Adaptation and Resilience in the Post-covid19 Academic Landscape: The Case of CBA, Kuwait University

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1.   Introduction

The recent pandemic has opened up the Box of Pandora to the world economies and societies by stressing the ability of private business to keep afloat during recessions as well as the capacity of national governments to inspire confidence and guarantee people's safety. In 2008, twelve years ago, the global financial crisis triggered a write-down of over $2 trillion from financial institutions and brought about lost growth potential of over $10 trillion. (https://www.chathamhouse.org/expert/comment/lasting-effects-financial-crisis-have-yet-befelt?gclid=EAIaIQobChMIlJrEuL3b6QIVSJnVCh0sOAmhEAAYASAAEgKI5_D_BwE) The financial and economic cost of the ongoing pandemic is going to be higher (McKibbin and Fernando 2020); the recession longer (IMF 2020; IFO Institute 2020) and the societal tensions worst (Censolo and Morelli 2020). It is imperative to get a glimpse at what exactly is happening and how the downturn is transmitting horizontally and vertically in both the economic sectors as well as in societal affairs. A central point of interest from a microeconomic point of view lies with the changing nature of fear for one's life and job, risk of social contracting and uncertainty about future livelihood. (Martin et al 2020) These are factors that pervade all aspect of individual economic behavior. At the same time, the ensued 'social distancing' measures stressed the ability of higher education establishments to pursue their goals; it seemed as if a new educational 'normal' is emerging. Universities around the world must adopt a comprehensive strategy aimed at preventing infections while addressing the ensuing disruptions in teaching, research and engagement. There is a lot at stake: education has been shown to enhance productivity; improve livelihood standards; promote equality of opportunities; and nurture responsible citizens. The World Bank Group on Education reports that "as of April 8, 2020, universities and other tertiary education institutions are closed in 175 countries and communities, and over 220 million post-secondary students—13% of the total number of students affected

globally—have had their studies ended or significantly disrupted due to COVID-19" (World Bank Group Education).

The present paper discusses the impact of Covid19 pandemic on the academic operations of the College of Business Administration, Kuwait University. It describes its new, emerging strategy and the specific policies designed to facilitate the transition to remote teaching. Central point of interest is the changing nature of faculty/student interactions, teaching and assessment modes, administrative functioning and the required skills and technological literacy that enables the changes. These are factors that pervade all aspects of individual behavior of faculty/students/staff. We start with the history of Covid19 pandemic in Kuwait (section 2). We present KU's response in section 3 before we discuss CBA's response in detail (section 4). Section 5 presents our evolving state-of-mind on the new challenges. We end with a summary and a look ahead (section 6)

2.   Start and proliferation of the pandemic in Kuwait

On February 24, 2020 the Kuwait Ministry of Health reported its first five cases of Covid-19. Since that time and as of January 19th, 2021, Kuwait has registered a total of 158,822 diagnosed cases, 5,936 active and under treatment, 63 in critical care, and a total of 950 deaths. From the total cases, 151,936 are reported recovered.1 The cumulative case numbers are expected to range from 80,000 to over 90,000 by September 2020. As the number of cases was on the rise, on March 13, 2020 Kuwait suspended all non-cargo passenger flights in and out of the country and banned gatherings by closing mosques, public parks and beaches. The Government also placed restrictions on dining in restaurants and closed malls, beauty salons, barber shops, and health clubs.2 These restrictions

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[1] https://corona.e.gov.kw/En
[2] https://news.kuwaittimes.net/website/coronavirus-in-kuwait-what-we-know-so-far-11/

were gradually extended to a 20-day "total curfew" on May 10, where only essential sectors such as health, security, electricity, oil and municipal services were exempt from closures.3

Since then, Kuwait has implemented a five-phase "Plan for a Gradual Return to Normalcy" and is entering Phase 4. This phase entails workplaces at more than 50% capacity and a further ease of distancing rules on a social and business level. The Kuwait International Airport entered its first phase of reopening on August 1, 2020, at 30% capacity for commercial flights. Some countries remain on a no-travel ban; however, this is subject to review as the Directorate General of Civil Aviation readies for entering phase 2 of reopening. 4 At the onset of the virus and its propagation around the world, oil prices witnessed massive declines. Furthermore, global economic activity saw a heavy decline on the back of multiple lockdowns across countries. These declines have negatively impacted Kuwait Government revenues.5 The General Reserve Fund has been depleted due to its use to cover budget shortfalls since the start of the pandemic.6 The Government is still examining solutions to bridge the budget gap but has not implemented any official policy as of this date. The only policy changes that have been put in place are budget cuts of about 20%, along with policy changes aiming at improving liquidity conditions on behalf of the Central Bank of Kuwait such as lowering interest rates.7 The combined effect of a decline in revenues and reduced local and global economic activity has resulted in lower ratings and economic prospects of Kuwait on behalf of global rating agencies.8

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[3] https://www.reuters.com/article/us-health-coronavirus-kuwait/kuwait-imposes-20-day-total-curfew-from-may-10-to-curb-coronavirus-idUSKBN22K1TT
[4] https://www.arabianbusiness.com/transport/448943-kuwait-to-resume-commercial-flights-from-august-1
[5] https://www.aljazeera.com/ajimpact/kuwait-emir-warns-oil-price-drop-affect-financial-solvency-200509164757384.html
[6] https://www.reuters.com/article/mideast-debt-kuwait-oman/mideast-debt-kuwait-oman-wealth-funds-being-depleted-to-finance-deficits-idUSL8N23O1D7
[7] https://www.cnbc.com/2020/07/19/kuwait-scrambles-to-boost-coffers-with-up-to-16-billion-debt-plan.html ; https://www.cbk.gov.kw/en/cbk-news/announcements-and-press-releases/press-releases
[8] https://www.cbk.gov.kw/en/images/snp-report-july-2020-150298_v10_tcm10-150298.pdf

In terms of the economic impact on small and medium enterprises (SMEs), an April 2020 survey by Bensirri Public Relations highlighted that 45% of responded have suspended or shut down their businesses, along with another 26% who have lost over 80% of their revenues and are on the verge of a shut down.9 In March 2020 the Council of Ministers announced a number of measures aimed at relieving some of the economic stress on SMEs, however none have been implemented as of this date.10

A few days after the arrival of the first cases of coronavirus in Kuwait, the MoE announced a two-week suspension of all private and public schools, universities, and other higher education institutions. As the virus progressed, the suspension was extended and considered a public holiday until the end of March 2020. On April 4th, MoE permitted private schools and universities to continue with the current school year (2019/2020) provided they use Distance Learning. During the months of March and April the MoE put in place a contingency plan for Distance Learning. This was to be implemented in the case that in-person classes couldn't be resumed due to the level of coronavirus in the country. The plan entailed selecting the appropriate platform for Distance Learning, uploading school curricula, testing and finally, launching if implemented. As the health situation saw little improvement, by June 2020, MoE had approved Microsoft Teams as a Distance Learning application for synchronous teaching. The MoE had also secured studios and started to record classes to be aired on national TV channels made available to MoE. Once the bulk of the curricula was made digital, the Ministry started to roll out account activation and on-boarding of faculty and staff. By August 2nd, 2020, the MoE announced school hours, guidelines and regulations for Distance Learning, which commenced on August 4th.

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9 https://kuwaitimpact.com/
10 https://home.kpmg/kw/en/home/insights/2020/04/kuwait-covid19-government-relief-measures.html

3.   KU Response

The Kuwait University (KU) responses to the pandemic were in line with and adhered to the decisions issued by the Kuwait Government and the MoE. To that extent, in the early days KU informed its staff and faculty of the updated regulations regarding travel and school closures. On March 17, members of the KU administration along with officials from private universities in Kuwait met with the Minister of Education to reflect on the extended school closures and the health response to the corona crisis.[11] KU was preparing for two scenarios of resuming classes conditional on the state and spread of the coronavirus. Should the health situation worsen, emergency remote teaching had to be an available option. Following MoE guidelines, KU announced on May 22 that classes for the Spring 2020 semester will restart on August 9, 2020.

During the period from March through to May 2020 conditions on how classes would resume were unclear. At this time various training sessions and KU resources were made available on the behalf of the E-learning Center, along with the Libraries Department. This was done through email and on social media platforms. The E-learning Center offered several extensive training sessions on Blackboard to interested faculty. Furthermore, the Libraries Department organized lectures on research and data collection from various publishers (e.g. Elsevier and Emarald). On May 14, 2020 the Distance Learning Committee at KU was officially formed to plan and implement the required infrastructure for the resumption of school in a remote teaching scenario. The Distance Learning Committee approved Microsoft Teams on May 25th as the university-wide platform to be used for synchronous distance learning. The Committee's decision was influenced by the availability of IT support offered through MS Teams, as well as the platform's available capacity for all KU students,

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[11] https://twitter.com/MOEKUWAIT/status/1239906393135685633?s=20

faculty, and staff. The Distance Learning Committee approved and distributed a timeline to streamline the set-up and training of distance learning, in the event classes resume this way. On July 27, the Distance Learning Committee issued university-wide guidelines and regulations of distance learning that pertain when conventional study at KU is not possible.

The implementation of the entire Distance Learning infrastructure across KU took place at the college-level. Guidelines were issued from the Distance Learning Committee to school deans, which were then disseminated to college faculty. The system and Distance Learning infrastructure continue to be a work in progress with improvements taking place based on feedback and faculty experience. Since the resumption of classes on August 9th, faculty continue with additional training sessions and introductions to new tools to help with teaching online. For example, the latest training session covered the use of Moodle for the purposes of testing and evaluation. Moodle was rolled out to all colleges in KU as of August 13th.

4.   CBA Responses

CBA underwent its own preparation and response to the inevitable threat of Covid 19 on physical learning and the urgency to move online. Phase one started early June, when the Emergency eLearning Team (ELT) was formed with volunteering faculty members. The goal of the ELT was to plan, coordinate, and monitor distance learning preparation activities and assist in disseminating distance learning knowledge with faculty members and employees across departments. During this time, a decision to resume learning online was not taken yet. Nonetheless, CBA decided to undertake this step of preparing for the possibility of distance learning and taking all necessary steps to ensure all faculty, employees, and students were well prepared and gained experience, so that they would be able to use distance learning as soon as the decision to move online would have to be made. It

was during this time that members of the ELT team discussed various issues, started to experiment and practice with different educational tools and launched the distance learning preparation website (https://cmu.netlify.app/ar/remote/). At the same time, a YouTube channel was formed by the Assistant Dean of Academic Affairs to disseminate material and host workshops on remote teaching and related academic topics (https://www.youtube.com/channel/UCioaMkH-rWmbO0eaXGF5p-A/featured). The second phase of response started in the early June and ended on June 11th. During the second phase the ELT started implementation of the three-stage preparation plan which includes: enabling faculty and students, testing meetings and classes and improving performance.

In terms of enabling faculty, ELT members contacted colleagues in their respective Departments to ensure all faculty members had the necessary software and hardware to conduct online learning. CBA provided each faculty with Microsoft Surface Pro hardware (device and pen) that included MS teams software pre- installed. In addition, ELT members provided faculty members in their respective Departments the opportunity to conduct MS Teams training sessions in both Arabic and English. Faculty members would learn the basics of using MS Teams and the tools available that enable a smoother and more productive virtual learning process. ELT members also produced several manuals and guides in both Arabic and English to assist faculty members who had limited prior experience in using MS Teams. Finally, during this phase ELT members polled the number of faculty members who had completed their university email set-up and set-up of MS Teams. Specifically, at the end of this phase the majority of faculty members had created a team in MS Teams, and added volunteering students as members to the team, to ensure that they had gained some experience using and engaging with others through MS Teams. To assess faculty member readiness, ELT members tracked and polled faculty members' preparation and knowledge of distance learning, as well as issues, questions, or concerns they may have.

In terms of enabling students, a "CheckIn System" was created to ensure all students had enabled their university email address. This was a crucial step, as ensuring students would automatically be added to their respective classes required that students have already activated their university email address. The "CheckIn System" allowed each faculty member to track the number of students in their respective classes who have already enabled their email addresses. In addition, an aggressive social media campaign was launched to build awareness among students about the importance of enabling their university email addresses and the use of the "CheckIn system". In doing so, faculty members were able to track which of their students have already enabled their university email addresses and communicate with others who have not.

The third phase of response started on June 11th and ended on June 18th. During the third phase, ELT members continued to train faculty members on different tools available on MS Teams, giving more advanced instructions. In other words, ELT members shared with respective faculty members advanced distance learning content on how to use MS Teams. This content was compiled at the CMU unit website, for access to both students and faculty and teacher's assistants (TAs). The purpose of this content was to provide guidance to faculty members on how to use distant learning and support them in achieving their AoL goals. For example, the content provided tips to improve distance learning such as how to enhance collaboration using MS teams, how to transform quizzes and test material from word questions to forms, assigning and grading assignments and test materials, sharing a video with audio during a lecture. Faculty members shared experiences and tips on using MS Teams lectures, tips regarding privacy issues as well as how to schedule meetings and take class attendance, among other instructional content and videos. Moreover, workshops were conducted targeted at both faculty and students regarding expectations, tips, and frequently asked

questions on using distance learning. Continued tracking of faculty preparedness showed continued improvement and advancement in preparation stage, with the majority of faculty members having created classes and added students on MS teams.

The fourth phase, starting after June 18th continued the earlier process of ensuring all faculty and students have activated their university email addresses and have experienced an online lecture. Specifically, all faculty members were instructed to give a trial lecture in order to check their own preparedness on using MS teams and gain early experience before classes commence. In mid-July, faculty members also started a two-week 'review' period whereby faculty members were requested to give review lectures, and students had the option to opt-in to these lectures. The purpose of this two-week trial period was three-fold: first, ensuring faculty members gain experience using distance learning and that all students are successfully added to their MS Teams; second, provide students with a review of class material given the interruption of classes due to covid-19; and third, provide students with a feel and experience of a virtual class room environment. By the end of the fourth phase, prior to commencement of classes, 61% of faculty members completed the "CheckIn" (i.e., all students signed up to their classes), 53.6% of students enrolled in voluntary lectures to experience distance learning, and more than 95% of faculty members successfully participated in departmental meetings using MS Teams. The results show that faculty members were well prepared to commence distance learning using MS Teams.

At the beginning of the course, new educational tools were introduced such as Moodle. Such tools helped faculty members monitor students during exams. Workshops on using Moodle were also provided to faculty members. In addition, many faculty members had previous experience using asynchronous education and online remote teaching tools such as Blackboard. This prior experience

made the transition to using MS Teams more seamless for some faculty members, who had already used online quizzes and assignments.

Faculty members had different, albeit generally positive reactions to transitioning to online teaching in terms of engagement with students. Specifically, regarding class participation, faculty members experimented with different methods such as requesting students to open cameras when participating, while others refrained from doing so. While online class engagement is expectedly not at part with engagement in a physical classroom, faculty members in general noted a positive experience and willingness of students to participate. The use of "raise hand" feature as well as the flexibility some faculty members give to students in terms of "unmuting" the microphone to participate or ask questions allowed for a more seamless experience in terms of class interaction. In general, faculty members were given a good degree of flexibility on how to transfer class engagement into online learning. Similarly, faculty members generously changed their syllabi and grading distribution to reflect changes to online courses. For example, some faculty members opted to provide one instead of two class projects. Other faculty members also opted to change assignment and test format (e.g., include more multiple-choice questions, introduce more case-based analyses as a form of assessment). Since different faculty members had different needs (e.g., quantitative curricula compared to qualitative curricula), ELT members worked closely with them to provide different options on how they can transfer their preferred teaching method to online learning. In line with KU's mission of graduating innovative business professionals, the ELT team wanted to ensure that faculty members were able to continue to rely on innovative and diverse teaching methods online. For example, for more quantitative curricula, there was more emphasis on using a whiteboard, writing on PowerPoints, and using different methods to disseminate knowledge. While faculty members preferred the use of different testing tools (e.g., multiple choice, essay questions, case-analyses,

group projects), ELT members ensured that faculty members were able to transfer their preferred method into online learning as they see most fit.

Careful attention was given to address students' needs and concerns. For example, some students showed an apprehension towards opening cameras for different reasons (e.g., religious beliefs, a lack of appropriate home environment). Accordingly, the option to open a camera is non-mandatory for students, unless the student is expected to answer a question. In addition, faculty members were required to inform students beforehand if they should expect to be asked to open a camera. One of the most common concerns was how students will be evaluated during distance learning. Accordingly, several alternatives were given to both faculty and students including: an option to choose pass/fail or a grade assignment after grades are posted, as well as replacing conventional final exams with other activities such as projects and presentations.

One of the more significant challenges of online learning is accommodating the needs of students with special needs as well as students who are unable to buy equipment necessary to participate in online learning. KU has policies and procedures in place to address students with special needs, and such policies have been implemented with special care given to students. Faculty members were advised to tailor course grading methods to accommodate students' needs. In addition, CBA is working on providing tablets to students who require such hardware.

Overall, the transition to online learning has been met with success and is in line with KU's mission of graduating innovative business professionals. The use of technology and the process of ensuring all faculty members are able to transfer their teaching methods to online, indicates CBA's ability to innovative and adapt to changes. In addition, student's ability and willingness to continue online

learning and use different teaching tools and engagement methods, also has also allowed students to gain some experience on how to adapt to difficult circumstances and how to use different online learning tools as well as faculty members' different learning pedagogies and methods.

5.   The Challenges

The COVID-19 pandemic, like most other crises, brought about opportunities and challenges. On the one hand, it is an opportunity for CBA to have an inward-looking assessment of its existing standards and practices and explore avenues for modernizing them. On the other hand, the disruption in education systems resulting from the crisis presents several challenges to CBA's mission with potentially long-lasting effects. It is up to CBA's internal stakeholders (administration, faculty, and students) to harness the opportunities and mitigate the challenges, all in the name of achieving its mission of providing quality education and preparing future business leaders.

Educational quality
The crisis exposed KU's rustiness to transform its entire spectrum of learning modes, resulting in a 5-month interruption of instruction at CBA due to the closure of campus. The effort to transition to remote learning has consumed the energies of CBA staff, faculty, and students, thus diverting valuable time, effort, and resources away from other plans that were in place prior to the crisis. Remote learning presents its own challenges too. Chief among them is ensuring that assessment of students is representative of their true educational attainment. Online examinations are less reliable than in-class examinations due to differences in home environments and testing conditions, challenges with monitoring due to cultural and privacy considerations, and differences in computer and internet accessibility. Switching to longform types of exams and assignments, such as essays and case studies, is not an equitable option especially for lower-level courses due to differences in English writing and communication preparedness. In addition, students are deprived of the in-person

interactions inside and outside the classroom with instructors, in study groups and seminars, and extracurricular campus events that complement their learning experience.

Assurance of Learning (AoL)

The stoppage and disruption of administrative work and instruction is likely to spill over to the established AOL processes. Faculty members have been building their capacity for the transition and adapting their course materials; adhering to established AOL processes has been retarded. Strong efforts not to compromise the reliability of student assessment are taken so that remote teaching will not translate into a compromise in AOL evaluation. The crisis presented a unique opportunity to improve teaching effectiveness by offering real-world examples of its effects on the economy to be incorporated in course materials in real time, thus making education more relevant than abstract. However, some faculty members continue to struggle in modernizing their courses and teaching methods to suit remote instruction in the midst of the transition. Furthermore, remote instruction does not perfectly substitute for in-class interaction, especially with students' reluctance to participate actively on camera due to cultural and privacy considerations. As such, instructors are deprived of the opportunity to read the room and tailor the lecture to students' specific needs and differences in comprehension in real time.

Research Output and Scholarly Impact

The crisis has induced interesting and significant changes in the behaviors of consumers, businesses, and public institutions. These changes present rare opportunities to conduct informative research that advances the respective academic fields and addresses society's problems. The academic community around the world has been admirably active during the crisis, and research funding has responded positively despite the economic challenges brought about by the pandemic. Locally, the Kuwait Foundation for the Advancement of Sciences (KFAS) initiated a special call for research on

the impact of the pandemic on various sectors of the society and economy. The effort to transition to remote instruction notwithstanding, the disruption of work ought not to significantly impact the research activity of faculty members negatively for the following reasons. First, research in business and economics is relatively less dependent on the physical presence on campus. Second, the 6-month stoppage from teaching should have been a chance for researchers to initiate new research projects or activate dormant ones. Finally, the CBA administration made it possible for faculty members to access their campus offices and laboratories. Thus, it is incumbent, though, on CBA faculty members to harness these research opportunities and improve their scholarly impact on their respective academic fields and society at large.

Engagement
The pandemic crisis has highlighted some of the structural problems plaguing Kuwait's economy and business community. CBA is uniquely positioned to be engaged in the national discourse around addressing these problems. Faculty members should ramp up their research and consulting activity to have an impact on the decision-making processes in both economic policy and business strategies. Moreover, there is an opportunity for CBA and its student organizations to devise programs of student engagement in the community through volunteer work and innovative solutions to social and economic problems. Thus, it is incumbent upon them to position themselves as thought leaders in the economy by raising their research output and scholarly impact, taking advantage of the research opportunities that this crisis has presented.

Retention Rates
While the state heavily subsidizes Kuwaiti students' enrollment in private university, KU remains the flagship of higher education in Kuwait. CBA, especially, offers the most academically diverse set of business programs compared to other universities. This qualitative edge that KU enjoys minimizes

the chance of CBA students transferring to other universities. The pandemic crisis, however, poses some potential threats to retention. The transition to remote learning and its challenges discussed above, coupled with the generous options that KU has afforded to its students—particularly the course and semester withdrawal with little to no consequences, may induce some students (or their parents) to voluntarily interrupt their enrollment, and consequently delay their graduation, until the uncertainties and anxieties associated with the crisis are cleared.

AACSB Accreditation process
CBA's accreditation procedure for the 2020-2025 period was planned initially to be implemented in March 2020. Due to pandemic measures, it was re-programmed to be implemented fully online according to AACSB guidelines. At the time, there were only a handful of Institutions going through this process and no available experience, even on the AACSB part. Despite the uncertainty, CBA digitalized and uploaded all necessary documents and created a virtual platform for the Accreditation Peer Review Team with all available information. A separate virtual platform was also created for all CBA stakeholders (administrative stuff, students, Advisory Board, senior and junior faculty members). Through the online platforms 16 simulation preparation sessions were implemented for all the above-mentioned stakeholder groups. The official CBA *Continuous Improvement Report* 2015-2020 was promptly delivered and circulated through all the interested parties. The AAACSB accreditation procedure was smoothly implemented during 7th - 14th September 2020. The Accreditation Team praised the CBA preparedness and adaptation to the present circumstances, rewarding CBA with the AACSB accreditation extension for 5 more years

6.   Summary and A Look Ahead

Since February 24th, 2020 Kuwaiti economy and society are going through a profound succession of changes due to the recent pandemic. The emerging postcovid-normal has also started to transform Kuwait's educational system in many ways. As all higher education establishments worldwide, CBA has been caught by surprise. Nevertheless, and in spite of several delays, CBA managed to set up a fully working administrative and teaching apparatus based on remote working and teaching. Main dimensions of CBA's response to Covid19 are summarized below:

1) An Emergency eLearning Team (ELT) was formed with volunteering faculty members. ELT contacted faculty to ensure availability of the necessary software and hardware to conduct online learning. ELT members tracked and polled faculty members' preparation and knowledge of distance learning, as well as issues, questions, or concerns they may have.

2) MS Teams training sessions in both Arabic and English were organized. Several manuals and guides in both Arabic and English were produced to assist faculty members who had limited prior experience in using MS Teams. The content was compiled at the Curriculum Management Unit website for access to both students and faculty and teacher's assistants.

3) A "CheckIn System" was created to ensure all students had enabled their university email address, with 90% of students responded.

4) In mid-July, faculty members started a two-week 'review' period whereby review lectures were offered and students had the option to opt-in to these lectures.

5) In August new educational tools were introduced such as Moodle and *Respondus* to help faculty members monitor students during exams. Workshops on using *Moodle* and *Respondus* were provided to faculty members.

6) Faculty members had different, albeit generally positive reactions to transitioning to online teaching in terms of engagement with students

7) Regarding class participation, faculty members experimented with different methods such as requesting students to open cameras when participating, while others refrained from doing so.

8) Faculty members generously changed their syllabi and grading distribution to reflect changes to online courses.

9) Since faculty members had different needs (e.g., quantitative curricula compared to qualitative curricula), ELT members worked closely with them to provide different options on how they can transfer their preferred teaching method to online learning. In line with KU's mission of graduating innovative business professionals, the ELT team wanted to ensure that faculty members were able to continue to rely on innovative and diverse teaching methods online.

10) Several alternatives were given to both faculty and students for online assessment including: an option to choose pass/fail or a grade assignment after grades are posted, as well as replacing conventional final exams with other activities such as projects and presentations.

11) Students with special needs as well as students who are unable to buy equipment necessary to participate in online learning were supported. Faculty members were advised to tailor course grading methods to accommodate students' needs.

Overall, the transition to online learning has been met with success and is in line with CBA's mission of graduating innovative business professionals. CBA time line for ERT outplayed KU time line. KU followed government and MoE guidance to withhold all educational activities due to high uncertainty, but this didn't stop CBA from preparing the eventual resumption of educational activities by planning for resources and training to be ready for resumption with synchronous distance learning. The use of technology and the process of ensuring all faculty members are able to transfer their teaching methods to online, indicates CBA's ability to innovative and adapt to changes. In addition, student's ability and willingness to continue online learning and use different teaching tools and engagement

methods, also has also allowed students to gain some experience on how to adapt to difficult circumstances and how to use different online learning tools as well as faculty members' different learning pedagogies and methods.

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