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الجامعة الإسلامية بمكة المكرمة
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البحوث المنشورة في المجلة
تعبر عن آراء الباحثين ولا تعبر
بالضرورة عن رأي المجلة

جميع حقوق الطبع محفوظة
للجامعة الإسلامية



قواعد وضوابط النشر في المجلة

- أن يتسم البحث بالأمانة والجدية والإبتكار والإضافة المعرفية في التخصص.
- لم يسبق للباحث نشر بحثه.
- أن لا يكون مستلاً من بحوث سبق نشرها للباحث.
- أن يلتزم الباحث بالأمانة العلمية.
- أن تراعى فيه منهجية البحث العلمي وقواعده.
- أن لا تتجاوز نسبة الاقتباس في البحث المقدم (25%) .
- أن لا يتجاوز مجموع كلمات البحث (12000) كلمة بما في ذلك الملخصين العربي والإنجليزي وقائمة المراجع.
- لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
- أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA) الإصدار السادس، وفي الدراسات التاريخية نظام شيكاغو.
- أن يشتمل البحث على : صفحة عنوان البحث ، ومستخلص باللغتين العربية والإنجليزية، ومقدمة ، وصلب البحث ، وخاتمة تتضمن النتائج والتوصيات ، وثبت المصادر والمراجع ، والملاحق اللازمة (إن وجدت).
- يلتزم الباحث بترجمة المصادر العربية إلى اللغة الإنجليزية.
- يرسل الباحث بحثه إلى المجلة إلكترونياً ، بصيغة (WORD) وبصيغة (PDF) ويرفق تعهداً خطياً بأن البحث لم يسبق نشره ، وأنه غير مقدم للنشر. ولن يقدم للنشر في جهة أخرى حتى تنتهي إجراءات تحكيمه في المجلة



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* ترتيب الأبحاث حسب تاريخ ورودها للمجلة مع مراعاة تنوع التخصصات

**The Effectiveness of Crisis Management Programs:
Saudi Universities' Preparedness, Response, and
Recovery During COVID-19**

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المستخلص

تهدف هذه الدراسة إلى تحديد خصائص إدارة الأزمات في الجامعات السعودية والتحديات التي تقابلها الجامعات، وكذلك التوصيات في ظل أزمة وباء كورونا المستجد كوفيد-١٩.

استخدمت هذه الدراسة التصميم النوعي، وبروتوكول التحليل الانشائي؛ بينما تعتمد على الإطار النظري السابق تعريفه في أدبيات (Zdziarsky et al. 2007)، وتخلص الدراسة إلى ترسيخ بروتوكولات الوقاية والتخفيف والاستعداد كفرص للجامعات السعودية نحو استهداف برامج إدارة أزمات فعالة ومعاصرة.

وأخيراً، لقد تم تحديد موضوعات إدارة الأزمات في الجامعات السعودية وحصرها في ثلاثة فئات: الخصائص، التحديات والتوصيات. وبصفة خاصة، فإن خلايا الصف الاول لمصنوفة (Zdziarsky et al. 2007) والمتضمنة لـ (الوقاية - تخفيف الآثار والاستعداد)، لقد تم تحديدها على أنها تتمثل في تحديات وفرص لبرامج إدارة الأزمات للجامعات السعودية، أما خلايا الصف الثاني فتمثل التعافي والاستجابة وتعتبر ضمن خصائص الوضع الراهن بمجرد اتخاذ قرار بشأن برنامج إدارة الأزمات اللازمة.

Introduction

The current Covid-19 crisis has created major challenges for higher education institutional planning and management (see, e.g. Cheema-Fox et al. 2020; Choudhury et al, 2020). Higher education institutions are large and complex structures that are by definition not immune from crises (Terziev and Nichey, 2017). Universities are in fact vulnerable to many types of crises, including natural disasters and human-created incidents (Trachtenberg, 2019). Guillotin et al. (2016) explain that disasters such as hurricanes and terrorist attacks have alerted university leaders about the various dangers associated with natural and manmade disasters. Universities in all parts of the world face a critical situation of being besieged by the COVID-19 pandemic, which is causing education to halt. Schools and universities are closed. Classes have been cancelled. Students have been sent home. Conferences and other special events have been postponed (Arthur & Wagner, 2020) .

Garcia (2015) contend that studying crisis-management systems has become an important phenomenon in university campuses. A large amount of research offers various perspectives on how universities can better respond to and recover from campus emergencies (see, e.g. Coombs, 1999; Zdziarski et al., 2007). It is clear that the existing emergency notification systems presently in place at educational institutions cannot be guaranteed to function perfectly (see, e.g., Han et al., 2015; Mitroff et al. 2006). Many universities have excellent written plans published on their websites or stored on a shelf in a department office. However, as pointed out by authors such as Barnowski (2017), the mere existence of such written plans does not guarantee that such plans can actually be implemented or will have any practical value during a genuine crisis. Han et al. (2015) claim that members of staff rarely discuss or practice those plans, the real performance requirements are not effectively communicated, and data are often not shared during emergencies. At least part of the difficulty stems from over-reliance upon cell phone calls, text messaging, and other types

of electronic notification systems. According to Moerschell and Novak (2020), universities face challenges when planning activities before, during, and after crises. These authors assumed that there are three stages to any crisis, and their data indicate the complexity of critical events while also emphasizing the urgent need for attention .

In the light of the preceding, the objective of this study is to identify characteristics, challenges, and recommendations of Saudi universities crisis management programs amid the COVID-19 pandemic. The qualitative design of this study allows for an open-ended data collection instrument that is: [1] defined by a semi-structured interview process, [2] qualified by the research questions, and [3] instructed by a thematic analysis protocol. As opposed to a strictly inductive study where themes are determined based on a context-free data analysis, this study's choice of the available and predefined theoretical framework developed in (Zdziarsky et al. 2007) allows qualitative analysis and theme generation to be carried out within the well-preconceived context of crisis management. Ultimately, Saudi universities crisis management themes were generated and reported in three categories: characteristics, challenges, and recommendations.

This introduction section to the study concludes with the following research questions :

RQ (1): What are the characteristics of Saudi universities crisis management programs (the status-quo)?

RQ (2): What are the challenges facing Saudi universities crisis management programs?

RQ (3): What are the recommendations for Saudi universities crisis management programs?

The rest of the study proceeds as follows: literature review, qualitative study, and concluding remarks. A note in order, however, this study relies heavily on the literature developed in Zdziarski et al., (2007) since such

literature exclusively defines the theoretical framework under which this qualitative study is designed and reports its findings .

Literature Review

The term “crisis management” is used by various disciplines, including education, administration, communications, and psychology (Mirvis, 2020). Stalerio (2020), Fearn-Banks (2011), and Mitroff and Anagnos (2001) described a crisis as an event with a potentially negative outcome affecting the whole organization. In terms of managing the COVID-19 crisis, Illanes et al. (2020) stated that universities are having difficulties coping with it. Even though no students are currently attending campuses in Saudi Arabia, COVID-19 has brought many problems. University employees, including faculty members and facilities staff, are concerned about the future of research projects, admissions, and faculty recruitment. In addition, many students have urgent questions about academic credits and scholarships. In short, universities have found themselves faced with a crisis that requires many decisions to be made and communicated to the students and staff. However, relevant to higher education, Zdziarski (2006) defined a campus crisis as “a major occurrence, often unexpected, that disrupts the institution's education mission and threatens its financial resources.” (p. 5) .

Bevins et al. (2020) established three broad epidemiological and public health scenarios. In the first scenario (virus contained), COVID-19 is contained within the next three months. In the second scenario (virus recurrence), containment will take several more months. In the final scenario (pandemic escalation).

Bevins et al. (2020) examined various ways in which the COVID-19 crisis could play out for educational institutions depending on these different scenarios (Part 1). They then suggested how institutions could respond to and cope with the unfolding conditions (Part 2). In the first scenario, Part 1 has implications for teaching and learning. For instance, most students will complete the current semester through online learning,

and the 2020 graduations will be virtual. Study-abroad programs will be affected and might not resume in the near future. The implications for students will be related to enrollment, equity, and the learning experience. Students and faculty will both struggle with online coursework. Regarding implications for faculty and staff, faculty will have to develop online courses. According to Bevins et al., universities can best address this situation by focusing on the needs of students and supporting their faculty and staff in whatever ways possible.

Zdziarski et al. (2007) created the crisis management cycle (Figure 1), which presents the management cycle as involving four phases: (a) mitigation and prevention, (b) preparedness, (c) response, and (d) recovery

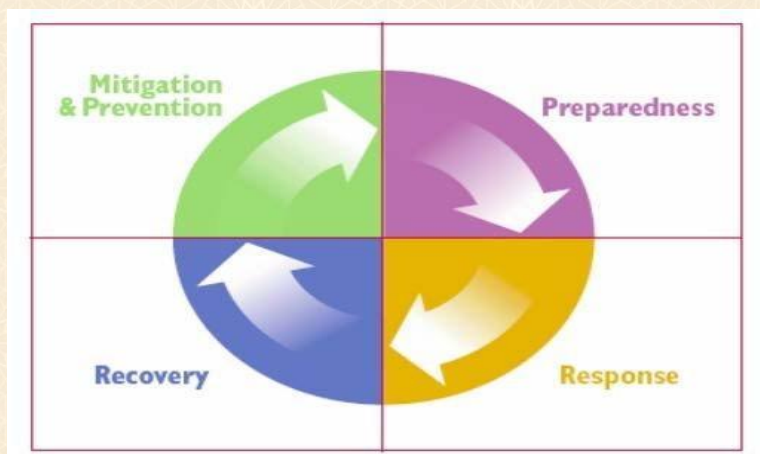


Figure 1. Zdziarski et al.'s (2007) crisis management cycle.

These phases require a systematic response from the educational institutions to address the unexpected and dangerous spread of COVID-19. A college campus may face multiple incidents at any given time .

Valackiene (2011) also created a model for analyzing crisis management. According to Valackiene (2011), the crisis management can be conceptualized as consisting of three steps: (a) The preparation of a crisis situation prevention program; (b) efficient corporate

communication; and (c) employee socialization, individualization, and adaptation, as well as managing the effects of discomfort.

A handful of available research has been conducted to explore the COVID-19 crisis management in higher education institutions, such as Wang et al. (2020).

Wang et al. (2020) investigated the response of Chinese universities to the COVID-19 epidemic. These authors found that Chinese universities have been successfully managing the crisis by adopting many strategies. These have included such activities as the following: (a) obtaining support from alumni resources collected for the affected Hubei province; (b) innovating with online education models; (c) implementing online educational network platforms so that faculty members can conduct online lectures with systematic training and technical support; (d) opening up teaching platforms without charge, and (e) sharing high-quality course resources. In addition, Chinese universities have been using their research teams to obtain technical solutions, such as developing a coronavirus-detection kit. On the other hand, this study found that Chinese universities face problems that affect their ability to manage the crisis. These problems included all of the following: (a) the risk of infection to researchers and student medical rescue teams; (b) infection of faculty members and students; (c) problems in applying information technology to give online lectures; and (d) inequality in educational opportunities for students who live in remote and rural areas.

Chema-Fox et al. (2020) identified major theories of crisis management including crisis management strategy, crisis management model, crisis management planning, contingency planning, business continuity planning, structural-functional theory, diffusive innovation theory, apologetic crisis management, crisis leadership, unequal human capital, and social media crisis management. Though not all theories are particularly relevant for institutions of higher education, the contemporary

literature seems to relate large institutions to planning and contingency theories (see, e.g., Rock, 2020; Salterio, 2020).

Significant research has been conducted so as to provide some insight into crisis management in higher education, such as that of Al Oraifan and Al-Tarawneh (2019), Barnowski (2017), Garcia (2015), Bates (2015), Burrell (2009), and Kelsay (2007).

Al-Oraifan and Al-Tarawneh (2019) studied attempts to identify the realities of administrative crisis management in Kuwaiti universities. The study sample was comprised of 20 faculty members who held managerial positions in Kuwaiti universities. Al-Oraifan and Al-Tarawneh used structured interviews. The results showed clear shortcomings in predicting crises before they occur, as well as deficiencies in the methods of managing crises and dealing with them after they occur. The results also showed a lack of clear strategies to deal with crisis management. The participants reported that these weak strategies were essentially random procedures to solve the urgent problems, rather than being appropriate strategies for managing administrative crises in their universities.

Barnowski (2017) conducted a qualitative and quantitative research project to discuss the elements and outcomes associated with the lack of emergency preparedness at college campuses. Barnowski concluded that campus emergency preparedness is being severely neglected, and that college campus populations reject active participation in the preparedness process.

Garcia (2015) conducted a case study of the State University System of Florida to explore the roles of university presidents and crisis managers before, during, and after crises. The study focused on the perspective of the university presidents and their crisis managers. The sample included six presidents and 10 crisis managers, all 16 of whom participated in the qualitative interviews. All of the crisis managers defined crises in terms of the impact on students, such as crimes and student deaths. Environmental health and safety employees viewed crises as being more related to the

environment or facilities, such as storms or chemical spills, while emergency management personnel viewed crises more holistically or cross-departmentally, such as a shooter, a hurricane, or a fire.

Bates (2015) aimed to identify the role of Mercer University leaders and administrators in facing crises, and the impact of leadership style on the process of managing crises. Bates concluded that effective communication and updating of information between the administrative leaders and different departments played an essential role in successfully and effectively dealing with crises.

Burrell (2009) examined the crisis preparedness of Christian-affiliated colleges and institutions, based on the perspective of the college presidents regarding the ability of their institution to prepare for crises. The study sample consisted of the presidents of 77 institutions. Burrell collected data through the Crisis Management Questionnaire and found that Christian-affiliated institutions were perceived to be well prepared to respond to crises.

Kelsay (2007) conducted a study to determine the reactions of college students during crises that occurred in their universities. The study sample included students from Interlaken University, Bern College, and Luzern University. Kelsay concluded that the students reported being affected by the crises at their universities, which was a reason that motivated them to transfer to another university.

Majority of previous articles discussed the crisis-management situations at different educational institutions in different regions through the quantitative approach, such as Barnowski (2017), Bates (2015), Burrell (2009), Kelsay (2007), and Wang et al. (2020).

This literature review section concludes by highlighting a possible contribution for this study. Though the vast majority of the contemporary literature focuses on crisis management analysis, few studies treated the subject qualitatively by investigating the matter directly while collecting hands-on facts from participants. This study fills this gap and explores the



realities of Saudi universities crisis management program amid the COVID-19 global pandemic while entertaining a qualitative design that allows for an open-ended data collection instrument that is: [1] defined by a semi-structured interview process, [2] qualified by the research questions and the theoretical framework developed in (Zdziarsky et al., 2007), and [3] instructed by the thematic analysis protocol identified in (Braun and Clarke, 2006) .

Qualitative Study

The most discerning feature of this qualitative study design is “inquiring into the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2007; p. 37). Creswell (2007) notes that “Qualitative researchers tend to collect data in the field at the site where participants’ experience the issue or problem under study” (p. 37). To adhere to this principle of qualitative study design, the author approached decision makers of crisis management programs in Saudi Arabian universities to gather in-depth information about their understandings, perceptions, and impressions.

Approach to qualitative analysis:

As opposed to a strictly inductive study where themes are determined based on a context-free data analysis, this study’s choice of the available and predefined theoretical framework developed in (Zdziarsky et al. 2007) allows qualitative study analysis and theme generation to be carried out within the well-preconceived context of crisis management. This approach to qualitative data analysis is consistent with this study’s research questions that revolve around Saudi universities’ sets of characteristics, challenges, and recommendations. In fact, the theoretical framework of (Zdziarsky et al., 2007), which is conceptualized after a two-by-two optimal matrix provides an innocuous platform for this study’s research questions. This is because the matrix identifies optimal characteristics of university crisis management against which the current status of Saudi universities crisis management programs can be benchmarked and based

on which challenges and recommendations can be readily determined. In this fashion, this study's choice of the approach to qualitative analysis allows for flexibly interpreting data and sorting it within the three broad themes while investigating the perceptions, views, and opinions of Saudi universities' crisis management decision makers. Moreover, this study adheres to a semantic analysis, which strictly focuses on the explicit context and stated contents. This is as opposed to a latent approach where the focus is on implicit subtext, meanings, revelations, and underlying assumptions. Furthermore, this choice of the approach further accommodates a deductive test of the optimal scenario developed in (Zdziarsky et al. 2007) .

Data Collection:

The objective of this study is to identify characteristics, challenges, and recommendations of Saudi universities crisis management programs amid the COVID-19 pandemic. The qualitative design of this study allows for an open-ended data collection instrument that is: [1] defined by a semi-structured interview process, [2] qualified by the research questions and the theoretical framework developed in (Zdziarsky et al., 2007), and [3] instructed by the thematic analysis protocol identified in (Braun and Clarke, 2006) .

Participants and sampling strategy:

The study employs a purposive strategy to sampling whereby direct engagements are administered between the author and individual participants. The selection process of Saudi universities crisis management decision makers participating in this study purposively entertains a set of three rules: [1] the decision maker has to be directly involved in authorizing and activating crisis management programs; [2] the decision maker has to be holding a senior and permanent management position with a clearly defined line of authority over the design and delivery of crisis management programs; and [3] different participating decision makers are

affiliated on a one-to-one basis with different Saudi universities and institutions of higher education. Whereas the first couple of selection rules are choice criteria, the third rule is a condition that allows for a dataset that is more representative and information-rich. In this regard, this study is consistent with Patton's (2002) logic of purposive sampling where a wealth of information on the research topic is collected at relevant subjects .

The author identified eighteen decision makers and contacted them via phone during the formal work hours requesting their voluntary participation in a one-to-one phone interview regarding the status-quo of crisis management programs amid COVID-19. Ultimately, fourteen decision makers agreed to participate in the study with the objective of sharing their experiences, impressions, and perceptions on the subject .

Ethical conduct and phone interview process:

Phone interviews were conducted on prearranged basis and mutually agreed upon hour and day in a fashion that takes consideration of the time availability and preferences of the participants. Three days before the phone interview, a study brief is sent to the participant's e-mail to confirm the interview and clarify that the participant is free to withdraw at absolutely any time during the interview should he /she wishes to do so. The twelve participants agreed to have their phone interviews recorded and transcribed. All data collected were stored in an encrypted computer and saved to a security-protected file .

The semi-structured interviews were carried out under the guidance of this study's research questions, predefined theoretical framework developed in (Zdziarsky et al., 2007), and thematic analysis protocol identified in (Braun and Clarke, 2006). Wherever possible and appropriate, the author encouraged participants to express their perceptions and expand on their experiences and views regarding the characteristics of Saudi universities crisis management programs along with related challenges and recommendations .

Qualitative analysis and results:

This study analyzed data inductively and reports results following the protocol developed in (Braun and Clarke, 2006). The protocol is made up of six steps: formalization, coding, generating themes, reviewing themes, defining themes, and writing up. Toward this end, this study's phone interviews were transcribed while taking initial notes guided by the research questions. This is followed by highlighting a variety of phrases for every interview and identifying corresponding, matching, and recurring codes where the cardinality of the set of codes increased within and among interviews. Patterns were then identified among defined codes, and themes were generated and reported in three categories: [1] characteristics of Saudi universities' crisis management programs, [2] challenges facing Saudi universities' crisis management programs, and [3] recommendations for Saudi universities' crisis management programs. The three broad categories are instructed by the study's three research questions and the crisis management theoretical framework developed in (Zdziarski et al., 2007). Most notably, though the first row cells of Zdziarsky et al.'s (2007) matrix (prevention-mitigation, and preparedness) were identified as challenges and opportunities for Saudi universities crisis management programs, the second row cells of recovery and response were characteristics once the necessary crisis management program was decided upon.

Characteristics of Saudi universities crisis management programs: The Status-quo

- Reactive and supported top-down: Information is detailed and continuously updated

The vast majority of participants recognized that crisis management programs across Saudi universities are reactive in nature. This is as opposed to proactive. The reactive nature of the programs, though employ detailed and up-to-date information, is not optimally preventive unless the same crisis repeats. However, once the reactive program is decided upon top-down, regular tools of monitoring and control are strictly entertained.

Overall, response and recovery efforts and interventions were highly regarded.

- **Programs are well-coordinated: Responsibilities are clear and understood**

All participants agree that once necessary crisis management tools are authorized, the tools including priorities, purpose, principles, and objectives are generally comprehensive, well-coordinated and clearly communicated and understood. By comprehensive, participants meant that all element to activate and operate crisis management tools are pre-defined, refined, information updated, and scaled up or down when necessary. Furthermore, communication is perhaps the most important element in university crisis management programs (Bates, 2015). In this regard, Saudi universities' crisis management team members are vividly communicated, educated and actively involved.

- **Adequacy of measures and resources: Information technology and resource availability**

Almost all participants concur that authorized crisis management programs enjoy a wealth of financial, human, and technological resources that are necessary to measure, document, and report key performance indicators and progress indices. The adequacy of resources is crucial for monitoring and observing incidents and developments, which is pivot for standard university crisis management programs (Garcia, 2015).

Challenges Facing Saudi Universities Crisis Management Programs: The Obstacles

- **Prevention, not Reaction: The Realm of Risk Management**

All participants expressed that the major challenge facing current Saudi universities crisis management programs is the difficulty in strategically incorporating effective risk management programs, which are a necessity in undertaking proactive measures instructed by early detection

programs and identifying and quantifying potential hazards and risk factors and formulating the adequate, mitigating and preventive policies means.

– **Scenario analysis: Emergency preparation**

Most participants identified the lack of scenario planning or sensitivity analysis as a major challenge facing current Saudi universities crisis management programs. Absent scenario planning, a great deal of crisis preparedness is lost because the probability distribution governing likely crises is simply missing. Furthermore, scenario planning goes a long way with efficient allocation of resources and responsibilities. Using the laws of probability when planning for potential events and incidents accommodates a multidisciplinary and much-needed algorithm for managing and overcoming crises .

– **Comprehensive strategy for crisis management: Strategic planning of vital resources and functions**

Most participants mentioned as a challenge, the development of a comprehensive crisis strategy as part of the annual budget. Indeed, a comprehensive crisis strategy is essential in determining all possible emergency sources and available resources. The comprehensive strategy is also indispensable when establishing standards, conducting variance analysis, exercising responsibility management, and measuring crisis performance (Lerbinger, 2012).

– **Centralized decision making: The epidemic of hierarchy**

Many participants identified as a challenge, how to introduce decentralization and responsibility management programs into the rather central Saudi university systems. Decentralization allows for autonomy and responsibility centers. Flat organizations accommodate by definition empowering college deans and middle level managers to make more relevant and realistic decisions because of their proximity to the facts and data .

Recommendations for Effective Saudi Universities' Crisis Management Programs: The Future

- Proactive: prevention, mitigation, and preparedness

All participants have expanded on the issue of proactive vs reactive. Though, this issue is less pronounced in the current COVID-19 crisis. Having a crisis management system and strategy that allow for mitigation and preparedness won't be considered a luxury in the immediate future.

- Comprehensive and multidisciplinary approach to crisis management

Participants identified the need for future crisis management programs to be multidisciplinary and comprehensive in the sense of incorporating many inputs from various disciplines including management, economics, inferential statistics, and decision science. The particular contributions of probability theory and scenario analysis were repeatedly cited .

- Crisis circles and task force

Though decentralization is identified as a challenge to be faced by modern Saudi universities crisis management programs, participants referred to the indispensability of having university-wide crisis task force a mechanism for coordination, idea generation, and transferring experience and know-how.

- Crisis team: skills and development

Many participants spoke about the importance of having continuous training and education programs for the crisis management team members across departments and administrations. The training should focus on problem solving and quantitative analysis.

- Generally accepted crisis terminology and proper documentation of experience

Some participants repeatedly referred to the significance of the standard use of generally accepted and well-defined crisis terminology

along with the detailed documentation of any incident where crisis management was considered necessary. This may be exceptionally valuable when planning actions, resources, and decisions for any future crisis experience.

Concluding Remarks and Limitations

This study investigated the reality of Saudi universities' crisis management programs amid the COVID-19 crisis. The qualitative design of this study allowed for an open-ended data collection instrument defined by a semi-structured interview process and thematic data analysis. The study employed a purposive strategy to sampling whereby direct engagements are administered between the author and individual participants. The study therefore analyzed data inductively and reports results where codes were defined, patterns were identified, and themes were generated and reported in three categories instructed by the research questions: characteristics, challenges, and recommendations. Toward this end, though the first row cells of Zdziarsky et al.'s (2007) matrix (prevention-mitigation, and preparedness) were identified as challenges and opportunities for Saudi universities crisis management programs, the second row cells of recovery and response were characteristics once the necessary crisis management program was decided upon. This study, however, is limited by the qualitative design, the thematic analysis, the semantic approach, the purposive sampling, and the choice of qualitative deduction .

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الجامعة الإسلامية بمكة المكرمة
ISLAMIC UNIVERSITY OF MADINAH

Abstract (8)

The objective of this study is to identify characteristics, challenges, and recommendations of Saudi universities crisis management programs amid the COVID-19 pandemic. The qualitative design of this study allows for an open-ended data collection instrument that is: [1] defined by a semi-structured interview process, [2] qualified by the research questions, and [3] instructed by a thematic analysis protocol. As opposed to a strictly inductive study where themes are determined based on a context-free data analysis, this study's choice of the available and predefined theoretical framework developed in (Zdziarsky et al. 2007) allows qualitative analysis and theme generation to be carried out within the well-preconceived context of crisis management. Ultimately, Saudi universities crisis management themes were generated and reported in three categories: characteristics, challenges, and recommendations. In particular, though the first-row cells of Zdziarsky et al.'s (2007) matrix (prevention-mitigation, and preparedness) were identified as challenges and opportunities for Saudi universities crisis management programs, the second-row cells of recovery and response were status-quo characteristics once the necessary crisis management program was decided upon.



**The Effectiveness of Crisis Management Programs:
Saudi Universities' Preparedness, Response, and
Recovery During COVID-19**

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