LAW AND ECONOMICS YEARLY REVIEW

ISSUES ON FINANCIAL MARKET REGULATION, BUSINESS DEVELOPMENT AND GOVERNMENT'S POLICIES ON GLOBALIZATION

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The "Law and Economics Yearly Review" is an academic journal to promote a legal and economic debate. It is published twice annually (Part I and Part II), by the Fondazione Gerardo Capriglione Onlus (an organization aimed to promote and develop the research activity on financial regulation) in association with Queen Mary University of London. The journal faces questions about development issues and other several matters related to the international context, originated by globalization. Delays in political actions, limits of certain Government's policies, business development constraints and the "sovereign debt crisis" are some aims of our studies. The global financial and economic crisis is analysed in its controversial perspectives; the same approach qualifies the research of possible remedies to override this period of progressive capitalism's turbulences and to promote a sustainable retrieval.

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REIMAGINING AND RE-DESIGNING THE POST-COVID-19 HIGHER EDUCATION ORGANIZATIONS TO ADDRESS NEW CHALLENGES AND RESPONSES FOR SAFE AND EFFECTIVE TEACHING ACTIVITIES

Mirella Pellegrini [*] - Vladimir Uskov [**] - Nunzio Casalino [***]

ABSTRACT: *The COVID-19 emergency has created several issues for professors and students, forcing them to quickly learn the various methods for carrying out distance learning, a skill that is not obvious especially for professors with difficulties in using new multimedia technologies. Considering the current global health situation, it is needed for European and USA Universities to discuss, learn and exchange experiences on adapting teaching activities to new learning situations in order to recover and thrive in a post COVID-19 educational world. To tackle these challenges, only a few meetings between expert groups on virtual and student mobilities was held to explore the opportunities of blended learning for the coming academic year. As continuously required in the last months several people in the academic environment are asking a support to manage and reduce the adverse effects of COVID-19 on the University lessons, exams, thesis dissertations, live laboratories, etc. We would like to focus on some opportunities that this global shock is leaving us trying to find a light at the end of the tunnel, but also to the fact that there is already a wide debate going on*

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This article is the result of a joint study of the authors and all paragraphs have to be considered as co-authored.

precisely the lack of adequate perception of the risks determined by COVID-19 in terms of teaching and digital innovation.

1. Considering the current global health situation, it is necessary for European and USA Universities to discuss, learn and exchange experiences on adapting teaching activities to new learning situations in order to recover and thrive in a post COVID-19 world. Unfortunately to effectively face these challenges, in most Universities only few meetings between real expert groups on online or hybrid teaching methods were held to explore the opportunities of blended learning for the coming academic year.

The COVID-19 emergency has created and is generating several difficulties for teachers and students, forcing them to quickly learn the various methods for carrying out distance learning, a fundamental skill that is not obvious especially for professors with difficulties in using new multimedia technologies. More than 1.5 billion students and youth across the planet are affected by school and university closures due to the COVID-19 outbreak. The International Association of Universities[1] is monitoring the impacts of COVID-19 on higher education around the world also, and the future, although various European and USA exponents of education policy have expressed

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[1] IAU is an independent global NGO created in 1950 and officially associated with UNESCO. It developed a global survey on the impact of COVID-19 on Higher Education. It will be followed by a second global survey, co-developed with partners from around the world, in the fall. The aim is to identify the major challenges Universities and other higher education institutions face in the short-medium- and long term and to share and help develop solutions.

themselves optimistically, is far from certain.

According to UNESCO, in April 2020, schools, and higher education institutions (HEIs) were closed in 185 countries, affecting 1.542.412.000 learners, which constitute 89.4% of total enrolled learners. At the beginning of May, some countries, experiencing decreasing numbers of cases and deaths, started lifting confinement measures. However, on 7 May, schools, and higher education institutions (HEIs) were still closed in 177 countries, affecting 1.268.164.088 learners, which constitute 72.4% of total enrolled learners[2].

The goal (and for now remains so) is to return to the classroom in September while maintaining a certain flexibility, sometimes attempting to integrate distance learning to avoid gathering in the classes.

It is clear that in the Universities we have to continue to use distance learning to reduce risk of infection and ensure adequate at the same time the best service training. The main problem in this phase is that of trivialization and simplification: to think that it is sufficient to record a video to do distance learning. What skills[3] are needed today to face tomorrow, which the pandemic has revealed to be more uncertain and uncontrollable than we imagined until a few weeks ago? The concepts of volatility, uncertainty, complexity, and ambiguity - until now the subject of study, have suddenly entered our reality. We are in the middle of an acceleration whose scale we struggle to understand. To live in this new situation, we must learn a new digital alphabet, activating it, and experimenting new social and virtual practices, leave behind old patterns and cultures. We must acquire the competence of disapproving, which entails a twofold challenge.

The first is to focus on some key skills required by the new context: resilience,

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[2]More details are available on the IAU–COVID-19 Global Impact Survey 2020 - https://www.iau-aiu.net/IMG/pdf/iau_covid19_and_he_survey_report_final_may_2020.pdf. It received 576 replies from 424 universities and other Higher Education Institutions (HEIs) based in 109 countries and two Special Administrative Regions of China (Hong Kong and Macao).

[3]Capriglione F., Casalino N. (2014), "Improving Corporate Governance and Managerial Skills in Banking Organizations", International Journal of Advanced Corporate Learning (iJAC), Austria, vol. 7, issue 4, pp. 17-27.

adaptability to the physical and digital ecosystems in which we are immersed, collaborative problem solving, critical thinking. The second is to acquire a new culture of training no longer based on the separation between study time, work time and lifetime, but on the logic of lifelong, daily learning, using the multiplicity of tools in a constant process. What should we unlearn? We are understanding that learning is not a linear and cumulative process, measured in years of study and hours of training, but it is a path based on breaks and jumps in paradigms in which knowing how to disappoint and create voids is necessary to acquire and make room to new skills, cultures, reference models.

The reorganization of the classrooms will not consider plexiglass, as some European Ministers claimed; rather, lesson times could be lengthened and more classrooms used, and yet the first period of "mixed teaching" will be seen to decide, in as short a time as possible, whether to continue frontally or go back online[4].

In the long list of things to be disappointed or, better to say, to deconstruct, together with the old bureaucratic cultures and the old organizational models, it is important to insert everything that falls within the style of cognitive rigidity. A rigidity that is also a psychological trait of a generation that has made rigid leadership models and styles a mantra. Instead, we must open to the opposite scheme, that of cognitive flexibility, which allows a rapid adaptation of people and organizations to new contexts[5], challenges, opportunities. We must learn to learn from the experiences more significant that mark our evolution along the path of life, from the successes and mistakes, the ability to make applications to our network of relationships and to the web and then be able to filter the results, the information and knowledge, give it value and put it back into circulation. It is urgent to create a

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[4] Costa G., Scuole e atenei chiusi: ripensare e integrare "teaching" e "learning", IlBoLive, Università di Padova, 2020.
[5] Casalino N., Zuchowski I., Labrinos N., Muñoz Nieto A.L., Martín-Jiménez J.A. (2019), "Digital strategies and organizational performances of SMEs in the age of Coronavirus: balancing digital transformation with an effective business resilience", Law and Economics Yearly Review Journal - LEYR, Queen Mary University, London, UK, vol. 8, part 2, pp. 347-380.

new culture so that with the value of flexibility[6] will affirm a new capability to manage your personal life in time and space, as well as focus on the information key by adopting synthesis techniques. The sudden and massive use of smart working[7] and e-learning has highlighted that the lack of a specific culture of digital citizenship in the various countries is a social emergency.

Despite the fact that e-learning has been used to remedy the emergency health situation that we have experienced and that we are still experiencing, we wonder if it could have been a change from which we can no longer go back.

According to some, the increasingly total diffusion of digital technologies that was already catching on and now with the pandemic is at the centre of the system, the standard and secular mode that required the presence of students in the University premises will no longer be central and therefore fundamental.

According to a 2018 survey of "The World University Rankings", rectors of over 200 universities had predicted that the most renowned universities would offer online degrees by 2030.

Only a quarter of them thought, however, that the telematic version of a course of study would be more popular than the traditional path. Overall, the wide range of respondents - 45 countries on 6 continents - was generally sceptical that digital education could soon replace the face-to-face one. And, according to many scholars, meeting people, interacting with colleagues and students, in short, living in a real university environment is the key to knowledge.

One wonders now what developments COVID-19 will have and in what situation Europe and USA will be in the Fall of the academic year, if the danger should remain so, lessons and exams must be guaranteed in online mode to allow

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[6]Cavallari M., De Marco M., Rossignoli C., Casalino N. (2015), "Risk, Human Behavior, and Theories in Organizational Studies", Proceedings of Wuhan International Conference on E-Business, WHICEB 2015, Wuhan, China, AIS, Association for Information Systems, AIS Electronic Library (AISeL), pp.283-297.

[7]Casalino N., Saso T., Borin B., Massella E., Lancioni F. (2019), Digital Competences for Civil Servants and Digital Ecosystems for More Effective Working Processes in Public Organizations, LNCS, Springer, Heidelberg, Germany.

everyone to continue the own studies.

The efficiency of this system is given by the flexibility and the enormous potential that allows you to conduct business at any time and place through a simple connection Internet, also the non-compulsory attendance decreases costs for many students who are reaching every day the Universities far from own family-homes[8].

Although all this seems very easy and accessible, there remains a basic scepticism, that is to say whether this system does not detract from the true educational experience of the University, eliminating listening to lectures and professors in the classrooms, interacting with the other students, confrontation and active listening that cannot be equal in front of a screen.

Naturally we hope that everything will return to a normal situation globally and that even the university world will regain the features it has always had and that make the years of study an important phase in the life of students, allowing them to grow as people and to live effectively the workplace[9].

2. As continuously required in the last months several people in the academic environment are asking a support to manage and reduce the adverse effects of COVID-19 on the University lessons, exams, thesis dissertations, live laboratories, etc.

We would like to focus on some opportunities that this global shock is leaving us trying to find a light at the end of the tunnel, but also to the fact that there is already a wide debate going on precisely the lack of adequate perception of the risks determined by COVID-19 in terms of teaching and digital innovation.

Well, we think it is right to qualify as an opportunity the digital revolution derived by direct effects of the lockdown; Europe and USA between unforeseeable

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[8]Casalino N. (2014), "Learning to Connect: a Training Model for Public Sector on Advanced E-Government Services and Inter-Organizational Cooperation", International Journal of Advanced Corporate Learning (iJAC), Austria, vol. 7, no.1, pp. 24-31.

[9]Pellegrini M., Casalino N., Krause V. (2016), "Challenges for expatriates returning: measures and approaches for a successful reintegration of employees in financial organizations", Law and Economics Yearly Review Journal, Queen Mary University, London, UK, vol. 5, part 1, pp. 125-150, Humanistic Management Network, Research Paper Series No. 45/16

pains and difficulties has in some cases discovered an unexpected reaction ability that allowed students to continue their training in a new but no less effective way. In general, we are implementing, or in many cases even developing, some digital skills that will increase our possibilities when we all get together physically. It is certainly a cultural theme: in order to continue to work, to inform us and to train, each of us having to make a supplementary effort to learn to act according to different trajectories than usual[10].

Firstly, we think it is essential to distinguish the school issue from the university issue. With regard to the previous, we would just like to point out that while it is true that the new generations are being born digitally, the health emergency and the resulting lockdown has shown European and USA shortcomings in moving teaching out of classrooms. Different needs and situations have emerged that have made it impractical to effectively maintain teaching through that "physical distance" that was necessary during the peak of the risk of contagion. This unprecedented challenge imposed by COVID-19, is leaving the offer of distance learning in preschool and school age to the capacity and sensitivity of local authorities and therefore to the commitment and responsibility of educational institutions has determined as a logical consequence to witness solutions and offers unequal on the national territory.

Our aim is to call attention to the training that today has the opportunity to be included in a larger and more articulated project[11]. Education is a strategic area for the development of the countries and on this – and here is the first positivity – a general sharing has finally been achieved at the political level as well.

The virus found the school unprepared. It is enough to recall article 26 of the Universal Declaration of Human Rights and article 34 of Italian Constitutional Charter

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[10]Interview with Andrea Prencipe, Luiss University Rector; ID, Open space or not? The puzzle returns, on Corriere dell'Innovazione 29/5/2020.

[11]The sector has encountered many difficulties related not only to exquisitely technical problems but also - especially in the school - ethical-pedagogical dimensions, which have been left to the management of individual teachers, who have addressed the different critical issues that have presented themselves with responsibility and flexibility.

to emphasise the State's duty to guarantee education for all. But perhaps on this very profile it is possible to seize an opportunity, amid so much criticism of the *vulnus* to the constitutional rights that would occur[12].

We are aware that in schools and universities education cannot be relegated to a simple transfer of information and knowledge; indeed it takes on the necessary time for the development of the person, for the relationship with others and increase own network, and also for a better inclusion in the society. We firmly believe in the importance that comes from the attendance of the community, in the school environment in the first place, but also in the university environment, in the process of personality development. And this profile is in line with the need not to make training an elitist right but, rather, as has been pointed out extensively since the seventies of the last century (Pototschnig, 1973; Cassese, 1976), a social right (Benvenuti, 2014) of which all individuals are held, regardless of economic and social conditions[13].

We know that school does not mean mechanical learning of notions, it does not coincide with the dismantling of a keyboard, with the subjection to search engines; it means first of all sociality - horizontally (between scholars) and vertically (with teachers), dynamics of omni lateral formation, intellectual and moral growth, maturation of a civil and political consciousness. While distance learning has proven to be an extraordinary resource at a time of need, the awareness has emerged[14] that distance learning and in presence are not interchangeable. Centuries of traditions and heritage (the oldest European universities were founded in the 11th century) cannot be neglected or forgotten in a few weeks[15].

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[12]On this point, read the report of the President of the Constitutional Court, Marta Cartabia, The activity of the Constitutional Court in 2019.

[13]Court Cost. 7 judgment of 1967; Nicodemo, The School: From the Past to the Future..., Federalismi.it, 6/5/2020, p.8.

[14]See the appeal of 16 intellectuals against the prospect of a "remote" model: Hunters, School is sociality. It does not replace with monitors and tablets, La Stampa, May 18, 2020.

[15]It is in attending school or university that you experience the pluralism of experiences and voices of both teachers and learners, who share experiences, you learn the coexistence and respect of others. The European Union also promotes tools to ensure that everyone, regardless of personal, social and

After this tragic experience and also because of the need to face the next semester safely many universities are implementing, or even developing, some digital skills showing a new scenario, opening up innovative spaces in which new technologies promote dialogue and cooperation between teachers and learners, citizens and structures, aware that technological innovation can become a relevant tool to bring culturally distant subjects and at risk of social exclusion.

The crisis has shown us the way to be inclusive: distance teaching can be useful to students with disabilities, to working students, to those who have various difficulties in attending classrooms. Technology can become a relevant tool for bringing culturally distant subjects at risk of social exclusion closer together, it can be the way to greater integration[16].

Taking into account these considerations, I believe that the epidemiological crisis - forcing sudden changes in working and daily life - has had the merit of anticipating some long-awaited responses (funding for research, school, school building, innovation).

It has also emerged that Europe and USA, even if it is lagging behind in terms of infrastructure and staff training, is able to deal with the emergency thanks to the enormous efforts made by schools and universities (structures, teachers, students, technicians) in distance learning.

They are the real engine of the University context of all the world and now he deserves a better and wider attention.

3. At the beginning of March 2020, several well-known U.S. institutions of higher education (IHE) such as Stanford University (March 6, 2020)[17], Harvard

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economic conditions, can acquire and develop specific and professional skills (Art. 165 and 166 TFUE; Strategy Europe 2020).

[16]Severino, La penisola degli atenei online, by Rizzini on Il Foglio, 26/5/2020.

[17]Letter from Provost Drell with COVID-19 updates: Online classes; Admit Weekend https:// news.stanford.edu/2020/03/06/letter-provost-drell-covid-19-updates-online-classes-admit-weekend/

University (March 10, 2020)[18], and others made a decision to move classes to online formats in place of in-person instruction due to Coronavirus Disease 2019 (COVID-19).

As a result, in March of 2020 the vast majority of about 4,300 degree-granting IHEs in the U.S. (including about 1,626 public colleges, 1,687 private non-profit schools and 985 for-profit schools)[19], closed their campuses, cancelled face-to-face classes and campus-based activities, moved to online mode of teaching and learning, and adjusted their admissions policies.

Unfortunately, COVID-19 already has and will continue to have significant financial implications and impact on the U.S. IHEs. For example, University of Arizona is projecting to lose $250 million from the COVID-19 pandemic, University of Michigan estimates losses from $400 million to $1 billion, and Syracuse University has already lost $35 million in unexpected expenses since the pandemic started[20].

In order to support the U.S. economy (including U.S. IHEs), on March 27, 2020, President Donald Trump signed into law The Coronavirus Aid, Relief and Economic Security (CARES) Act. Particularly, it provides $14.25 billion funding and flexibilities for U.S. IHEs to respond to the COVID-19 emergency[21]. The U.S. Department of Education has released a table with allocation amounts for each IHE[22].

During the Summer of 2020, the leaders of U.S. IHEs have an opportunity to review, analyse and discuss the outcomes (lessons) of Spring-2020 semester, predict and create various scenarios for Fall-2020, strategically build on that momentum and transform IHE into an educational institution that is more customizable and

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[18]COVID-19 – Moving Classes Online, Other Updates, https://www.harvard.edu/covid-19-moving-classes-online-other-updates

[19]A Guide to the Changing Number of U.S. Universities, https://www.usnews.com/education/best-colleges/articles/2019-02-15/how-many-universities-are-in-the-us-and-why-that-number-is-changing

[20]Impact of Coronavirus (COVID-19) on College Tuition and Finances, https://www.forbes.com/sites/andrewdepietro/2020/06/02/impact-covid-19-tuition-finance/#1da71e684b88

[21]American Council on Education, "Summary Of The Higher Education Provisions In H.R. 748, The Coronavirus Aid, Relief, and Economic Security (CARES) Act" (Washington: 2020), available at https://www.acenet.edu/Documents/Summary-CARES-Act-HigherEd-Provisions-032620.pdf

[22]Allocations for Section 18004(a)(1) of the CARES ACT, https://www2.ed.gov/about/offices /list/ope/allocationsforsection18004a1ofcaresact.pdf

affordable to the vast majority of people[23]. In summary, the IHEs in the U.S. have many pressing short-term issues to deal with right now; they include but are not limited to:

1) large budget cuts, shortage of revenues, and reduced amount of donations;

2) layoffs of faculty and staff, and hiring freeze;

3) urgent investments into technology/hardware/software to support advanced online/hybrid education;

4) pausing expensive capital building projects;

5) a growing reluctance among students to pay full tuition fees for online education;

6) demands for reimbursement of already-paid fees;

7) the possible disappearance of international students who pay full fees;

8) the large-scale deferral of admissions;

9) a sharp spike in the need for financial assistance among students because of the impact of the pandemic and ensuing recession;

10) the question of whether and how to reopen, and a development of a number of scenarios of IHE operation in case of COVID-19 spike on campus at any time during upcoming academic year.

For example, in terms of large funds cuts, the U.S. public colleges and universities have had to spend enormous sums of money to a) support their students through the pandemic, b) switch to online education, and c) issue refunds to students for parking, housing, and dining services for the period of time when they were not on campus in the spring. For many public colleges, these costs alone are much higher than the federal funding they will receive or have already received from the CARES Act; some examples of the CARES Act allocation and estimates of current and near-term lost revenue for selected university systems are available in the Table 1

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[23]A Post-Pandemic Strategy for U.S. Higher Ed, Harvard Business Review, https://hbr.org/2020/06/a-post-pandemic-strategy-for-u-s-higher-ed

below[24].

Institutions	CARES Act allocation	Maximum allowed for institutional relief	Spring semester costs (ex: housing/dining refunds, and online instruction)	Revenue losses expected for summer 2020	Loss in state appropriations*
Rutgers University System, New Jersey	$54,160,640	$27,080,320	$50 M	$60 million for medical centers	16.5 percent cut for the remainder of FY 2019–2020
University of California System	$260,289,151	$130,144,579	$310 M	$248 million for medical centers	10 percent cut for FY 2020–2021
University System of Georgia	$249,745,437	$124,872,726	$200 M	$150 million	Proposed 14 percent cut for FY 2020–2021
University of Wisconsin System	$94,228,574	$47,114,291	$78 M	$90 million**	Unknown
Ohio public four-year institutions	$199,282,449	$99,641,229	$171 M	$119–139 million**	3.8 cut for the remainder of FY 2019–2020

On the other hand, to answer the main question "Whether and how to reopen?", the leaders of the U.S. IHEs should take into consideration and follow the IHE General Settings developed by the Center for Disease Control and Prevention in the U.S. (CDC); these are the way in which IHEs can help protect IHE's students and employees, and slow the spread of the COVID-19[25]:

- Lowest Risk: Faculty and students engage in virtual-only learning options, activities, and events.

- More Risk: Small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects (e.g., hybrid virtual and

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[24]Mounting Peril for Public Higher Education During the Coronavirus Pandemic, https://www.americanprogress.org/issues/education-postsecondary/reports/2020/06/11/485963/mounting-peril-public-higher-education-coronavirus-pandemic/
[25]Considerations for Institutions of Higher Education, https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html

in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).

- Highest Risk: Full-sized in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

4. Today, digital innovation goes far beyond that, not only enables the rapid transmission of information, but also a cultural and dialectical exchange between individuals around the world, a *face-to-face* exchange that enables interchangeable results within everyone's reach. The value of friendly technology has allowed the transition from physical meeting places to virtual classrooms[26].

With regard to the academic field, we cannot fail to recognize the new opportunities that can emerge from the finally more pervasive use of technologies, aiming at various levels of complexity to support and integrate effectively the educational activities so far delivered in traditional modes. This, of course, puts the element of security in the first place (to be guaranteed in the next academic year to the actors involved in the training processes) that cannot be underestimated unfortunately due to any form of pressure from some colleagues reluctant to innovate their way of delivering lessons.

The possibility of safe outbreaks that would result from October and/or November (winter period in which flu coronaviruses have always become aggressive

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[26]See the book Jugaad Innovation by Navi Radjou, Jaideep Prabhu and whose Italian edition was curated in 2014 by the Luiss General Manager Giovanni Lo Storto. A book that notes that the traditional innovation model of the West has recently been challenged by competition from emerging markets, which produce efficient solutions at lower costs. Jugaad is the answer: a word that in Hindi describes a process of innovation that comes from below and is able to create efficient solutions at low cost. The first and perhaps most important strategy of innovators jugaad it is the repositioning: innovators jugaad they look at and interpret the world differently than all of us. This means that they will more easily see the glass half full when everyone else sees it half empty. You could think of innovators jugaad modern alchemists, capable of transforming *Mentally* adversity in opportunity. For the challenges this complex new world poses, innovation jugaad is a very powerful solution. https://open.luiss.it/2018/01/27/jugaad-innovation-ovvero-pensare-frugale-per-creare-una-crescita-dirompente.

and very pervasive indoors), would have a very negative impact on the image of the Universities involved.

At the moment we can identify at least five main factors that are restraining the teaching innovation in Universities:

1. (TIME factor)

Awareness that the use of distance learning is certainly two to three times more "time consuming" than the 50/60/72 hours of classroom teaching, typical of each of the courses taught in the University. Distance learning therefore requires much more time to devote to the planning of the lessons and the correct/profitable online conduct of the lessons/exercises, at the expense of professional activities, writing papers, conventions, etc. on which many teachers focus mainly.

2. (QUALITY factor)

"Compulsive" dislike by some colleagues to streaming and on-demand lessons (which students can view on the platform even later). Many teachers are also aware here that the lessons and teaching material will be better designed, updated and presented, given that the registration of each lesson will remain available on the platform in the months/years to come. It is certainly a cultural theme: in order to continue to work, to inform us and to train, each of us must make a supplementary effort to learn to act according to different trajectories than usual.

3. (INNOVATION factor)

Inability to innovate own teaching method, preferring to replicate the methods used in past years and without using, for example, supplementary modes to the classic theoretical/conceptual and/or laboratorial/applicated lessons. In addition, in most on-site universities, chair employees are not expected to support teachers to

encourage the use of multimedia educational tools, real-time simulations[27], in-depth "extra-lesson" webinars, video conferences with experts and managers, and periodic tutorials to be assigned via e-learning platform and to be compiled online in the classroom and/or from home.

It will therefore serve a clear indication of the mission to be pursued and an appropriate process of teacher training.

4. (ORGANIZATIONAL factor)

The most Universities, before the lock-down, had not provided alternative modes to on-site teaching. In the best cases (often at the explicit request of the Rectors' delegates to the e-learning), they have equipped themselves with e-learning platforms (unfortunately very often not based on a solid and reliable infrastructure), but leaving the choice of the teachers to use them or not, and without any minimum central coordination that would make the use of them homogeneous.

5. (LEGAL-REGULATORY factor) The educational authorities are experiencing several difficulties in the regulation/obligation of having the universities, at least in a "blended" form, stimulating on a large scale on how to deliver courses in this way. This will cause an uneven delivery of university courses from September and will penalise both teachers (uninformed and prepared with a proper advance on to modify/adapt their lessons) and students who will find themselves in the first semester having to take unplanned/organized courses for a mode at least in "blended" and certainly managed in a very uneven way by the various teachers.

Taking into account these considerations, we can say that the real opportunity

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[27]Casalino N. (2014), "Simulations and Collective Environments: New Boundaries of Inclusiveness for Organizations?", International Journal of Advances in Psychology (IJAP), Science and Engineering Publishing, USA, vol. 3, issue 4, pp. 103-110.

– in addition to the aging and bureaucratisation of European and USA academic architectures – will concern low-income students who, paradoxically, in the presence of skills and merit, could aspire to enter prestigious universities previously unthinkable. The cost will be lower than travel, food and lodging costs and it is conceivable that these very elite places will be able to open up, thanks to super-platform, to a significantly higher number of students who could benefit from even lower fees linked to the largest number of paying students. Today the best international Universities are forced to select some excellent candidates discarding others for mere reasons of space. The technology will extend the courses to a wider audience, even if selected. For this reason, and it is the mirror effect, mid-level universities that hoard excellent students not admitted to Harvard, Stanford or the MIT will see this perspective gradually fade and will have to reinvent their offering, knowing that no one will want to attend a good university when they can attend a very good one.

Of course, these are students who do not breathe the academic environment of Princeton, but it seems predictable anyway an experience and teaching so excellent that it would however lead to results unthinkable for them. At this point, the legal value of the degree would also come into play, which in many countries has been abolished, although in others like[28] ours, although grafted into a wide debate, it still remains[29].

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[28]The principle of the legal value of university degrees is summarized in the Single Text of higher education laws (R.D. 31.8.1933, n.1592, art. 167): Universities and higher institutions award, in the name of the Law, degrees and diplomas determined by the educational order. The Student Regulations (R.D. 4 June 1938, No.1269, Article 48) stipulates that the degrees and diplomas awarded by the Universities explicitly contain the word "Italian Republic" and "in the name of the law". The university reform in Italy (DM 509/1999), which introduced the new academic qualifications of 'graduate' and 'specialist degree', wanted to explicitly confirm the principle of legal value by stating that the qualifications obtained at the end of the courses of the same level, belonging to the same class, have the same legal value (art. 4.3).

[29]It is clear that if one university degree equals another, it would be easy to choose a particular professional figure in a public competition, not the specific value of the degree that takes into account the vote. and other components. And in fact, advocates of abolishing the legal value of the degree are pushing precisely on this point Why universities would be forced to compete with each other, as the market would select the best professionals in the sector.

It's however, it is true that the legal value of the degree flattens the importance of universities in the

So, access to a level of training previously unthinkable and obtaining a brand of excellence.

Here we also see risks and opportunities. Surely, in the short term, in order to stem the risks of a reduction in enrolments, the offer of medium universities should change and also focus on others, such as the safe hospitality of learners.

In essence, we see an epochal change: we go from a phase in which the three-year period was carried out in its own city focusing on the quality of the master's degree to a new phase that considers an off-site university, even foreign, from the three-year period and then aiming at new perspectives previously not considered for the master's degree.

The effects may be disruptive – certain, although not immediately – for those universities that will not be able to invest (for various reasons also related to staff) on the revision of the offer and will tend to continue in the traditional method.

It is no coincidence that a few days ago, the University of Cambridge was the first to announce that the next academic year all lessons will be held online: so much in advance it suggests that it is not so much a matter of caution as of perspective.

We do not want to be tough, but we think the universities of series B, C and beyond will get unpopular. Universities deemed to be better will increase fees at the risk of implementing natural selection based on census and not on the actual skill and[30] desire to redeem the less well-off social classes. The southern students would be particularly damaged, where both the per capita income and the university campuses are by no means thriving. We would end up going back to the beginning of the last century when we were told that the "elite" Universities were no longer capable to arrange their courses to mass people. It was no longer possible (economically) to have some brilliant graduates (which, among other things, have depopulated and depopulated internationally) and, at the same time, churn out a plethora of mediocre graduates who once hired in companies had to, preferably, be

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common opinion, favoring too much the piece of paper over the specific experience.
[30]See Time to think small, The Economist, 2/5/2020.

converted through business courses.

True over the years, the proliferation of structures that have arisen in a widespread way does not help and, in this phase of sudden but decisive innovation, certain universities will no longer have reason to exist. In the last days university enrolments are already expected to fall sharply and only today we are returning to the results of registrations achieved before[31] the financial crisis[32].

There is much consensus that the opportunities offered by new teaching technologies should only serve to integrate/improve the irreplaceable approach in presence (equally non-replaceable in the case of internships, laboratory activities, etc. Teaching needs to be rethought according to the wider possibilities offered by digital but also the constraints imposed by physical distance, developing educational projects capable of keeping the attention and motivation[33] of the student and the teacher alive and maintaining if not enhance the effectiveness of learning. The elements of creativity, multimedia, interactivity, and collaboration are critical to remote learning.

5. Many universities are determining notes, guidelines, procedures, and other educational facilities recommendations that will impact on the organization and on the management of educational activities for next first half of academic year 2020/2021.

Considering the expansion of e-learning and the need for an "hybrid education" including teaching procedures for all degree courses of universities, they can be broadly categorized into four types:

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[31]Donato, The crisis leaves its mark. A proposal to stem the decline in university enrolments, The Southern Daily, 11 May 2020; Zunino, In July the live degree returns but the lessons will remain online, La Repubblica of April 19, 2020.

[32]Uskov V., Casalino N. (2012), "New Means of Organizational Governance to Reduce the Effects of European Economic Crisis and Improve the Competitiveness of SMEs", Law and Economics Yearly Review Journal, Queen Mary University, London, UK, vol. 1, part 1, pp. 149-179.

[33]Frusciante A.D., Elshendy M., Casalino N. (2014), "How Motivation Brings to Healthy Organizations: Methods and Incentives to Increase Satisfaction, Efficiency and Productivity", Open Review of Management, Banking and Finance, Regent's University, London, UK, pp. 134-141.

a. Exclusively in presence teaching (on-site). Teaching (for example by workshops, exercises, experiential activities) is provided exclusively in presence. For students who will not be able to attend in presence, the acquisition of skills related to these experiences must be ensured through online material.

b. Dual teaching: teaching is delivered simultaneously in presence and online.

c. Blended teaching: teaching is provided for one part only online and for another part also in presence. In that case the presence part will still be guaranteed online.

d. Online teaching only: teaching is provided entirely and exclusively online. Naturally exclusively online teaching must be limited to those few situations for which dual teaching and blended teaching is not possible.
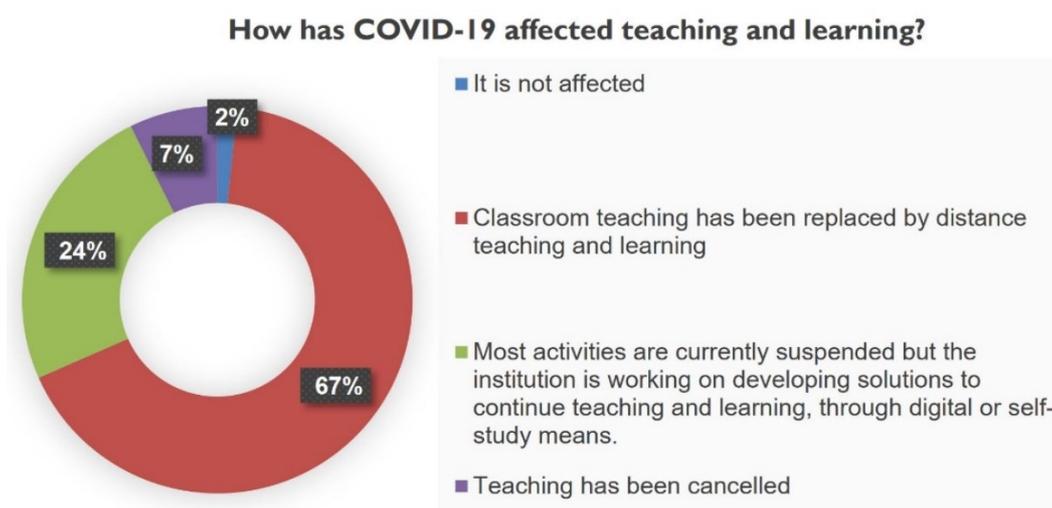
More than three months after the closure of the Universities and the compulsory (and almost total) transition to distance learning, 2 out of 3 students promote the experience behind us with reserve and, looking at the reopening of September, ask to mix the lessons in classroom with those online.

COVID-19 affected teaching and learning at almost all IHEs; only 2% of IHEs reported that teaching and learning is not affected. It is important to mention that 4 of the 7 IHEs that reported no effect on teaching and learning are virtual universities and 1 replied that the campus is open as usual, while the other 2 are traditional brick-and-mortar universities and replied that their campuses were closed. The fact that these two IHEs replied that teaching and learning is not affected, despite their campuses being closed, is surprising. Two-thirds reported that classroom teaching has been replaced by distance teaching and learning and one quarter that most

activities are currently suspended but the institution is working on developing solutions to continue teaching and learning, through digital or self-study means. Only 7% reported that teaching has been cancelled as indicated below (Fig. 1).

Figure 1.

COVID-19 affected teaching and learning (IAU – COVID-19 Global Impact Survey, 2020)

These results show that two-thirds of IHEs were able to move teaching online while one third was not. However, the majority of these IHEs are working on developing solutions to continue teaching online.

The student population now sees online teaching as its own acquired right. Of course, I am a minority - fortunately - those who think we can do without classrooms altogether. Although it is a substantial minority, it will be the hunting ground of private telematic universities. Endangering the finances of many public universities, with the drop in enrolments that is now expected. Because the incontrovertible fact is that young people, after having experienced the advantages of studying at home using the devices that are now their bionic prosthesis, are not willing to go back. And, at this point, the ball returns to the professors' field.

The university world had to resort to distance learning, entrusting to these

medium lessons, exams and even graduation discussions with students who found themselves obliged to celebrate one of the most important days of their life in front of a computer. The results of a well-done regional analysis are reported in the table 2 below.

Table 2.

Impact on teaching and learning by Region (IAU – COVID-19 Global Impact Survey, 2020)

	Not affected	Classroom teaching replaced by distance teaching and learning	Teaching suspended but the institutions is developing solutions	Teaching cancelled
Africa	3 %	29 %	43 %	24 %
Americas	3 %	72 %	22 %	3 %
Asia & Pacific	1 %	60 %	36 %	3 %
Europe	Almost zero	85 %	12 %	3 %

The table clearly shows that the percentage of HEIs at which teaching has been cancelled is very low in all regions except in Africa, where it is currently reported to be at 24%. Africa is also the only region where teaching has been suspended or cancelled at most higher education institutions. Only 29% of African HEIs were able to quickly move teaching and learning online, compared to 85% of HEIs in Europe.

The 3/4 of the students are convinced that the digital transformation of teaching is irreversible. Looking at the new year, only 30% of university students are confident of returning to the pre-emergency situation, the other 2/3 hope for a mixed programming between frontal and digital lessons. And with a greater opportunity for curricular hybridization through open teaching.

The teachers have so far stood up well to the emergency in although with inevitable gaps and operational difficulties. Most were unprepared for the intensive use of technologies: the live video lesson, as it was, was the most easily available tool

but, as we know, it is by far the worst. There is a problem of methodological upgrade and for many the need to look their students in the face in order to be able to involve them. Without an asynchronous and carefully prepared support, the endless wealth of insights, experiments, and testimonies typical of onsite lessons is lost.

The mood of the teachers is uncertain. The majority is hoped that we can quickly go back to the old days of closed classrooms. And the push, in many universities, will be in this direction. We hope that after the COVID-19 emergency everyone will return to reign on their teaching space. It should be said frankly: it is an illusion. Legitimate. But doomed to clash harshly with the students' demands, which this investigation highlights so clearly.

The choices that universities will make, in the challenge of hybrid teaching, are destined to influence their competitive positioning on the national and international chessboard.

6. A careful reflection would be imposed on the concept of democracy in the time of emergency and on the limits to the suspension of the Constitution. Moreover, it would transcend the meaning of this brief intervention aimed at highlighting how the reactions linked to the recent widening of the COVID-19 epidemic have shown that the most basic scientific knowledge is still lacking[34]. Not

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[34]The wide-ranging debate that has highlighted how this emergency (like every emergency) requires the answer to fundamental questions about the permanent functioning of the democratic method, the balance between individual rights and collective needs, the protection of the weakest, the illegitimate compression of constitutionally guaranteed individual rights with reference to the unprecedented use of technological tools. In particular, the provisions enacted with D.L. 22 of 8 April 2020, in an attempt to "support" the Italian university system at a particularly sensitive time (all universities were practically closed, the lessons of the second semester were held exclusively remotely, but also the examinations, oral ones and sometimes even those written, were kept online, not without perplexities and uncertainties because the technological infrastructure does not allow to verify the correctness and transparency of the test the administrative technical staff administrative staff works from home, libraries are closed, etc.), for many ended up "suspending" constitutionally guaranteed university autonomy.
The following shareable decisions have been taken for the university:
- The end of the academic year has been extended to June 15.
- The increase in specialization grants in the various medical specialties (totally insufficient: from the ventilated 5,000 more grants, for a total of about 12-13,000, it seems that we will

only for the dissemination of deliberately false news, but also for the lack of judgment and superficiality in assessing, adopting, and accepting, the prevention measures for the spread of the virus. In general, we are in a worrying situation[35].

At least one of the 2018 Pisa test results is striking. On average, only 9% of the 600,000 15-year-old students from 79 OECD countries who took the test are able to understand, when reading a text, the difference between a fact and an opinion. If we add to this the figure related to functional illiteracy (in Italy 28% of the population between 16 and 65 years in 2018) you can understand some worrying aspects for our future[36].

The computer revolution is still relatively young, but today the transition from new technology to its practical application is almost immediate. Models of economic development and the market can only adapt in real time, but the school seems to fail to realize this. The trend of information increasingly devoted to social networks (where content is necessarily synthetic) creates in itself a superficial view of problems.

The inability to understand real understanding – and therefore criticism – increases the development of increasingly radical attitudes and ideologies (also because they are easier to understand). It should not be forgotten that this phenomenon is also exploited for political reasons, influencing election appointments and the creation of opinion movements not based on proven facts[37].

The consequences of inadequate education, especially in perspective, have often been underestimated. However, problems related to the updating of school curricula (interesting the proposal by Umberto Galimberti to introduce philosophy in

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have a total of 9,000 scholarships; the aspiring graduates are estimated at 18-19,000, and 1,500 young doctors who specialize abroad).
– Considering the commitment to expand the "closed number" to medical courses.
– The deadline for the payment of the last enrolment instalments has been postponed and entrusted to the autonomous decision of the individual universities.

[35]Sabbadini G., The Adam Smith Society, 2020.
[36]Sabbadini G., op. Cit.
[37]V., among others, Maurizio Molinari, Siege of the West, p. 46 – 59, The Ship of Theseus, Milan 2019.

primary school; fundamental a greater scientific culture), and the inadequacy of current systems with respect to new trends in teaching methods have been almost absent. Well, let us take the opportunity that comes to us from the tragedy that we have just experienced and[38] that we are still living. New training and creative opportunities can be seen in today's tragic contingency that becomes a potential testing ground for the future. We transform the crisis by changing organizational behaviours, products, and university processes, but we do not just do so to address change and respond to immediate needs. We identify the change we want, and we work hard to do so, without shortcuts and without falling into the short-sightedness that has characterized us for decades[39].

Fuelled by the health emergency, the debate on teaching, in the classroom or entrusted to the digital *medium,* is much more recent, but it traces the now familiar lines of the debate between the *apocalyptic* and the *integrated,* as outlined by Umberto Eco in the book of 1964: there was talk of TV, but the advent of the digital[40] *medium* has made those pages appear increasingly prophetic, especially during the alternating events on the e-book[41].

Well, the events related to the e-book that should have led to the progressive disappearance of the paperback can give us an idea of how the clash between supporters and opponents of digital platforms for teaching will end in a few years: dismantled the euphoria of those who see a future dominated by distance learning, it will be inevitable that the latter will conquer a space – specific and qualified – for some aspects of the interaction between students and learners. It is easy to predict that, like the paperback, the traditional experience of classroom teaching will be

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[38]Olivieri G., The University Today, Auditorium – Sigismondo Castromediano Museum, Lecce, 12 March 2004.

[39]Lo Storto G., Il Sole 24 Ore Not to underestimate the value that the CD can take today, 2020.

[40]Eco U., Apocalyptic and integrated: Mass communications and mass culture theories, Milan, Bompiani, 1964.

[41]On this point v. Zaccarello, An already-seen paperback debate vs. e-book? Classroom education vs. distance learning, on https://www.rivistailmulino.it/news/newsitem/index/Item/News:NEWS_ITEM: 5260.

strengthened in its centrality[42].

Indeed, it is already becoming common place to say that distance learning will favour rich pupils, with unbridgeable disadvantage for others. Scott Galloway, professor of marketing at the Stern School of Business in New York, ventures in New York Magazine a counterintuitive hypothesis: in the long run the commodity for the rich will become the teaching in presence[43].

7. IHEs' leaders must use what they are learning in crisis (in Spring-2020) now to prepare their institutions for greatest impact in the near future (the Fall-2020 semester and the entire 2020-2021 academic year). A list of items in the To-Do list may be pretty long; however, the most important items include the following ones.

Modes of teaching/learning to be used. Faculty/department chairs and/or academic deans should determine the degrees of varying face-to-face, online, or hybrid/blended experiences required for each academic course. As a result, most of IHEs prepare plans for several possible scenarios, including:

1) Face-to-face teaching/learning in the re-designed classrooms arrangements that follow the CDC guidelines, for example a) COVID-19 classroom maximum capacity for each classroom, lab, meeting room, etc., b) social distancing of at least 6 feet or about 2 meters between people – students, faculty, professional staff, etc.) wearing cloth face masks on campus and in the classrooms and labs, etc., d) change class schedule in a way that a sub-group of students to meet in person one day while others work remotely; these groups could reverse the next time their class is held, e) break up longer class

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[42]Adam K., Technology is taking over English Departments, 2014, Readable On Site *newrepublic. com*). In Italy, for real, the publishing houses have not proceeded with the "dematerialization" of the works of ingenuity, indeed they have often given the impression of wanting to defend the traditional structure of their market, centered on the paperback. In this field, rapid mutations have been closely monitored, both on the technological side and in the habits of the public. More than a decade later, the limited spread of the e-book is noted, even finally aligned with VAT 4% of the paper correspondents (David Sax, The Revenge of the Analog, 2016). It is obvious that the frontal contrast of the two media as set since the late nineties has no reason to be**.**
[43]Gurrado A., Distance teaching is also a matter of marketing, Il Foglio, 31/05//2020.

periods into smaller time periods, and so on.

2) Fully online (in real time or asynchronous) teaching learning.

3) Hybrid (or, blended) teaching/learning.

The Chronicle of Higher Education[44] has tracked about 1,125 IHEs in the U.S. and has found that roughly:

a) 65% of schools are preparing for in-person classes during Fall-2020 semester;

b) about 14% of the schools plan to use a "hybrid model" for teaching in Fall (for example, the University of Southern California – ISC - has announced that some classes will be offered online, some classes will be taught in-person and some classes will combine in-person and virtual instruction);

c) 8% are planning for classes to be held online (for example, Harvard University and the entire California State University system are preparing for most classes to be held online);

d) about 8% of the IHEs are still considering a range of scenarios;

e) nearly 5% are still working on their decision strategy for Fall.

Modern infrastructure to be used to support effective teaching/learning. The IHEs should continue to invest a lot of resources into institution's hardware/software/technology infrastructure to effectively support various modes of advanced technology-based teaching/learning. The list of required technology to support education includes but is not limited to:

a) online class meetings' and virtual classrooms' platform such as Adobe Connect Meetings, Bongo Virtual Classroom, Google Meets, Microsoft Teams, Zoom, WhatsApp, etc.;

b) modern Learning Management Systems (LMS) to support immersive and individualized learning such as Canvas, Moodle, Sakai, Open edX, Docebo,

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[44] Here's a List of Colleges' Plans for Reopening in the Fall, https://www.chronicle.com/article/Here-s-a-List-of-Colleges-/248626?cid=wcontentgrid_hp_1b#maincontent

Talent LMS, iSpringLearn, Blackboard, Adobe Captiva Prime LMS, etc.;

c) streaming video system/services in each classroom/lab/meeting room;

d) systems for a design and development of pre-recorded video lectures and posting video clips on university/college LMS;

e) systems for virtual labs and active use of virtual reality (VR), augmented reality (AR), mobile reality (MR), extended reality (XR);

f) cloud computing and highly secure Virtual Private Networks (VPNs) from dorms and student houses to proprietary software systems in university/college computers labs;

g) university wide systems for Data Analytics, Student Academic Progress (SAP) data analytics and intervention systems,

and many other systems and technologies.

These technologies may provide quality online/hybrid education at a lower cost than that of conventional education.

What is optimal tuition fee for Fall-2020, for 2020-2021 academic year and/or for new era on higher education? The IHE's leaders should think about the impact of COVID-19 on tuition fees and finance. The equation to identify the "ideal" tuition fee has multiple variables; some of them are as follows[45]:

1) higher financial aid costs (it is expected that the number of undergraduates and graduate students applying for financial aid will increased dramatically, along with the amount of money each student received);

2) less state aid (for example, New York Gov. Andrew Cuomo announces that the pandemic might force massive cuts in his state's 2020-21 budget. A note: the higher education is the third-largest category in state budgets in the U.S., behind K-12 education and Medicaid);

3) more spending on health and wellness (spending on health, especially on

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[45]Higher education's 'to-do' list — the consequences of coronavirus, https://thehill.com/opinion/educa tion/494687-higher-educations-coronavirus-to-do-list

mental health, has been one of fastest-growing items in many IHEs budgets; with the pandemic, stress, depression, and attempted suicides are climbing quickly, along with student demands for greater and more immediate access to therapists);

4) fewer international students (for example, on July 6, 2020, the Immigration and Customs Enforcement (ICE) in the U.S. announced new rules requiring international students to leave the U.S. if their colleges or universities institute online-only learning measures for the Fall under the threat of COVID-19[46]; this may have significant impact on more than 1 million international students in the U.S. IHEs. A note: international students make up about 6% of the total higher education student population in the U.S.)

8. The COVID-19 crisis is challenging higher education institutions in many new and unexpected ways. As universities must take radical measures and make major efforts to slow the contagion and to better understand the virus, they are forging new paths in crisis management. This brings both challenges and opportunities to Europe's universities, in particular in relation to digitalisation and digitally enhanced learning and teaching, research, quality assurance, university autonomy, funding and civic engagement.

In a short time, many have moved their learning and teaching online. For a sector serving more than 20 million students in Europe, this is no small feat.

As we have already said, in Europe and USA all staff (teachers, technicians, administrative people and librarians) is the true capital of the University, the lifeline that allowed the University, in the dark years of the cuts, to keep high the level of European and USA research and education.

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[46]Trump Move Against International Students May Have Backfired, https://www.forbes.com/sites/ stuartanderson/2020/07/09/trump-move-against-international-students-may-have-backfired/#548443f ae3d1

We must think of everyone, in the logic of unity that we have always advocated: we must all progress together. And then it will be necessary to ensure a constant and conspicuous influx of new levers, to which are offered certainties of being able to access and progress on the basis only of their own value, abolishing first of all the scourge of the precarious. Only then can the climate of trust and serenity that the University absolutely needs to perform the function to which it is called can be established[47]. And we will have to think about the funding of Basic Research, which has suffered so much in recent dark years, even if it does not go extinct, and which will be able to produce, in not only economic terms, if it has the opportunity to play, outside the need of emergency, its role of anticipation of knowledge and knowledge, to be made available in general but, in particular, in times of emergency. Finally, the right to study will have to be financed, in particular the state supplementary fund for the granting of student grants in order to avoid the phenomenon of "*beneficiaries without grants*", thus respecting art. 34 of the Constitution which reads "*Capable and deserving, even if without means, have the right to reach the highest degrees of study.*"

It has long been sought to train students who are able not only to know but also to understand the reasons that lead to the change when in social economic reality and institutional events.

After all, Plutarch gave us the way: "The mind is not a vase to be filled, but a fire to be lit". For the taste of research and a love of truth to be fiery.

With the unprecedented disruption caused by the pandemic, which led to a complete shift to online teaching and learning for European and USA universities, a considerable effort will be required to ensure that education and research needs are met in a satisfactory manner using virtual instruments.

Moreover, universities remain active in the research of new treatments and possible vaccines, while in the fab labs and incubators, innovative solutions for

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[47]D'Atri A., De Marco M., Casalino N. (2008). "Interdisciplinary Aspects of Information Systems Studies". pp. 1-416, Physica-Verlag, Springer, Germany.

producing respirators and facial protection, for example, are being tested out. Responding to the challenge through expertise in virology, epidemiology, or sociology, supporting society in so many ways, universities have demonstrated the dynamism and flexibility of the sector.

Now we are entering a phase in which we can catch our breath and begin to look forward, assessing the opportunities and threats that the crisis poses.

There are still several immediate challenges to be met in Europe and USA. Regulations concerning study times, social distancing on campus, new setups of classrooms and labs due to COVID-19 capacity standards, examinations and grants need to be adapted in a short time, considering the need for students to study safely. Teachers in many places still need to fine-tune their skills to take advantages from the new learning environments.

It is clear that the future of higher education needs rethinking in many ways. International and multilateral cooperation[48] within the higher education sector and with policymakers, communities and other stakeholders will need to be increased and strengthened.

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[48]Casalino N. (2014), "Behavioural Additionality and Organizational Impact of European Policies to Promote Internationalisation of High-growth Innovative SMEs", Journal of International Business and Economics, American Research Institute for Policy Development, USA, vol. 2, no. 4, pp. 17-44.