

# Future of Higher Education

## Impact of COVID-19 on Higher Education

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9 June 2020

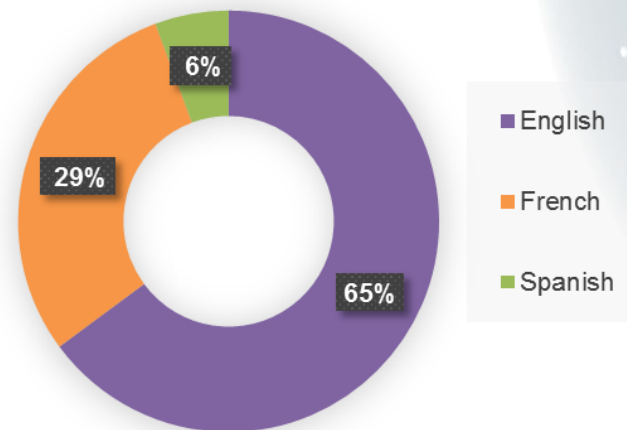
# IAU Global Survey on the impact of COVID-19 on higher education around the world

- ✓ Online survey open from 25 March to 17 April 2020
- ✓ 424 unique replies from HEIs in 111 countries and territories
- ✓ Global and regional analysis in four regions:
  - ✓ Africa
  - ✓ Americas
  - ✓ Asia & Pacific
  - ✓ Europe

Trilingual survey:

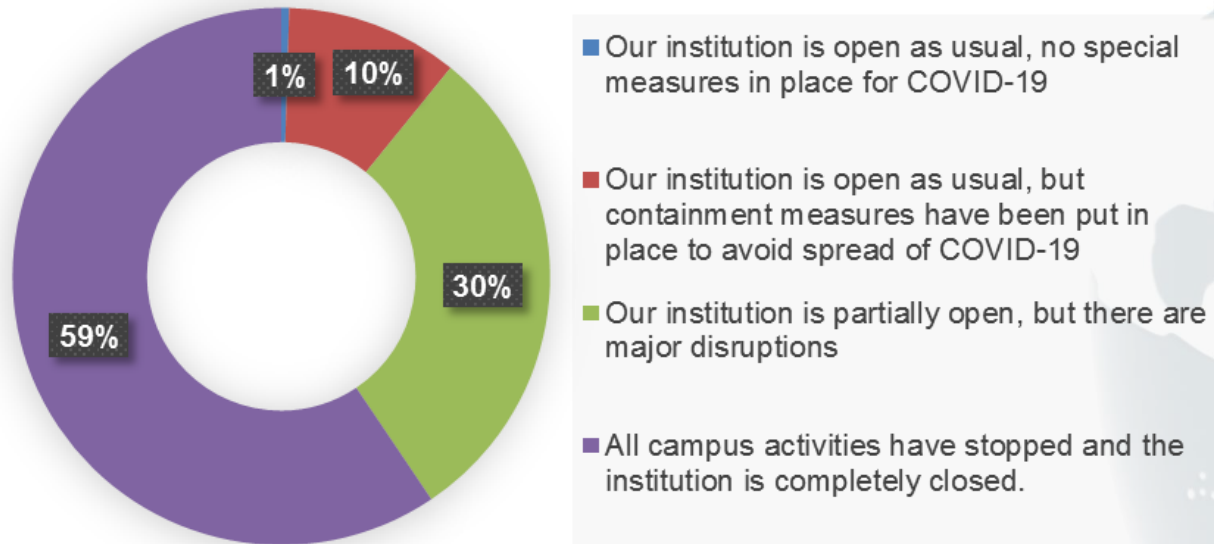
- ✓ 65% of replies in EN
- ✓ 29% in FR
- ✓ 6% in ES

Fig. 4: Language of completion



## Impact of COVID-19 on HEIs

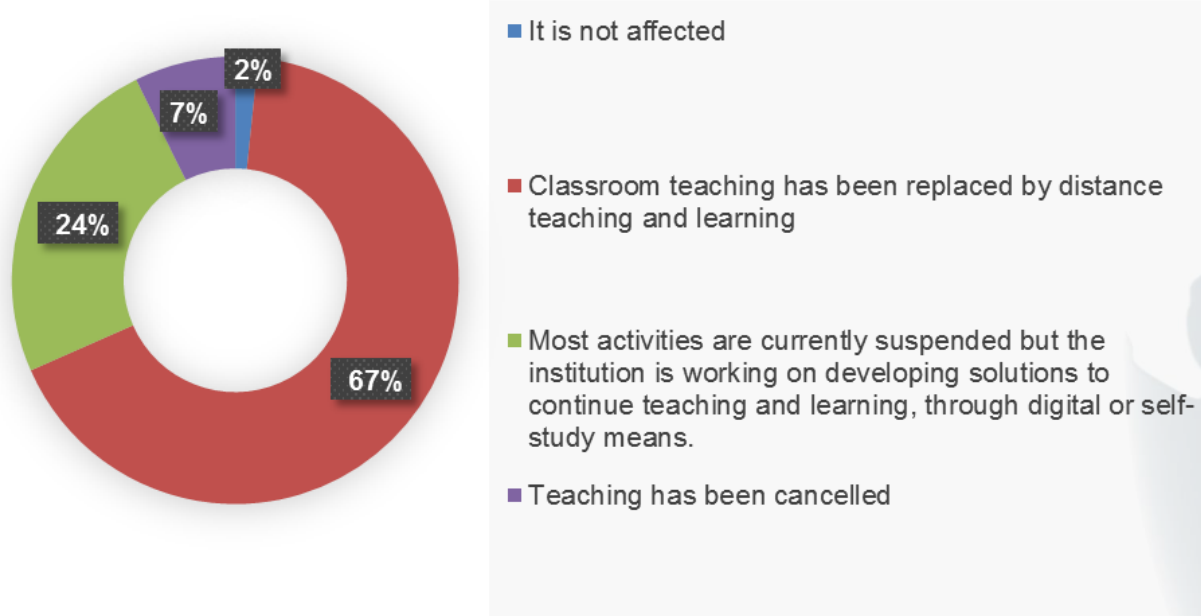
Fig. 5: How has COVID-19 pandemic affected your institution?



- ✓ Almost all institutions that replied to the survey have been impacted by COVID-19
- ✓ Very high percentage of HEIs with campuses closed in Africa (77%)

# Effect of COVID-19 on teaching and learning

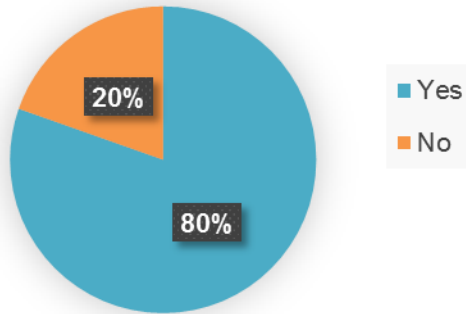
Fig. 13: How has COVID-19 affected teaching and learning?



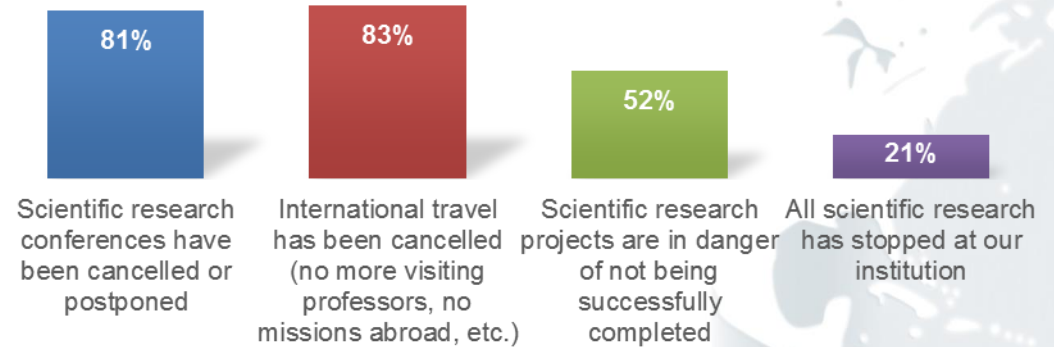
- ✓ At almost all HEIs, COVID-19 affected teaching and learning:
- ✓ At two-thirds of HEIs classroom teaching has been replaced by distance teaching and learning
- ✓ The shift from face-to-face to distance teaching and learning comes with challenges and opportunities

## Impact of COVID-19 on research

**Fig. 20: Has COVID-19 affected research at your institution?**



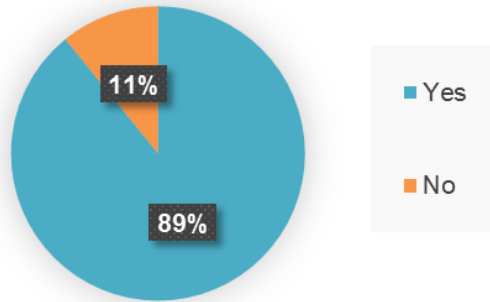
**Fig. 21: How has COVID-19 affected research at your institution?**



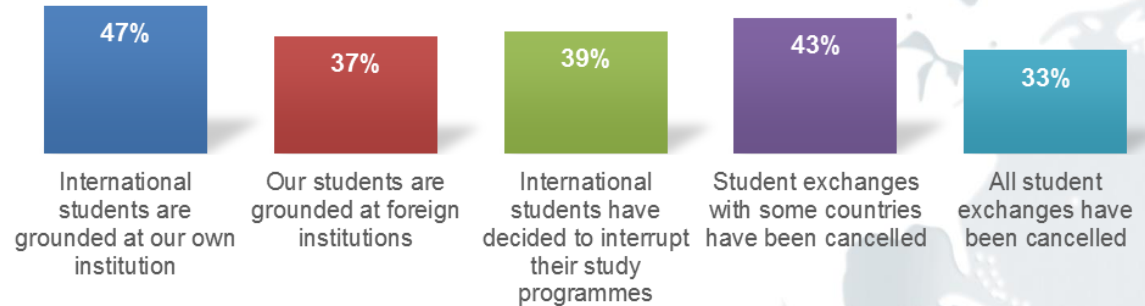
- ✓ 80% of HEIs reported that research has been affected by the COVID-19 pandemic at their institutions
- ✓ Cancelling of international travel and scientific conferences cancelled or postponed the most common effects
- ✓ However, 52% of HEIs report that scientific projects are in danger of not being successfully completed

# Impact of COVID-19 on student mobility

**Fig. 14: Has there been an impact of COVID-19 on international student mobility?**

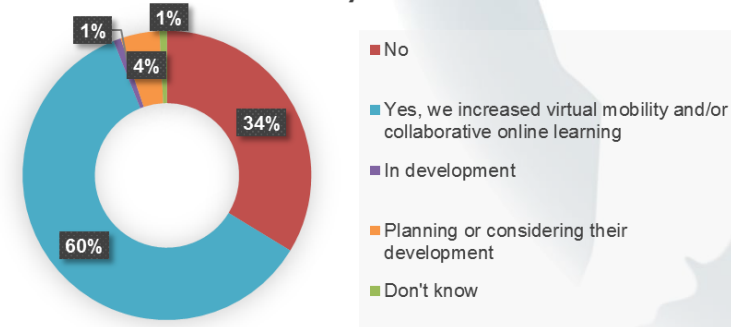


**Fig. 15: What is the impact of COVID-19 on international student mobility**



- ✓ Almost 90% of respondents reported an impact on student mobility.
- ✓ The type of impact is diverse and varies from institution to institution, but everywhere it has been negative
- ✓ At 60% of HEIs COVID-19 has increased virtual mobility and/or collaborative online learning as alternatives to physical student mobility

**Fig. 17: Has COVID-19 stimulated alternatives to physical student mobility?**



# Impact of COVID-19 on partnerships and community engagement

Fig. 12: How has COVID-19 affected your partnerships?

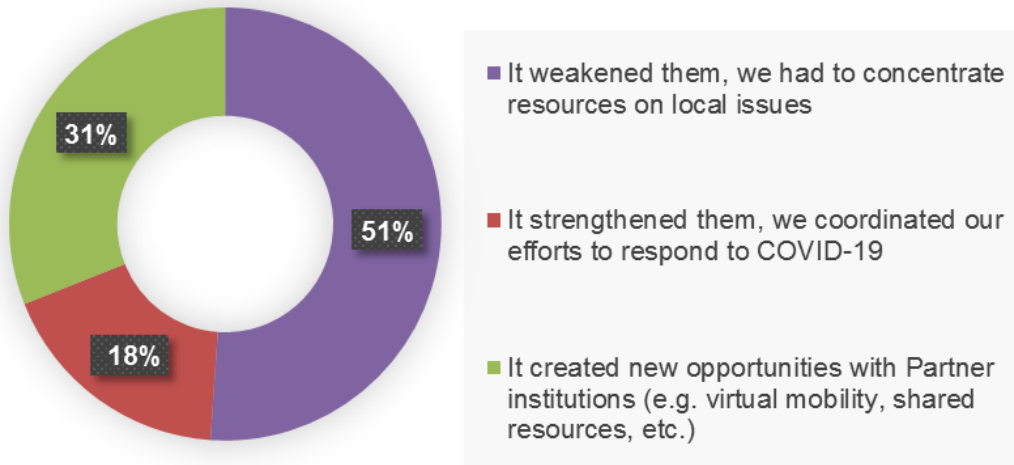
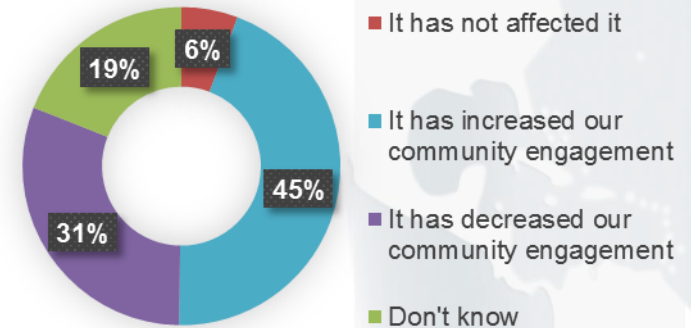


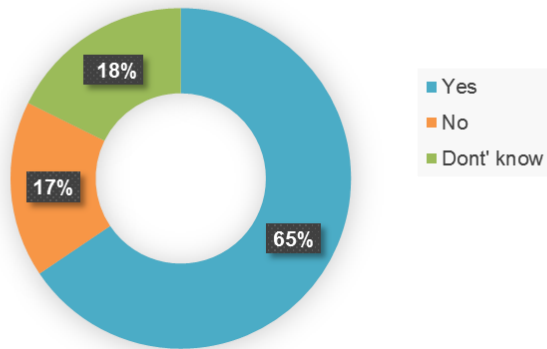
Fig. 24: How has COVID-19 impacted on your community engagement?



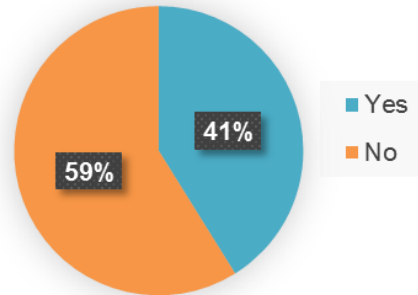
- ✓ Almost two equal groups of HEIs, for half of them COVID-19 had a positive effect and for half of them a negative effect
- ✓ Risk of growing inequality

## Contribution to public policies

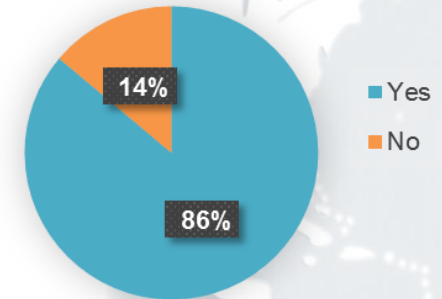
**Fig. 8: Have members of your senior management and faculty been consulted by public or government officials in the context of public policies relating to COVID-19?**



**Fig. 22: Is your institution involved in COVID-19 research?**



**Fig. 23: Do researchers at your institution contribute to public policy on COVID-19?**



- ✓ Senior managers have been consulted by their governments at 65% of HEIs
- ✓ Only 41% of HEIs are involved in COVID-19 research, but at almost all of their researchers contribute to current public policy development.

Combined result:

- ✓ Three quarters of institutions are contributing to public policies either through their institutional leadership or through their researchers.



## Main conclusions

- ✓ Almost all HEIs have been affected by the COVID-19 crisis and the crisis has affected all institutional activities
- ✓ HEIs were incredibly reactive in moving teaching online but this shift doesn't come without challenges to quality of learning and equality of access and learning opportunities
- ✓ The COVID-19 crisis had mainly negative consequences for internationalization and research, mixed ones for community engagement
- ✓ The crisis is at the same time a challenge and an opportunity, but there is a high risk of growing inequalities among HEIs
- ✓ On the positive side, HEIs are very innovative and resilient; they play a major role at many different levels of society
- ✓ They are currently being recognised by their respective governments as a source of relevant expertise and consulted

Thank you very much for your attention!

Full report available on the IAU website:  
<https://iau-aiu.net/IAU-releases-Global-Survey-Report-on-Impact-of-Covid-19-in-Higher-Education>

## Contact

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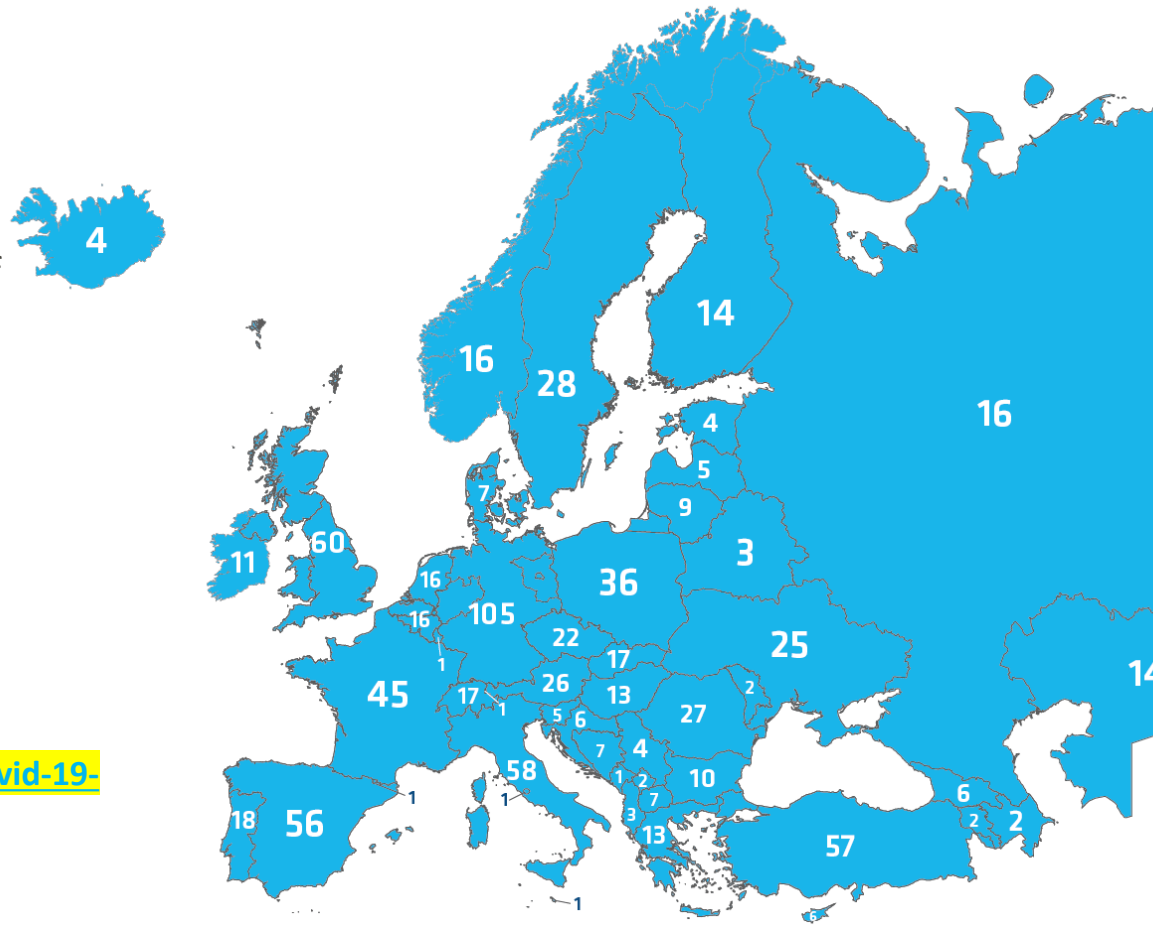
# *Universities' response to Covid 19*

Michael Gaebel

European University Association (EUA)

# European University Association (EUA)

- 850 members (HEI and national university associations)
- Independent voice of the European university sector
- Forum for exchange, peer learning of members
- policy making: EU and the wider Europe – Bologna Process
- International dialogue & cooperation with university associations around the world
- IAU member

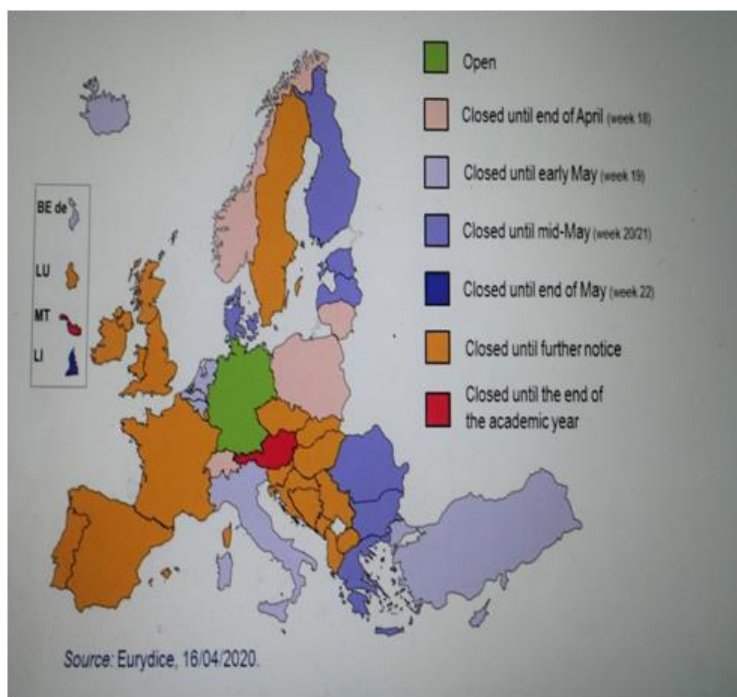


Working remotely – since 12 March

## Covid-19 and universities

<https://www.eua.eu/issues/27:covid-19-and-universities-in-europe.html>

## Impact of C19 on HEI in Europe



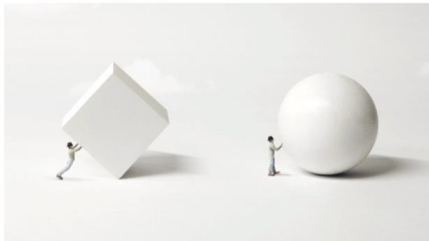
- campuses closed
- universities continue
- translation of physical to remote
- systems and institutions equipped at different degrees
- relatively high degree of autonomy – emergency measures
- some regulatory obstacles, e.g. obligation of physical presence
- successful & stressful
- shortcomings, e.g. students from disadvantaged background

# After the summer

## The Difference Between Emergency Remote Teaching and Online Learning

by Charles Hodges, Stephanie Moore, Barb Locke, Torrey Trust and Aaron Bond | Friday, March 27, 2020

Well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster. Colleges and universities working to maintain instruction during the COVID-19 pandemic should understand those differences when evaluating this emergency remote teaching.



Credit: frankie's / Shutterstock.com © 2020

View the full-text article online:

<https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

- Impact on the autumn semester - but probably beyond
- HEI not always aligned with national reopening schedules
- a likely scenario:
  - ✓ “hybrid” – 1/3 of students present at a time
  - ✓ physical lectures replaced by online/podcasts
  - ✓ Tutorials (10 students per group)
  - ✓ Exceptions for labs, exams etc.
  - ✓ blended or distance - students’ choice?
- replace “remote emergency” provision with high quality “distance” and “hybrid”
- organisational & financial challenge

# Internationalisation, international staff & students in the C-19 crisis

- First reaction: focus on domestic affairs
  - Specific challenges for international students & staff: at home, abroad, in transition ...
  - Delays and postponement of international cooperation
- Presently:
  - International is back
  - Catch-up on digital modes
  - Borders still closed, visa situation, access to application procedures, entry tests, quarantine measures
  - Prospects of remote provision
- Reactions of (potential) international students ( and staff?):
  - postpone / look for safer options
  - Mobility decrease (surveys: 15-70%)?



## Erasmus+ / Erasmus

- Spring semester: high flexibility granted by the EC (force majeure)
- National agencies & HEI to decide
- Pending decision re autumn semester: Fully virtual Erasmus?

## Outlook

### Covid 19 crisis

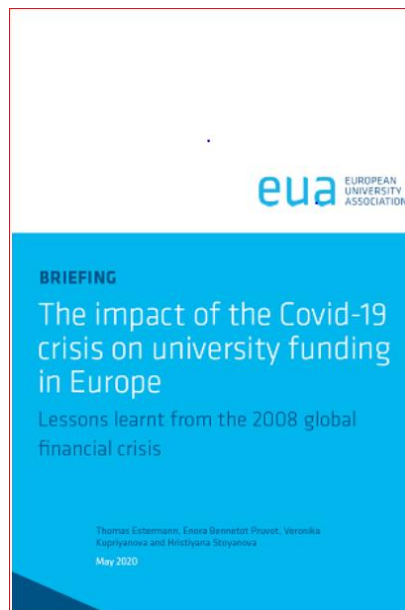
- Opportunity for advancement and innovation
- magnifier & amplifier for pre-existing challenges (socio-economic inequality)

- Role of universities emphasised
  - education, research & innovation, contribution to society
- Opportunities – not only for enhancing learning and teaching
  - “joining the dots” – pressure to act
  - interuniversity cooperation?
  - environmental aspects: climate change
- Risks & challenges:
- Funding - less domestic & international students
  - Funding cuts in predominantly publicly funded systems
  - Remote & hybrid modes = economically advantageous delivery?
  - Study experience – more than online learning
  - Changes to autonomy under emergency laws and regulations?



## EUA response to Covid 19

[www.eua.eu](http://www.eua.eu) - [#UniversitiesAtHome](https://twitter.com/UniversitiesAtHome)



<https://eua.eu/resources/publications/927:the-impact-of-the-covid-19-crisis-on-university-funding-in-europe.html>

**Call for participation: EUA survey on digitally enhanced learning and teaching**

**Deadline 19 June**

### Upcoming events

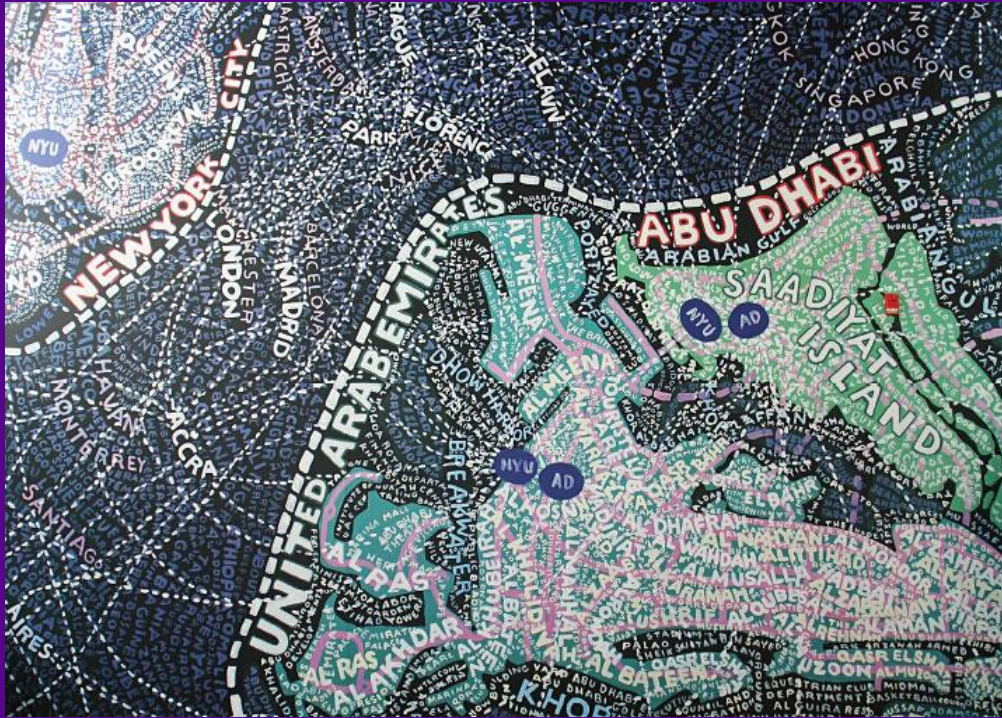
11 Jun 2020 | Webinar

**EUA Webinar: Covid-19 and changes in learning and teaching**

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# Thank you for your attention





# The future of higher education: the impact of COVID-19 on higher education

Marta Losada

June 9 2020

# IMPACT OF COVID-19 ON HE



## RESEARCH

Researchers/institutions have pivoted to perform research relevant to the pandemic.

There has been a research response across all areas of knowledge

The pandemic has impacted/will continue to impact research activities.

International research partnerships have been significantly affected.

# IMPACT OF COVID-19 ON HE



## Research focus and response to/post COVID-19

Scan of IAU member institutions:

- Public policy (mathematical modeling and AI)
- Biomedical research (basic sciences and engineering)
- But also in: law, economics, humanities, psychology, education, etc etc

**Disseminate more broadly these efforts.**

- Section of IAU News to highlight research efforts of institutional members segmented by areas of knowledge to make sure it is a fair representation of the different disciplines.
- Allow for potential new partnerships to evolve from this information and greater benefit across countries of results and knowledge about the pandemic and its impact.
- Dig deeper in the follow up surveys to consolidate more info on the research activities and results surrounding COVID-19.
- Efforts to bring more resources to enhance cooperation and devise solutions.

# IMPACT OF COVID-19 ON HE



## IMPACT ON SCIENTIFIC ACTIVITIES

- Scientific conferences and international travel strongly affected.
- On the other hand, some interesting consequences have occurred as well, with specific examples: more inclusive conferences, hackathons.
- Completion of research projects small and large scale has been affected.
- Develop new meaningful research opportunities/activities across academic communities and regions.

# IMPACT OF COVID-19 ON HE



## ESSENTIAL FOR RESEARCH

Free exchange of ideas and collaboration is extremely enriching, powerful and sustains scientific progress.

Mitigate adverse policies by more strenuously strive for shared Values/Goals to be maintained in RESEARCH in the HE sector:

Research integrity which includes objectivity, accountability, and many other features, but also the value of **Respect, Diversity, Inclusiveness, Collaboration.**



***THANK YOU***