Abstract

The COVID-19 pandemic ushered in an unprecedented era for academic professionals, prompting a sudden shift in their professional practices, relationships, and overall well-being. This research delves into the transformative experiences of university professors across three periods: pre-pandemic, during the pandemic, and post-pandemic. Drawing upon emperical studies and primary data, the study explores the nuanced dynamics between professors and stakeholders, including students, higher authorities, co-faculty, and non-teaching staff. Professors navigated various challenges such as adapting from offline to virtual teaching platforms to managing personal well-being amidst heightened stressors. However, the pandemic also highlighted the importance of institutional support, peer collaboration, and flexibility in teaching modalities. As the educational sector evolves in the post-pandemic phase, the lessons drawn from these experiences underscore the need for an integrated approach, prioritizing academic excellence and well-being.

Keywords: University Professors, Experiences, virtual teaching, post-pandemic adaptation, work-life balance, resources