Message from the Publisher
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This first issue of 'Trends in Higher Education' for 2021 provides valuable insights into important social developments taking place in higher education throughout the world. It is written at a time when the COVID-19 pandemic continues to wreak havoc on the global population and the impending concern now is how fast can vaccinations be administered to as many people as possible, within a short period. This issue demonstrates how the pandemic has disrupted the way we operate in the higher education sector, from teaching and learning engagements, to administrative management. It draws attention to the mental problems faced by the student population and how universities must take this into account in the planning process, both in the long and short terms. It provides copious examples of methods and strategies that Higher Education Institutions (HEIs) are using to cope and also, transform their operations to in preparation for a post COVID-19 world.

This issue is a must read for planners and leaders in the Higher Education sector and it is our hope that the lessons learnt from some of the best practice international universities cited in this newsletter can be applied to The University of the West Indies and help us navigate the uncertain future ahead of us.

Social Trends in Higher Education

This Issue focuses on the social issues and trends in higher education. The novel coronavirus continues to be in the spotlight. As the pandemic surges, many universities and colleges in the United States and the United Kingdom have announced that they would either delay the start of their spring semester or begin the terms with virtual instruction. In the UK, it is not expected that schools will reopen before Easter while in the US, the new President has given orders for the creation of more detailed guidance for colleges, with evidence-based recommendations "on how and when to open." Experts largely agree that the pandemic will have lasting effects on the education system including the delivery of same.

The pandemic also brings to the forefront a more intense focus on student well-being and fast-tracked the introduction of new working arrangements, which is seen as more short-term solution to the pandemic. Changes in the needs of the labour force highlight the need for upskilling and has implications for the curriculum. Moreover, as policy reforms in higher education take effect, they are likely to affect student enrolments, programme cuts, and institutional policies. These are some of the topics discussed in this issue of the newsletter.

A case of over-credentials?
Recently, the higher education sector has seen the growth of traditional (e.g. degrees) and non-traditional credentials (e.g. badges, certificates, etc.) that brings into question the competencies it convey, their relative value and meaning of the credential for the marketplace and the individual (Credential Engine 2019). These non-traditional credentials raise questions on how they are understood by providers, students, and employers. It was predicted that by 2020, 65% of all jobs in the United States will require at least some

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post-secondary training, but not necessarily a degree, which led to Americans placing greater store in getting some form of credentials (Credential Engine 2019).

The increased demand for training also saw an increase in credential programmes. In 2019, there were 'at least 738,428 unique credentials,' more than double the estimate of 334,114 in April 2018 (Credential Engine 2019). This data is based on 17 credential categories that fall into four types of education institutions: postsecondary educational institutions, massive open online course (MOOC) providers, non-academic organisations, and secondary schools. While postsecondary institutions are the largest type of credentialing organisation, they are closely rivalled by non-academic organisations (*See Box 1*).

Box 1: Count of credential categories

- 370,020 credentials issued by postsecondary educational institutions, including both those that participate in Title IV and those that do not.
- 7,132 credentials from MOOC providers, the vast majority of them being course completion certificates.
- 315,067 credentials from non-academic organisations, with the largest categories being digital badges and online course completion certificates.
- 46,209 credentials from public and private secondary schools.

Source: Credential Engine 2019.

The prevalence of these non-traditional credentials not only informs curriculum development and the practice of teaching but also have implications for quality assurance and accreditation. As noted by SCUP (Spring 2020) the large expanse of credentials poses a challenge for institutions, learners, accreditors, government agencies, and employers trying to understand, assess, and communicate the value of credentials. To address that challenge, the non-profit organisation Credential Engine is building a searchable Credential Registry (https://credentialfinder.com), which it hopes will help standardise what different credentials mean and how they are used.

Anticipated changes to higher education sector

The 2018 Augar review of post-18 education and funding in the United Kingdom, which focussed on issues such as choice, access, skills provision and value for money, including how future students would contribute to the cost of their studies, was published in 2019. In addition, the government published several white papers including a "Skills for Jobs" that is likely to give impetus to further and technical education by realigning the system around the needs of employers. In this regard, "people are trained for the skills gaps that exist now, and in the future, in sectors the economy needs, including construction, digital, clean energy and manufacturing" (Morgan Jan 21, 2021). Moreover, a change in the law is proposed that would allow persons from 2025 people to access flexible student finance so they can train and retrain throughout their lives (Morgan Jan 21, 2021). Further, the government is considering reviving the idea of restricting student numbers via a minimum grade requirement to enter university (Morgan Jan 22, 2021), which will create a "level-down opportunity" for poorer students and those who have been affected by COVID-19. Moreover, a plan to restrict access to student loans using a minimum tariff threshold is contentious but will appeal to those in government as a way to lower the escalating costs of the student loans system. Any restriction on loan access could affect admissions, where universities have autonomy by law and would require a change in legislation (Morgan Jan 22, 2021). The conclusion to the post-18 review is expected at the next comprehensive spending review (i.e., Autumn 2021).

In the United States, the Biden administration is likely to incentivise education agencies to transform teaching and learning by promoting cross-institutional collaboration to meet the educational challenge of the global system in the 21st century at the post-secondary level (Wong

2020). Moreover, it is likely that the Biden administration will propose an omnibus higher education bill that improves access, affordability, inclusion, and accountability.

Based on the top-four priorities identified by the Biden-led administration- racial equity, climate change, economic recovery, and COVID-19 - it is expected that higher education will be viewed through those lenses. According to Brown (2021), more oversight is expected, and universities will be asked to demonstrate more results in areas such as enrolment and graduation output by diversity variables, graduation outcomes, etc. Additionally, the less restrictive visa policies for international students and scholars will boost institutional income, improve diversity, and increase the talent pool. The proposed immigration legislation, if passed, will have implications for study in the United States more attractive and as the pathway to remaining in this country clearer as well persons who earn PhDs from an American university would be exempt from visa limits.

Barrow (2021) itemises the administration's perspectives in terms of access and affordability:

- supports making two years of community college free, with public four-year colleges free for families with incomes below $125,000.
- proposes a student loan overhaul would not require repayment for people who make less than $25,000 a year and would limit payments to 5% of discretionary income for others.
- calls for extending current freezes on student loan payments and debt accrual under the COVID-19 response plan.
- proposes a $70 billion increase in funding for historically black colleges and universities, and other schools that serve under-represented students in the long-term.

The rollback of the Trump-era changes to Title IX[1] (the federal law that covers campus sexual misconduct and LGBTQ rights, among other things) reaffirmed protections based on sex and extends to sexual orientation and gender identity. It will provide students with robust protection and allow them to file federal complaints against their institutions for not upholding their rights (Chronicle 2021).

Developments in Australia

Australia's Job-ready Graduates (JRG) reforms, approved by Parliament in October 2020, nominated foreign languages – along with mathematics and agriculture – as fields that are important to "broader" national priorities (Ross 2020). However, Australian universities are closing courses that are to be incentivised by the government's tuition fee reductions as student applications show declining interest for some of these disciplines. Despite the government's policy, universities such as Swinburne University of Technology proposes to cease all teaching of Chinese, Italian, and Japanese. The University of the Sunshine Coast is not enrolling any more students on its Indonesian programme and La Trobe University has pledged to continue teaching modern Greek for three more years and has deferred decisions on the future of Indonesian and Hindi. There are also cuts to the science programmes. Murdoch University, for example, has scrapped its majors in maths, physics and chemistry which was influenced not only by the JRG but also, insufficient demand and a decision to embed STEM units in all degrees.

COVID- 19 and Mental health

Most postsecondary institutions are concerned with the mental health and general wellness of its students. Based on the last National College Health Assessment (2016), within the past 12 months 46% of Ontario's postsecondary students reported that they felt symptoms of depression compromising their ability to function (Bay Today). At the University of Toronto, a rise in appointments has vastly outpaced the rise of the overall student population. Its student population went up 8% from 2012 to 2017; in the same time frame, appointments rose 40% (Gibson 2019). Based on increased demand, health resources and facilities are likely to be strained. Munn (2019)

highlighted "given that by 25 years of age 75 percent of lifetime mental illnesses have had their onset, with the peak prevalence between 18 to 25 years of age." It drives home the need for campus at health and counselling services.

More comprehensive models are being considered to help students who are struggling with mental health and general wellness issues. The University of British Columbia (UBC) introduced a system of referrals circa 2018 that led to a drop-off in the number of students in counselling (542 students or 13%) as well as total appointments (906 sessions or 7%) in at least seven-years (Gibson 2019). McGill University has embraced a "hubs and spoke" approach to student health and wellness (SCUP Canada 2020). Based on research and consultation with students, faculty and staff at the university "the number one presenting problem" for students is anxiety and depression as well as sleep issues, difficulty juggling academic work with jobs, feelings of isolation and loneliness, and financial stress are commonly in the mix" (Farr 2019). As a result of a grant from the Montreal-based Rossy Foundation, the university will have teams of clinically trained "local wellness advisors" found within faculties and departments; a one-stop website for student health and wellness information and appointment bookings: and online tools to help students manage stress and learn coping skills.

The abrupt move to online teaching and learning increased awareness of how a student's non-academic life (i.e., their financial situation, their familial duties, their jobs) affect their studies. A survey by researchers at Harvard Business School[2] found that the pandemic affected student well-being, values, and life goals. According to the authors, Whillans et al (2020), the study revealed that 32% of students knew a close family member or friend who had been sick with Covid-19 and that 60% of them had lost income. Students also reported high levels of stress and loneliness, with 54% saying that they often felt that they had no control over their situation and 56% felt isolated from others on a

regular basis. Moreover, about 15% had worried about their personal safety, food security, or housing in the week prior to the survey. These students were also worried that they would not be able to find a job (60%), would struggle to meet living expenses (58%), or would experience significant financial instability upon graduation (50%). Despite the gloomy findings, the survey revealed that "at the same time, many demonstrated a heightened sense of concern for others and hoped to find work that would fulfill a greater purpose."

Another 2020 survey coordinated by the American Council on Education (ACE)[3], presidents were presented with a list of issues and asked to select up to five they view to be most pressing for them currently. The authors of the ACE survey report, Turk and Ramos (2020) noted that mental health of students (53%) was the top concern selected by presidents. Moreover, the top two most pressing issues for presidents at public four-year institutions were "mental health of students" (61%) and "mental health of faculty and staff" (42%) while at private four-year institutions 51% of presidents named "mental health of students" among the top-two issues. The top two most pressing issues for presidents at public two-year institutions were "spring enrollment numbers" (56%) and "mental health of students" (55%).

SCUP (Fall 2020) cautions that "Mental health challenges that developed because of the pandemic may linger long after a vaccine is found." Noting that researchers studying the "SARS and MERS epidemics found that anxiety, depression, and substance abuse issues lasted for years after the epidemics ended" (SCUP Fall 2020). This will pose increased challenges for institutions to handle the demand for mental health care and to provide financial and human resources to support students and staff with mental health care needs over the next two years.

The 60 Year Curriculum

A new perspective, the "60-Year Curriculum", is disrupting the form of higher education (SCUP Spring 2020). This outlook is premised on the idea that as human lifespans increase, individuals will need to work beyond age 65 and assumes that individuals will need regular retraining and "upskilling" throughout career lifespan. Higher education will then have to be nimbler to respond to the needs of rapidly evolving industries that require skills one did not learn in college." Many continuing education programmes already offer some of the elements of the 60-year model[4] however, there will be need for greater support through advisers, financial aid, and career services.

A few universities including University of California Irvine, Harvard and the University of Washington are adapting the "60-year curriculum" concept (Tugennd 2019). For example, the University of Washington Continuum College, which is the continuing education and professional development division of the University of Washington in Seattle, offers 99 certificate programmes (most non-credit) as well as 111 graduate degree programmes. The University of Newcastle at Sydney offers about 150 short courses (most just one or two days long, which people can attend in person or join via a video call).

The focus will be on how institutions can supply formal education courses and programmes while being more accountable and relevant to the workforce needs. The "60-year curriculum" will require institutions to not only critically rethink their culture and values, but also consider programmatic and process changes required, the potential of additional workloads, contend with issues of quality and the financial impact to the school if students choose to do a certification programme rather than go for a degree (Tugennd 2019).

SCUP (Canada 2020) drew attention to the "expansion in the scale and impact of social responsibility programs at colleges and universities" based on documentation by University Social Responsibility Network.[5] This expansion of social responsibility activities includes community-engaged teaching and research, integration of social responsibility in the full range of disciplines, and coalitions of universities devoted to elevating civic engagement and social responsibility (Chan et al 2020). Examples of social responsibility initiatives at colleges and universities include:

i. Simon Fraser University hosts an annual week-long Community Summit that serves as a "public square for dialogue".
ii. University of Toronto Scarborough (UT SC) developed a reciprocal learning community development approach based on principles and practices rooted in equity, ethical responsibility, values-based and asset-based community development practices.[6]
iii. Hong Kong Polytechnic University requires all undergraduate students to complete a community service-learning course as a degree requirement, with a strong international component.
iv. University of Pretoria's social responsibility programme is supported by a large network of partnerships between community organisations and the university, designed and maintained by several dozen professors and NGO staff.
v. University of São Paolo places an emphasis on cultural activities – physically hosting and operating major cultural institutions and providing broad public access to artistic and cultural training and events.
vi. University of New South Wales is pioneering ways to elevate the quality and educational outcomes of student volunteering through raising standards and preparing students to be more effective in their voluntary action.
vii. University of Manchester has appointed an associate vice president for social responsibility and a director of social responsibility charged with encouraging and supporting this dimension of work across the entire university.

Gender Based Violence

As part of the commitment to improve gender equality and justice, campuses are moving to

address various forms of gender-based violence (GBV), sexual consent and related attitudes about what constitutes acceptable behaviour, on-campus, off-campus and online. Research and anecdotal evidence suggest that GBV is a problem at universities globally. Data from Statistics Canada (2020) shows that:

- 71% of students at postsecondary institutions witnessed or experienced unwanted sexualised behaviours in a postsecondary setting in 2019.
- one in ten women students experienced a sexual assault in a postsecondary setting during the previous year.
- 77% of women and 70% of men who had experienced a sexual assault in a postsecondary setting stated that at least one incident had happened off campus.
- 80% of women and 86% of men who had experienced unwanted sexualized behaviours stated that the perpetrators of the behaviours were fellow students.
- Less than one in ten women (8%) and men (6%) who experienced sexual assault, and less than one in ten women (9%) and men (4%) who had experienced unwanted sexualized behaviours spoke about what happened with someone associated with the school.

This data highlights the importance of campus policies on sexual violence. McGill University has developed a mandatory online sexual violence education programme for the entire university community. The University of Manitoba recently created a one-stop, survivor-focused Sexual Violence Resource Centre. Nottingham Trent University, which picked-up the 2020 Times Higher Education Award for outstanding support for students, developed an agenda to raise awareness of harassment, hate crime and violence against women across its campuses and beyond. They created a specialist team which was complemented by a zero-tolerance sexual violence policy, a film on that theme that was shared in classes and on social media, workshops on consent and bystander intervention, a sexual violence awareness week and a student signposting guide. For the AY2021/2022, they

will add to their efforts by rolling-out consent training to all first-year students (Bothwell Jan 6 2021).

Responding to the challenges of COVID-19 pandemic

The pandemic is likely to cause universities to review its teaching response to the novel coronavirus and decide which transformation is likely to be kept. SCUP (Fall 2020) noted that adaptations of the traditional academic calendar will be more commonplace. For instance, small liberal arts colleges in the United States cut their semester into halves (i.e., students will take two courses at a time rather than the traditional four) or converted their courses to modules (McMurtrie 2021). Physical space is considered a precious commodity on campuses, but the pandemic transformed classrooms, libraries, student unions, and other on-campus spaces. They removed chairs, installed-way signs, marked six-foot distances on the floors, fitted plexiglass, and updated ventilation systems.

Universities are quite likely to adopt the flipped classroom model as part of its 'new' teaching model and practices. Ross and Mc Kie (2021) noted that "face-to-face lectures are unlikely to return to growing numbers of Australian campuses once Covid-19 has been vanquished." They cited the proposal by Curtin University to scrap all lectures by the end of 2021 starting with those involving 100 people or more. They will be replaced by "CurtinTalks" – short videos of 10 to 15 minutes, each based on a single topic or concept, with students expected to watch two or three a week for each subject. Murdoch University are giving teaching staff 18 months to "transition away" from lectures which will be curated into "mini lectures" and integrated with online activities. In the United Kingdom, the University of Leeds has plans to replace long-form lectures with "shorter chunks" that students can watch before class to pre-arm themselves with the knowledge they need to "become more creative and engaged with their teaching" (Ross and Mc Kie 2021).   At the University of Cambridge, the flipped classroom is

approached with some caution as some disciplines lend to more direct high-quality in-person engagement.

In considering the challenges presented by COVID-19 and the measures implemented by institutions, it is useful to look at the findings of the ACE 2020/2021AY survey (Turk and Ramos 2020). Findings from the survey reveal that at the start of the Fall 2020 term:
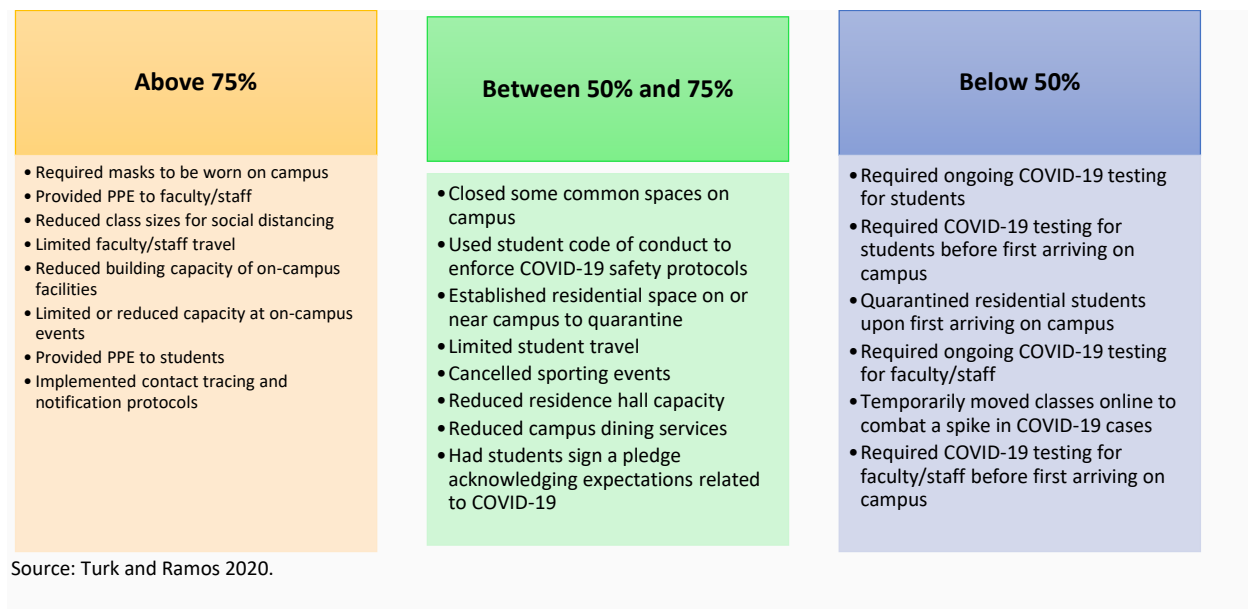
- 55% of presidents described their institution as offering "predominantly online, with some in-person instruction."
- 32% of presidents described their institution as offering "predominantly in-person, with some online instruction."

Virtually all presidents referenced prioritising metrics related to physical health and safety. Figure 1 presents responses organised into three groups – safety actions taken by more than 75% of institutions, those taken by 50 to 75% of institutions, and those taken by less than 50% of institutions.

Institutions offering "predominantly in-person, with some online instruction" and "exclusively in-person instruction" in the fall semester reported monitoring COVID-19 test positivity rates on campus and in their local communities. They monitored data from daily and weekly symptom checks, student self-reports, quarantine and exposure rates, guidance from health authorities, and availability and capacity of different safety resources. During the fall semester Duke University tested all students at least once weekly. Among the positive cases uncovered during that surveillance, 51% were students who had no symptoms (Diep 2020). Similarly, at Clemson University and at the University of Illinois at Urbana-Champaign there were large numbers of asymptomatic positive results.

With the official approvals of various COVID-19 vaccinations, universities are mulling over whether to make Covid-19 vaccination a requirement for students and staff based on epidemiological risk and the presence of anti-vaaxxers within the university community (Bothwell Jan 28, 2021). While no definitive

Figure 1: Safety actions taken by institutions.

Above 75%	Between 50% and 75%	Below 50%
• Required masks to be worn on campus • Provided PPE to faculty/staff • Reduced class sizes for social distancing • Limited faculty/staff travel • Reduced building capacity of on-campus facilities • Limited or reduced capacity at on-campus events • Provided PPE to students • Implemented contact tracing and notification protocols	• Closed some common spaces on campus • Used student code of conduct to enforce COVID-19 safety protocols • Established residential space on or near campus to quarantine • Limited student travel • Cancelled sporting events • Reduced residence hall capacity • Reduced campus dining services • Had students sign a pledge acknowledging expectations related to COVID-19	• Required ongoing COVID-19 testing for students • Required COVID-19 testing for students before first arriving on campus • Quarantined residential students upon first arriving on campus • Required ongoing COVID-19 testing for faculty/staff • Temporarily moved classes online to combat a spike in COVID-19 cases • Required COVID-19 testing for faculty/staff before first arriving on campus

Source: Turk and Ramos 2020.

decision has been made, universities such as University of California, Berkeley will require staff and students to take a vaccine education online module. In the debate on compulsory vaccinations for students and staff, Jack (Jan 2021) raised concerns about civil liberties of choice, inclusivity, and discrimination. He cautions institutions about making the COIVD-19 vaccine mandatory especially those where students and faculty are already teaching and learning remotely by choice or necessity.[7] Moreover, in instances where remote learning is not occurring, Jack (Jan 2021) proposes at-home antigen testing and fever-monitoring coupled with on-campus mask wearing and social distancing as alternatives for campus community. Students objecting to mandatory vaccination on campus could disenroll and take their business elsewhere.

Relooking at the workforce and working arrangements

The pandemic led to changes in the working arrangements in academia. But the question is whether those shifts in employment practices will be long-term. Some universities announced short-term policy changes aimed at increasing flexibility and well-being during the crisis. For instance, the University of Strathclyde introduced a policy that allowed staff not to work on Fridays, while Cardiff Metropolitan University indicated that meetings would be limited to 10am to 4pm Mondays to Thursdays to "help staff exercise outdoors in daylight, be on hand for home-schooling and maintain mental health" (Bothwell Jan 20, 2021). However, experts doubt that that level of flexibility will remain once a level of normality is restored as the pressure to publish is "incredibly high" and without a change to the workload.

A recently published study[8] on work-life balance revealed that single academics have significantly worse work-life balance compared with those who are married or have a partner (McKie Jan 2020). Moreover, the study found that female staff reported worse work-life balance than men across all groups, except for single staff with children. The report recommended the introduction of work-life-supportive policies, structures, and cultures at all levels of the institution.

Amidst concerns about continued agile working policies and supportive policies for work-life balance, colleges and universities still must contend with an aging workforce and the implications for future staffing needs. Pritchard et al (2019) noted the following on higher education:

- median age for all higher education staff is 45, while the median age for the workforce is 42.
- there is a much smaller percentage of younger employees (under 25) and a larger percentage of older employees (over 55) in higher education than in the overall US workforce.
- employees who are 55 years and older make up almost one-third (29%) of the higher education staff workforce, whereas less than one-fourth (23%) of the US workforce is over 55.
- skilled craft, facilities, and service/maintenance areas have the highest percentages of older workers, each with nearly 40% or more of its workforce over 55 years old.
- higher education already has more older employees than the projected US labour force share of 25% by 2024.

The report critically noted that "since higher ed has a greater share of older workers than other industries, it may need to act to address the challenges of an aging workforce much sooner" as institutions "may soon have a difficult time competing for new employees to fill these positions." Moreover, it will require a plan to mitigate the impact of retirements.

Reskilling and upskilling by learners

As the meaning of a learner expands so too does the needs of learners. Based on the findings from a 2020 survey[9] Pearson found that the consensus from learners was that the world of

education and work has changed in profound ways driven by the effects of the COVID-19 pandemic. The following are the seven main trends for the education system overall:

i. There is no returning to a pre-COVID-19 education world.
ii. Trust and confidence in education systems is on the rise everywhere.
iii. Learners expect schools to catch up with the times on issues of equity.
iv. More virtual learning presence.
v. The pressure is on to build skills that will sustain people through the pandemic and beyond.
vi. Universities have more opportunity than ever to help drive economic recovery.
vii. School children feel safer at home.

Some of the findings of the global survey for colleges and universities are presented in Table 1. It highlights that online learning will become prevalent, individuals will embrace lifelong learning, seek career changes, and adapt to technological advancements and that universities will have to be adaptable to the needs of learners and new operating environment.

Table 1: Findings from the Pearson 2020 survey with relevance for higher education		
	2020	2019
There is no returning to a pre-COVID-19 education world		
Colleges and universities will fundamentally change because of the COVID-19 pandemic	79%	
Online learning will be part of the university experience moving forward	88%	
Fewer people will go overseas for their studies	81%	
Fewer people will be able to afford a university education	74%	
Fewer people will seek out traditional university degrees	65%	
Trust and confidence in education systems is on the rise everywhere		
I believe my country's higher education system compared to other countries is: Great/good (%)	63%	59%
A university or post-secondary degree is essential to achieving a successful and prosperous career	32%	31%
Learners expect schools to catch up with the times on issues of equity		
College and university is getting more out of reach for the average person	53%	50%

Table 1: Findings from the Pearson 2020 survey with relevance for higher education		
	2020	2019
More virtual learning presence		
More college/university students will attend school virtually vs. attending a traditional school within ten years	79%	76%
The pressure is on to build skills that will sustain people through the pandemic and beyond		
Build digital skills (virtual collaboration, virtual communication, analysing data or managing remote teams)	89%	
Build soft skills (critical thinking, problem solving and creativity)	89%	
Among those employed who found themselves in need of further education:		
I realized there were skills I needed that I hadn't learned in school or college	46%	
I was required to use a new form of technology or a new software in my job	41%	
What kind of training did you undertake? (Among those employed who took a training programme)		
I took a course or short training program offered by my employer, a professional association or a bootcamp	46%	48%
I found free information/training on the internet and self-taught	44%	44%
I enrolled in a professional certification programme	37%	35%
I used a self-directed paid subscription service like LinkedIn Learning, Master Class or Babbel	33%	
I enrolled in a university-level degree programme	26%	29%
Universities have more opportunity than ever to help drive economic recovery		
Colleges and universities need to adapt faster to the needs of today's students	87%	
Students can still have a good university experience if some classes are held in person and some are held online	84%	
Colleges and universities focus too much on young students and should offer better options for working adults	77%	74%
Colleges and universities need to do more to help retrain or reskill unemployed workers	86%	
Thinking about soft skills (teamwork, critical thinking and communication skills), where is the best place for people to learn these skills:		
Universities	44%	
On the job	32%	
During the course of your career, if you needed to build additional STEM or technical skills, where would you go to learn these?		
Universities	47%	
Training from a professional organization	40%	

Source: Pearson. The Global Learner Survey 2020.

Conclusion

The COVID-19 pandemic has fast-tracked

changes in a number of social practices in the higher education sector throughout the world, including here at UWI. It has accelerated dramatic changes to the learning environment transforming delivery modes and learner engagement. In the post COVID-19 pandemic period to come, academic and administrative staff will now need to upgrade their skills and increase their competencies in new areas, to cope with the changes envisaged in the education sector. The changing needs of the workforce will require institutions to offer the necessary and relevant learning opportunities as well as services to support the cadre of learners. Institutions will thus need to review its own operations and determine programmatic and process changes required.

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UWI "Triple A" Strategic Plan:
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They are: Integrity, Excellence, Gender Justice, Diversity and Student Centeredness.

To learn more about the Plan, click on the following link http://www.uwi.edu/uop/strategic-plan-about-plan

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[1] This is particularly relevant for on sexual assault cases, where the definition and the scope of enforcement had been narrowed and the process was made more court-like.

[2] Researchers surveyed more than 1,300 full-time students between March and May 2020 from the U.S., U.K., and Canada to better understand how they were internalizing their stressors.

[3] ACE surveyed college and university presidents to better understand how they and their institutions were responding to the unfolding COVID-19 pandemic. In this survey developed in partnership with our colleagues at the TIAA Institute, nearly 300 presidents identified their most pressing concerns, reported on their fall reopening plans, and offered an assessment of the impact the pandemic has had on their institution's fall enrollment and financial health.

[4] This includes micro-credentials or badges; portable transcripts; degrees and credentials that move with the student rather than stay with the institution; various modes of delivery; more connections between continuing education and a university's undergraduate and graduate programmes.

[5] The University Social Responsibility Network (USRN) was started in 2015 by Hong Kong Polytechnic University, which hosts the coalition's secretariat. The network is a geographically diverse coalition of 16 universities, hailing from six continents and unified through collaboration to strengthen the university social responsibility (USR) efforts of member institutions and to advance the global movement. Members are in China and Hong Kong, Kazakhstan, the United Kingdom, Japan, Canada, the United States, Israel, Australia, South Korea, South Africa and Brazil. Primary activities include a biannual international summit, annual student service-learning programmes and conferences, staff capacity-building and comparative research.

[6] For more on this see University of Toronto Scarborough, "Inclusive Excellence in Action: 2019 Community Partnerships & Engagement Report." It involves access and transition, placed-based community and impact investing, inclusion, and economic impact.https://www.utsc.utoronto.ca/partnerships/sites/utsc.utoronto.ca.partnerships/files/docs/Community_Partnerships_Engagement_2019_FINAL-compressed.pdf.

[7] Citing a Gallup poll, Jack (Jan 2021) shows significant differences in willingness to take the vaccine across key demographics in America. Younger Americans aged 18 to 29 are also significantly less likely to say they will get the vaccine, adding age to the list of vaccine-relevant intersectional differences deserving acknowledgement. Younger Britons aged 18 to 25 exhibit a similar age-correlated reluctance, with most refuseniks stating they do not feel impelled to take it being in a low-risk group. He highlights in the article the importance of ethnicity, race, and place as well as age, religious and cultural traditions as key intersectionalities that should drive inclusivity initiatives on campuses.

[8] Harvard University's Collaborative on Academic Careers in Higher Education project analysed responses from 1,859 faculty members at 58 institutions.

[9] The Harris Poll, a global market research firm based in New York City conducted on behalf of Pearson a global survey in June 2020. The 20-minute online survey was completed by 7,038 people aged between 16–70 years old across the globe. The survey was administered in US, UK, Canada, Australia, India, China, and Brazil.