The future of higher education
Perspectives on reopening strategies at universities around the world

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✓ **Robert Napier**, President, European Student Union
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Ahmed Bawa, Chief Executive Officer, Universities South Africa
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<table>
<thead>
<tr>
<th>SCENARIO</th>
<th>DESCRIPTION</th>
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<tr>
<td>Normal operations</td>
<td>Students, faculty, and staff are back on campus. The fall 2020 term is essentially the same as the fall 2019 term, but with new safety protocols (e.g., social distancing, mask wearing).</td>
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<td>Postpone the start of the fall term to a later date</td>
<td>The start of the fall term is pushed back to October, November, or even January 2021 until there is more efficient testing, effective treatment, or a vaccine. Some institutions may choose to begin the term online and then resume in-person classes later in the term.</td>
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<td>Begin the fall term early</td>
<td>Students return to campus for a fall term that begins earlier than originally scheduled, generally without a fall break, in order to mitigate the impact of a potential second wave of COVID-19 infections.</td>
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<td>Some virtual courses and some in-person courses (e.g., split curriculum, HyFlex model)</td>
<td>Courses are taught both online and in-person and the student body is split between some who return to campus and some who remain remote. In a split curriculum, courses or course sections are designed to be offered either in-person or online. The HyFlex model requires courses to be taught in-person and online, simultaneously, and by the same instructor. In both models, social distancing guidelines help define in-person course capacity.</td>
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<td>Block scheduling</td>
<td>The semester is redesigned so students complete a single course over a three or four week block. Students may complete their typical semester course load, but will do so consecutively rather than simultaneously. Courses may be offered virtually and/or in-person.</td>
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<td>Modular scheduling</td>
<td>Unlike institution-wide block scheduling, in modular scheduling, academic departments are granted the flexibility to design courses of varying lengths, topics, sequences, and credits. Courses may be offered virtually and/or in-person.</td>
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<td>Modified tutorial model</td>
<td>Students take a common lecture session virtually. Faculty and/or teaching assistants meet with small groups of students in-person to provide tutoring while respecting social distancing.</td>
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<td>Targeted curriculum</td>
<td>The overall number of courses being offered is reduced to limit on-campus density. Strategies to implement this model include focusing on core courses, eliminating low-enrollment courses, and/or prioritizing courses that can be adapted to multiple modalities.</td>
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<td>Low-residency model</td>
<td>Students come to campus for intensive in-person academic experiences, while still maintaining social distancing and then return home to continue the term virtually.</td>
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<td>Students in residence, learning virtually</td>
<td>Students return to campus in iterative waves to have the option of participating in co-curricular activities, but take most of their courses virtually. Co-curricular activities are developed or modified to respect social distancing restrictions.</td>
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<td>Only certain groups of students are on campus</td>
<td>Only certain groups of students are back on campus at the same time. One example may be allowing only graduate students or first-year students to return to campus, while other levels continue learning online. Another example may be to divide the student body into groups, each scheduled to be on campus at a different time.</td>
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<td>Structured gap year</td>
<td>Faculty and staff support student engagement in structured, project-based off-campus learning experiences that could be implemented in a manner that follow social distancing restrictions (e.g., independent research projects, service-learning projects). Institutions may choose to award academic credit for these experiences.</td>
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<tr>
<td>Only virtual courses</td>
<td>All students continue their studies remotely through online education.</td>
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Figure 5. Expectations for Fall 2020 Enrollment Relative to Fall 2019 Enrollment

- **All Institutions**: 15% will increase, 35% will be about the same, 49% will decrease.
- **Public 4-Year**: 13% will increase, 32% will be about the same, 55% will decrease.
- **Private 4-Year**: 13% will increase, 39% will be about the same, 47% will decrease.
- **Public 2-Year**: 12% will increase, 28% will be about the same, 60% will decrease.

Robert Napier, President, European Student Union
NUS – Full members
Activites

- Advocacy and Lobby Work
- Bringing together, training and informing national student representatives on policy developments in higher education at the European level
- Organising seminars, training, campaigns and conferences relevant to students
- Conducting European-wide research, partnership projects and campaigns
- Producing a variety of publications for students, policy-makers and higher education professionals.
Challenges

- Ensuring same conditions for study success
- Balancing Mobility
- Shifting from emergency T&L to digital T&L

Opportunities

- Sustainable return to ‘normality’
- Inclusive digitilisation
- Holistic approach to student support services
Sylvia Schmelkes, Deputy Rector, Iberoamericana University in Mexico
Cumulative confirmed COVID-19 cases

The number of confirmed cases is lower than the number of actual cases; the main reason for that is limited testing.
International Association of Universities

CHALLENGES

FORM PROFESSORS AS AGENTS OF TRANSFORMATION

DESIGN A PEDAGOGICALLY SOUND, EFFECTIVE AND SAFE HYBRID MODEL

RETHINK THE ROLE OF UNIVERSITIES IN THE TRANSFORMATION OF SOCIETIES.

OPPORTUNITIES

LEARNING TO USE TECHNOLOGY AS A POWERFUL TOOL

INTERNATIONALIZATION

APPRECIATING THE VALUE OF FACE-TO-FACE INTERACTIONS
DISRUPTIVE EDUCATION
NEW NORMAL

PROF. DR. SUCHATVEE SUWANSAVAT
PRESIDENT OF ASAIHL
DISRUPTIVE EDUCATION

ONLINE TEACHING AND LEARNING
+

PHYSICAL DISTANCING
=

NEW LEARNING EXPERIENCES

1,688,787 Students from 126 universities in Thailand

Training Online Teachers

Produce Video-Based Learning (Videos And Interactive Videos)