



Universities Support for Professors and Students during Covid-19

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The onset of Covid-19 around the world shut down face-to-face education in schools and universities. Thus, the Coronavirus pandemic replaced face-to-face education with virtual education. Therefore, universities must have necessary infrastructures for e-learning, such as the development of the World Wide Web and accelerating it as well as the capacity to produce educational software [1]. However, some students may not have access to required facilities for e-learning and may even be affected by the pandemic. So, they need to be supported by the universities [2,3]. Like students, professors need support in times of crisis. Professors and educational staff need professional access and quality support to be able to continue teaching in times of crisis. In addition to universities, some organizations also provide support to students and faculty. For example, UNESCO has collected a number of scholarly resources to create digital content for faculty. Some governments, including Costa Rica, Croatia, and the Philippines, are using virtual platforms to support the faculty [4]. Therefore, universities' support for professors and students can be a great help in continuing education during the pandemic. Some of the required supports are as follows:

• Financial support

- Use of web-operating meetings for financial savings, including reduced travels, hotel rooms, conference halls, etc.
- Allocating interest-free loans to students.
- Encouraging graduates to acquire new skills and receive other degrees for employment, in order to overcome the challenges of post-crisis global recession and to cover the costs.
- Use of other financial resources to make up for the lack of financial resources of the faculties as much as possible.
- Temporary reduction in budget and enrollment capacity in areas that have experienced a sharp decline in student attendance.
- Considering higher education as a tool for post-crisis economic recovery.

• Access support (Justice)

- Assurance of educational administrators that digital gaps do not escalate social inequalities.

- Implementation of a multi-layered support system to effectively identify the barriers and solve students' problems.
- Providing facilities such as television and network resources for education and learning, especially in rural and deprived areas.
- Collaboration with various educational and social sectors such as researchers, scientists, and health and social sciences activists to produce the knowledge needed.
- Launching cyberspace to provide guidance, communication and regular support for students and faculty.
- **Educational and research support**
 - Holding large virtual rounds through available online operating systems, educational lectures, webinars, special telephone conferences, forums, etc.
 - Use of student-based teaching methods.
 - Use telemedicine such as pre-recorded lectures, live surgeries, live Q&A sessions through chat rooms, sharing documents, photos and videos, surgical simulators, etc.
 - Implementation of alternative learning curricula to support the students on leave or in quarantine.
 - Combining simultaneous and asynchronous teaching methods.
 - Empowering professors by short-term surveys of students and interactive data from the educational management system.
 - The role of support between students and classmates.
 - Protection of the grants awarded to the projects canceled due to the epidemic.
 - Conducting virtual research and awarding grants.
- **Consulting and welfare support**
 - Prioritizing the health and safety of students and professors.
 - Using positive messages of support for faculty and students.
 - Providing support services including food, mental health, accommodation, etc.
 - Holding psychological courses on stress and anxiety management and dealing with emergencies.
 - Employing counselors to talk to students about topics such as time management, procrastination management, etc.
 - Holding workshops for students to simulate critical situations.

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Conflicts of Interest

There are no conflict of interest for the authors of this article.

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