

# 3 Rethinking the Social Responsibilities of Universities in the Light of COVID-19 Pandemic

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## Abstract

Universities should no longer be confined to their ivory tower. The ongoing revolution of higher education drives them to closely connect with outsiders to fulfill their vision, mission, and goals. The universities' social responsibilities have become of utmost importance during the COVID-19 pandemic. In fact, the pandemic leads to the critical transformation of higher education worldwide. Multiple initiatives have been introduced to keep students engaged with their education. These solutions themselves, unfortunately, also lead to some social problems. The main contribution of this chapter, thus, is to provide reflection on multiple perspectives of universities social responsibilities (USR) pre- and post-COVID 19.

## Keywords:

Higher Education, University Social Responsibilities, Covid-19, Blended-learning

## Introduction

“Educating the mind without educating the heart is no education at all.”  
—Aristotle

The responsibilities of higher education institutions have long been well known as fostering high-quality graduates who possess critical, analytical thinking and can adapt quickly to the environment through their teaching and research (Nagy & Robb, 2008). From 1998, UNESCO highlighted that universities are also responsible for training young people who acquire sharp critical thinking and participate actively in solving the problems of society, who become ethical citizens to contribute to the construction of peace, and human rights (UNESCO, 1998, 2009, as cited in Chile & Black, 2015). Since then, the topic of universities' social responsibility (USR) has been widely discussed and significantly expanded, covering not only nurturing students' skills and knowledge to reach

their full potential but also deepening their sense of social responsibilities and contributing to the development of society (Chile & Black, 2015).

The concept of USR originated from previous ideas of university-community engagement (Association of Commonwealth Universities, 2001, as cited in Esfijani, 2014) or scholarship of engagement (Boyer, 1996). University-community engagement (UCE), according to the Association of Commonwealth Universities (2001), is the collaboration and partnership between higher education institutions and their larger communities (local, regional/state, national, global). The purpose of UCE is to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. Moreover, UCE also contributes to addressing social disadvantage and exclusion, and focuses on “non-economically productive activity,” promoting the idea of a fair society.

Scholarship of engagement (SOE) can be traced back to a study by Boyer (1996) who introduced four main patterns that scholarship can engage with the larger society: discovering, integrating, sharing, and linking knowledge to the real world. The underlying assumption of SOE is that scholarship only reaches their ultimate value when they contribute to the development of their communities (Boyer, 1996; Holland, 2005; Simpson, 2000, p. 12). To be more specific, SOE refers to academic functions such as teaching and research activities that can bridge the academic world and sponsoring the public on the basis of mutual benefits (Holland, 2005). Particularly, Sandmann (2008) advocated typical SOE practices such as participatory action research (PAR), service-learning, and community-based research by creating mutually beneficial and reciprocal relationships.

Based on the earlier work, the USR research area has been significantly extended. Until now, there has been a variety of USR conceptualization. For example, Harkavy (2006) defines USR as the actions that the universities go beyond their traditional duties to contribute to their communities (p. 13). In line with that, Kouatli (2019) divides the social impact of universities into four main categories: organizational impact, educational impact, cognitive impact, and social impact. First, the organizational impact emphasizes the lived and promoted values that are intentional or unintentional functions of work-related aspects, environment, and daily life habits. Second, the educational impact is defined as how the universities help develop students' skills and civic mindset to contribute to their surrounding community, encouraging them to acknowledge the effect of what they do in short and long term (Ayala-Rodríguez et al., 2019). In this regard, students are considered as the key agents of civic universities, who will transfer knowledge and contribute to the community. Third, the cognitive impact takes into account epistemology, deontology, theories, research, knowledge generalization, and diffusion process. Finally, social impact, which refers to the universities' external activities, and involvement in the sustainable development of the community, can be strengthened by maintaining and expanding the relationship between universities and their stakeholders (Benneworth & Jongbloed, 2010).

Recently, Larrán Jorge and Andrades Peña (2017) pinpoint that USR refers to the discretionary commitment of the universities to integrate social, environmental, and ethical issues into their main functions while considering their stakeholders' needs. In other words, to be socially responsible, a university needs to enact activities in educating, research, management, and community engagement activities (Larrán Jorge & Andrades Peña, 2017). Specifically, universities are expected to incorporate social responsibility and sustainability into their curricula, train instructors in USR approach (Valleys et al., 2009, as cited in Kouatli, 2019). Socially responsible universities also need to encourage interdisciplinary research to meet the needs of a variety of populations and to transfer knowledge to the community while they are expected to execute good practices of management to train students in a good civic environment (Larrán Jorge & Andrades Peña, 2017).

Although social responsibility has been proclaimed to be central to universities' mission, it is not always the case (Dey et al, 2009; Dey et al, 2010). One typical reason is that lacking financial resources, awareness and interest, the misconception about the issues, and the absence of quality control narrow the scope of USR implementation. Additionally, the exclusion of students who cannot afford extremely high tuition fees (everybody should get a chance of education) or even the lack of information for students and also parents about the possibilities also reduce the effects of USR effort. Regardless of these constraints, USR has evolved over time. In the following sections, we will discuss traditional and technology-based (or online) practices, challenges and recommendations in respect of USR, especially in the time of COVID-19. We end this chapter by reflecting on universities practices to promote their social responsibilities in the post COVID-19 Era.

## **Traditional University Social Responsibility Practices**

Responding to the increasing turbulence all over the world, an extensive body of research has urged for the significant role of universities in nurturing responsible citizens and leaders who will confront global and social problems (Ralph & Stubbs, 2014; Young & Nagpal, 2013). One of the early frameworks for USR practices was introduced by Kuh et al. (2005) which includes main elements such as: living mission and lived educational philosophy, unshakable focus on student learning, environments adapted for education enrichment, clearly marked pathways to student success, improvement-oriented ethos, and shared responsibility.

So far, the integration of social responsibility in pedagogies of higher education has been substantially progressed. For instance, the application of active learning approaches can make the incorporation of SR into business courses more effective by moving learners away from 'dependence on educators' approach toward a personal responsibility approach (MacVaugh & Norton, 2011). In other words, the principal responsibility of learners will not be to abide and be placed by the instructors, but to create true values to the

society using their acquired knowledge and skills. Particularly, a wide range of active methods has been addressed to improve students' acknowledgment of social responsibilities, including using videos, team work, and group discussion, projects, Socratic method, role play, peer assessment, internship, case studies (Lambrechts et al., 2013).

However, the incorporation of USR into university curricula has encountered critical organizational, educational, cognitive and social obstacles. First, most USR initiatives have emerged from individual initiatives rather than an integrated program (Stubbs & Schapper, 2011) and different individuals have different interpretations of USR, further complicating the fulfillment process (Gaete Quezada 2011, as cited in Ayala-Rodríguez et al., 2019). Second, the traditional, teacher-centered educational approaches do not prioritize students' personal responsibilities, as students are encouraged to follow rules and expectations set by teachers. The traditional approaches are still embedded in the educational systems of many universities, and many universities do not change their approach out of resistance or lack of resources, resulting in low level of USR incorporation (Young & Nagpal, 2013). Third, universities themselves either may resist to change or do not have sufficient resources, resulting in low levels of USR incorporation (Young & Nagpal, 2013). Finally, even if universities and educators have devoted considerable effort and commitment to these courses, lacking experiences and knowledge about sustainability and USR reduces the effectiveness and efficiencies of the programs.

To address these challenges, USR researchers have figured out different ways to address these obstacles, among which is the execution of service-learning (MacVaugh & Norton, 2012). Based on the ideology of scholarship of engagement and university-community engagement as explained in previous literature review, service-learning pedagogy has been considered as the most effective method to engage universities to facilitate their mission in solving their community's problems (Bringle et al., 1999). Service-learning is defined as a pedagogical process that engages students in experiential education in order to promote student learning and development (Scott & Graham, 2015) and improve their civic responsibility and leadership to create positive changes to their community (Huda et al., 2018). Peric (2012) suggests that service-learning programs consist of five main components, namely reflective and experiential pedagogy, a combination of academic knowledge and community service, mutual cooperation between universities and community, enhancing learning as a purpose, and reflection.

Service-learning strategy has been paid increasingly considerable attention by universities as it has proved the effectiveness in academic and personal aspects for students (Hebert & Hauf, 2015; Lovat & Clement, 2016). Participants in service-learning courses advocate that the effects of those practices can last for life. First of all, this type of learning has a chronic effect on student's academic performance (Madsen & Turnbull, 2006) through developing specific skills, including communication skills, problem-solving, decision making, and leadership skills (Lai, 2009; Levesque-Bristol

et al., 2011; Osiemo, 2012). Furthermore, it enables students to develop the ability to connect their thinking in theories and real life, thereby developing new knowledge and thinking (Colby et al., 2009). Besides, service learning contributes to increasing practices of social responsibility and equality among graduates (Chapdelaine et al., 2005; Compact, 2016; Kuh, 2009). Through service-learning courses, participants have an inclination to care more about societal problems, develop civic skills, increase mutual understanding (Lovat and Clement, 2016), and increase empathy (Brown, 2011; Levesque-Bristol et al., 2011).

Still, as service-learning directly affects any communities the programs target, improper application can hamper the development of said communities and damage the connection between them and students (Crabtree, 2013). Even if the programs are carried out properly, there are some unintended consequences, for instance a sense of absence and a sense of dependence from the helped communities (Crabtree, 2013). In addition, students might view activities in service-learning programs as forced volunteerism and thus, do their jobs superficially and/or purely for credits; or they can over glorify their deeds, doing services that have no long-term impacts besides a sense of self-satisfaction (Mitchell, 2008). It should be noted, however, the overall benefits of service-learning outweigh its issues; and these factors should be carefully considered to further improve service-learning programs, rather than be used to completely disregard them.

Apart from service-learning, the emergence of technology-based/virtual tools of USR practices can also enable universities to overcome some shortcomings of traditional approaches. The application is discussed further in the next section.

## **Online Learning as a Tool of University Social Responsibility**

Given the above-mentioned drawbacks of traditional practices of USR, online learning has emerged to be a feasible strategy to provide benefits to underserved populations and to create an electronic communication (Stewart, 2004). Particularly, with electronic communication, it is much easier to implement collaboration among institutions and to unify social responsibility learning in institutional and societal levels, enabling students to expose to new experiences, new cultures, and foster positive social changes worldwide (Esfijani, 2014; Stewart, 2004).

Today, online pedagogy is not an option anymore, it is an inevitable trend for all higher education institutions, even less motivated institutions also consider online learning as a means to promote their reputation and image (Garde Sánchez et al., 2013). Especially, online education is of prominence under the serious influence of COVID-19 pandemic (Jung et al., 2021). Online learning, thanks to its own advantage in terms of accessibility, affordability, flexibility, and the advancement in learning pedagogy, has prominently

dissolved a variety of problems and provided solution for demands of the society and building communities in the increasingly dynamic world (Dhawan, 2020; Stewart, 2004; Wheeler, 2002). Unfortunately, online learning has been paid much attention in the last decades in some aspects, namely, quality, content, and instructor training (Lozier et al., 2002) rather than the integration of social responsibility. Nevertheless, the higher education system in general, and their online learning in specific, cannot stay outside the frame of social responsibility (Vazquez et al., 2013). Online learning should be a part of universities' strategies to develop responsible citizens for the society in a transparent environment (Esfijani, 2014), at the same time, enhance universities' image and ethical values (Navarrete et al., 2012).

Responsible universities should go beyond their obligations to bring benefits to their students, employees, and their community by facilitating the quality of online teaching and learning (Esfijani, 2014). To do that, one of the key strategies for universities is to provide professional development training for their staff (Blair, 2011), which can be a step forward to enhance the quality of online education. However, one of the possible challenges for this might be the lack of trust and support from their stakeholders, including students and employers (Bower & Hardy, 2004), who can impose critical forces on online education (Chung & Ellis, 2003). For instance, students claim some challenges they have to face, including internet connectivity and lack of interaction with classmates and teachers (Bisht et al., 2020). Moreover, their performances can also be affected by economic and resource disparities, which lead to the uneven knowledge that students absorb (Adedoyin & Soykan, 2020).

It is clear, then, the application of impactful Higher Education via USR can only reach its full potential when carried out in tandem with the application of face-to-face learning and vice versa. For example, institutions should design courses with an emphasis on promoting USR, engagement, and deep comprehension and application of knowledge. These requirements stress not only the need for a separate department well-trained in providing students with online-supports (Fleck, 2012) but also the need for all members of the faculty being experienced with the online formats to some extent, for example delivering lectures online and dedicating face-to-face class times for teamwork, action learning, community-based learning, and so on (Fleck, 2012). Again, the process of blending should center around specific students' needs and interests and students' learning experience. The ultimate goal should be to build within students a sense of USR and the necessary knowledge and skills to fulfill it.

### **Rethinking University Social Responsibilities in the Era of Post-COVID-19**

Since early 2020, the COVID-19 pandemic has imposed critical effects on individuals' health, work, and life and on worldwide health, economy, social

changes, and challenges (Ratten, 2020; Tian & Noel Jr, 2020). Specifically, the global education system has witnessed dramatic challenges, including the disruption of students' study and also the decrease of international student mobility (Mok et al., 2021). For example, more than 1.6 billion students, accounting for more than 91% of the worldwide student population were affected during April 2020 (DeVaney et al., 2020). The advent and spread of the pandemic have urged Higher Education Systems all over the world to transform all areas of their teaching, research, and service (Ratten, 2020). Particularly, USR should be proactively demonstrated during the time of this Pandemic (Tian & Noel Jr, 2020). As the global pandemic and uncertainty are still evolving while the previous normal will be replaced by the new normal (Cahapay, 2020), this chapter provides timely reflection on USR during and post COVID-19.

It is easily noticed that due to the threats of COVID-19, university campuses around the world have been closed during the quarantine time (Tian & Noel Jr, 2020). Alternatively, online learning has been applied worldwide to limit the spread of the virus while working toward educational goals (Cahapay, 2020; Ratten, 2020). Social responsibility of Higher Education Institutions in the online environment, hence, should be emphasized to bring benefits to students, staff, and society (Esfijani, 2014). Nevertheless, while little work has discussed multiple efforts of universities to support students and community overcoming this global crisis (Cahapay, 2020, Ratten, 2020; Tian & Noel Jr, 2020), less information is documented about policies to support faculty during this period (Cahapay, 2020).

Given the challenges that COVID-19 pandemic has brought, higher education and stakeholders need to rethink and plan for a sustainable education in the future (Ratten & Jones, 2021). During the pandemic and quarantine periods, Higher Education Institutions have introduced multiple initiatives to connect and facilitate students (Cahapay, 2020, Ratten, 2020; Tian & Noel Jr, 2020). For instance, faculty have successfully revised, redesigned, and transformed their curricular instruction and learning activities in the physical to virtual environment (Cahapay, 2020, Ratten, 2020; Tian & Noel Jr, 2020). Additionally, a virtual classroom not only provides students with required knowledge for their academic year but also engages them in a virtual community (Cahapay, 2020). Moreover, coronavirus has a drastic effect on students' mental health as they have had to adapt to a brand new virtual environment, social distancing and socioeconomic turbulence (Salimi et al., 2021). Given such conditions, online classroom has become a familiar space outside their family in which students can talk about their circumstances, can listen to their friends, and consult their faculty members for their daily issues. Moreover, by providing quality education during the crisis, universities cleverly and actively prepare their students for the hardest time in the future by building resilience, and a sense of preparedness. Students are also equipped with relevant workplace skills for the age of digitalization (Cahapay, 2020).



Higher Education Institutions not only focus on the benefits of their students but also proactively engage in solving social problems such as the health, economic and social demand of the community during the pandemic (Cahapay, 2020, Ratten, 2020; Tian & Noel Jr, 2020). For instance, in the area of public health and medicine, Medical Education Institutions need to perform multiple tasks: (1) eliminating the risks of transmitting Sars\_Cov\_2 to their students, (2), involving them in inter-professional teams in hospitals and the community, (3), equipping students with technological literacy, problem-solving and innovation competencies, and (4) preparing succession media workforce (Torda, 2020). These requirements ask medical universities to closely and creatively work with both students and the medical community via multiple online platforms. Initiatives of these universities provide medical students good chances to experience a variety of online learning and practicing approaches such as studying in a large-size class, discussing in small groups, collecting feedback from faculty members, and being “twinned” with junior medical officers (Torda, 2020).

In the area of Entrepreneurship Education, the operation of these universities can arise as business cases of time-compressed action, quick response to the crisis, deriving innovation from a crisis, and commercialization of research activities during the COVID-19 (Ratten, 2020). The global scale of these universities enables them to emotionally connect with worldwide students, teachers, alumni, and the community via digital platforms and immersive technologies, acting as the social fabric of community (Scott et al., 2019). In the area of Catholic Education, to remain relevant, Catholic universities have adopted e-service learning to support their students and community addressing such social issues emerging during the COVID-19 as health care, unemployment, poverty, racial discrimination, political corruption, the shortage of schools, and so on (Chick et al., 2020; Tian & Noel Jr., 2020). By applying e-service learning, Catholic university can approach the global community, raise global awareness, cultivate global citizens, and practice social inclusion. These institutions can reach students, their family members, people with special needs, introverted individuals, and the physically disabled population via economically digital devices, internet service, and/or cell phones (Tian & Noel Jr., 2020).

Technology-based practices of USR, however, are not free of limitation. Some major individual and contextual obstacles of universities’ engagement with students and community during the turbulent time of pandemic are mentioned (Cahapay, 2020, Tian & Noel Jr, 2020). For instance, non-accessibility to computers/ laptops, digital devices, internet, and so on may prevent target participants from engaging in engagement activities. Family conditions including child/parent care responsibilities, family health, and financial uncertainty may be barriers for students and members of the community to closely connect with universities via a virtual environment (Cahapay, 2020). The nature of discipline also affects quality of online social



responsibilities practices. In fact, practical classes and clinical experience are two major aspects that need to be conducted face-to-face in medical education (Torda, 2020). Besides, inattentive behaviors of students such as distraction, low attendance and engagement, indifference during class discussion, and turning of camera reduce quality of technology-based solutions (Cahapay, 2020). Furthermore, the hasty adoption of online learning has caused the dependence on commercial digital learning solutions that are problematic because of their dehumanizing structure and of their nature of profit-making through user data (Teräs et al., 2020).

The unforgettable experiences of Higher Education during COVID-19 has urged universities to critically evaluate their social responsibilities in the era of post COVID-19. For instance, faculty members, with their important roles of encouraging the independence in learning, promoting learning outcomes, initiating and engaging students in online activities (Paudel, 2021), should prepare effective teaching plans for online delivery of lecturing, action learning, community-based learning, teamworking, and so on (Fleck, 2012; Neuwirth et al., 2020). Additionally, the issue of equal access to learning resources and facilities should be carefully considered by University Top Management (Mann et al., 2020). The ideology of “a fair system for all students” may be achieved by sponsoring updated and comprehensive learning resources, providing low-income students with financial safeguards, and providing equipped working space for students. Besides, applying comprehensive methods to maintain good mental and physical health are critical (Mann et al., 2020). Last but not the least, designing pedagogical-driven virtual environments should be placed at the heart of USR Programmes. As the ultimate goal of education should be fostering holistic human growth, the digitalization process in Higher Education requires joined effort of multiple stakeholders to build virtually humanizing platforms (Teräs et al., 2020).

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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

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# 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.

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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, and Krishna Bista**



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**In memory of those who lost their lives during the  
COVID-19 pandemic worldwide**





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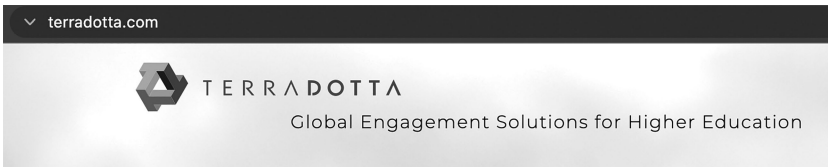
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# Foreword

*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

