

# Studying Coronavirus (COVID-19) and Global Higher Education: Evidence for Future Research and Practice

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## Abstract

I present evidence that formal and informal research on ‘online education and distance learning’, followed by ‘international mobility’ and ‘public health’, are currently the three most important issues and topics facing scholars and practitioners as a result of the ongoing coronavirus (COVID-19) pandemic. Using NVivo 12.0 qualitative software, I collected and analyzed data from 123 abstracts representing 147 contributors across 98 colleges and universities from the author’s forthcoming book (provisionally) entitled, *Coronavirus (COVID-19) and Global Higher Education*, to be published by Routledge (Taylor & Francis). Preliminary result suggests that the number of proposals submitted to the ‘online education and distance learning’ section ( $N = 34$ ) suggest a major shift from international and comparative higher education scholars, policymakers and practitioners to investigate an area that is understudied, and perhaps largely overlooked in many developing and transitional economies. I provide several resource global researchers and community members could implement to publish empirical research and policy briefs surrounding the impacts of the COVID-19 on postsecondary (tertiary) education. Implications for future research and policymaking are discussed.

Keywords: COVID-19, higher education, internationalization, mobility, qualitative research

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## **Background**

On March 11, 2020, the World Health Organization (WHO) classified the coronavirus (COVID-19) as a pandemic, due to the increase in confirmed cases of individuals who have contracted the virus worldwide. The pandemic stopped international mobility in its tracks, leaving thousands of current students stranded, overturning the new cohort arriving in countries that began their academic year in March, and imposing what seems likely to be an online only start in many countries next academic year in August/September 2020. As institutions of higher education around the world are enacting travel bans, quarantines, and suspending face-to-face teaching, policymakers and practitioners have implemented a number of new policies and procedures to mitigate the public health effects of COVID-19.

Today, very little is known about the COVID-19 effects on the higher education industry. The issue of the COVID-19 and its impact on the higher education industry is a growing topic of discussion worldwide (Fischer, 2020). Closing universities and cancelling classes have become a COVID-19 reality in many parts of the country, leading to enormous anxiety and uncertainty. At the same time, the COVID-19 crisis has revealed the severe inequality and inequity that exists in higher education worldwide. For example, issues surrounding access to distance education and the enrollment of international students and scholars in developing and transitional economies have taken on heightened importance. The Institute of International Education (IIE) (2020) cautioned that “The COVID-19 health crisis will affect international student mobility in this academic year and possibly for years to come....including decreasing number of students studying abroad, as well as inbound international students and global partnerships with universities” (p. 10). As a result, cancellations of events, postponed and cancelled study abroad

programs, and moving teaching and operations virtually have disparate impacts on the internationalization and globalization of higher education.

To address the knowledge gap and concern, I drafted a book proposal provisionally entitled, *Coronavirus (COVID-19) and Global Higher Education*, to bring a thought-provoking discussion of innovative ideas and initiatives teacher-scholars, policymakers and practitioners can implement within their respected institutions post-COVID-19. Specifically, insights resulting from this book in partnership with the Comparative and International Education Society (CIES) Special Interest Group (SIG) - Study Abroad and International Students will seek to engage scholars, researchers, teachers, policymakers, and practitioners in a globally-minded discussion of the opportunities and challenges to facilitate internationalization, intercultural learning, and global initiatives in the years of COVID-19.

The highly anticipated book, which received a total of 147 contributors worldwide, will be the first publication in the world to examine the cost and consequence associated with COVID-19 for societies and individuals in the field of education. This book expands upon the work of the special issue *International Higher Education* (Boston College Center for International Higher Education (CIHE), 2020) and the European Association of International Education (EAIE) (Rumbley, 2020) to bring leading experts on international higher education, from USA/UK/Europe, the Americas, and Australia/East Asia, to understand the effects of international education during the post-COVID-19 era.

## **Methods**

### *Data Sources*

In March 2020, I sent a Call for Chapter Proposal to several email listserv (e.g., SECUSS, HKU Global Higher Education Bulletin) and higher education associations distribution list (e.g.,

Association for the Study of Higher Education, Comparative and International Education Society) to submit abstracts for our book by May 1, 2020. Over 2,000 scholars, policymakers and practitioners have downloaded the call for proposals to submit a 150 word abstracts on the Open Journals in Education (OJED), a leading management platform that houses several leading journals, including *Journal of International Students*, *Journal of Comparative & International Higher Education*, and *Higher Education Politics & Economics*.

Given the significant impact of COVID-19 on the higher education industry, author(s) were invited to submit proposal(s) ranging from various topics and themes, with the goal of engaging as many scholars, policymakers, and practitioners around the world. A total of ten sections were determined by the editors as primary themes of our book: (1) Coronavirus (COVID-19) and The Future of Global Higher Education: Contemporary Issues and Perspectives, (2) The Impact of COVID-19 on International Mobility of Faculty, Staff, and Students: What's Next for the Higher Education Industry? (3) Education Abroad and COVID-19: Actions for a Sustainable Future, (4) COVID-19 and the Economics of Comparative Higher Education: Possibilities and Probabilities in the Future, (5) Public Health Challenges of COVID-19 in Global Higher Education: 2020-present, (6) MOOCs, E-Learning and Distance Education in International Higher Education: Best Practices in Online Teaching and Learning, (7) Contemporary Legal Issues in Comparative Higher Education: Transcending Boundaries since COVID-19, (8) College Admissions and Enrollment: Rethinking Internationalization of Higher Education in post-COVID-19 Era, (9) Philanthropy and Fundraising in University Advancement: Lessons Learned from COVID-19, and (10) Higher Education Case Studies and Policy Briefs on COVID-19: Reflective Essays and Position Papers for a Global Generation.

In total, 123 abstracts representing 147 authors and 98 colleges and universities worldwide were submitted in 45 days (see Appendix A and B), the highest recorded of any single volume book to be published by Routledge (Taylor & Francis).

### *Analytic Approach*

The data was organized in the qualitative software program, NVivo 12.0. I have published a couple articles using the NVivo software to chart my progress, ideas, and concerns throughout the research process (Chan, 2020; Macfarlane & Chan, 2014). I employed manual coding, then descriptive, interpretive, and explanatory coding with NVivo 12.0. This type of qualitative study is considered backyard research as stated by Creswell (2014), and there were no identifiable risks to participants or to me.

In total, 123 abstracts were coded, analyzed, and organized using NVivo qualitative data analysis tools. Coding was used to identify themes to comprehend the data with ease. The aim of coding in qualitative research is to move from real to abstract and from specific to general (Saldaña, 2016). After the data was coded using NVivo, I conducted thematic analysis to narrow down the most important information to report and get an idea of what the data is generally about (Punch, 2009). Data were coded without inferences and then categories were made based on themes (Marshall & Rossman, 1999). As the analysis took place, data analysis involved examining data to generate codes, categories (and subcategories), themes (concepts), and finally meaning (Creswell, 2014; Saldaña, 2016).

Eventually, a query was executed to identify theme and concept frequency between the chapter abstracts, COVID-19, and higher education. Specifically, an NVivo word frequency query analysis of all 123 abstracts were conducted to detect the matches of top 100 most common and meaningful words used to describe the impact of COVID-19 on higher education.

Table 1. Top 100 Frequently Used Words from *Coronavirus (COVID-19) and Global Higher Education: Opportunities and Challenges* (N = 123 Abstracts)

Word	Length	Count	Weighted Percentage (%)	Similar Words
students	8	262	2.49	student, students, students', students'
education	9	213	2.02	education, educational, educator, educators
covid	5	188	1.79	covid
learning	8	161	1.53	learn, learned, learning
online	6	136	1.29	online
higher	6	127	1.21	higher
pandemic	8	109	1.04	pandemic, pandemics
international	13	107	1.02	internal, international, internationally
university	10	103	0.98	universal, universities, university
teaching	8	99	0.94	teaches, teaching
chapter	7	95	0.90	chapter
institutions	12	88	0.84	institute, institution, institutional, institutions
studying	8	81	0.77	studied, studies, study, studying
experiments	11	67	0.64	experience, experiences, experiments
facing	6	64	0.61	face, faced, faces, facing
global	6	54	0.51	global, globalization, globalized, globally
impact	6	52	0.49	impact, impacted, impacting, impacts
challenges	10	50	0.48	challenge, challenges, challenging
response	8	50	0.48	response, responses, responsibilities, responsible, responsive, responsiveness
exploring	9	48	0.46	exploration, explore, explored, explores, exploring
campus	6	47	0.45	campus, campuses
academic	8	44	0.42	academic, academically, academics, academics'
support	7	44	0.42	support, supported, supporting, supportive, supports
social	6	41	0.39	social, socialize, socially
using	5	41	0.39	used, uses, using
mobility	8	40	0.38	mobile, mobility, mobilize, mobilized
practices	9	40	0.38	practical, practice, practiced, practices
crisis	6	39	0.37	crisis
faculty	7	38	0.36	faculty
access	6	37	0.35	access, accessibility, accessing

provide	7	37	0.35	provide, provided, providers, provides, providing
research	8	37	0.35	research, researchers
developments	12	36	0.34	develop, developed, developing, development, developments
time	4	36	0.34	time, times
chinese	7	34	0.32	chinese
distance	8	34	0.32	distance, distancing
health	6	34	0.32	health
many	4	34	0.32	many
also	4	32	0.30	also
discuss	7	32	0.30	discuss, discussed, discusses, discussion, discussions
shift	5	31	0.29	shift, shifted, shifting, shifts
college	7	30	0.29	college, colleges
examines	8	29	0.28	examination, examinations, examine, examined, examines, examining
change	6	29	0.28	change, changed, changes, changing
china	5	29	0.28	china
community	9	29	0.28	communal, communicate, communication, communications, communicative, communities, community
digital	7	29	0.28	digital, digitalization, digitally
staff	5	29	0.28	staff
world	5	29	0.28	world
future	6	28	0.27	future
programs	8	28	0.27	program, programs
courses	7	28	0.27	course, courses
countries	9	27	0.26	countries, countries', country
focus	5	27	0.26	focus, focused, focuses, focusing
technology	10	27	0.26	technological, technologies, technology
teachers	8	26	0.25	teacher, teachers, teachers', teachers'
case	4	26	0.25	case, cases
opportunities	13	26	0.25	opportunities, opportunity
remote	6	26	0.25	remote, remotely
system	6	26	0.25	system, systemic, systems
effects	7	25	0.24	effect, effective, effectively, effectiveness, effectivity, effects
issues	6	25	0.24	issue, issues
context	7	24	0.23	context, contexts

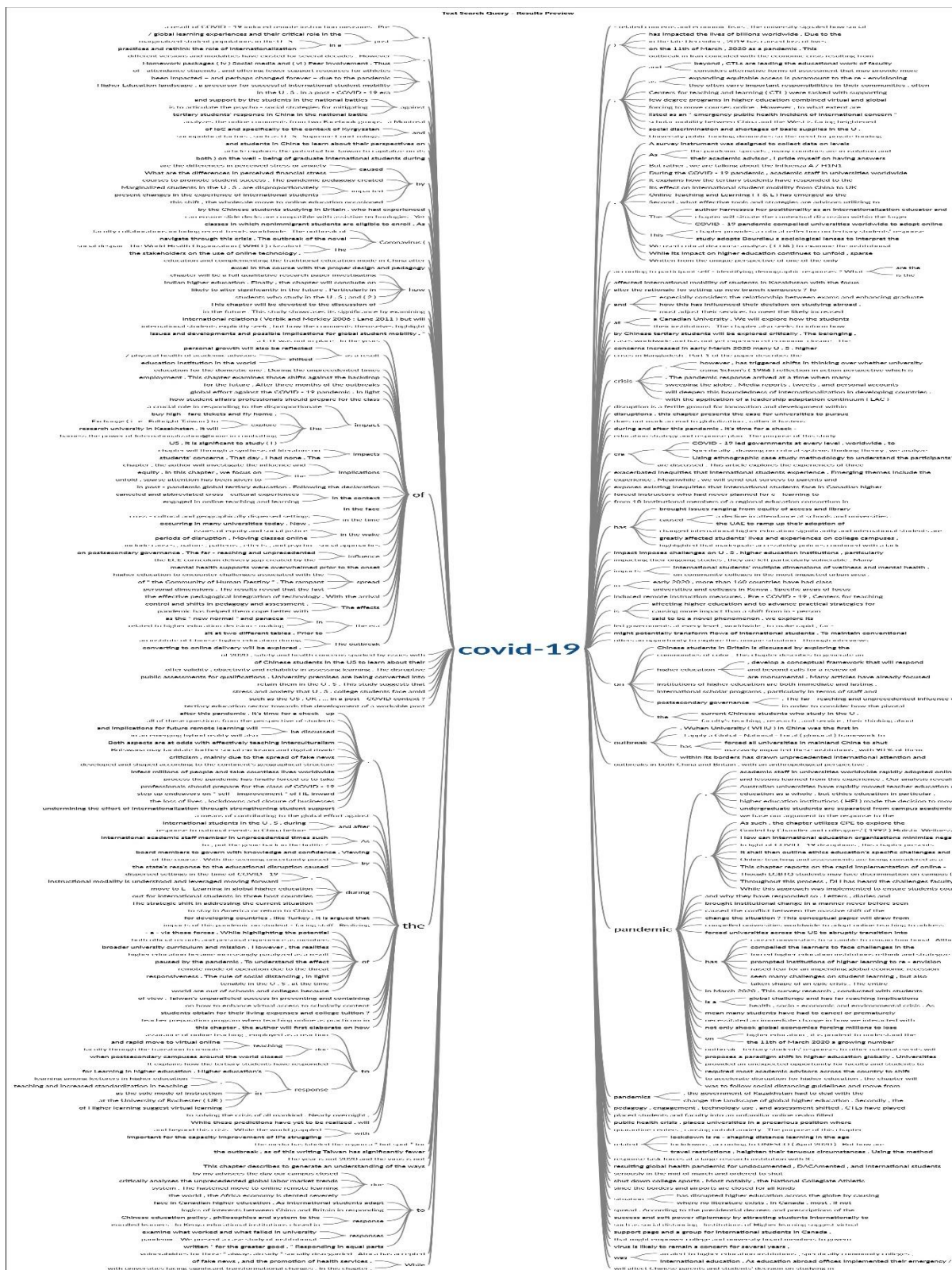
internationalization	20	24	0.23	internationalization, internationalized
interviews	10	24	0.23	interview, interviewing, interviews
policy	6	24	0.23	policies, policy
including	9	23	0.22	include, included, including
virtual	7	23	0.22	virtual
working	7	23	0.22	work, worked, working, works
2020	4	22	0.21	2020
across	6	22	0.21	across
affected	8	22	0.21	affect, affected, affecting, affective, affects
critical	8	22	0.21	critical, critically, criticism, criticized
differently	11	22	0.21	difference, differences, different, differently
national	8	22	0.21	nation, national, nations
abroad	6	21	0.20	abroad
author	6	21	0.20	author, authorities, authors, authors'
role	4	21	0.20	role, roles
transition	10	21	0.20	transition, transitioned, transitioning
within	6	21	0.20	within
governments	11	20	0.19	govern, governance, government, governments
moving	6	20	0.19	move, moved, moves, moving
present	7	20	0.19	present, presented, presents
classes	7	20	0.19	class, classes
delivery	8	20	0.19	deliveries, delivery
forced	6	20	0.19	forced, forces, forcing
graduate	8	20	0.19	graduate, graduating, graduation
mental	6	20	0.19	mental, mentality
concerns	8	19	0.18	concern, concerning, concerns
instruction	11	19	0.18	instruction, instructional
living	6	19	0.18	live, lived, lives, living
causing	7	19	0.18	cause, caused, causes, causing
implications	12	19	0.18	implications
reflect	7	19	0.18	reflect, reflected, reflecting, reflection, reflections, reflective
wellness	8	19	0.18	well, wellness
decision	8	18	0.17	decision, decisions
disruptive	10	18	0.17	disrupt, disrupted, disrupting, disruption, disruptions, disruptive
emergency	9	18	0.17	emerged, emergencies, emergency, emerging
home	4	18	0.17	home



The minimum length of words detected was four and similar words with the same root word were also included in the word frequency query. The top 10 words are: students with 262 count, education with 213 count, COVID-19 with 188 count, learning with 161 count, online with 136 count, higher education with 127 count, pandemic with 109 count, international with 107 count, university with 103 count, and teaching with 99 count (see Table 1). As a result of the word queries, the top three themes found were students, education, and COVID-19 (see Figure 1). A word tree was also created to show the impact of COVID-19 on higher education (see Figure 2).



*Figure 1. Word Cloud: Top 100 Frequently Used Words from Coronavirus (COVID-19) and Global Higher Education: Opportunities and Challenges (N = 123 Abstracts)*



## Preliminary Results

This study found that a majority of scholars, policymakers and practitioners in the field of higher education were interested to conduct formal and informal research on online education and distance learning, followed by international mobility and public health challenges pertaining to the impact of COVID-19 on international higher education. Specifically, Section 3 received 34-chapter proposals, followed by 19-chapter proposals in Section 5, and 18-chapter proposals in Section 2 (see Table 2).

Table 2. List of Sections from *Coronavirus (COVID-19) and Global Higher Education: Opportunities and Challenges* Submission ( $N = 123$  Abstracts)

Sections	<i>N</i>
Section I: Coronavirus (COVID-19) and The Future of Global Higher Education: Contemporary Issues and Perspectives	12
Section II: The Impact of COVID-19 on International Mobility of Faculty, Staff, and Students: What's Next for the Higher Education Industry?	18
Section III: Education Abroad and COVID-19: Actions for a Sustainable Future	8
Section IV: COVID-19 and the Economics of Comparative Higher Education: Possibilities and Probabilities in the Future	2
Section V: Public Health Challenges of COVID-19 in Global Higher Education: 2020-present	19
Section VI: MOOCs, E-Learning and Distance Education in International Higher Education: Best Practices in Online Teaching and Learning	34
Section VII: Contemporary Legal Issues in Comparative Higher Education: Transcending Boundaries since COVID-19	4
Section VIII: College Admissions and Enrollment: Rethinking Internationalization of Higher Education in post-COVID-19 Era	8
Section IX: Philanthropy and Fundraising in University Advancement: Lessons Learned from COVID-19	1
Section X: Higher Education Case Studies and Policy Briefs on COVID-19: Reflective Essays and Position Papers for a Global Generation	17
<i>Total</i>	123

The number of abstracts submitted to the 'online education and distance learning' section may suggest a shift from higher education scholars and policymakers to investigate an area that is understudied, and perhaps largely overlooked in the field of international and comparative higher education (Chan, 2019; Rumbley et al., 2014). Furthermore, the number of proposals coming

from outside North America may suggest the lack of publication outlet for international scholars and graduate students to publish their work on the COVID-19 effects in the higher education industry. While far from conclusive, this paper provides some preliminary evidence that online education and distance learning will be the most significant research topic in the field of international education for many months to come.

## **Discussion**

This study has highlighted the importance of online teaching and learning for higher education broadly and international education particularly. With travel restricted and asynchronous health risks in different countries, international education is at a standstill except in distance learning form. The need to understand online teaching and remote working is more urgent as institutions around the world respond to COVID-19 and how technology is deployed and used for the future. More students than ever are learning online, and faculty and staff need more than the technical basics—they must be fully prepared to use pedagogical approaches that enhance students' online experience. However, as COVID-19 has driven learning online and as institutions begin planning to support students and families from a distance, higher education scholars and advanced practitioners must lead the way as institutions pivot from crisis management to planning for the longer term.

Today, many colleges and universities worldwide are trying to figure out the post-COVID-19 landscape - a landscape defined by its unknowns. Higher education institutions have purchased and deployed various technologies, yet there has been little consideration of the accessibility and affordability of those technologies. The critical role online and virtual teaching play has never been clearer. Online instruction that uses audio, video, and other tools to present content in multiple ways can help faculty and staff ensure inclusivity. At the same time, virtual

and augmented reality field trips can help to optimize learning for students who are unable to attend in the real world. What happens next is still an evolving story – but higher education needs to prepare for a different future in which we educate young adults and adult learners.

As a result, this paper will attempt to examine how colleges and universities around the world are managing the shifts brought about by the COVID-19 pandemic while continuing to provide the best services possible for their students, faculties, staff and alumni now and in the future. With social distancing expected to be the norm in many countries, this book will serve as an opportunity for teacher-scholars, policymakers, and university administrators to fundamentally rethink and reimagine the ways of online and distance education (e.g., developing physical distancing plans, limiting the number of participants in courses, improving the quality of virtual services, the expansion of simulation experiences) and other issues such as, international mobility, study abroad, and more broadly, the internationalization of higher education. The international higher education industry is likely faced with a "new normal" as it relates to the campus work environment and how institutions support their campus. While this shift to remote work may not be a major transition for some organizations, I believe that for education institutions to survive post-COVID-19, international leaders and professionals must begin to reconceptualize and redefine how to support students in this transition to ensure enrollment and success. Consequently, this working paper attempts to provide educators, administrators, practitioners, policymakers, and families with evidence-based information on adjusting to online teaching, learning, and virtual experiences that will inspire, challenge, and connect professionals during and after the COVID-19 era.

## **Conclusion**

The COVID-19 global pandemic has affected every facet of our lives, and international

students are profoundly impacted by the uncertainty in higher education worldwide. Higher and tertiary education are socially and economically central to most countries, enrolling more than 75 percent of the young adult age group in North America and Europe, and over 50 percent in East Asia and Latin America (American Council on Education (ACE) Center for Internationalization and Global Engagement (CIGE), 2019). The COVID-19 pandemic has larger effects in education than almost any other sector, with higher education and research activities taking place only in online form. With travel restricted and asynchronous health risks in different countries, international education is at a standstill except in distance learning form.

This research provides a starting point for global researchers and community members to conduct formal and informal research surrounding the impacts of the COVID-19 on postsecondary (tertiary) education. Science and research are crucial to tackling the COVID-19 crisis. The world is witnessing a fast-growing body of international higher research on COVID-19 (Boston College CIHE, 2020; Rumbley, 2020). Scientific evidence is constantly shaping governmental policies and public opinions. International organizations, reputable scientific journals, and funding bodies have been calling educational researchers around the world to collaborate and cooperate in an open manner. It is my hope that this paper has inspired you to contribute in revolving and resolving the COVID-19 pandemic in higher education.

### **Biographical Sketch**

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## APPENDIX

**Appendix A.** List of Contributor Titles from *Coronavirus (COVID-19) and Global Higher Education: Opportunities and Challenges*, by alphabetical order

1) "Internationalization at home" in the U.S.: Enhancing Admissions and Enrollment Practices for Marginalized Students post-COVID-19
2) #Quarandipity: Making the Most of the Transition from High School to Higher Education during a Pandemic
3) "The Course is No Longer Great": The Need for Socially Meaningful Online Teaching for International Students
4) A Leadership Ethnography on Campus Mental Health During the Global Pandemic
5) A Reflection on International Office Professionals' Experiences during COVID Crisis: Turkish Case
6) A Seat at the Table: Global Mobility within the Context of Online Learning in the Era of COVID-19
7) A Shimmer of Light in the Darkest Times
8) Advising with No Answers: A Narrative Self-inquiry of Academic Advising during the COVID-19 Pandemic
9) Always Already Exposed: Navigating Intersectional Realities & Social Distance in the Heartland
10) Bayesian Spatial Mapping of Novel Coronavirus Variation in Africa
11) Belonging, Being and Becoming: Tertiary Students in China in the Battle against COVID-19 Pandemic
12) Brazilian Public Higher Education in COVID Times: Empty Classrooms but Much Work
13) Building a Crisis Support Model to Help International and Marginalized Students at Community Colleges
14) Centers for Teaching and Learning (CTL): Opportunities and Challenges post-COVID-19
15) Challenge or Opportunity: A Case Study of Wuhan University's Immediate Response to COVID-19 Outbreak
16) Chinese Students' Experience of COVID-19 in the U.S. and Impact on Future Study in the U.S.
17) Collective Traumatization in Post-Pandemic Tertiary Education: A Call for the Internationalization of Trauma-Informed Teaching in Global Higher Education
18) Coronavirus (COVID-19) Crisis and the Future of Higher Education: Perspectives from Kenya
19) Coronavirus (COVID-19) Pandemic and Infodemic in Higher Education in South Africa: Researchers Reflections on How Academic Libraries Respond to a Crisis
20) Coronavirus Disruptions to the Private Higher Education Sector in Malaysia
21) Could COVID-19 be a Catalyst for Disruption in Higher Education?
22) COVID-19 and its Impact on International Graduate Student Admissions
23) COVID-19 and the Role of Historically Black Colleges and Universities
24) COVID-19 and Higher Education: Opportunities for Public Health Curriculum Development
25) COVID-19 Higher Education Disruption and Response in Africa

26) COVID-19, Online Education, and the Library
27) COVID-19: Creating Online Teaching and Learning Capacities among Lecturers in Higher Education
28) Designing Authentic Online Courses
29) Did We Learned Our Lesson? Internationalization of Higher Education in Mexico from H1N1 to COVID-19
30) Disrupting Accommodations through Universal Design for Learning in Higher Education
31) Distance Learning for Social Distancing through MOOCs: Critical Perspectives from India
32) Distance Learning in the Era of COVID-19 Pandemic
33) Distance Learning in the Age of Social Distancing: Critical Perspectives from Indian Higher Education
34) Distressed in a Foreign Country: Mental Health and Well-Being among International Students in the U.S. During and After COVID-19
35) Does Coronavirus (COVID-19) Have a Gender? New Challenges for University Students Attending Universities or Returning to Schools for Higher Education
36) E-Learning and Distance Education in Higher Education: Kenyan Perspectives in the Era of COVID-19
37) E-Practicum: Understanding the International Teacher Candidates' Struggles When Teaching Online
38) Ethics Education in the Philippines amidst COVID-19: Challenges and Response
39) Exams and Graduate Employability Considerations during COVID-19: Have We Let the Genie Out of the Bottle?
40) Expanding Equitable Access or Exacerbating Existing Barriers? Re-envisioning Online Learning in the COVID-19 Era
41) Financial Ramifications of the Coronavirus on College Athletic Departments
42) First Year University Students' Experiences of Learning during the Time of the Coronavirus Pandemic
43) Flexible Learning During Educational Disruption: A Review of Networked and Collaborative Education as Practiced by the United Nations Institute for Training and Research (UNITAR)
44) From "Laggard" to "Innovator" in 30 Days or Less Reflections of Faculty at a Historically Black College University (HBCU) and Their Experience Transitioning to Online Learning During COVID -19
45) From Hardships to Possibilities: Dissertations in the Era of Social Distancing
46) Future Proofing Flows of International Students in post-COVID Context: Will Resurrecting Branch Campuses Work?
47) Global Power Resilience: The Potency of Emotional Health in Higher Education
48) Hiring in a Pandemic: What We Can Learn from Forced Virtual Interviewing
49) How International Mobility Influences Workplace Learning? Comparative Study of Three Learning Schemes of Higher Education Administrative Staff
50) How Internationalization@home be used in Global Higher Education to combat COVID-19
51) Impediments to Fostering Internationalization at Home: The Nation-State, Social Power, and Cultural Representation in EFL Teaching Materials

52) International Students: At the Intersection of Local Policy and Global Emergency
53) International Teaching and Learning during the COVID-19 Pandemic: Staying Connected, Smart, and Safe Amid Social Despair
54) Internationalization in a post-COVID World: A Perspective from the Global South
55) Is it Business as Usual in Unprecedented Times? A Critical Personal Reflection as an International Academic in Australia
56) Journeying into the Unknown in Search of a Sense of Belonging
57) Legal Issues in Higher Education: COVID-19 Context
58) Limitations of Leadership: The Impact of Senior Administration on Universities' COVID-19 Responses in International Education
59) Never Getting Off the Ground or Heading Home Early: Student Perceptions of Study Abroad Disruption in the Context of COVID-19
60) No More Business as Usual: How COVID-19 is Shaping Higher Education Governance
61) On Being Chinese in Times of Corona: A Duoethnography of Feeling Foreign
62) Online Teaching and Learning during COVID-19: Flexible Harmonies in Higher Education
63) Online-supported Teaching in Times of Disruption: Overcoming Barriers to Leverage Institutional Expertise
64) Online-teaching as a Reaction to the Impact of COVID-19 on Higher Education in Bangladesh: Issues of Inequality of Access and Education Quality
65) Pandemic Pedagogy: Disparity in University Remote Teaching Effectiveness
66) Pedagogical Implications of COVID-19: A Case Study of What Faculty Have Learned about Teaching Well by Teaching Remotely During the COVID-19 Pandemic
67) Pent Up and Let Out: Engaging with Student Sexual Health Upon Return to Campus
68) Post-COVID Online Learning in Higher Education: Dispelling Myths and Exploring Possibilities
69) Psycho-social Strategies to Mitigate COVID-19 in Universities: The Kenyan Perspective
70) Reflection and Lessons Learned in Rapidly Moving Undergraduate Engineering Courses Online: A COVID-19 Perspective
71) Reimagining Internationalization at Home: Changing Perceptions of Distance Education and its Implications
72) Re-imagining Pedagogy for Early Childhood Education: Pre-service curriculum in the Face of Covid 19 Pandemic
73) Responses to COVID-19 in Iranian Higher Education: Perceived Challenges by Teachers and Students
74) Revisiting Teamwork in Engineering Studies in the Time of COVID-19
75) Re-wiring Teaching and Learning in the Era of COVID-19 in Higher Education
76) Rural Higher Education Students Coping Behaviors during the COVID-19 Lockdown: A Mixed Methods Approach
77) Shifting Modalities: Potential Lasting Legacies of the Shift to e-Learning due to COVID-19
78) Social Distancing in an Era of Internationalization: How can American Universities Better support International Doctoral Students?
79) Stay in the U.S. or Return to China? International Students' Choices during COVID-19

80) Stories of Immigrant Student Populations in the U.S.: Exploring the Use of Campus Mental Health Supports During COVID-19
81) Strategies and Responsibilities: China Gateway Office during COVID-19
82) Struggles and Adaptations: Navigating the Profession of Academic Advising through the Uncertainty of COVID-19
83) Student Attitudes and Experiences with the Rapid Changes on Campus Due to COVID-19
84) Students' Anxiety and Self-efficacy Toward Using E-learning System as Predictors of Online Community
85) Suddenly Online: How Russian Universities Switched to Distance Learning During COVID-19 Pandemic
86) Supporting LGBTQ+ Students Living at Home During the COVID-19 Pandemic
87) Sustaining Liberal Education in the Era of Global Crises: The Case of a Leading Community College in Hong Kong
88) Taiwan's COVID-19 Success: A Lifeline for its Higher Education Sector?
89) Teacher Education in Times of Disruption: Teaching and Learning in Australian Universities during a Pandemic
90) Teachers' Implementation of Internationalization of the Curriculum in COVID-19 Disruption: A Case Study in Kyrgyzstan
91) The Challenges of Online Teaching and Learning in Higher Education: Global Education Courses in China during the Outbreak of COVID-19
92) The China-centric Era? Rethinking the Demands of Internationalization of Higher Education in China
93) The Contours of Internationalization in Kenya's: The Challenges of Quality and Relevance Universities
94) The COVID-19 (Learning) Curve: A Dual Case Study on Institutional Responses to a Global Emergency
95) The Effects of COVID-19 on Well-being of Graduate International Students at a Canadian University
96) The Emergence of Crafted Teaching: Pedagogical Experiments of Russian University Teachers during the COVID-19 Pandemic
97) The Evolution Revolution: The Application of a Leadership Adaptation Continuum to the Future of Global Higher Education Post COVID-19
98) The Expansion of E-learning in the UAE: Challenges and Implications
99) The Future of Academic Collaborations with China
100) The Impact of COVID-19 on International Faculty in Kazakhstan
101) The Impact of COVID-19 on International Mobility of Chinese Students and Actions for a Sustainable Future
102) The Impact of COVID-19 on International Scholarly Mobility: A Case Study from the Taiwan-US Fulbright Program
103) The Impact of COVID-19 Pandemic on African Education System
104) The Impact of COVID-19 Pandemic on Chinese Students in the United Kingdom
105) The Impact of the COVID-19 Pandemic on Lecturers' Academic Freedom in Higher Education
106) The Impacts of Global Pandemics on International Mobility of Students: Analyzing the Case of Kazakhstan

107)	The Influence of COVID-19 on Student Learning: Access and Participation in Higher Education is a Discourse
108)	The Learners Left Behind: Disability-related COVID-19 Challenges and Solutions in the Online Rush to Higher Education
109)	The Novel Coronavirus and Nigeria's Citadels of Learning: A Battle for a Nation's Future
110)	The Remaking of the University Experience: Beyond the COVID -19 Era
111)	The Role of Music and the Arts in Education's Future Intercultural Dialogues
112)	The Role of Synchronous Communication Tools in Summative Assessments Delivered via Learning Management Systems
113)	The Vulnerability and Opportunity of Privatization in Higher Education during a Pandemic
114)	To Enroll or Not: Chinese International Students Amid COVID19
115)	Transcending Learning and Information Access in Higher education: Digital Accessibility, Legal Aspects and Library-Faculty Collaborations in India
116)	Transformation of Educational Process in Higher Education in Russia during the COVID-19 Pandemic: Pressure Points
117)	Understanding the Role of Higher Education Institutions and Government and the Impact of Public Health Interventions
118)	U.S. College Student Hardship: Assessing Perceptions of Situational Stress and Anxiety Amid COVID-19
119)	Using CDA To Examine Sensitivity Towards International Students Amidst COVID-19: A Case Study of Institutional Responses
120)	Using Information Communication Technologies for Interactive Open and Distance Learning Experiences in the Era of COVID-19
121)	Virtual Communities in a Global Pandemic: Have Twitter and Instagram Informed a Sense of Belonging in Global Higher Education?
122)	What Happens Now?": How International Students Reach Out During COVID-19
123)	What has COVID-19 Taught U.S. About International Undergraduate Recruitment?

**NOTE:** Titles listed above neither indicates acceptance nor publication in the book, *Coronavirus (COVID-19) and Global Higher Education: Opportunities and Challenges*

**Appendix B.** List of Contributor Affiliations from *Coronavirus (COVID-19) and Global Higher Education: Opportunities and Challenges*, by unique count

1) American Islamic College (USA)
2) American Public University System (USA)
3) American University (USA)
4) BGMEA University of Fashion & Technology (Bangladesh)
5) Boston College (USA)
6) Botswana International University of Science and Technology (Botswana)
7) Botswana Open University (Botswana)
8) Cal Poly Pomona (USA)
9) California State University, East Bay (USA)
10) California State University, Fullerton (USA)
11) Canberra University (Australia)
12) Central Queensland University (Australia)
13) Chapman University (USA)
14) Chinhoyi University of Technology (Zimbabwe)
15) Chitkara University (India)
16) Christopher Newport University (USA)
17) Chinese University of Hong Kong (China)
18) Deakin University (Australia)
19) Duke University (USA)
20) Durham University (UK)
21) Eastern Carolina University (USA)
22) Edith Cowan University (Australia)
23) Ferris State University (USA)
24) George Washington University (USA)
25) Harare Polytechnic (Rhodesia)
26) Higher School of Economics (Russia)
27) Howard University (USA)
28) Indiana University (USA)
29) Jaume I University (Spain)
30) Jawaharlal Nehru University (India)
31) Kansas State University (USA)
32) Kazan Federal University (Russia)
33) La Trobe University (Australia)
34) Lee University (USA)
35) London South Bank University (UK)
36) Louisiana State University (USA)
37) Loyola University Chicago (USA)

38) Masinde Muliro University of Science and Technology (Kenya)
39) McGill University (Canada)
40) Middle East Technical University (Turkey)
41) Morgan State University (USA)
42) National Cheng Kung University (Taiwan)
43) National Research University Higher School of Economics (Russia)
44) Nazarbayev University (Kazakhstan)
45) New Mexico State University (NMSU)
46) Northern Arizona University (USA)
47) NYU Abu Dhabi (UAE)
48) O.P. Jindal Global University (India)
49) Pace University (USA)
50) Purdue University (USA)
51) Rochester Institute of Technology (USA)
52) Seton Hall University (USA)
53) Shanghai International Studies University (China)
54) State University of New York at Albany (USA)
55) State University of New York at Oswego (USA)
56) Syracuse University (USA)
57) Taylor's University (Malaysia)
58) TCS Education System (USA)
59) Texas A&M University (USA)
60) Texas A&M University-Commerce (USA)
61) Texas Christian University (USA)
62) The Education University of Hong Kong (China)
63) The Ohio State University (USA)
64) The University of Arizona (USA)
65) The University of British Columbia (Canada)
66) The University of Hong Kong (China)
67) The University of North Texas (USA)
68) The University of Texas at San Antonio (USA)
69) United Nations Institute for Training and Research (Switzerland)
70) University of California, Riverside (USA)
71) University of Central Asia (Kyrgyzstan)
72) University of Copenhagen (Denmark)
73) University of Edinburgh (Scotland)
74) University of Florida (USA)
75) University of Greenwich (UK)
76) University of Illinois at Chicago (USA)

77) University of Iowa (USA)
78) University of Leeds (UK)
79) University of Lodz (Poland)
80) University of Louisville (USA)
81) University of Minnesota, Twin Cities (USA)
82) University of Nebraska at Kearney (USA)
83) University of Nevada, Las Vegas (USA)
84) University of Rochester (USA)
85) University of South Africa (South Africa)
86) University of South Australia (Australia)
87) University of Sydney (Australia)
88) University of Tasmania (Australia)
89) University of Texas at San Antonio (USA)
90) University of the Philippines (Philippines)
91) University of the West of England, Bristol (UK)
92) University of Valencia (Spain)
93) University of Vermont (USA)
94) University of Virginia (USA)
95) University of Washington (USA)
96) Wuhan University (China)
97) York University (Canada)
98) Zayed University (UAE)