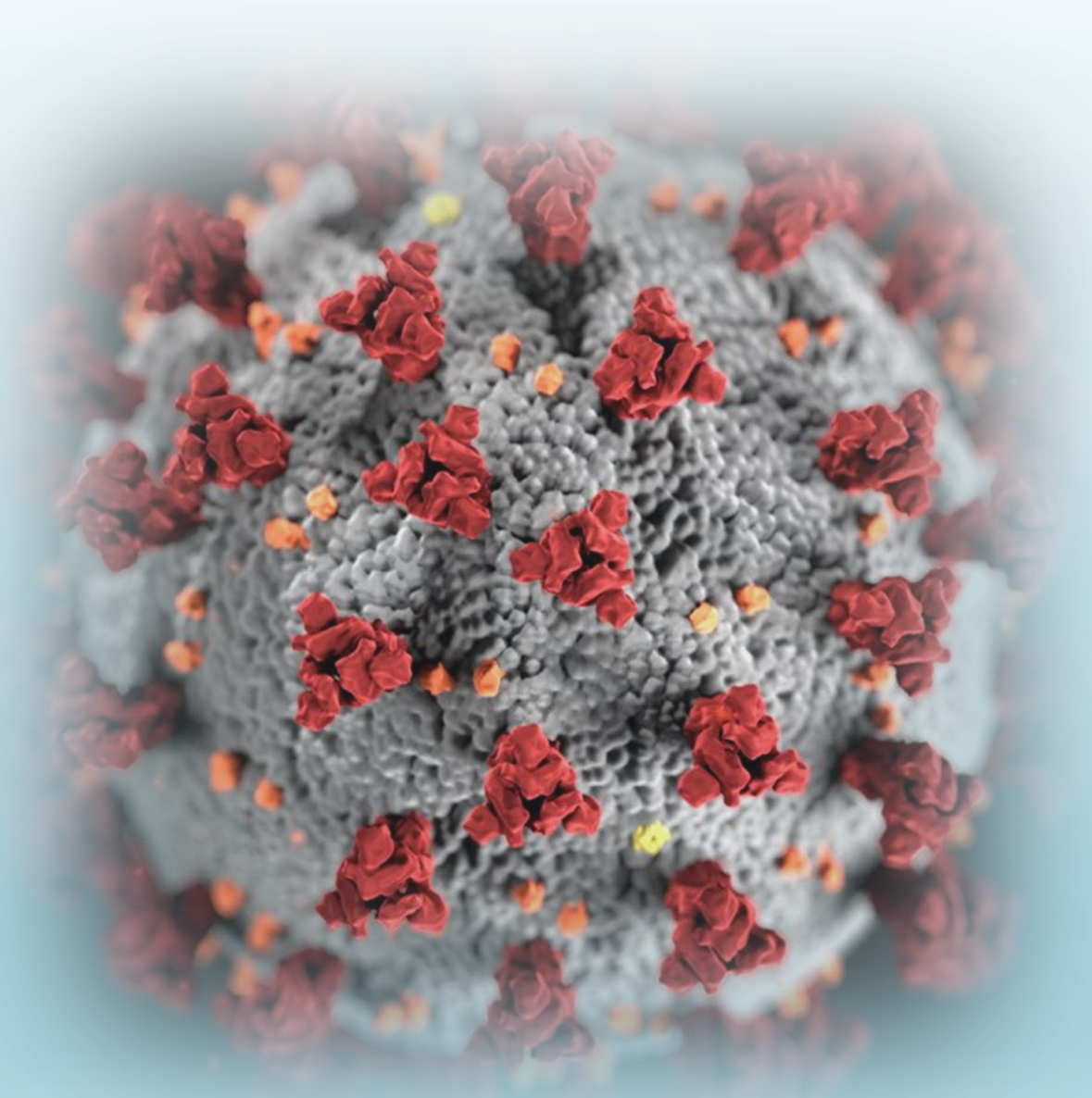


Adaptation and
Resilience in the Post-
COVID19 Academic
Landscape:
The Case of CBA
Kuwait University

The GCC Economies in the Wake of
COVID19: Charting the Road to
Recovery and Resilience
Economic Research Forum

Presented by:
Dr. Mohammad Zainal



Introduction



The Lasting Effects of the Financial Crisis Have Yet to Be Felt

Ten years on from the global financial upheaval, it is increasingly clear that there will never be a return to the old 'normal'.

EXPERT COMMENT 12 JANUARY 2018 — 2 MINUTE READ



- Back in 2008 when the Economic Crunch hit the world, it was thought to be big, and disastrous, however COVID-19 has proved that health risk surpasses any other anxiety because of:
 - Much higher financial and economic cost (McKibbin and Fernando 2020);
 - Much longer recession (IMF 2020; IFO Institute 2020);
 - And the overall societal tensions being worse (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.

Introduction Continued

First case of pneumonia detected in Wuhan, China

• DEC'19



WHO declares the Novel Coronavirus outbreak a Public Health Emergency of International Concern

• 30 JAN'20



WHO declares COVID-19 a Pandemic

• 11 MAR'20

- The risk of health and earnings is feared across the globe, and the uncertainty about future livelihood is at stake, pervading much of economic behavior (Martin et al 2020).
- Education is no exception when we talk about damage; in fact, a new educational 'normal' is emerging where the goal is to both protect and educate individuals simultaneously.
- Education by definition:
 - Enhances productivity;
 - Improves livelihood standards;
 - Promotes equality of opportunities;
 - Nurtures responsible citizens

The Impact of COVID-19 Pandemic on the Academic Operations of the College of Business Administration Kuwait University



Main points

- Emerging strategies/policies designed to facilitate the transition to remote teaching
- Changing nature of:
 - Faculty/Student Interactions
 - Teaching and Assessment Modes, Administrative Functioning
 - Required Skills and Technological Literacy
- Aspects of individual behavior of faculty/students/staff:
 - Overview of Covid19 pandemic in Kuwait
 - KU's response
 - CBA's response in detail
 - Our evolving state-of-mind on the new challenges
 - Summary and a look ahead

Start and Proliferation of the Pandemic in Kuwait



- First 5 cases registered by the Ministry of Health, Kuwait

February 24th 2020

January 19th 2021

- A total of 158,822 diagnosed cases
- 5,936 active cases
- 63 in ICU
- 950 reported deaths

- Kuwait suspended all non-cargo passenger flights
- Restricted commercial activities

March 13th 2020

- The Ministry of Education suspended all Educational sectors

End of Feb - End of March 2020

April 4th

- Exceptions were made for private sector to resume education

- Total lockdown for 20 days
- Five-Phase plan for return to Normalcy was implementation

May 10th 2020

March until Mid 2020

- Government worked on various contingency plans for Distance Learning

- MoE officially announced guidelines for Distance Learning

August 4th 2020

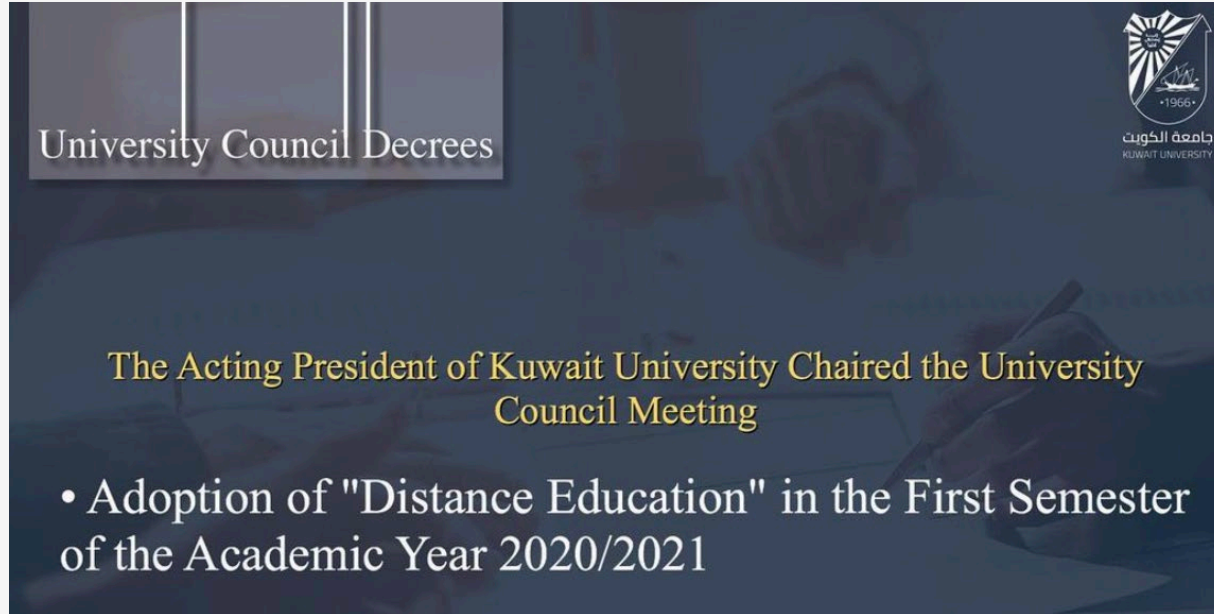
Start and Proliferation of the Pandemic in Kuwait Continued



Decline in Economic Activity

- Negatively impacted Kuwait Government Revenues
- The General Reserve Fund Depletion
- Only Policies Implemented till date
 - Budget Cuts of 20%
 - Lowering Interest Rates to improve Liquidation
- 45% SMEs have shut down, & another 26% are on the verge of shut down
- A Combined impact of Lower Ratings & Economic Prospects for Kuwait Globally

KU Response



- Kuwait University announced on May 22nd, 2020 that classes will resume on 9th August 2020
- E-learning Center at KU provided numerous training sessions on using online platforms
- On May 25th, 2020, Microsoft Teams was approved as the University-Wide platform
- The implementation of the infrastructure across KU was issued to the College Deans to then take the lead
- KU is still enriching the Distance Learning infrastructure to date

CBA Responses Phase I

YouTube KW Search

الأخبار
وزارة الإعلام - الكويت

1 HD
مودة الكويت

كلية العلوم الإدارية
College of Business Administration

الأخبار
جامعة الكويت.. خطة متكاملة لإنجاز التعليم عن بعد لسد الفجوات التعليمية التي فرضها كوفيد 19

0:20 / 4:08

#قول_تم_#الادارية_جاهزة
رسالة عميد كلية العلوم الادارية بخصوص المحاضرات التدريبية

429 views • Jun 19, 2020

4 0 SHARE SAVE

College of Business Administration
12 subscribers

ANALYTICS EDIT VIDEO

Early June 2020

- Emergency eLearning Team (ELT) was formed with volunteering faculty members

During the Early Training

- Various issues were discussed and tackled
- A YouTube channel was formed to host workshops on remote teaching

CBA Responses Phase II



Up to June 11th 2020

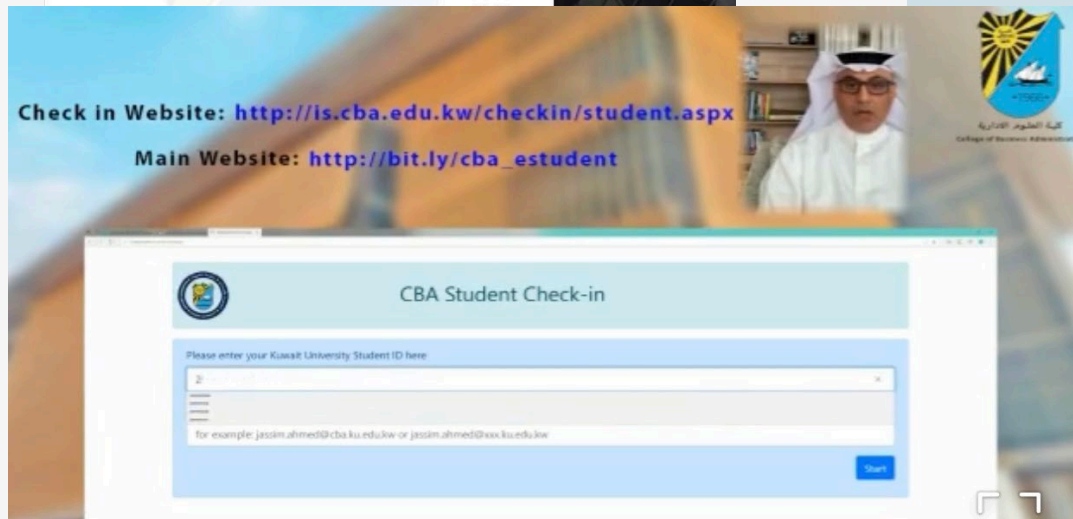
- 3-Stage preparation:
 - Enabling Faculty & Students
 - Testing Meetings & Classes
 - Feedback

Faculty

- All faculty was provided with Microsoft Surface Pro
- Training sessions were provided in English & Arabic

Students Check-In System

- To ensure student readiness
- Faculty could track their students activation status



CBA Responses Phase III & IV



June 11th-18th 2020

- Advanced distance learning content
- Sync with CMU unit to achieve their AoL goals

June 18th Onwards

- Reassuring Faculty preparedness
- Online testing tools
- Trial Lectures were Mandatory for Faculty but optional for Students

Overall the transition to online learning was a success and in line with CBA's vision of Graduating Innovative Business Professionals

The Challenges



Educational Quality:

- Assessment of existing standards and practices
- A 5-month Disruption in Education
- Online examinations reliability
- Online examinations challenging provided the cultural limitations
- In person interactions inside and outside classrooms

Assurance of Learning (AoL):

- Faculty online transition after long disruption
- Keeping AoL goals in constant check
- Taking opportunity from the crisis by promoting course materials in real time

Publishing in Academic Journals Kuwait University

Anand Venkateswaran

Associate Professor - Finance
D'Amore-McKim School of Business
Northeastern University
Boston, USA.

June 2, 2020

Research Output & Scholarly Impact & Engagement:

- The Global Academic community has been active post the Pandemic
- The Kuwait Foundation for the Advancement of Sciences (KFAS) called for research in the Pandemic related fields
- At CBA researchers took the disruption from Education as a research opportunity in taking the lead to be policy makers by active engagement in the community

Retention Rates:

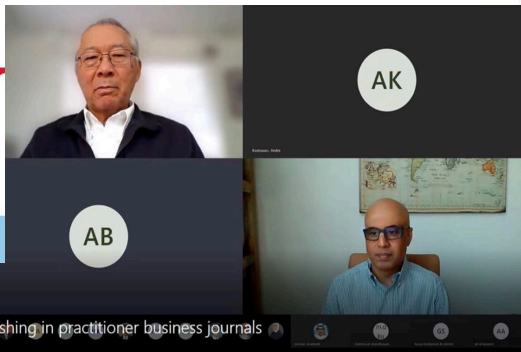
- Being a leading Business School, CBA did not experience a high volume of dropouts
- Also, CBA is the only academically diverse business school in Kuwait

Publishing in Practitioner Business Journals

George S. Yip
Emeritus Professor,
Imperial College Business School
Distinguished Visiting Professor,
Northeastern University



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AB

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جامعة الكويت
Kuwait University

The Challenges Continued

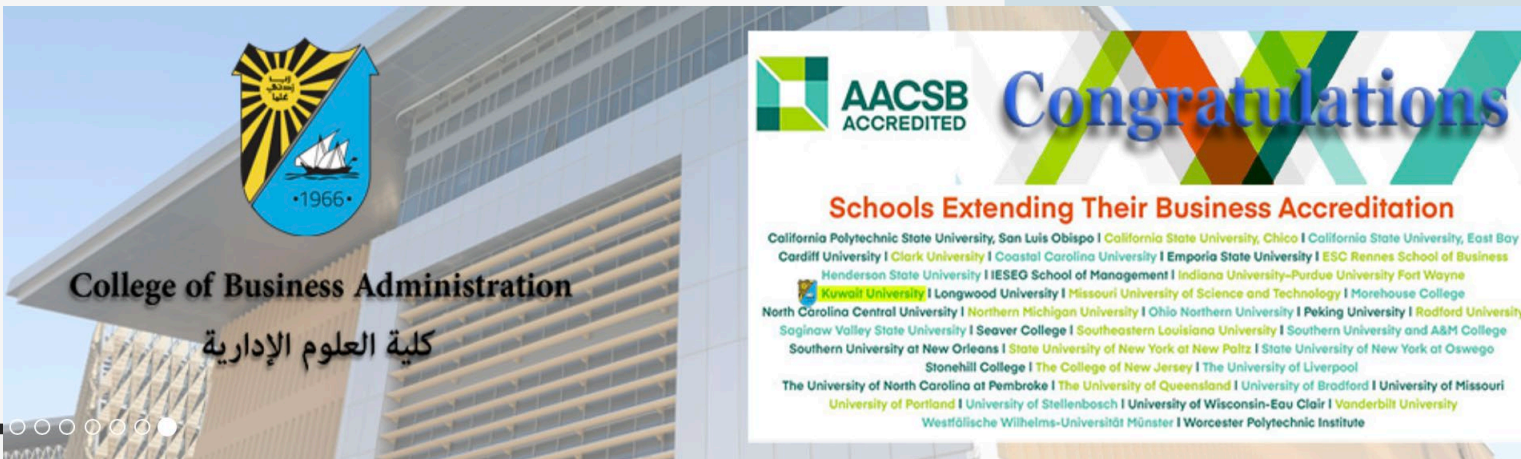


AACSB Accreditation Process:

- The Pandemic added one more unique experience of conducting the first Virtual PRT visit
- The entire process was digitalized in the shortest of times
- 16 Simulation sessions were implemented
- The Accreditation process took place between 7th-14th Sept 2020

AACSB Accreditation Extension:

- CBA was rewarded an extension for 5 years until 2025



Summary

Since February 24th, 2020 Kuwaiti economy and society are going through a profound succession of changes due to the recent pandemic. CBA managed to set up a fully working administrative and teaching apparatus based on remote working and teaching

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

MS Teams training sessions in both Arabic and English were organized to assist faculty members who had limited prior experience in using MS Teams

A “CheckIn System” was created to ensure all students had enabled their university email address, with 90% of students responded

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

In August new educational tools were introduced such as Moodle and Respondus to help faculty members monitor students during exams

Summary Continued

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

Regarding class participation, faculty members experimented with different methods such as requesting students to open cameras when participating

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

ELT members worked closely with faculty to provide different methods in online learning in line with KU's mission of graduating innovative business professionals

Several alternatives were given 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

Students with special needs as well as students who are unable to buy equipment necessary to participate in online learning were supported

Look Ahead

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 timeline for ERT outplayed KU time line as KU followed government and MoE guidance to withhold all educational activities, but CBA was preparing and 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.

Student's ability and willingness to continue online learning and use different teaching tools and engagement methods, also has allowed students to adapt to difficult circumstances and use different online learning tools.