

9 Reshaping the Landscape

Considering COVID-19's Uncertain Impacts on Canadian and U.S. International Higher Education

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Abstract

As the world grapples with the COVID-19 pandemic, international higher education (IHE) enters a new territory and complicates models that describe a third wave of internationalization. Against this backdrop, we apply a three-layer (country, institution, individual) analysis to understand COVID-19's impact on IHE in Canada and the United States, on particularly student mobility, and consider the future of an altered landscape. At the national level, we consider how the two countries are responding to COVID-19 regarding their policies toward international students and what long-term impact might be looming. At the institutional level, we consider the pandemic's impact on institutions' revenue, mission, internationalization strategies, and even survival. At the individual level, we examine how this pandemic impacts international students' plan of study in Canada and the United States, with their concern for the expense and experience of online learning and their consideration of other alternative destination countries.

Keywords:

international higher education, international student mobility, COVID-19, the United States, Canada

Introduction

The COVID-19 pandemic has affected every aspect of higher education, including international higher education (IHE). As higher education institutions (HEIs) prepare for a paradigm shift in student mobility, COVID-19 might be accelerating existing trends and pushing higher education beyond its current third wave of internationalization (Choudaha, 2018). This third wave features the emergence of new destinations for international students, amidst China's need for skilled labor, nationalism signalled by Brexit, and the anti-immigration tone and policy of former U.S. President Trump in the United

States (Choudaha, 2018). Just as COVID-19 is accelerating changes in other sectors, such as telemedicine and telework (Zakaria, 2020), the pandemic is rapidly reshaping the current landscape of IHE, even if some specific effects of COVID-19 remain uncertain.

The effects from the pandemic have been cascading and interrelated. Within days of the first cases in Canada, universities announced restrictions on travel and research abroad, especially to and from China, which saw the first outbreak of the virus in January 2020. The situation rapidly worsened in the United States, making the country the world leader in infections. International students have begun to reconsider studying in the United States and grappled with anxiety, uncertainty, and xenophobia. Government leaders in Canada and the United States sealed the borders, raising even higher obstacles to entry. Almost overnight, instruction shifted online, creating complications for students without internet access or international students who returned home to different time zones.

COVID-19 is an ongoing phenomenon but considerable COVID-19 peer-reviewed research related to COVID-19 and IHE has emerged in just the last year. A number of authors have explored the COVID-19 effects on IHE such as student mobility in different national and regional contexts (Aristovnik et al., 2020), including in Mainland China and Hong Kong (Mok et al., 2021; Peters et al., 2021) and Europe (Rumbley, 2020). Pan (2020) explores the pressures today's IHE neoliberal framework faces from COVID-19 resulting from the fallout in intentional enrollments and fees. COVID has upset a higher education financing system that has seen HEIs in Western anglophone countries aggressively court international students to compensate for declining public funding. Other authors have explored the COVID's impacts on national higher education systems around the world (Marinoni, 2020) in particular countries: in India (Jena, 2020), Latin America (Samoilovich, 2020), Nigeria (Jacob et al., 2020), Philippines (Toquero, 2020), Turkey (İnce et al., 2020), and Vietnam (Pham & Ho, 2020). A separate sizeable literature explores higher education's overnight shift to online and distance learning (Adnan & Anwar, 2020; Amemando, 2020; Crawford, 2020; Mishra et al., 2020; Paudel, 2020), and more specifically, online assessments (García-Peñalvo et al., 2020). This scholarly research in addition to the extensive ongoing journalism and growing body of grey literature on the topic (Hudzik, 2020; Martel, 2020a; 2020b).

In this chapter, we reflect on the future of student mobility to Canada and the United States by referencing government reports, university communications, news articles from reputable sources, and grey literature. We organize our discussion based on national policy, institutional response, and individual experience. Though not an empirical study, the chapter responds to current events that have taken lives, devastated livelihoods, and challenged institutions like no crisis in recent memory (Oleksiyenko et al., 2020; Zakaria, 2020). In the following sections, we reflect on the potential impact of the pandemic on IHE in Canada and the United States from national, institutional, and individual levels. The three-level approach enables us to reflect on the impact by considering different stakeholders. However, we

acknowledge that the impact is far more complicated and involves interaction between different levels.

National Level

At the national level, policies toward international students during COVID-19 are centered around student visas, Course load and their relevance to students' eligibility for work permits after graduation, and student financial relief. Canada and the United States put into place somewhat contrasting policies, which send different signals to incoming and future international students.

In Canada, the COVID-19 policy before October 20, 2020, was that international students must meet two requirements to enter Canada. First, international students must have their student visa approved before March 18, 2020, or they had to travel directly from the United States (Government of Canada [GOC], 2020). Second, they had to be travelling for a non-discretionary and non-optional purpose (GOC, 2020). In early October, the Canadian government announced that international students will be able to enter Canada if their institutions have a COVID-19 readiness plan approved by their provinces and territories (GOC, 2020).

The above policies toward international students entering Canada did not affect students' taking courses, as online courses are permitted and counted towards their degree for the application of work permits (GOC, 2020). Specifically, most institutions have opted to offer courses online due to COVID-19, meaning students have to take online courses outside of Canada. Previously, online courses taken outside of Canada were not counted toward the length of the program for their application of work permits in Canada (El-Assal & Thevenot, 2020). However, the Canadian government decided to allow students to take all courses online if their program is only eight to twelve months, and to take 50% of the courses online if their program is 12 months or longer while being outside of Canada (GOC, 2020). In addition, the lengths are counted toward their programs (GOC, 2020), allowing students to be eligible to apply for work permits.

In the United States, policies regarding students entering the country and eligibility are still strictly related to the format of their courses, particularly for new international students by January 2021. According to guidelines from U.S. Immigration and Customs Enforcement (ICE) in March and its updated version in July 2020, continuing international students were able to take online courses and return to the United States if they are outside of the United States (ICE, 2020a; 2020b). However, new students will not be able to have their student visa issued or active if they take 100% online courses (ICE, 2020b). To be able to continue their study plans, incoming students would have to travel to the United States to take at least one in-person class, putting themselves at risk of contracting COVID-19 (Quintero, 2020). For students, this policy likely exacerbated their mental health concerns and disrupted their study plans.

While policies toward international students are evolving constantly, the current policies in Canada and the United States at the start of 2021 are quite

different. Canadian policies are more flexible and friendly to new incoming students. This is evidenced by allowing new students to take online courses outside of Canada and still keep the option for work permit open (GOC, 2020), depending on the length of the programs. In contrast, the United States does not allow new international students to take 100% online courses for the fall semester of 2020 (ICE, 2020b). Fortunately, continuing international students are not subject to this rule. In the case of the pandemic, new international students would have to take in-person classes, which forces students to choose between their studies and their health. As there have been changes in student mobility globally, such as new destination countries amidst intense competition for international students, U.S. policies during the COVID-19 pandemic may have implications on students' choice of destination countries.

Student relief, where it does exist, has not been made available to international students. This has taken the form of refunds, fellowships, deferred fees, direct payments, such as the Canada Emergency Student Benefit (CESB). Post-secondary students, and recent post-secondary and high school graduates could apply up to three times for CAD\$1,250 in relief from May to September 2020 (Canada Revenue Agency, 2020). In the United States, relief has flown through schools via the Higher Education Emergency Relief Fund, part of the pandemic relief package. Eligible students can apply for US\$1,200. Both funds, however, excluded certain student populations, including international students (Canada Revenue Agency, 2020; U.S. Department of Education, 2020). In summary, in both Canada and the U.S., international students are disadvantaged in accessing student financial relief during the pandemic, which we argue may have an adverse impact on their experience in host countries.

Institutional Level

While the pandemic has affected all aspects of HEIs, there are unique effects on international students. While there are many effects to analyze, we focus on three themes below among the U.S. and Canadian institutions.

Campus Health and Travel Restrictions

All institutions reacted quickly, following regional or national health guidance, to protect their communities' health (O'Shea & Mou, 2021). These measures would impact international students differently. Early measures included issuing travel advisories, followed by travel restrictions, and quarantine measures for returning overseas travel from China, and later northern Italy, Iran, and other hot spots of the early outbreak. Institutions ordered students studying abroad home and cancelled study and research abroad until at least the end of 2020 (Redden, 2020; Simon Fraser University, 2020; University of Saskatchewan, 2020).

As the crisis worsened, and especially after the World Health Organization declared COVID-19 a pandemic, Canadian and American HEIs moved

to extend spring breaks, move classes online, send students home, close research facilities, and restrict campus access to essential personnel. By the summer of 2020, many schools, after conferring with health officials and following guidance from COVID task forces, announced phased reopening plans (O’Shea & Mou, 2021; University of Illinois at Chicago, 2020; University of Regina, 2020). These plans, however, have been complicated by a resurgence of cases—second or third waves in some cases—during the fall 2020 semester (Wilson & Kluger, 2020). This situation, when combined with restrictive policies from the federal government on international student access, make international students’ access to U.S. higher education even more difficult.

International students and their unique needs are mentioned among the reopening plans and COVID-19 updates posted on university websites in Canada that enroll large numbers of international students (University of Toronto, 2021). The same is true for students at several top receiving institutions in the United States (New York University, 2020; University of Southern California, 2020; University of Illinois, 2020). Information primarily provided focuses on immigration questions and quarantine requirements.

Falling Enrollments

COVID-19 travel restrictions have also led to falling international enrollments in Canada and the United States. In Canada, the number of study permits issued to international students fell by almost 25% between the spring 2019 and 2020 (Gordon, 2020). This number may rebound after Canada reopens its border to international students on October 20, 2020 at so-called “Designated Learning Institutions” (DLIs), but it is not certain. DLIs are those institutions that have a COVID-19 readiness plan in place (Thevenot, 2020). In the United States, new enrollments may fall to historic lows not seen since World War II (Fernandez, 2020). New international enrollments already fell between 2018 and 2019 in the face of a snowball of restrictive immigration policies and anti-immigrant rhetoric from the Trump administration and competition from other countries, including Canada (Trapani & Hale, 2019).

American HEIs have attempted to maintain international student enrollments even in the face of the double, interrelated threats of immigration restrictions and the pandemic. Tighter immigration policies include the executive orders from former U.S. President Trump that restricted travel from several majority Muslim countries and increased scrutiny of Chinese visas and universities’ academic ties (Mou et al., 2020). Particular restrictions are related to COVID-19. For example, in the summer of 2020, with little warning, the U.S. Department of Homeland Security (DHS) announced that new study visas will not be renewed for international students taking online courses only (Fischer, 2020a). Motivation behind this restriction to F-1 visas was unclear (Whitford, 2020), but it may have been a way to pressure campuses to reopen, thereby sending a message that the pandemic was under

control. Ninety percent of the U.S. HEIs said they would be switching to online or hybrid instruction for fall 2020 (Martel, 2020b).

A coalition of universities and their lawyers, backed by outraged international students and their backers, successfully filed lawsuits against DHS. As the DHS deliberated, schools, including the country's most influential and elite institutions, expressed support for their international students and promised to help them fulfill course requirements to meet visa requirements (Bacow, 2020; Klayman, 2020). In the face of such pressure, the U.S. government reversed course a week later, but the victory was only partial: a week later DHS issued guidance that said that the rule would still apply to new international students entering the United States (Fischer, 2020b; Whitford, 2020).

American higher education persists in its efforts to remain a top destination for international students. The non-profit Institute for International Education released a three-part series of reports on international education in the COVID era, including one dedicated to the topic of international Chinese student mobility (Martel, 2020a). In July 2020, 92% of institutions surveyed by the Institute of International Education (IIE) said that their foreign students would be staying on campus through Fall 2020. Over half of institutions surveyed noted international numbers are lower than "in previous years" (Martel, 2020b). International recruitment efforts continue as well among U.S. HEIs. For example, Franklin & Marshall College partnered with the University of California and the University of Illinois at Urbana-Champaign in October 2020 for a "webinar exclusively for high school counsellors, parents and students in China" (Strong, 2020).

Student mobility is not the only expression of international education, however, and COVID-19 could present an opportunity to move away from the last several decades' focus on student mobility as the yardstick of internationalization. This emphasis, Oleksiyenko et al. (2020) assert, is part of the neoliberal framework that sees higher education as a private good. Under this framework, public funding for higher education has fallen, and universities look to outside funding sources, especially international student fees to fund their operations. Hudzik (2020) urges higher education to prepare for a "paradigm shift" in how universities approach IHE (p. 2). The physical movement of students around the globe should not be an end in and of itself: internationalization should be integrated to all higher education goals. As COVID-19-related health and travel restrictions reduce student mobility, universities can still create cross-cultural learning experiences through creative uses of technology, better engagement with local communities, and deeper appreciation for cultural knowledge of international students. Doing so would also reduce perception of the latter population as only a revenue stream (Hudzik, 2020, p. 2).

Funding and Support for International Students

As funding has been stretched and schools reel from the pandemic's fallout, international students have not always been supported. While some schools

have frozen tuition, others have not, or at least not for international students. University of Toronto, though a public university, is tuition-dependent (87% of its revenue comes from tuition), and has announced an increase in international student fees, while freezing domestic tuition (Planning and Budget Office, 2020). Other Canadian and U.S. schools have announced similar international hikes, including Western University, Dalhousie, University of New Brunswick, McGill University, University of Guelph, and the University of Calgary (Erudera College News, 2020).

In a survey of 30,383 students from 62 countries, Aristovnik et al. (2020) finds that international students expressed a higher need for financial assistance for rent compared to domestic students. This makes intuitive sense: with friends and family in another country, international students may have less access to local off-campus housing if campuses close. Closure of campus and ending of on-campus jobs could also cut off their only source of income. In the United States, for example, international students are only legally authorized to work on campus for up to 20 hours and cannot work off campus in their first year. They can work with restrictions in subsequent years (U.S. Immigration and Customs Enforcement, 2020). Despite this financial need of international students, little systematic financial support was available.

In the absence of government support for international students, some individual schools or even individual student groups have offered different kinds of support, including financial help (Canada Revenue Agency, 2020; U.S. Department of Education, 2020). University of Toronto students, for example, have organized a food bank to assist those impacted by food insecurity during the pandemic after the university's food bank was closed (UofT Emergency Foodbank, 2020). At Pomona College in Claremont, California, alumni and community members organized a GoFundMe to support students who lost off campus housing, among them international students (Pomona FLI Scholars, 2020).

U.S. and Canadian schools have stepped forward in various ways to attempt combat xenophobia experienced by students of Asian ethnicity, including Chinese students. Around the world, international students from China have experienced xenophobia, which have contributed to mental health problems (Zhai & Du, 2020). In addition to worrying about family back home, Chinese students experience hate crimes and derogatory headlines (Zhai & Du, 2020). For example, the University of Illinois-Chicago on April 24, 2020, sent a letter to faculty and students, "It goes without saying that we denounce these xenophobic practices and rhetoric, which are antithetical to our ethos and culture, and we will not tolerate any form of harassment against Asian and Asian American students, faculty and staff" (UIC News Staff, 2020). California State University created a website, "Racism and xenophobia in the age of COVID-19" with suggestions for faculty on fighting racism on campus (California State University, 2020). International students elsewhere, such as in the Netherlands, have also experienced mental health problems related to the anxiety and isolation that accompanied COVID-19 and campus closures (Misirlis et al., 2020).

Individual Level

At the individual level, we reflect on how this pandemic impacts students' plans of studying abroad. In addition to major concerns about the difficulties of staying in isolation away from home, students are deliberating about the expense and experience of online learning during the pandemic, and the possibility of changing destination countries due to the pandemic.

As the world struggles to control a second wave of infections and as troubling new strains of the virus appear, a survey on international students shows that the biggest concern is staying healthy while studying in the United States (Kennedy, 2020). Bhojwani et al. (2020) identified a range of concerns among international students in the United States ranging from future employment to health insurance, from food security to visas. International students in Canada are worried about living away from home during the pandemic and lacking support both emotionally and financially (Coulton, 2020; Zhai & Du, 2020).

International students admitted to universities in the United States and Canada, still at home taking online classes, are very concerned with how long this situation will last. Due to the time difference, students taking many online synchronous classes during night time in China and India, for example, found the arrangement disruptive and could have harmful health effects (Misirlis et al., 2020; Nott, 2020). As a result, some are considering taking a gap year before returning to campus to North America—assuming the COVID-19 situation improves by then. Possible choices include taking courses from the joint-venture universities in China, such as the University of Nottingham Ningbo China. In addition, some universities from Hong Kong are trying to attract students during this pandemic. For example, universities in Hong Kong and Singapore are welcoming and offering competitive scholarships to prospective PhD students who hold an admission offer from top universities, but may not be able to commence their studies as planned due to COVID-related visa issues (Sharma, 2020). For students from China, transferring to universities in mainland China or Hong Kong could represent a safer, less stressful alternative, as these areas have managed the current pandemic relatively well and safety measures have been followed strictly.

Expense and Experience

Tuition is another significant concern for many international students when they are taking online classes, and especially as some universities have continued with tuition increases during the pandemic (Burman, 2020). Many questioned the high tuition cost of online courses (Szperling, 2020). As an important aspect of studying overseas, knowing people and culture, living and studying with people from different backgrounds are important factors that contribute to international students' intercultural competency and capabilities for their future career and life. The online format of coursework

has diminished these cultural and social experiences to a great extent. Hence, the tuition increase concerns international students, as the quality and experience of remote learning are different from pre-pandemic, in-person learning (Sarkar & Feng, 2020). In addition, summer job opportunities decreased during this pandemic and some international students who rely on summer jobs to save up and pay tuition face significant financial challenges (Charles & Øverlid, 2020).

Changing Destination Countries

The choices of destination countries for international students have been impacted by the pandemic, either directly by the COVID-19 situation or indirectly by changing international relations. For example, according to a survey, with the rapid increase of COVID cases in key destination countries such as the United Kingdom, Spain, and the United States, around 20% of participants are considering a different country or not going abroad at all while 50% wanted to postpone their enrollment for at least one year (Mitchel, 2020). Moreover, as COVID-19 intensifies tensions between China and the United States, and amidst unfriendly policies of both government toward each other, international students from China may potentially considering other countries such as the United Kingdom (UK), which introduced a new visa policy allowing international students apply for two-year visa staying in the United Kingdom after graduation (Hubble & Bolton, 2020). As such, future students are likely to take into consideration the rise of xenophobia, nationalism, populism in the United States when choosing a destination country for their study (Xin, 2020). These forces make studying and living there challenging or even dangerous and pose obstacles for adapting to, living, and studying, in such an environment.

Discussion and Conclusion

Broadly speaking, the national policies toward international students during the pandemic might affect a country's image among international students, which is important in students' decision-making (Ghazarian, 2016). In mid-July 2020 when updated restrictions from the U.S. government on international students was announced, the COVID-19 cases in the United States remained as high as over 65,000 and combined cases surpassing four million (Maxouris & Hanna, 2020). Yet, while current international students are able to take classes online, U.S. policies as of early January 2021 do not allow new international students to take the majority of their classes online while still in their home countries, which potentially forced students to choose between risking their health to travel to the United States for their study (Whitford, 2020)—or delay or even cancel their study abroad plans. By contrast, Canadian policies recognize the health crisis and allow students to still take courses outside of Canada. The contrast in policies clearly signals to international students that Canada might be much more friendly to them.

Although the United States is still the largest destination for international students, different factors suggest that other countries may be able to attract a growing number of students in the future. First, many countries are implementing policies that could attract more international students. For example, the United Kingdom has loosened work visas for international students (Hubble & Bolton, 2020). China continues to build the “Study in China” brand and set up scholarships to attract international students from developing countries (Ma & Zhao, 2018). This competition for international students aligns with Choudaha’s analysis of a third wave in IHE (2018), which sees emergent top destinations for international students. What will the unfriendly policies toward international students during COVID-19 mean amidst the third wave? We argue that it potentially accelerates the changing landscape of international students mobility featuring emergent new destinations.

The differentiated national level policies and national contexts have impacts on institutional response in the United States and Canada. In Canada, where nearly all universities are public, universities followed provincial and government health guidelines and benefitted from relatively consistent and clear guidance on travel restrictions. U.S. universities suffered from inconsistent and a highly decentralized national response where individual states were asked to lead to tackle the pandemic. Immigration restrictions, already underway before the pandemic continued over summer 2020, complicate American HEIs attempts to support their international students.

In both countries, institutions sought to support and reassure international students, though often falling short, as international students’ needs were sometimes considered after institutional finances and the needs of domestic students. Institutions with large international student populations made supporting international students part of their COVID-19 reopening plans. In the United States, individual institutions pushed back against national immigration restrictions and sought to support anxious international students, while not always succeeding. Therefore, at the institutional level, support for international students in the two countries are underway and largely positive, although the extent to which international students are reassured merits additional empirical research.

Looking to the future, the drop in international student enrollment in both countries will affect university systems that have become increasingly reliant on international student tuition fees (Oleksiyenko et al. 2020; Usher, 2020). In both countries, universities may need to cut expenditures, raise new revenue, and find ways to continue international education in ways that are less reliant on physical student mobility (Hudzik, 2020).

Given the complexity of the pandemic and that the level of institutional and governmental support for international students is unclear, we see anecdotal evidence that international students are considering alternatives. For example, students from large origin countries, China and India, are

thinking about alternative plans of studying abroad during this pandemic. As taking full online courses may not be feasible or desirable, some students are considering alternative options, such as postponing study abroad, or transferring to other universities in a close region. Besides these immediate practical concerns of health, safety, tuition, and learning experience or outcomes, there is also a new consideration on the value of a foreign degree for the future job market amid the increasing tension exacerbated by the pandemic between countries, such as between China and the United States (Lau, 2020). All these factors working together are influencing student's and parents' choice in this challenging time. We argue that these are signs of the accelerating trend in the changing international student landscape. The changing students' choice of study abroad destinations is an important area for empirical research.

To conclude, HEIs around the world are still working hard to adapt to the new normal of pandemic that claimed millions of lives and profoundly altered nearly every institution, including higher education and international student mobility. How the new landscape of international student mobility forms depends not only on national policies, but also on progress of the pandemic itself and international cooperation to tackle the crisis, and to what extent institutions seriously address the concerns of international students.

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Bios

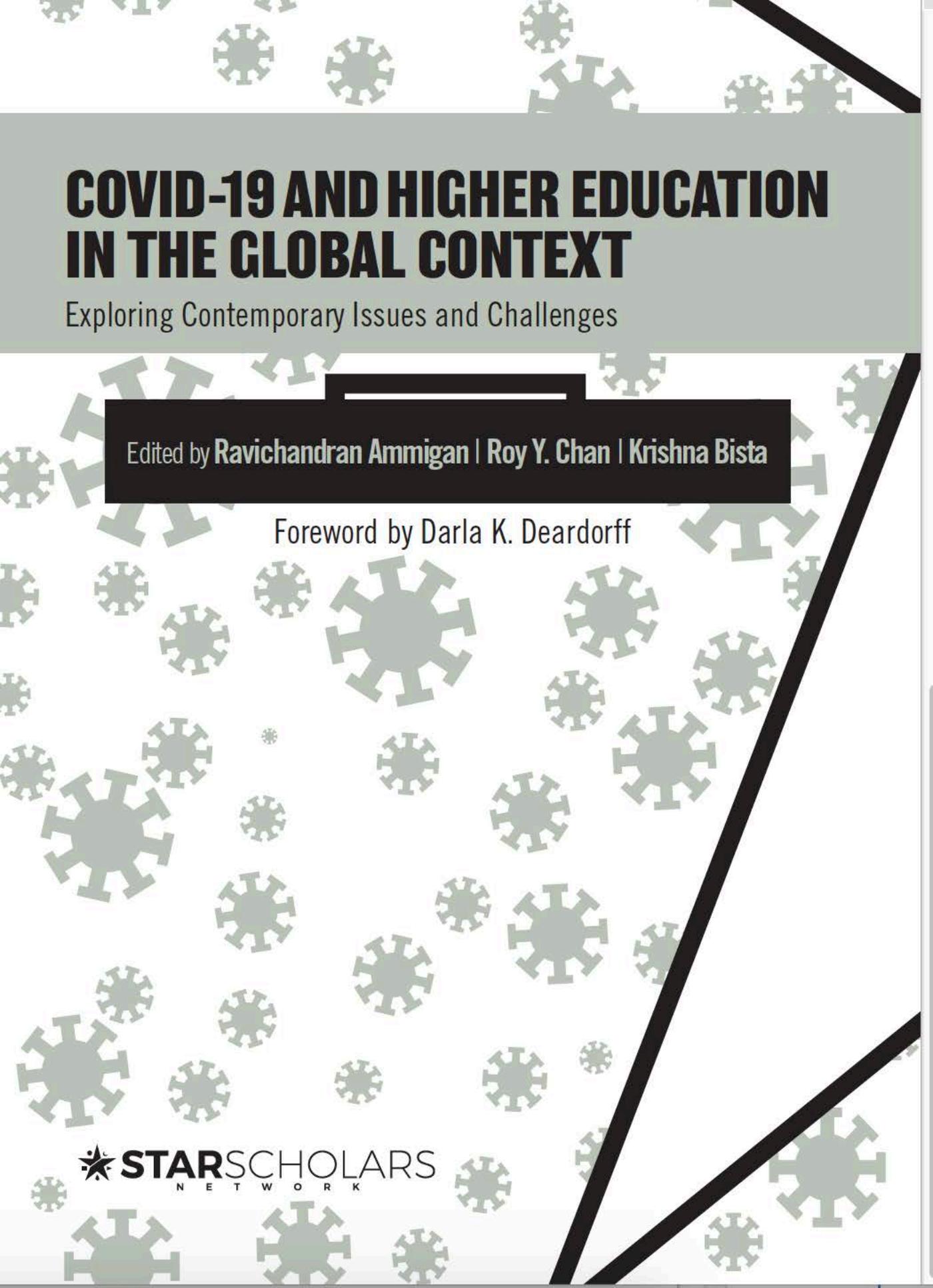
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COVID-19 AND HIGHER EDUCATION IN THE GLOBAL CONTEXT

Exploring Contemporary Issues and Challenges

Edited by **Ravichandran Ammigan | Roy Y. Chan | Krishna Bista**

Foreword by Darla K. Deardorff

 **STAR**SCHOLARS
N E T W O R K

Praise for this book

This book is a must-read for all university leaders and senior managers to enable them to get a better insight into the numerous challenges facing academia in the new normal, where it is not only about academic excellence but also about the human dimension through the enhanced use of technology.

—Dhanjay Jhurry, Professor and Vice-Chancellor,
University of Mauritius, Mauritius

This thought-provoking book captures contemporary changes to higher education at the micro and macro level post-2020. Stakeholders across the sector will benefit from reading the research-driven chapters that are stimulating and insightful. The book interrogates and challenges ways in which internationalization and global mobility can be re-imagined.

—Dawn Joseph, Associate Professor,
Deakin University, Australia

This book shows a more intensive and multi-faceted response by the higher education community to the pandemic that one might have expected. Attention is paid notably to sustain international life on campus.

—Ulrich Teichler, Professor Emeritus,
International Centre for Higher Education Research,
University of Kassel, Germany

This volume is a welcome addition to the literature on international Higher Education produced during the COVID-19 era. With a sensitively chosen array of topics, it shows new thinking around internationalisation, which is encouraging for all, and is exactly what is needed.

—Amanda C. Murphy, Professor and Director,
Centre for Higher Education Internationalisation,
Università Cattolica del Sacro Cuore, Italy

With the COVID-19 pandemic seeing no end in sight and its effects on international higher education for students around the world yet unknown, the importance of this timely book cannot be overstated. At a time when we are

literally awash in countless editorials prognosticating on *possible* implications of this health catastrophe, it is refreshing to get a carefully collected series of essays that step back, take a deep breath, and bring us back to the fundamental questions we need to be asking at this most dangerous time for humanity.

—Bernhard Streitwieser, IEP Program
Director & Associate Professor of International
Education & International Affairs,
George Washington University, USA

This is a valuable addition to higher education for understanding the complexities that COVID-19 introduced into the academic landscape. This volume explores valuable topics and issues such as employability, research and mentoring, innovative teaching and learning, and emerging opportunities during the pandemic.

—Jane E. Gatewood, Vice Provost for Global
Engagement, University of Rochester, USA

This timely book is much needed for practitioners, scholars, and policy makers who are grappling with the challenges created by the pandemic. The book is comprehensive given the depth and breath of topics. The human centric approach is refreshing.

—Fanta Aw, Vice President of Campus Life &
Inclusive Excellence, American University, USA

COVID-19 and Higher Education in the Global Context: Exploring Contemporary Issues and Challenges

COVID-19 and Higher Education in the Global Context: Exploring Contemporary Issues and Challenges addresses the lasting impact of the novel coronavirus (COVID-19) in the higher education sector and offers insights that inform policy and practice. Framed in a global context, this timely book captures a wide variety of topics, including student mobility, global partnerships and collaboration, student health and wellbeing, enrollment management, employability, and graduate education. It is designed to serve as a resource for scholar-practitioners, policymakers, and university administrators as they reimagine their work of comparative and international higher education in times of crisis. The collection of chapters assembled in this volume calls for a critical reflection on the opportunities and challenges that have emerged as a result of the global pandemic, and provides as a basis for how tertiary education systems around the world can learn from past experiences and shared viewpoints as institutions recalibrate operations, innovate programs, and manage change on their respective campuses.

Ravichandran Ammigan, Ph.D., is the Associate Deputy Provost for International Programs and an Assistant Professor of Education at the University of Delaware, Delaware, USA.

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Exploring Contemporary Issues and
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**Edited by
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**In memory of those who lost their lives during the
COVID-19 pandemic worldwide**

Contents

<i>List of Tables</i>	<i>xiii</i>
<i>Acknowledgments</i>	<i>xv</i>
<i>List of Editors</i>	<i>xix</i>

<i>Foreword</i>	<i>xxi</i>
DARLA K. DEARDORFF	

1 The Impact of COVID-19 on Higher Education: Challenges and Issues	1
RAVICHANDRAN AMMIGAN, ROY Y. CHAN, AND KRISHNA BISTA	

PART I

COVID-19 and Global Issues in Higher Education	9
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2 The Evolution Revolution: The Application of a Leadership Adaptation Continuum to the Future of Global Higher Education Post COVID-19	11
ALLISON SILVEUS AND LESLIE EKPE	

3 Rethinking the Social Responsibilities of Universities in the light of COVID-19 Pandemic	25
HÀNG TRẦN THỊ, QUY DINH LE NGUYEN, AND LUC-DIEP TRA	

4 “Internationalization at Home” in the United States: Enhancing Admissions and Enrollment Practices for Marginalized Students During and After the COVID-19 Pandemic	39
RAQUEL MUÑIZ AND NATALIE BORG	

- 5 Financial Ramifications of Coronavirus on
Division I Athletic Departments** 51
MOLLY HARRY

PART II

**COVID-19 and Academic Issues in Higher
Education: Special Topics and Themes** 65

- 6 Traditional Exams, 21st Century Employability
Skills and COVID-19: Disruptive Opportunities
for Rethinking Assessment Design in Higher
Education** 67
ANDREW KELLY, CATHERINE MOORE, AND EMMA LYONS

- 7 From Hardships to Possibilities: Dissertation
Writing during the COVID-19 Pandemic** 80
JUAN MANUEL NIÑO AND ONÉSIMO M. MARTÍNEZ II

- 8 Disrupting Accommodations through Universal
Design for Learning in Higher Education** 93
CARLY D. ARMOUR

- 9 Reshaping the Landscape: Considering
COVID-19's Uncertain Impacts on Canadian and
U.S. International Higher Education** 107
MICHAEL O'SHEA, YOU ZHANG, AND LEPING MOU

- 10 The Vulnerability and Opportunity of
Privatization in Higher Education during a Pandemic** 123
ZIYAN BAI

PART III

**COVID-19, Wellbeing and Humanity in Higher
Education: International Perspectives and Experiences** 137

- 11 COVID-19 and Health Disparities: Opportunities
for Public Health Curriculum Enhancement** 139
ANULI NJOKU

12 Internationalizing Trauma-Informed Perspectives to Address Student Trauma in Post-Pandemic Higher Education	154
JOSHUA M. ANZALDÚA	
13 Global Collaboration for Global Solution in Academia: Opportunities and Challenges	172
EKATERINA MINAEVA AND GIORGIO MARINONI	
14 Humanizing the Academic Advising Experience with Technology: An Integrative Review	185
CHARLES LIU AND RAVICHANDRAN AMMIGAN	
<i>Index</i>	203

Tables

4.1	Examples of How to Integrate Internationalization at Home in Practice During and After the Pandemic	46
10.1	Sample State and Institutional Profiles	126
10.2	Sample Program Profiles	127
10.3	Interview Participants by State, University, Program, and Role	128
13.1	Impact on teaching and learning by region, International Association of Universities, 2020	176
14.1	Search Engines, Databases, Academic Articles and Books, and Keywords Used to Synthesize Literature	188
14.2	Categorization of Reviewed Interventions involving Technology for Academic Advising	189

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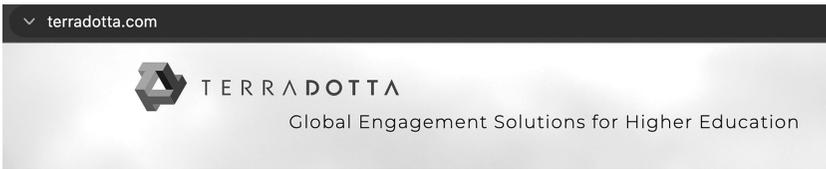
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Foreword

Darla K. Deardorff

The COVID-19 pandemic has represented a unifying challenge globally, providing a defining era in human existence as the pandemic upended life as we know it. *COVID-19 and Higher Education in the Global Context: Exploring Contemporary Issues and Challenges*, edited by Ammigan, Chan, and Bista, delves into the pandemic's impact on higher education around the world. Such an exploration empowers “educators, administrators, practitioners, policy makers, and families” with ideas and guidance that not only can be applied in the current context but also in the post-COVID future.

As the world emerges from the COVID pandemic, it is good to remember the signs of hope that have been there all along from the small gestures of kindness to the heroic efforts of those on the frontlines, from strangers lifting their voices together in song across balconies as the pandemic began with the later Jerusalema dance challenge that swept around the world, even as the pandemic was raging. This pandemic has shown us that we are all truly interconnected, for better or for worse. Desmond Tutu reminds us that we are all in this together and that our humanity is bound up together. We are members of one human family, and when some members are hurting, we all are hurt. He goes on to say, “For us to engage in the practices that will ensure that we all prosper, we must come to know that each of us is linked in the chain of our common humanity.”

As we move into the light of a new day, there is radical hope in truly embracing our shared humanity. Let's seek to see ourselves in others. Let's seek to see the whole picture through discovering others' perspectives beyond our own. Let's seek to see the invisible among us and to remember the power of being seen and heard. As we do so, we can reflect on some of the following questions:

- What do I know about my neighbors?
- Do I make an effort to learn more?
- What are others' perspectives and can I articulate those?
- What are the connections I see in others to my own experiences?
- How much do I really listen for understanding and seek first to understand?

Higher education provides opportunities for students to explore these and other questions, as universities seek to educate global citizens. As we have come to understand more poignantly over the last year that we are indeed part of one global community, we need to remember that education is more than employment or even graduating global citizens—in the end, it is about how we come together as neighbors both locally and globally, to build a better future together. We can make choices every day that help make the world better for all. As Tutu noted, “When we step into our neighborhoods, we can engage in the practices of good neighborliness or we can choose not to. The quality of life on our planet now and in the future will be determined by the small daily choices that we make as much as by the big decisions in the corridors of power.” As we move forward into a post-pandemic era, we must remember that actions matter and what we do impacts others. What daily actions will we take to support the most vulnerable among us? To improve the quality of life for others? How will we uphold justice and dignity for all in the human family? In the end, how will we be good neighbors to each other?

Let us commit to taking action to address the racial injustices and inequities faced by our neighbors. Let us commit to being a good neighbor, as we live in authentic solidarity with each other, aspiring to be compassionate, generous, and kind, knowing that we can find our greatest joy in showing love to all and that in doing so, we are embracing the oneness of our humanity.

Bio

Darla K. Deardorff is the Executive Director of the Association of International Education Administrators, a national professional organization based in Durham, North Carolina, USA. She is also a research scholar with the Social Science Research Institute at Duke University, where she has been an adjunct faculty member in the Program in Education and a faculty affiliate with International/Comparative Studies. In addition, she is an Adjunct Professor at North Carolina State University, a Visiting Research Professor at Nelson Mandela University in South Africa, and at Meiji University Research Institute of International Education (RIIE) in Japan as well as visiting faculty at Shanghai International Studies University (SISU) in China. Dr. Deardorff has served on faculty of Harvard University’s Future of Learning Institute as well as Harvard University’s Global Education Think Tank, in addition to being on faculty at the Summer Institute of Intercultural Communication in Portland, Oregon. She has also been an affiliated faculty at the University of North Carolina—Chapel Hill, and Leeds Beckett University (formerly Leeds Metropolitan) in the United Kingdom and taught at Thammasat University in Bangkok, Thailand. She receives numerous invitations from around the world (in over 30 countries including in Europe, Latin America, Africa, Australia, and Asia) to speak on her research and work on intercultural competence and international education assessment, and is a noted expert on these topics, being named a Senior Fulbright Specialist (to South Africa and to Japan).

Dr. Deardorff has published widely on topics in international education, global leadership, and intercultural learning/assessment, and has published eight books including as editor of *The SAGE Handbook of Intercultural Competence* (Sage, 2009) as well as lead editor of *The SAGE Handbook of International Higher Education* (Sage, 2012) with Hans de Wit, John Heyl and Tony Adams, *Building Cultural Competence* (Stylus, 2012) with Kate Berardo, and co-author of *Beneath the Tip of the Iceberg: Improving English and Understanding US American Cultural Patterns* (University of Michigan Press, 2011). She is also the author of the recently published book on *Demystifying Outcomes Assessment for International Educators: A Practical Approach* (Stylus, 2015) and co-editor of *Intercultural Competence in Higher Education: International Approaches, Assessment, Application* (Routledge, 2017) with Lily Arasaratnam-Smith. Her seventh book *Leading Internationalization* (Stylus, 2018) is with Harvey Charles, and her most recent book is *Manual on Developing Intercultural Competencies: Story Circles* (Routledge/UNESCO, 2019). E-mail: d.deardorff@duke.edu

