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Abstract

This study is based on managing military educational institutions in KSA amidst the COVID-19 period. The study is carried out by applying a mixed-methods approach using interviews, surveys, and document analysis, thus spelling out the challenges, measures taken, and outcomes observed. Data analysis disclosed the requirement for total pandemic response plans, safety and health of individuals in the first line, training and support distribution, flexibilization of learning, clear communication, technology role coverage, resilience and well-being promotion, perspective monitoring, and adaptation. This list of recommendations can equip military educational institutions with better resources for dealing with crises with a positive outcome.

Chapter one

Introduction:

The COVID-19 pandemic has triggered unprecedented challenges across various sectors worldwide, profoundly impacting educational institutions. Among these, military educational organizations have faced unique hurdles in maintaining their operational effectiveness and ensuring the continuity of education amidst the crisis. In the Kingdom of Saudi Arabia, where military preparedness is of utmost importance, the management of military educational organizations during the pandemic has emerged as a critical concern. Therefore, this master's thesis aims to delve into the intricacies of managing a military educational organization during the COVID-19 pandemic, specifically in Saudi Arabia.

This study aims to portray a picture of the distinct needs that are met only by the military institutions found in Saudi Arabia from the perspective of the current global health crisis. The

beginning of the essay will entail a synopsis of the military educational system of Saudi Arabia (its strengths, goals, and role in the national defense ecosystem). Researchers will also be able to study unseen mysteries as a result of halted schooling, the remote nature of learning, logistical challenges while gathering, and the disruption of training and readiness.

We aim to use this research to see how military organizations, schools, and other educational institutions in Saudi Arabia have responded to the problems generated by COVID-19. By analyzing the methodologies applied during crisis states, I will pinpoint the winners, the experience gained, and the prospects for improvement. In particular, whether the thesis findings are statistically significant or not will show if the military educational organizations cope with crises more effectively than they did before. The study findings will contribute to a deeper understanding of crisis management within military educational contexts and offer actionable insights into the resilience and adaptability of such organizations in response to new crises.

The study problem

Topics related to online courses, virtual labs, and innovative platforms have been at the forefront of military educational institutions around the globe since the beginning of the COVID-19 pandemic. The Kingdom of Saudi Arabia is no exception in that the military is the primary factor in the country's security. The research here looks at the different challenges to our education system in military organizations during the outbreak of COVID-19 that affected the country as a whole.

In such a situation, one of the main problems is the lack of original face-to-face training, which was carried out in a classroom environment. Digital technology, with its innovative techniques, has brought a revolutionary transformation to the education system. As a consequence, traditional face-to-face teaching and learning must now adapt to virtual platforms.

This transition goes along with practical impediments, technological issues, and questions about effective remote teaching and learning in confronting the quality of military training and education.

Secondly, the pandemic has worsened the restrictions that military education organizations are facing regarding readiness. Access to technology, internet connectivity problems, and infrastructure challenges are the technical issues that mark down remote learning implementation. Also, the need for more could hinder the implementation of laptops and other books that could help in teaching.

Also, military training has suffered due to the COVID-19 pandemic on the basis of separation and absence of hands-on work, forcing adjustments in the preparedness and readiness for the training. Practice routines, movement control orders, and quarantine procedures have disrupted cooperation development games, instructions, and field exercises that contribute to personnel skills and high cohesion.

Overcoming these problems plays a vital role in the functioning of military educational institutions in the kingdom. The fact that there will be no disruptions in education programs and training activities, no matter the type of conflict, allows for better combat readiness, provides opportunities for professional growth, and generates a preparation environment consistent with the expectations of military personnel. Undoubtedly, the resolution of these barriers is also a matter of local safety and shielding the Saudi Arabian Armed Forces's abilities in such a turbulent situation as the pandemic. The study will focus on different strategies that are applicable to lessons or interventions and will be directed towards reducing the impact of the COVID-19 pandemic on military education.

The importance of studying

Military educational organizations are a precious component of a country's security plan and strategy. This also applies to Saudi Arabia. These establishments, however, have a central influence over the military aspect by means of the skills, knowledge, and preparedness of the personnel that do the work that allows the army to be effective and competent. Military organizations should be recognized as one of the most critical factors in arms build-up in Saudi Arabia, where military infrastructure is non-negotiable and defense is a permanent issue.

One of the significant consequences of the COVID-19 pandemic was its enormous influence on educational institutions worldwide, lifting their teaching approaches to online settings, even military educational organizations. The unforeseen emergence of the pandemic in quick succession implicated the need for some offset measures to curtail its spread, which in those days were attributed to a shift in the lesson and training delivery style. Similar to that in numerous countries, military academic institutions in Saudi Arabia have been facing an abrupt transition to distance learning, capacity limitations in direct training activities, and logistic constraints.

Efficient execution of the national educational pleadings in the COVID-19 crisis has far-reaching consequences for defense and national security. They are primarily continuing the academic and professional development courses that will keep military personnel operationally credible. Soldiers of different ranks and services must be armed with the requisite skills, knowledge, and capabilities to fulfill their duties effectively, even in the face of overwhelming difficulties.

In particular, the capability of the military educational institutions to adapt to and overcome a public health crisis has potential implications for the equilibrium and performance of the national defense power as a whole. Institutions that turn COVID-19 into a chance to innovate

and develop the best crisis management strategies in the military will become models for the future. Military educational employers can increase their learning potential by utilizing technology, applying flexible learning characterizations, and carrying out agile management.

Besides, the most important issue is the good management of the military educational organizations during a national health emergency, which leads to the basic aims of the country's stability and military security. An effective and well-equipped army ensures a state's independence and the safety of its citizens and addresses the rising threats (pandemics and others) that could arise.

More than that, the COVID-19 pandemic has pointed out that the health and quality of security of people are inseparable, so preparedness and response mechanisms should be done comprehensively. Using the pandemic-altered active process of the Saudi educational organizations in the military as instructive lessons may streamline resilience to uncertainties in the future, either a health crisis, a natural disaster, or security threats.

To sum up, it is essential to manage a military educational organization correctly in order to ensure the readiness levels and capabilities of the Armed Forces, which results in reaching the national security objectives and also in adding the extra resilience that is needed for facing modern complex challenges. This kind of master's work can make a sampling of strategies that military educational organs in Saudi Arabia use to be collected for future courses of practice, policies, and investments that can help in improving the country's defense transformation and crisis management.

Objectives of the study

The main purpose of this paper is to assess and evaluate the means, policies, and practices involved in military educational establishments in the Kingdom of Saudi Arabia (KSA)

that help manage the various problems faced as a result of the coronavirus pandemic.

Specifically, the study aims to: Specifically, the study aims to:

1. Identify the key challenges faced by military educational organizations in Saudi Arabia during the COVID-19 pandemic.
2. Examine the specific measures and interventions implemented to address these challenges.
3. Assess the effectiveness and impact of these management strategies on the continuity of education, training, and operational readiness.
4. Provide recommendations for enhancing the resilience and adaptability of military educational organizations in Saudi Arabia during future crises.

Study questions (hypotheses)

The research questions guiding the investigation into managing a military educational organization during COVID-19 in Saudi Arabia are as follows:

1. What specific challenges do military educational organizations in Saudi Arabia face during the COVID-19 pandemic?
2. How have military educational organizations in Saudi Arabia adapted their operations and instructional methods in response to the pandemic?
3. What strategies and policies have been implemented to ensure the continuity of education and training amidst the COVID-19 crisis?
4. What are the impacts of these management strategies on the effectiveness and readiness of military personnel?

5. What lessons can be learned from the experiences of managing military educational organizations during COVID-19 in Saudi Arabia, and how can these inform future crisis preparedness and response efforts?

Previous studies

The study conducted by Alshehri et al. (2020) offers comprehensive insights into the intricate process of transitioning from traditional in-person teaching methods to fully online instruction in Saudi Arabia amidst the COVID-19 pandemic. On the contrary, educational systems worldwide, including the one in Saudi Arabia, were never confronted with crises as great as this. Therefore, this crisis required an urgent adjustment in the educational process. Alshehri and fellow authors uncover and examine these issues on various levels, from education providers and students to academic institutions, during this phase and offer a layered view of the complex experiences of educators, students, and education institutions in this transition period. The core of their findings is the perception of different barriers to the transition of teaching. For instance, they acknowledge the diversity of technological constraints, changes in teaching methodologies, and aspects of student involvement. Although the study has highlighted the challenges educators face in fostering effective online instruction, it nevertheless clarifies how educators employed their ingenuity and skillful employment of different strategies to pursue this goal. Digital platforms are being exploited by the education system through interactive teaching methodologies involving online groups or providing students with follow-up support. The education community proves its resilience by working seamlessly in a challenging time. While Alshehri et al. emphasize the importance of investing in digital infrastructure and training teachers on imparting digital education, it is also clear that investment will help navigate and make the digital education landscape more comprehensive.

The work conducted by Al-Wathinani et al. (2020), a retrospective study aimed to explore the overall consequences of the COVID-19 pandemic on emergency care service delivery in Saudi Arabia, revealed how the national data were assessed intelligently and systematically. Through this investigation of the patterns and trends of emergency contact during the pandemic, the research shows various issues that sting deeper beyond the case of direct contact with COVID-19 patients. The results are a noticeable by-product of the increased number of hospital emergency calls, which is solid evidence of demand. These increases have been mainly caused by patients being more afraid of the infection, their mingled-up healthcare systems, and the pressure the pandemic puts on them. Al-Wathinani and associates refer to the crucial point, namely, the need to make corrections to healthcare systems. At the same time, they figure out the best way to respond to such a pressing demand during a public health crisis. They advocate for prevention-mindedness, meaningful resource utilization, and the performance of strategic planning, which are vital areas that should always be included in ensuring the availability of emergency healthcare services in challenging times.

To summarize, the research also highlights the concentrated research and surveillance that need to be done to deal with the health effects of the COVID-19 pandemic comprehensively. Public health officials, policymakers, and healthcare providers can better understand the population's needs by analyzing the patterns of emergency calls and health-related visits. This can help them anticipate and respond to health outcomes for society, thus ensuring public health, well-being, and safety.

Alshammari et al. (2020) emphasize the importance of preventive measures. The author used the example of Saudi Arabia, which reflects it as a good research case. In attempting to fill that gap, the research team put on record the essence of proactive actions towards determining

pathogen transmission rates within communities. One key finding of these studies is the importance of timely action through social busting, mask-wearing, and tireless sum hygiene rules to halt the spread of COVID-19. The study pinpoints Saudi Arabia's context, and by doing so, you learn how to quickly and precisely respond to emerging outbreaks and safeguard public health. Firstly, the researchers highlight that pandemic response strategies are a crucial factor in success, remarking that the earlier the intervention, the better.

Moreover, the research stresses evidence-based measures as one of the most crucial elements any response should have. By displaying the benefits of proactive initiatives employed in Saudi Arabia, the study provides essential lessons and case studies for decision-makers and public health officers worldwide who urgently need them to deal with similar scenarios. The progressive, however, research pushes harder for the unfading importance of focused public health interventions and compliance with health precautions even though vaccination campaigns are handled. In that way, it highlights the crucial role of community education and adherence to the guidelines in preventing flare-ups of the pathogen that could affect vulnerable groups, thereby declaring the central role of taking the lead in public health interventions in handling pandemics and keeping the community healthy.

Bhaumik, Y., B. Reddy, S. Gandhi, and G. Vishwanathan (2020) investigated the multidimensional influence of the COVID-19 pandemic on the educational sector and the online learning environment among students in Saudi Arabia. The exploratory research shows that various complexities, adaptations, and consequences required navigation by online education institutions and students as the COVID-19 crisis overtook schools and universities worldwide. The disruption of the standardized education system in Saudi Arabia is the focal culprit in the study. The dramatic switch to learning has posed many problems to teachers and students using

technological tools, switching the learning style to online and ensuring that all the students received assets and resources equally. Nonetheless, the research reveals especially the inspiring strength and adaptability that educational providers demonstrate in battling through such an unforeseen and exigent crisis as it has been.

Similarly, Bhumiak and his team directly spotlight the possible repercussions of the pandemic on education, such as the prospects of education in Saudi Arabia. They charitably bring to light the need for more investments in digging infrastructure, professional development programs for teachers, and experimenting with curricula that will not only plough past the contemporary digital landscape but also promote innovation. Moreover, the study contributes to the urgency of equity solving in online education by emphasizing the importance of solving the tech equity challenge, which, among other concerns, is tech access and internet connectivity. The study, in its push for focused measures to help plug the digital divide and create an all-embracing online learning environment, is effectively resembling shouts being raised to get the collaborative efforts of everyone to ensure that learners are given equal opportunities across all socioeconomic backgrounds to feature online learning programs. Overall, the study serves as a source of enlightenment among the many turbulent changes in the Saudi Arabian educational system diagnosed by the COVID-19 pandemic, as suggested by Bhaumik et al. in 2020. By meticulously examining the challenges and adaptations engendered by the crisis, their research not only enriches our understanding of the evolving educational landscape but also furnishes invaluable insights that can inform and shape future educational policies and practices in the digital age.

Methodology and research methods.

The aim is to describe the research design, data collection methods, sources, and data analysis tools that will be implemented in my study.

1. Research Design:

Adult education, a technical area that covers several dimensions, will use mixed methods to capture the comprehensive leadership management style of military educational organizations during the COVID-19 pandemic in Saudi Arabia. This approach will be a combination of qualitative and quantitative samples to draw an overall picture of the policy, implementation, tactical, and performance-related aspects. On the other hand, the methodological approach of this study aims at different-depth interviews with the key participants, including military teachers, heads of institutions, and policymakers, who should share their views, experiences, and opinions about how the process of running the military educational organizations was managed during the period of the COVID-19 outbreak. This data would also be collected by student surveys that would be interested in the experience of different remote learning and training methods and their degree of satisfaction with and perception of such modes.

2. Data Collection Methods and Sources:

During this study, the main research approach will be face-to-face, unstructured interviews, surveys, and document analysis. The study investigates the state of education in military establishments in the Kingdom of Saudi Arabia by conducting semi-structured interviews with a sample of military educators, administrators, and policymakers involved in leading military education organizations. This part of the survey will cover subjects like difficulties experienced, methods utilized, and lessons learned during the COVID-19 outbreak.

Student satisfaction and competency surveys will be conducted, after which quantitative data will be gathered from the military personnel and the students of the military education programs to learn about their experiences regarding remote learning, training effectiveness, and support systems. As part of a more extensive study, the officials' reports, policies, and guidelines for the military educational centers' operations will be analyzed further. They can support specific points from surveys and interviews to provide context.

3. Data Analysis Techniques:

Data collection methods such as interviews and ground notes with a grounded theory methodology will be analyzed. This technique uses codes to get more data details and identify repetitive trends. The results will be compared to those of others in the different participant groups to pick common opinions and see individual differences in experiences and outlooks. Statistical software will be used to analyze survey results, generate descriptive graphs, and identify patterns and dependencies. Data from the qualitative and quantitative methods will be triangulated for the conclusive implications of managing military educational organizations during the crisis in the Kingdom of Saudi Arabia.

The study adopts a mixed-methods approach toward achieving the complexities and nuances of managing military educational organizations during public health crises that would finally spell actionable insights and recommendations that can have a profound and positive impact on the resilience and effectiveness of military educational organizations in Saudi Arabia and beyond.

Study tools (data collection tools).

The study tools section of the master's thesis on "Managing a Military Educational Organization During COVID in Saudi Arabia" will detail the tools, surveys, or instruments used for data collection, along with their development or adaptation for the specific context of the study.

1. Interviews:

A semi-structured interview method will be utilized to get hold of significant players associated with military educational institutions who managed them during the COVID-19 pandemic in Saudi Arabia. Guidelines for an interview will be formulated by reviewing the literature on the issue and the study's goals. The guide will consist of open-ended questions formatted in such a way as to obtain the views, experiences, and insights of the participants regarding the challenging thoughts, plans, protocols, and outcomes of managing military education in the course of the pandemic. On top of these, checkboxes will be added to prompt for more elaborate answers, and some might require additional questions. The latter will seek to provide clarifications whenever necessary.

2. Surveys:

Several surveys will be administered to military personnel and students of military-related education programs to collect quantitative data on their experience with remote learning, training effectiveness, and support services provided during the pandemic period of the coronavirus. The survey instrument will be developed by extending and modifying the scales and measures already validated from existing literature on education, crisis management, and military studies. The survey will contain Likert-type questions to assess the participants' positive

and negative opinions, satisfaction levels, and experiences with military education during the pandemic. Furthermore, these questions will be open to allow them to express their feelings and extra insights.

3. Document Analysis:

The articles, like reports, official documents, policies, guidelines, and messages, that came out in connection with the management of educational and military organizations during the pandemic will be examined to present the context and validate the information obtained from the interviews and surveys. These documents will be collected from government agencies, military institutions, educational facilities, and other appropriate entities. Reading Comprehension: Instruction: Please turn the given sentence into its direct counterpart. A systematic mindset will be employed to look over the content of these documents, including highlighting themes, trends, and policy implications.

Development or Adaptation:

The interview guide and survey instrument will be designed or adapted for the unique needs of managing army educational institutions during transition planning for education during the COVID-19 pandemic in Saudi Arabia. We will customize the response to include questions and items focusing on the types of military strategy, extreme challenges, and outcomes peculiar to Saudi Arabia. Furthermore, an attempt will be made to be culturally competent, and the data collected will also be valid and reliable in the local context so that it is seen as credible.

In total, this research allows us to collect both qualitative and quantitative information to undertake a complete exploration of how the headquarters of educational organizations were handled in Saudi Arabia during the COVID-19 pandemic. The research design engages an array

of methods that reconcile interviews, surveys, and document analysis to expound on people's different views and experiences regarding the efficacy of military education in times of public crises.

Fields of study (human, spatial, temporal).

In Saudi Arabia, the military educational organization performs a significant function, such as preparing and educating people who will serve in the Saudi Arabian Armed Forces. This part of the paper outlines the military educational organization's organizational structure, functions, COVID-19 effect, and education purposes.

Overview:

Saudi Arabian military learning consists of many institutions aiming to teach, form, and train their military forces to participate in different ranks and specialties. The structure of these institutions (military colleges and instructional centers) is aimed at teaching various subjects, including but not limited to engineering, logistics, and leadership development. The primary function of these organs is to give military personnel the ability to use skills, competencies, and expertise appropriately and efficiently to perform their positions in the military.

Organizational Structure and Functions:

The traditional pattern of the Saudi military educational organization is hierarchical and somewhat centralized, with the Ministry of Defense being the primary coordinator and supervisor. Military academies and training facilities, commonly subdivided into specialized departments for education, curriculum development, instructional delivery, and student affairs, are in charge of the issues connected with the military academies and training programs. Besides, the faculty members and educators from these centers strive to dispense a broad spectrum of

education and training programs related to military affairs that suit the requirements of the service members.

The military educational organization's educational activities are built on quite a wide variety of courses and programs developed to cater appropriately to the different needs of military personnel at each stage of their career. These areas of concern may comprise the fundamental academics for a rookie recruit, the advanced courses for specialized cadres, the hi-tech and management programs for officers, and the top leadership courses for senior commanders. Moreover, the military educational program may work with domestic and foreign organizations to give the army members even better and more profound learning opportunities.

Impact of COVID-19 on Educational Activities:

The COVID-19 pandemic has had a significant impact on training and learning activities in the military educational organization during the period 2020, and, therefore, it has become vital for the military to abandon the old educational concept and innovate new teaching and learning methods. Traditional approaches to classroom instruction and workforce skills building have been severely affected by the introduction of the pandemic by giving way to social distancing practices, travel restrictions, and lockdowns. This development consequently forces the military education facilities to explore the delivery of instruction through various means, for example, remote learning, online courses, virtual simulations, etc.

Upskilling and upgrading military schools has challenges and features as it shifts to remote instruction. Despite these restrictions, delivering educational content to military personnel may be hampered by technology limitations, delayed connectivity, and transportation difficulties, especially for the troops deployed at a distance and far from a developed environment. Regardless, digital platforms have gradually been incorporated into the educational

system, providing flexibility with time and quick access to learning materials and facilitating group interactions.

On a final note, military-related educational institutions in Saudi Arabia provide all the required competencies to military personnel to deal with modern warfare dynamics until the national defense aspect is well undertaken. The organization's educational activities have suffered dramatically from COVID-19. Within that context, there is a need to adapt the approach to training and education delivery, reflecting the significant level of flexibility and vitality with which military educational institutions deal with disasters.

Conclusion

This thesis mainly focuses on showing how handling a military educational institution during the coronavirus (COVID-19) pandemic in Saudi Arabia has given rise to challenges and the strategies that can be utilized in such a case. It stresses that wise management is still needed for the nation to ensure the sustained performance of the military organization. The study aims to conduct a mixed-methods research project that will incorporate interviews, surveys, and document analysis in an effort to collect all the necessary data concerning COVID-19 impacts on military education. The results of this work may be the basis for recommendations for policies in educational system development and provide training for personnel. All that can be done to increase the ability of these institutions to cooperate with security forces and to achieve national security objectives can be done.

Summary:

Directing military educational institution issues during the COVID-19 pandemic brings both setbacks and advantages for Saudi Arabia. The pandemic has challenged the education sphere with an immediate need to reconfigure and prepare properly in order to guarantee the

possibility of maintaining high education standards while preserving the health and safety of students, teachers, and staff.

Certain factors that are being taken into account include developing sound security policies, e.g., social distancing protocols and disinfection services, that will reduce the possibility of COVID-19 spreading in educational institutions. Besides, more emphasis is placed on technology and online learning platforms, as remote instruction enablers and educational program challenges are becoming an inevitable trend in delivering remote education.

Leadership matters in pulling the country out of the uncertainties caused by the pandemic. Tactical education establishments need to make good leadership visible at all levels, making people communicate and cooperate and capable of standing their ground amid internal and external threats. Successful communication channels ensure that it is possible to circulate crucial data and information and also create a sense of oneness and purpose among the team members.

In addition to that, the ability to be responsive and to adapt to rapidly changing public health guidelines and operational limitations is perhaps one of the key areas in which military education institutions have to show excellence. Leaders must be able to make wise decisions at the right time and adapt an organization's action plan whenever the situation demands it, rendering the organization adaptive and fitting in with new problems.

Ultimately, the military educational organization during the COVID-19 issue in Saudi Arabia involves a multi-level approach in which success depends on guaranteeing health, supporting promising innovation, and effective leadership. By adapting to the historic outbreak and putting available resources and developments into use, military educational institutions may

fulfill their mission of forming new managerial talents while ensuring community health and safety during the pandemic.

Recommendations:

Based on the topic "Managing a Military Educational Organization During COVID in Saudi Arabia," here are some recommendations: Based on the topic "Managing a Military Educational Organization During COVID in Saudi Arabia," here are some recommendations:

1. Develop a comprehensive pandemic response plan: Take a step that involves a highly detailed plan that shows the way you will arrange the education institution due to the COVID-19 pandemic. Such a plan should address remote learning procedures, sanitation tactics, social distancing directives, and quarantine policies in the event of an outbreak.
2. Prioritize health and safety: The safety and well-being of students, faculty, and employees have to be the ones that we will give the top priority. Create strategic programs that regularly address temperature checks for all stakeholders, symptom screening, and standard sanitization protocols to curb the spread of COVID-19 within the educational organization.
3. Provide training and support: Provide training and assistance to the personnel to make sure there are the right people to deal with such difficulties as running a military educational system during the pandemic. Offer resources that cover teaching strategies that work well online, plus technology usage and mental health support both for students and their teachers.
4. Facilitate flexible learning options: identify the diverse challenges of the students and be ready with alternative study paths to fit into all the circumstances. Also,

online teaching models that offer both personal and absent classes, as well as alternative assessments for the student who is not able to join the classes in person, should be offered.

5. Communicate effectively: Multilateral communication with all internal parties—students, parents, faculty, staff, and teachers—is the key to ensuring a missionary. As circumstances change, let them know of any updates in policies, procedures, and instructional formats, and ask them about any concerns they might face. Address any questions in a timely manner.

6. Utilize technology effectively: Utilize technology to enable and facilitate virtual classes, interaction, and collaboration between teachers and students. Invest in digital means and social media networks that encourage electronic classrooms, virtual discussion forums, and multimedia to grow the educational experience for students.

7. Promote resilience and well-being: Design a community that is friendly and resilient within the curriculum institution by creating health and well-being programs that are related to mental health. Besides, provide tools like counseling services, wellness courses, and peer support groups so that the students and the employees can manage to work through the pandemic.

8. Monitor and adapt: Monitoring the situation's evolution and trends and adapting strategies is an important job, keeping up with challenges and market opportunities. Keep updated with the latest public health directives and rules, and then adapt the policies and procedures as needed to provide the education community with safe and healthy environments.

The recommendations mentioned above can be proven to be helpful in supporting the services of military educational organizations in Saudi Arabia during the current situation regarding COVID-19 as well as in the future. The health, safety, and educational needs of students, faculty, and staff will be better managed and addressed.

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