



# 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.

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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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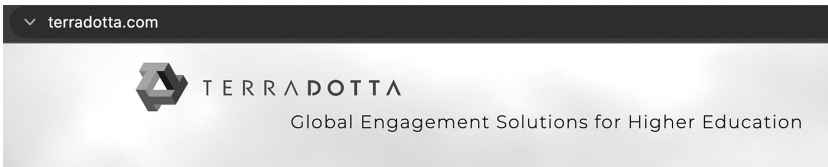
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# Foreword

*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



