only focuses on the institutions' immediate response. Another limitation of this study is that the pandemic impacted each region at a time and differently, and due to the geographical characterization and the evolution of COVID-19, other federal HEIs may have responded differently. Lastly, we collected the news articles from each institution's main website which often includes news from their satellite campuses. It is possible, however, that their satellite campuses may have published other articles on their own campus' websites, but these were not included in the study.

Findings and Discussion

The coding process in qualitative research is not linear. On the contrary, from insights or questions raised throughout the work, the researcher refines and includes new categories or subcategories (Charmaz, 2006). This way, while coding, we identified a distinctive pattern of how HEIs communicate regarding COVID-19. Some institutions created news tabs on their websites to convey institutional actions, while others chose to keep information related to pandemic into their leading portals. Besides, some institutions were not clear about what agents performed the actions. For instance, UFSC and UFPR reported the initiatives directly to individual faculty or students and rarely reported them to the schools, the departments, or the research/extension groups. On the other hand, IFRS, UFRGS, and UFPEL often connected actions to established academic groups. This discrepancy may indicate that the institutions organize internally and also relate institutionally to society in different ways. An analysis of this specific feature can further research the organization identity field (Weerts et al., 2014) or the workplace's multiple commitments (Cohen, 2003).

There was some difficulty in identifying the articles's main feature, revealing that institutions are in distinctive stances in terms of communication capacity, which might be linked to their time of existence or even the absence of understanding of organizational knowledge (Canary & McPhee, 2010) since ten of these 17 institutions were recently founded.

In March, the articles were mostly characterized by shifts in institutions' operations, informing how COVID-19 impacts students, faculty, and staff. Between April and May, there was a significant increase in the institutional news about the virus (March—475, April—673, and May—554), and the publications migrated from the administrative guidelines to health information about COVID-19 and also research and extension projects reports. In other words, HEIs began to care more about the external audience, seeking to

engage in society's daily agenda. In a way, this shows that universities and university-related institutions face external demands and pressures for quick responses and flexible solutions to problems for the public good (Boni & Walker, 2016; Brennan, 2008; Castells, 2016).

We also noticed a multiplicity of actors involved in HEIs' response to COVID-19. They were categorized by an individual (such as faculty) and collective participation (such as unions, associations, or teams). Likewise, the institutions' efforts through the formal channels of central and formal administration (such as the provosts or the departments) became evident in the articles, putting the administrative agents' role as central in the initiatives linked to COVID-19. Seven hundred and sixty out of the published institutional news involved directors, secretariats, provosts, or other HEI units, although the proactivity of recognized research groups in the Brazilian HE scenario can also be a distinctive action pattern. We highlight that 16 institutions have used a collaborative management strategy from the beginning of the sanitary crisis: creating a crisis committee involving academic, medical, and community sectors. According to Marginson (2018), the presence of this kind of alliance inside the institutional arena can characterize HEIs as essential players of the national public sphere, where civil society actors seek solutions to societal challenges. Thus, they can bring the public good conception within the institutions beyond the state-related characteristic or the public/private division, advancing to issues related to societal needs or civil society engagement (Jongbloed et al., 2008).

Agency is central in a human development approach for social justice because it challenges the HE environment (students, scholarship, and managers) to face daily issues embedded in its functions (Boni & Walker, 2016). During the coding process, the institutional or individual actions gained our full attention. We found them to be directed towards a set of beneficiaries, individuals, or groups targeted to receive different support types to cope with the diverse effects of the pandemic. The scopes of the actions ranged through a multitude of knowledge and application areas. We established six subcategories within the broad category of performed actions, also coding the articles according to internal particularities to such subcategories. We highlight that four actions could not be coded under these categories, mainly because the news was unclear about what, where, or who did it. The subcategories are explained and exemplified below.

- **Contingency measures (551 entries):** The shifts in operation and support for the internal community whose administrative measures were enacted to allow the academic activities, even in remote mode, while also contributing to local government and society at large. For instance, communications to state governments to make institutional buildings available for treating patients infected with the virus, allocation of own budgets to fund extension projects and research studies on the pandemic, and anticipation of student's graduation in health programs so that the country could increase professionals' capacity in public health.

- **Research on COVID-19 (215 entries):** The Federal HEIs engaged in clinical and social research, raising funding from specific public calls, conducting studies on the virus and its impact on the local economy, developing equipment for hospitals, and using artificial intelligence to reach faster results to detect the coronavirus. The most prominent participation in coronavirus research was from a traditional university, which coordinated large-scale testing research on COVID-19 detection in the whole country.
- **General information initiatives (309 entries):** The production of informational materials (videos, charts, websites, and manuals), policy guidelines, and manifestos were among the most significant kinds of HEIs actions. Local broadcast partnerships, production of own media, videos and debates on COVID-19, physical and mental health instructions, and medical teleassistance on coronavirus symptoms are examples.
- **Services (388 entries):** All kinds of services were developed by HEIs for local communities, ranging from capacity building to health and nutrition care, from psychological support to lectures with experts, from cultural activities, art repositories to entrepreneurship support, from domestic violence awareness to partnerships for providing clinical treatment solutions (social and technological incubators).
- **Solidarity actions (229 entries):** Due to the enormous socio-economic impact of COVID-19 on local communities, the internal community's massive effort was to support vulnerable groups. Among the initiatives, we found health article production, including face masks, hand sanitizers, and donation campaigns for essential items such as food, medicines, and hygiene materials, especially food donation for communities at risk.

This categorization lines up with what De Sousa Santos (2020) calls the virus's cruel pedagogy. COVID-19 put social inequality on stage, pushing HEIs to face the need of being next to the most vulnerable social groups. The analyzed articles also reveal that, even when teaching is suspended at federal public HEIs, both research and extension activities continue to occur and contribute significantly to Brazilian society, especially to the local communities these institutions are settled.

These assumptions contradict the traditional notion of HE as a site of teaching and research only (Castells, 2016; Meyer & Sporn, 2018; Rowan et al., 2019). Suppose we observed at least three of these categories (general information initiatives, services, and solidarity actions). In that case, we can say that the Brazilian Federal HEIs engaged in the local communities' everyday lives, searching for ways to provide them with the knowledge they produce. Boni and Walker (2016) framework for a human development university helped us with some of the features presented in this analysis. These activities are linked to a sense of participation and empowerment, which involves agency and social transformation through participation. Besides, they are embedded into a holistic perspective that allows students, faculty, and staff to absorb

from community-based learning and use the knowledge produced through this learning for what Marginson (2011) defines as a public good.

Although it is not the objective of this work to analyze these actions' beneficiaries, it is essential to highlight some aspects. Two large groups of beneficiaries stand out from the news: students (670 articles) and society at large (600 articles). The first group prominently indicates institutional concern in maintaining bonds with students during the pandemic since they are vital for institutional survival. However, it also draws attention to the relationship established by institutions with society at large. The collected news is mostly related to people in general, with lots of information and guidance about physical and mental health during the quarantine. There was also a significant concern to the deaf community (60 articles). The majority of the federal HEIs created groups to work in translating videos and news for the deaf. This brief analysis points to the importance of the extension (or third mission) of HE, aligning to the literature emphasizing that universities need to be inserted in local communities not only to account for what they do in their institutions but also as a way to bring real-life into the pedagogical environment (Boni & Walker, 2016; Walker, 2012). The idea of extension as social work (Melo Neto, 2002) makes sense as it highlights the role of the different society members in developing activities to fight against the virus and its effects on well-being. Thus, in the context of the coronavirus crisis, the extension (articulated with teaching and research) might serve as an opportunity to strengthen the relationship between federal HEIs and society.

Conclusions

This chapter aimed to discuss the Southern Brazilian federal universities and institutes' initial response to the COVID-19 sanitary emergency and analyze it through HE's social role.

Results have led to the conclusion that these institutions have played an essential role during this global crisis. Several individual actions and institutional initiatives show that the HEIs have made serious efforts to reduce the pandemic impact on society, such as general clarification and instructions for local communities about the virus, conduction of studies and reports on the socio-economic effects of the pandemic on vulnerable Brazilian groups, and promotion of on-line activities to cope with the effects of social isolation.

This first analysis emphasized at least two essential features of these institutions at the moment:

- extension as a fundamental mission for Brazilian HE: Although extension activities were enacted in an impromptu fashion, they have served as the “visible face” of the university for local communities and society at large in a time when classes are suspended: and,
- the relevance of administrative, pedagogical, and financial autonomy for both federal universities and institutes, even when facing an unstable

scenario in Brazil due to the budget-cutting and constant threats to their legitimacy made by the government. These institutions took a proactive role concerning the most vulnerable.

In a way, the global health crisis has placed the social role of HE on the stage, since from the physical emptying of institutions and, therefore, without being able to exercise teaching in its traditional form, teachers, technicians, students, and management had to recreate the pedagogical locus. In teaching, there was migration to remote education. However, in research and extension, daily social life became a living laboratory, where the academic community had to insert, participate, listen, and discuss economic solutions and death or life issues. Thus, we can say that the curriculum, projects, and learning drifted to developing human capabilities for better living. Boni and Walker (2016) argue that this is the expected role of HEIs: human development that seeks social transformation through freedom and the collective good. De Sousa Santos (2020) proposes a new articulation between political and civilizing processes to think holistically, through epistemological, cultural, and social assumptions, the human life's dignified survival.

This chapter focused on the initial actions that have been performed by federal HEIs in Southern Brazil. Given the focus on this region, empirical studies could look into how institutions in other regions have responded to the crisis. Future studies need to further on questions that can answer the extent to which HEIs, a prime source of knowledge produced globally, have incorporated the pedagogy of this tremendous global crisis. Future research should also develop new approaches to HE, surpassing models that point only to research and teaching as the first functions of HEIs. Perhaps this way, we can understand and discuss whether the thousands of deaths resulting from the first major pandemic of the 21st century were enough to alter the world's educational paradigm.

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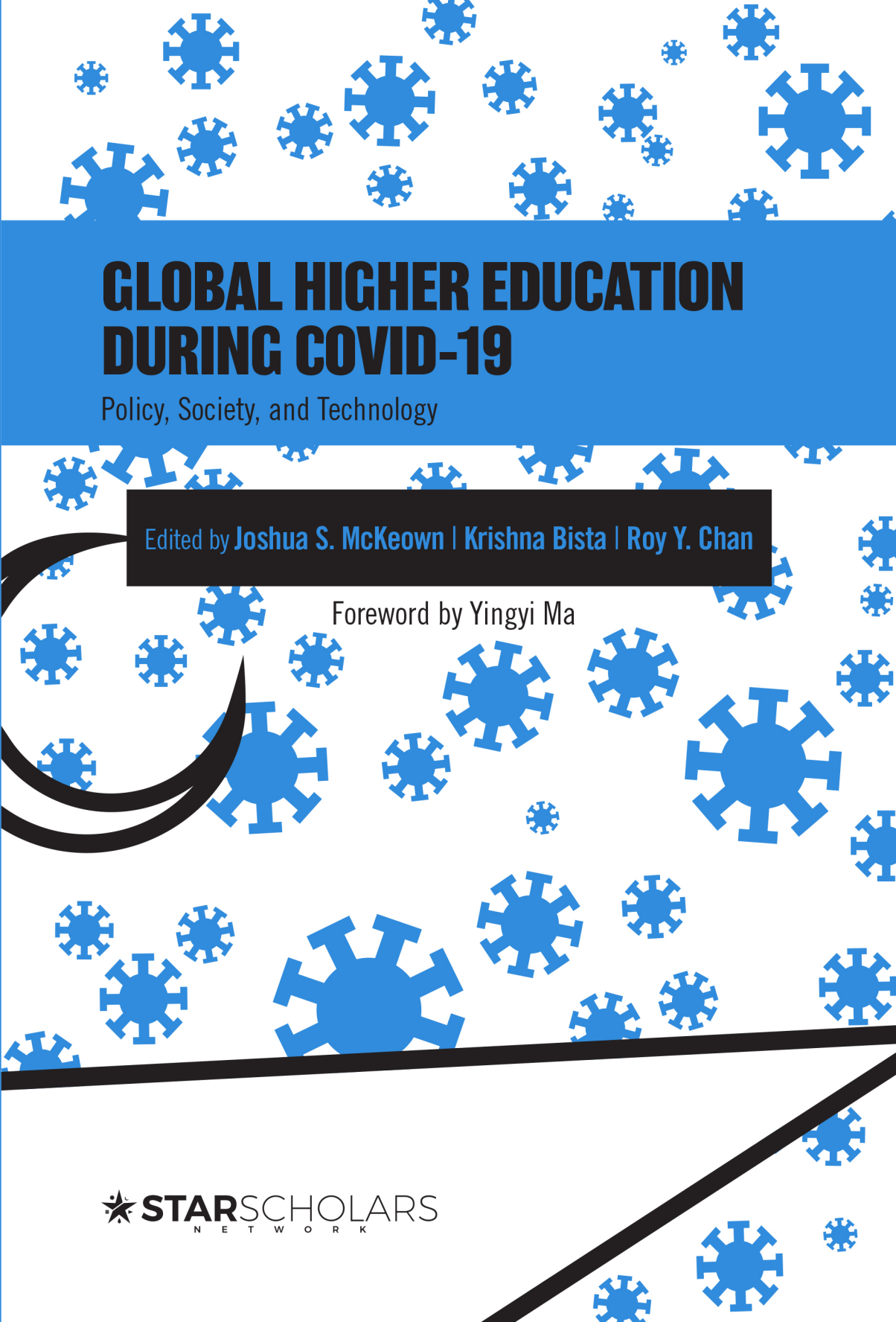
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GLOBAL HIGHER EDUCATION DURING COVID-19

Policy, Society, and Technology

Edited by **Joshua S. McKeown** | **Krishna Bista** | **Roy Y. Chan**

Foreword by Yingyi Ma

Praises for this volume

COVID-19 pandemic and digital innovation are making unprecedented disruption to the global higher education landscape. These disruptions have increased academic discussion on how to reimagine the future of higher education after post-COVID 19. Thus, the book, *Global Higher Education During COVID-19: Policy, Society, and Technology* problematized these realities from a global policy context with policy recommendations on issues of racial justice, funding, technology among others. Therefore, I would like to congratulate the editors: *Joshua S. McKeown, Krishna Bista, and Roy T. Chan* for this excellent publication.

*Dr. KS Adeyemo, Senior Lecturer, University of Pretoria,
South Africa*

Global Higher Education During COVID-19: Policy, Society, and Technology is a highly recommended resource for higher education institution policymakers and educators around the globe. Not only does this book provide invaluable insights from higher education institution policymakers, educators, and students during the COVID-19 pandemic, but it also offers useful suggestions on dealing with possible challenges and seeking opportunities in future higher education.

*Dr. Misty So-Sum Wai-Cook, Centre for English Language
Studies, National University of Singapore*

It's a timely book reporting the most recent responses of international higher education across the world during the Covid-19 pandemic. Besides providing the theoretical contributions, the book also offers practical implications for stakeholders, including policymakers, education managers and practitioners, international students, and parents.

*Dr. Hiep Pham, Director, Center for Research and Practice on
Education, Phu Xuan University, Vietnam*

Global Higher Education During COVID-19: Policy, Society, and Technology is timely and relevant providing a critically engaged reflective account of geographically diverse higher education institutions' response and practice during the COVID-19 pandemic. This book illuminates some of the current

impediments to higher education internationalization within the context of COVID-19 and provides insights into shared learning experiences that address new challenges to internationalisation imposed by the pandemic. A must read for international higher education specialists, practitioners, scholars and researchers.

*Dr. Tasmeeera Singh, Advisor, International Office,
University of KwaZulu-Natal, South Africa*

A worldwide phenomenon: Strategies and inspiration to address the challenges and opportunities for the new normal in the field of global higher education. I cannot recommend it highly enough.

*Dr. Daisy Kee Mui Hung, Associate Professor,
Universiti Sains Malaysia, Malaysia*

The movement of people across borders furthered the spread of Covid-19. This inevitably impacted international higher education, which although not reducible to student mobility is its primary form. *Global Higher Education during COVID-19: Policy, Society, and Technology* is therefore a timely edited collection that begins to unpack the multifaceted impact the pandemic has had on higher education worldwide. It adds to the growing conversation on reimagining higher education. The collection will be valuable to current and future scholars of higher education, offering an important snapshot of policy and practice during the pandemic.

*Dr. Will Brehm, Lecturer of Education and International
Development, UCL Institute of Education, UK*

With the COVID-19 crisis having upended higher education around the world, this timely book provides a deep and much-needed analysis of the roles and responsibilities of universities going forward. It sheds light not only on the shared challenges countries have faced, but also reveals how the impact of the pandemic has varied in important ways across countries.

*Dr. Rajika Bhandari, Author/Advisor,
STAR Scholar Network, USA*

Case studies provide valuable baseline information for practitioners of higher education as the world begins to emerge from the pandemic. A must-read for those looking to understand how various regions reacted, and how institutional systems changed their models to survive.

*Dr. L. Amber Brugnoli, Assoc Vice-President and
Executive Director for Global Affairs
West Virginia University, USA*

This book presents a comprehensive and rigorous worldwide account of Covid-19 impact, challenges and new opportunities. It stands out as a ground-breaking valuable companion for all those involved in the future of internationalization in higher education.

*Dr. Elena de Prada Creo, Vice Dean for International Affairs
Facultad de CC. Empresariales y Turismo, Spain*

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We seek to explore new ideas and best practices related to international and comparative education from the US and around the world, and from a wide range of academic fields, including leadership studies, technology, general education, and area and cultural studies. STAR Scholars publishes some titles in collaboration with Routledge, Palgrave MacMillan, Open Journals in Education, Journal of International Students, and other university presses. At STAR Scholars Network, we aim to amplify the voices of underrepresented scholars, epistemologies, and perspectives. We are committed to an inclusion of a diversity of racial, ethnic, and cultural backgrounds and are particularly interested in proposals from scholars who identify with countries in the Global South.

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Global Higher Education During COVID-19: Policy, Society, and
Technology

Joshua S. McKeown, Krishna Bista, and Roy Y. Chan

Global Higher Education During COVID-19

Policy, Society, and Technology

Global Higher Education During COVID-19: Policy, Society, and Technology explores the impacts of the novel coronavirus (COVID-19) for institutions of higher education worldwide. Specifically, this book responds to the growing need for new insights and perspectives to improve higher education policy and practice in the era of COVID-19. The sub-theme that runs through this book concerns the changing roles and responsibilities of higher education leaders and the demand to rethink global higher education post-COVID. Topics in this book include: international student experiences, pedagogical innovations through technology, challenges to existing organizational cultures and societal roles, international academic relations, and shifting national policy implications for global higher education.

With the increasing threat of COVID-19 on all aspects of the global economy and workforce, this book serves as an opportunity for teacher-scholars, policymakers, and university administrators to reconsider and reimagine their work and the role of higher education in a global context. The ultimate goal of this book is to provide a critical reflection on the opportunities and challenges brought by COVID-19 and how tertiary education systems around the world learn from each other to address them.

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Global Higher Education During COVID-19

Policy, Society, and Technology

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Krishna Bista

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In memory of those who lost their lives during the COVID-19 global pandemic (as of August 2021):

4.38 Million

And to the 204 million heroes worldwide who recovered from the disease.



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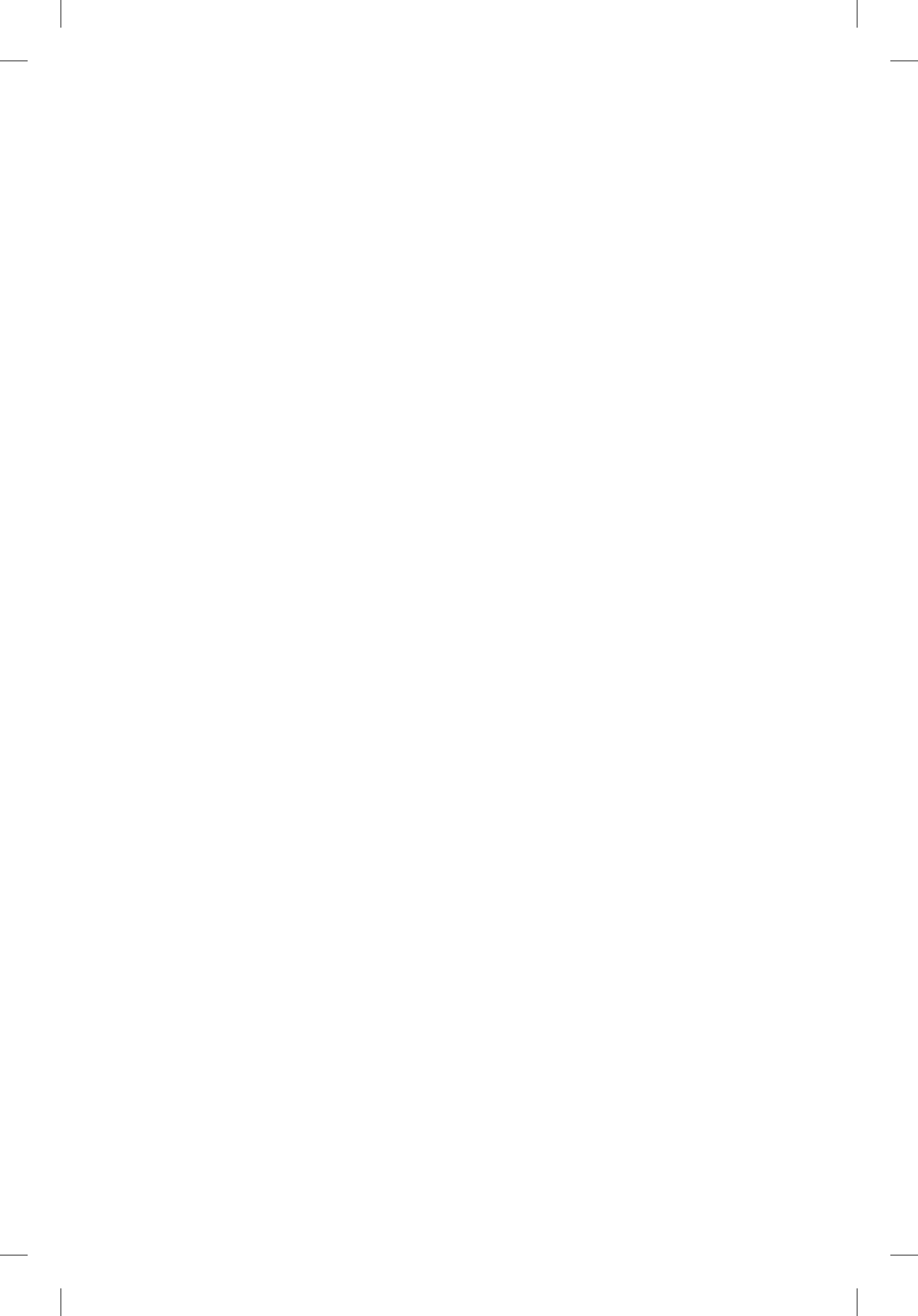
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Foreword

Yingyi Ma

COVID-19 is upending daily life, and its impact on global higher education (HE) is seismic. How to understand the impacts and improve policy and practice in the field of international HE during and post-COVID? Colleges and universities around the world are wondering about the above questions, and this book has provided a much-needed discussion for those questions.

The editors of this book have done a tremendous job in assembling a wide range of in-depth studies, both in terms of substantive topics and geographic regions. The topics range from the role of HE in society, crisis and innovation through technology in HE, international student experiences navigating the pandemic, national policies, international academic relations, public and private university responses, and the innovative engagement efforts of global HE institutions. Despite the expansive topics, various articles share the theme of exploring the traditional and changing roles of HE in society. Part I presents a few studies grounded in diverse national contexts that show how HE operates and adapts to society changed by the pandemic.

I commend the editors for their efforts to include a wide variety of contexts of HE institutions in different countries. While the impacts of COVID-19 on HE may be uncertain, what is certain is the increasing inequality among countries in dealing with the pandemic due to the unequal access to resources, technologies, and public health management. Part II in this book, in particular, focuses on the Global South (lower-income countries). The studies have shown the devastating impact on HE in countries of the global south due to the faltering economy during the pandemic as well as the incredible resilience of faculty and students in these countries to lessen the hardship through impressive innovations.

Technology-powered online education has been the quintessential innovation of 21st-century HE. Technology is liberating as much as limiting. COVID-19 has forced global HE to confront, leverage, and manage the power of technology to engage with students, experiment, and explore new pedagogy. The editors of this book have presented a wide range of empirically based studies in different HE settings to show that technology is indeed the double-edged sword, and it is incumbent on global HE leaders and educators to figure out innovative ways to use technology well, while fully recognizing and managing its limitations. Part III has been devoted to this theme.

This book is for anyone who is interested in HE in the global world, including but not limited to scholars, teachers, administrators, and students, and for any concerned citizens to reimagine and redesign the global HE in a new era.

Bio

Yingyi Ma is an Associate Professor of Sociology and Director of Asian/Asian American Studies. She is the Provost Faculty Fellow on internationalization at Syracuse University (New York), carrying the term between 2020 and 2022, where she leads and supports culturally responsive pedagogy and programs for international education and partnership. She received her Ph.D. in sociology from Johns Hopkins University in 2007. Ma's research addresses education and migration in the U.S. and China and she has published about 30 peer-reviewed articles and book chapters, in addition to books. She is the author of *Ambitious and Anxious: How Chinese College Students Succeed and Struggle in American Higher Education* (Columbia University Press, 2021). This book has won multiple awards from the Comparative and International Education Association and has been featured in national and international news media such as *The Washington Post* and *Times Higher Education*. She is the co-editor of *Understanding International Students from Asia in American Universities: Learning and Living Globalization* (2017), which has won the honorable mention of the Best Book Award from the Comparative and International Education Association's Study Abroad and International Students Section.

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We are most grateful to colleagues at the STAR Scholars Network. We also appreciate the support of colleagues with whom we have worked over the years at the Open Journals in Education, a consortium of the professional journals, the Comparative and International Education Society's Study Abroad and International Students SIG, and the *Journal of International Students*.

We would also like to acknowledge the help of all the scholars who were involved in this project and, more specifically, to the authors and reviewers that took part in the review process. Without their support, this book would not have become a reality. At Morgan State University, Dr. Bista would like to thank his colleagues for their encouragement and support including graduate students and graduate assistants in the Department of Advanced Studies, Leadership and Policy. At Lee University, Dr. Chan would like to thank his Ed.D. students for their comments and feedback in this project.

Special thanks to the following reviewers who assisted us in reviewing manuscripts received for this book. It would not have been possible to finalize the selected chapters without their evaluations and constructive feedback.

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“Global Higher Education during COVID-19: Policy, Society, and Technology is a timely edited collection that begins to unpack the multifaceted impact the pandemic has had on higher education worldwide. It adds to the growing conversation on reimagining higher education.”

—**Dr. Will Brehm**

UCL Institute of Education, UK

“This book is a highly recommended resource for higher education institution policymakers and educators around the globe.”

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