

PRESIDENT'S NEWS DIGEST

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Office No: (+973) 16036161

Email: tania.kashou@asu.edu.bh

MESSAGE FROM THE PRESIDENT

Welcome to the 28th issue of the 3rd year of the President's News Digest.



My Message this week will again focus on the content of the Self Evaluation Report (SER) which is part of our Institutional Accreditation by the HEC, in order to keep our staff and students informed.

This week, we are 6 weeks away from the Inspection Visit, which will take place 24 to 27 June 2018.

Having already covered Areas 1 to 7, this issue looks at the final area of the SER - Area 8: Quality Management, Assurance & Enhancement. Area 8 is divided into 3 standards and 24 key indicators and our SER addresses each of these key indicators in turn and shows how we meet the requirements, as described in the summaries below.

AREA 8: QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Standard 31: The institution must have effective systems to review its own standards and assess its own performance

31.1. The institution must have dedicated accreditation and quality assurance teams which comprises staff with relevant qualifications, knowledge and experience.

- Our response confirms that ASU has a quality management system (in the QA Manual) based on four principles: that quality assurance and enhancement (QA/QE) should be systemic and integrated; must incorporate continuous QA/QE; must cover the full range of academic services (teaching, learning & assessment, research and community engagement); and must have cover effectiveness and efficiency of administrative services. It notes that ASU has a Quality Assurance & Accreditation Council (QAAC) which oversees the QMS and is responsible for quality reviews and accreditation. It adds that our QMS is supported by dedicated quality assurance and accreditation teams: a well-qualified and experienced team in the Quality Assurance & Accreditation Centre (QAAC); the College Quality Assurance & Accreditation Units (CQAAUs) headed by Vice Deans; and the Administrative Quality Assurance & Accreditation Coordinator (AQAAC) for ASU's administrative offices. It also notes that we have a Quality Assurance & Accreditation Coordinating Group (QAACG) to coordinate these teams; and concludes with a diagram illustrating the elements of the QMS

31.2. The accreditation and quality assurance team must continuously monitor its own performance, referring to external quality assurance systems and international benchmarks.

- Our response confirms that ASU’s QAAC team (and relevant staff across ASU) maintains awareness of QA/QE standards and best practice through
 - developing expertise in international standards (especially UK Quality Assurance Authority processes) and working with international partners and consultants
 - participating in external seminars/events organised by HEC or BQA
 - supporting staff to attend national/international QA/QE conferences
 - maintaining close links with BQA’s DHR, participating in external reviews, ensuring all outcomes are scrutinised and college action plans are devised
 - progressing NQF Framework Mapping of our programmes (now that ASU has Institutional Listing) and using the process to review and benchmark the content/level of programmes/courses
- It also notes that (like all other areas) QAAC produces an annual Operational Plan and semester updates; and delivers an annual Accomplishment Report to the President. It adds that ASU benchmarks QA/QE processes/procedures against international standards (especially UK QAA codes of practice), a process that has been enhanced through work with CMU and LSBU as we developed our collaborative programmes

31.3. The institution must ensure that it takes into account the views of all its stakeholders, to include employers, students and the wider community, when collecting data for accreditation and quality assurance purposes.

- Our response confirms that ASU aims to fulfil its mission to promote the wellbeing of all stakeholders (students, staff and the community we serve) and for this reason our QMS is based on the ISO 9001:2015 Standard, which recognises the important role of stakeholder requirements as the “inputs”, with evidence-based satisfaction monitoring to evaluate whether their requirements are met. It notes that we have a Measurement & Evaluation Unit (MEU) in the QAAC, which coordinates QA/QE assessment and reporting cycles and stakeholder feedback surveys; that we make use of discussion/focus groups; and that we monitor externally-published comments/feedback and respond.

INTERVIEW OF THE WEEK

We would like to feature the interview this week with:



Name: Noor Mohamed Ali Abdulla

Position: Administrator in the College of Engineering

1. Tell us about yourself: (Your childhood, academic background)

I have one sister and one brother.

I finished my High School from the scientific stream and then obtained my BSc degree in Marketing from Bahrain Polytechnic.

During my studies, I have worked part-time jobs, to improve myself and enhance my skills and build experience.

I have worked in different domains and fields such as (Business, Real E-state, Designing, and Marketing and Events companies).

2. Tell us about your job at ASU

Briefly, I have created and designed a specific filing system for the College to let the academics follow it in order to have an easy and clear system. I organize the Dean’s meetings with the students and the academics, and last but not least I organize the Office operations and procedures.

3. Tell us about your aspirations for the University

My aspiration for ASU is to be one of the best well-known Universities in Bahrain, Gulf region and worldwide.

It describes the many ways in which we gather input from stakeholders and monitor how feedback can inform QA/QE activities appropriately for each group: statutory/regulatory bodies, collaborative partners, staff, students, Student Council, alumni, employers and the wider community

31.4. The institution must undertake regular and systematic monitoring of its operations and conduct periodic reviews of all aspects of its performance against clearly specified and appropriate indicators.

- Our response confirms that ASU has robust mechanisms for regular monitoring of operations, in processes designed to suit to each aspect: academic programmes (as detailed in the Monitoring and Review of Programmes Policy, the External Examiners Policy, the ASU Benchmarking Policy, and the QA Manual); process audits by QAAC (covering colleges, departments and administrative units); audits conducted by the Internal Audit Unit; the annual Operational Plan and monitoring cycle; the strategic planning process (with Key Performance Indicators). It adds that our own internal monitoring and review processes are supplemented by periodic reviews by external bodies

31.5. The nominated leader for each course must produce an end-of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.

- Our response confirms that ASU has detailed procedures for evaluating courses and programmes, with course evaluations conducted at the end of every semester and production of a Course Evaluation Report (CER) by course coordinators, covering student achievement of learning outcomes, general class performance and achievement in exams, assignments and course work. It notes that student satisfaction with courses is measured through the online Course Evaluation Form, analysed by the QAAC and sent to the Vice President for Academic Affairs and Development, deans, heads, programme leaders and course coordinators for appropriate action. It adds that we also have an annual programme review process where the Programme Leader compiles an Annual Programme Review Report (APRR) by drawing on the CERs, the student feedback and other data

31.6. The nominated program leader, drawing upon reports from its constituent courses, must produce an annual program report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.

I really do believe that one day this will happen; because I can see that ASU really cares for the students and their education! I sincerely hope that I will be a part of ASU's success and will do the best I can in this matter.

4. What do you enjoy most about your job?

I like the atmosphere at ASU with all the students and staff around.

The most important thing is that I enjoy doing my job; I aim to build my career and be more successful. I strive to learn new things, and improve.

5. Tell us about your hobbies

1. I love horse riding
2. Playing Guitar
3. Traveling to meet new people and learn new things

6. Tell us about your favourite food

Italian Food is my addiction.

7. Tell us about the book you are reading now

I'm currently reading "Act like a lady, think like a man" by Steve Harvey. I love reading psychological books and this is my second time reading it.

It is about women in general and how to be empowered independently and so on.

8. Final words

To be honest I am very happy to be a part of ASU and I really hope to develop my career, my future and to learn new things.

Also, I have faith that one day ASU will be well-known worldwide and I will be a part of this success inshallah.

Thank you for this sweet interview and sorry for making it too long 😊

- 31.10. All quality management policies and procedures must be clearly documented and brought to the attention of staff and, where appropriate, students and other stakeholders.
- Our response confirms that ASU's main source of information on quality assurance is the Quality Assurance Manual (disseminated to staff and available to other stakeholders) which covers all QA/QE policies and procedures (either in full or by referring to the separate policy). It notes that ASU's policies and procedures (21 academic and 17 administrative) are available online through the ASU portal and that key points are included in the Staff Handbook and/or Student Handbook as appropriate. It adds that policy/procedure amendments are disseminated through meetings, memoranda, the President's News Digest, workshops and training sessions
- 31.11. Particular attention must be paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.
- Our response confirms our commitment to creating a learning environment with fair treatment of all students. It notes that we seek student views regularly: through an annual Student Satisfaction Survey, a New Student Experience Questionnaire and an Exit Survey for graduating students. It also notes that due to our student-centred philosophy, we are fully committed to enhancing the student experience so the Deanship of Student Affairs coordinates with staff and also provides numerous opportunities for students to foster intellectual/personal development, enhance the educational experience and voice their suggestions, opinions, concerns, issues and needs. It adds that we promote the fair treatment of students and staff in line with our Equality and Diversity Policy and that, in academic life, we provide appeal stages in processes such as admissions and marking, allow students to claim mitigating circumstances in absence and assessment processes and include a moderation stage in assessment setting

Standard 32: The institution must regularly obtain and record and analyse feedback from students and other stakeholders and take appropriate action where necessary

- 32.1. Views of all stakeholders, including teachers and students, partner institutions and employers, must be canvassed and recorded regularly through various means including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation.
- Our response notes that ASU aims to fulfil its mission in ways that promote the interests of all its stakeholders: statutory and regulatory bodies, collaborative partners, students, staff, alumni, employers and the wider community and that our QMS recognises the importance of stakeholder input. It notes again that we have a Measurement & Evaluation Unit (MEU) in the QAAC which analyses stakeholder feedback (as per the QA Manual). It adds that our main tools to gather feedback are the New Student Experience Questionnaire, the Student Course Evaluation, the Student Satisfaction Survey, the Exit Survey for Graduating Students, the Alumni Satisfaction Survey, the Employers' Evaluation of ASU Graduates and the Staff Satisfaction Survey. It confirms that the MEU carefully analyses responses and sends summary reports to relevant parties. It notes that for our collaborative partners, feedback is collected (and provided) in a two-way arrangement of link contacts; and that we facilitate staff feedback through representation on committees, periodic All-Staff Meetings, Communication Group Meetings (President with deans, vice-deans and heads of department). It notes that for student feedback, we have a Student Council which is responsible for: fostering relationships between students and ASU; strengthening students' sense of being part of the overall academic community; encouraging student engagement in activities; and for identifying student representatives on ASU committees. It concludes by noting that the Deanship of Student Affairs supports the Student Council in these responsibilities, acts as their link to staff and ensures that their views are heard and responded to
- 32.2. There must be well-defined policies for obtaining feedback from students on academic staff performance.
- Our response emphasises that student feedback is of critical importance to ASU and that the relevant policy is detailed in the QA Manual, which stresses confidentiality (so only high-level summaries are provided to college deans for action). It explains that the online Student Course Evaluation (available through the SIS at the end of each semester) is key to gathering views on teaching, assessment and feedback, student support and programme organisation and management

- 32.3. The views of stakeholders including students must be considered objectively, evaluated thoroughly and, where necessary, appropriate action taken.
- Our response confirms the high importance ASU places on stakeholder views and notes that we use questionnaires to obtain views at appropriate points in the year. It also notes that the MEU provides objective analyses of response data and provides summary reports. It adds that views of stakeholders are also gathered through mechanisms such as Programme Advisory Boards, committees and other meetings, which can be used to enhance understanding of statistical results. It further notes that feedback is fed into ASU's academic management structure, for evaluation and action where necessary by senior management, college deans, head of departments or other offices, programme leaders etc
- 32.4. There must be effective means of responding to stakeholder opinion and keeping them informed of any actions taken, through formal feedback mechanisms.
- Our response starts by noting that ASU takes great care to respond to stakeholder opinions, using different approaches tailored to the source and nature of the feedback:
 - Board of Trustees: through the President either direct or through his report at each BOT meeting
 - Statutory/Regulatory Bodies (HEC and BQA/DHR/GDQ): through the President, with input from the Vice President for Academic Affairs & Development and the Board of Trustees as necessary
 - Collaborative Partners: through ASU's nominated contacts
 - Staff: through the ASU committee structure at university, college and department level
 - Students: through representation on ASU committees, through the Deanship of Student Affairs and through the Student Council with college deans input as necessary
 - Alumni: through individual responses by the Deanship of Student Affairs or college dean as appropriate and at planned gatherings/meetings
 - Employers: through Programme Advisory Boards and direct where necessary
 - Wider Community: through the Directorate of Marketing and Public Relations (with the President's approval)
- 32.5. Key performance indicators must include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different program components.
- Our response notes that ASU is keen to support student academic achievement and progress, so we maintain an overview of performance and implement enhancement measures as necessary. It also notes that the APRR is our means to measure/analyse student course performance and yearly variations (being based on CERs and reviews student outcomes in terms of performance/progression/completion, assessment, degrees awarded, retention rates and graduation rates; plus year-on-year comparison of enrolment/retention data and an action plan, reviewed in the next year's APRR). It adds that the APRR process ensures that an overarching view is taken of student performance across all courses in a programme and that any significant variation in performance is noted for action; that formal discussion and monitoring action identified occurs at college programme committees, and that the loop is closed at the next annual review. It confirms that ASU's Strategic Plan identifies KPIs and target values for graduation rates for undergraduate and postgraduate students (another important measure of student performance) and that year-on-year performance is measured using the ASU KPI Dashboard
- 32.6. The institution must pro-actively engage with its alumni and encourage interaction with current students to provide support, mentoring and career advice.
- Our response notes that we place great value on our alumni, so we have a Career Development & Alumni Affairs Office in the Deanship of Student Affairs which maintains contact with alumni to offer general and specific support and provide various services including: career development support; maintaining the alumni database; organising annual alumni events/reunions; encouraging alumni to provide guest lectures to share knowledge with current students; coordinates the ASU Alumni Club; maintains a database of organisations,

clubs, recruiters or prominent individuals who support ASU. The ASU Alumni Club also has a significant role in maintaining links between alumni and the University, so the Deanship of Student Affairs and the Alumni Club jointly organise an annual Alumni Event and various other events/meetings to maintain meaningful contact and interaction between ASU, its graduates and its current students

Standard 33: The institution must have a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

- 33.1. All stakeholders including students must be invited and encouraged to make suggestions for enhancement.
- Our response states again that ASU adopts a philosophy of continuous improvement and that a key part of our QMS is identifying areas for enhancement. It notes that we emphasise our willingness to receive feedback/suggestions from stakeholders through information provided at student orientation, staff induction, briefings for Board of Trustees members, on first contact with employers and in parts of the Staff and Student Handbooks. It also notes that we conduct a number of surveys to gather feedback from stakeholders (defined widely to include students, staff, alumni, employers, statutory/regulatory bodies, collaborative partners and the wider community) and that we analyse it carefully and progress enhancement opportunities through action plans. It adds that we also gather suggestions for enhancement in other ways:
 - Suggestion Boxes in the academic building are monitored by the Deanship of Student Affairs, regularly checked and followed up
 - Students suggestions can go direct to relevant offices or through the Student Council or relevant committees
 - ASU's official social media accounts which are monitored by the Directorate of Marketing and Public Relations so suggestions are passed on promptly
 - Suggestions in the form of complaints can be lodged via a specific section of the University website <http://www.asu.edu.bh/contact-us/complaints-system/>
 - Enhancement feedback from employers arising from the internship course is channelled through the programme leader, involving programme teams and Advisory Boards
 - Suggestions for enhancement may feature in APRRs by programme leaders and CERs by course coordinators, which would then be fed through for discussion and action
- 33.2. In their annual appraisal, all staff must be required to identify where they have facilitated enhancement and to identify further areas requiring enhancement.
- Our response notes that, in line with our philosophy of continuous improvement, ASU encourages staff to identify areas for enhancement and informs new staff members that active contributions are welcome. Admin staff are encouraged at induction and reminded by line managers that we value their input and contribution to enhancing ASU's activities. In 2017/18 the admin staff appraisal form was revised to refer specifically this point. Academic staff appraisal includes discussing performance across all areas, together with achievement of objectives for the year and enhancements will be covered in discussion and in objective-setting for the following year
- 33.3. Staff professional development needs must be identified through appraisal and other means and measures taken to support staff to address these.
- Our response notes that ASU values all staff and supports professional development so they can attain the skills, knowledge and competencies to maximize productivity, raise job satisfaction and increase contribution to our success. It also notes that our Staff Development Policies for administrative staff and for academic staff set out our commitment and the ways we address development requirements. It further notes that annual appraisal processes for both groups of staff include identifying training needs; and regular training needs analyses (TNAs) are conducted by the Academic Staff Development Unit (ASDU) (for academic staff) and the Human Resources Department (for admin staff) which lead to setting schedules of training activities for the year.

It adds that we support external training and development (either courses/workshops run externally or by bringing external trainers to ASU) and that we have a budget for staff development activities in line with HEC regulations

- 33.4. End-of-session course and annual program reports must include enhancements made and identify further areas requiring enhancement.
- Our response confirms that, in line with our commitment to continuous improvement, ASU emphasises identifying enhancement opportunities in the Course Evaluation Reports (CERs) compiled by course coordinators at the end of the semester, in the Annual Programme Review Reports (APRRs) compiled by programme leaders at the end of the academic year and in discussion items at programme team meetings. It notes that APRRs must include an action plan for the following academic year (based on identifying areas for improvement from multiple sources of information including CERs) and that the programme team must report back in the next year's APRR how the actions have been implemented, thus closing the loop. It adds that proposals which require programme changes are taken forward under the provisions for changes in our Monitoring and Review of Programmes Policy
- 33.5. Action plans must be implemented and reviewed regularly within the institution's committee structure.
- Our response notes that ASU carefully monitors implementation of action plans to ensure that items are progressed appropriately and reviews implementation and achievement regularly through the appropriate ASU committee:
 - Strategic Planning & Risk Management Committee (chaired by the Chairman of the Board of Trustees and attended by the President) considers: semester-based reviews of achievement of the Annual Operational Plans which serve as the action plans of each college, department and unit; Interim and Annual Strategy Implementation Reports based on the updated operational plans; progress on the ASU KPIs, set when devising its Strategic Plan and monitored regularly in line with the Operational Plan reviews and through the University KPI Dashboard
 - Quality Assurance & Accreditation Council considers: summaries of action plans in APRRs (which incorporate feedback from external examiners); action plans that are a formal requirement following external reviews of University programmes
 - Programme committees consider: CERs, APRRs and external examiner feedback, action plans, recommendations (and respond to external examiners on feedback)
 - The response adds that this allocation of responsibility to relevant academic/management committees means that we have minutes to provide evidence that the plans have been implemented, monitored and reviewed; that we can report outcomes to University Council and if appropriate to the Board of Trustees; and that we can be proactive in disseminating areas of best practice identified in review/monitoring to ensure these practices are maintained and also implemented in other areas
- 33.6. The institution must keep research resources and facilities under review so as to find ways of enhancing its research capabilities.
- Our response confirms that, because research is one of our three core activities, ASU is committed to ensuring that research resources and facilities are maintained and improved so as to enhance our research capabilities. It notes that the Deanship of Research & Graduate Studies is responsible for research review and enhancement activities with the Research, Innovation and Research Ethics Committee, which cover
 - Developing an annual Operational Plan with resources required
 - Considering requests for funding of projects belonging to research groups
 - Preparing the research budget to allocate ASU's research fund (compliant with HEC regulations)
 - Providing information on ASU's research outputs, expenditure, plans for development and accomplishments for the HEC monthly reports

- Producing an annual report on research including achievements against operational plans and contribution to ASU's Research Strategy
 - It also notes that the Deanship's Operational Plan and KPIs are reviewed on a semester basis (like other areas) and that the Dean is also a member of the University's Budget Committee, providing comprehensive mechanisms to monitor activities, resources and facilities, ensure that our research strategy and Operational Plan are being implemented and plan for enhancements. It further notes that all colleges have a research coordinator who is a member of the Committee, thus linking central and college-based oversight, and that as a further enhancement, we plan to include a representative of the Deanship as a member of the Library and Learning Resources Committee
- 33.7. The institution must have formal mechanisms in place to monitor the information gathered internally and externally, to make any enhancements deemed necessary and measure their impact.
- Our response starts by noting that (as mentioned previously) ASU has a culture of continuous improvement, supported by regular reviews and stakeholder input. It notes that our formal mechanisms for monitoring internal/external information and enhancing activities all have their own detailed feedback loop; and notes that the mechanisms are:
 - Surveys overseen by Measurement & Evaluation Unit as per procedures in QA Manual
 - Committee structure with representation from all areas to enable broad-based input
 - Framework for external stakeholder input (especially Programme Advisory Boards)
 - Strategic planning process with Strategic and Operational Plans monitored by the GSPU
 - Reviews of specific areas conducted on a periodic basis
 - Academic reviews conducted as per Monitoring & Review of Programmes Policy
 - Work for National Qualifications Framework placement, overseen by the QAAC, which enables us to review/enhance programme provision
 - Staff appraisal processes, overseen by HR, which emphasise enhancing staff performance and ASU objectives
 - Our response provides examples of enhancements which arose from these processes (changes to programmes after external reviewer comments; enhancing administrative procedures while working towards the ISO 9001:2015 certification; establishing the Student Clubs Room in response to comments in the Student Satisfaction Survey). It also includes a diagram representing ASU's enhancement cycle (showing how information leads to review, then action plan, then feedback, then implementation and finally to monitoring of actions). It concludes by noting that our review and enhancement activities are overseen and brought together by University Council which has ultimate responsibility for ASU's direction under the Board of Trustees and that it is therefore clear that ASU proactively seeks enhancement opportunities, monitors their implementation and measures their impact.

ASU PARTICIPATES AT BQA'S WORKSHOP ABOUT CYCLE 2 INSTITUTIONAL REVIEWS

On 29 and 30 April, ASU took part in a 2-day training workshop at the premises of BQA (Education and Training Quality Authority, Kingdom of Bahrain) in preparation for the Cycle 2 of Institutional Reviews.

The workshop was attended by representatives of several private Universities in Bahrain, including ASU (a delegation composed of 10 academic and administrative staff) and was delivered by Dr. Wafa Al-Mansoori (Director), Dr. Hala Obaid (Academic Consultant/ Advisor), Dr. Nina Abdul Razzak (Academic Consultant/ Advisor), and Dr. Salwa Elekyabi (Academic Consultant/ Advisor).





The workshop was centered around the understanding of the institutional review framework and how to prepare for BQA's review based on it. This included an overview of the framework (Arabic and English versions have been made available to all ASU staff), a presentation of the review process, some exercises on how an institution can evaluate itself against the standards and indicators of the framework and guidance on how to prepare a robust and evidence-based Self-Evaluation Report (SER).

The workshop was interactive and very informative and the staff participating from ASU, along with the participants from the other Universities, found it to be a good opportunity to better understand the review process in order to prepare for it in a methodical and well-founded manner.

Although a timeline for the Institutional Review of ASU by BQA has not been identified yet, it is expected to take place during the academic year 2018-2019.

Reporting to the Cabinet, BQA is the governmental education quality assurance authority in Bahrain, and it was established as part of the National Education Reform Project, a pioneering initiative of Bahrain's Economic Vision 2030.

ADVISORY BOARD MEETING

The Bachelor in Accounting and Finance held their Second Advisory board meeting on 9 May 2018. This was conducted by the Programme Leader, Dr. Nympha Joseph and chaired by Mr. Osama Abdulrahim AlKhaja, Head of Projects Development - Kuwait Finance House.



Mr. Alkhaja spoke about the whole banking and Finance sector going digital and that students should be aware and informed about this technology.

TRAINING AND EDUCATION PRE-EMPLOYMENT EXPO 2018 (MEDPOINT)

The President presented on Thursday 10 May, at the first entrepreneurship panel discussion which was held on the sidelines of the Pre-Employment Career Expo organised by Midpoint, which focused on the role of education in supporting economic development. The presentation was about the economic impact of universities. In this presentation, the President provided examples of how to measure the economic impact of universities using international benchmarks.



The Exhibition was under the patronage of H.H. Shaikh Khalid bin Abdulla Al Khalifa, the Deputy Prime Minister of the Kingdom of Bahrain, inaugurated by HE Jameel bin Mohammed Humaidan, the Minister of Labour and Social Development and attended by Dr Faiza Zitouni, Dean of Student Affairs; Ms Ruqaya Mohsin, Director of Marketing and Public Relations, and a number of VIP guests.



The University participated in the 2 days Exhibition led by the Directorate of Marketing and Public Relations, which was held at the Sheraton Bahrain Hotel, with the participation of official parties, institutions, universities and training colleges. The event aimed to provide training, education and employment opportunities for Bahrainis that match their interests and career aspirations.

The exhibition attracted secondary school students along with their parents, University graduates, and jobseekers in addition to training and recruitment agencies. During the exhibition, the University promoted its academic programmes and provided career advice to interested participants and visitors.



BAHRAIN RESEARCH CONSORTIUM

Prof Saad Darwish, President's Advisor attended a forum titled "Bahrain Research Consortium" on 12 May 2018 at Wyndham Grand Hotel. Six speakers discussed the future of research concentrating on Entrepreneurship. As Bahrain is moving towards establishing a consortium, this will create a base for researchers to have access to data that will promote entrepreneurship. This consortium is linked to the MENA Center with the help of OECD (the Organisation for Economic Development). It is worth mentioning that the experience of Europe



Horizon 2020 inspired specialists to follow track. Horizon 2020 has the political backing of Europe's leaders and the Members of the European Parliament. They agreed that research is an investment in their future and so put it at the heart of the EU's blueprint for smart, sustainable and inclusive growth and jobs. By coupling research and innovation, Horizon 2020 is helping to achieve this with its emphasis on excellent science, industrial leadership and tackling societal challenges. The goal is to ensure Europe produces world-class science, removes barriers to innovation and makes it easier for the public and private sectors to work together in delivering innovation.

THE DEPARTMENT OF BUSINESS ADMINISTRATION CELEBRATING SUCCESS

The Department of Business Administration celebrated its staff who achieved the status of fellow and senior fellow of the HEA in an atmosphere of joy and delight. Staff also congratulated Dr. Ramzi for being officially announced as the Dean of the College of Administrative Sciences. This social event showed the cooperative spirit among faculty.



THE DIRECTOR OF MARKETING AND PUBLIC RELATIONS PARTICIPATED IN THE GRADUATION CEREMONY FOR HOPE INSTITUTE FOR SPECIAL EDUCATION

On Wednesday, 9 May 2018 Ms Ruqaya Mohsin, the Director of Marketing and Public Relations participated in the graduation ceremony for Hope Institute for Special Education as MC. The ceremony was held under the patronage of Shaikha Hend bin Salman Al-Khalifa, and attended on her behalf, Mrs Mahfodha Al-Zayani. This participation is considered part of the community engagement activity; which reflects the University's commitment towards the society. The graduation was attended by a large number of invitees from Ministry of Education, Media, Educational institutions, and Ministry of Health and parent.



REMINDER OF THE WEEK

Institutional Accreditation Inspection Visit: 24 to 27 June 2018 (6 weeks from today)

QUOTE OF THE WEEK

"Rather than jumping straight into the answers, let's try to start students off with the sort of questions that encourage them to do their own seeking."

Marianne Stenger

