

PRESIDENT'S NEWS DIGEST

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MESSAGE FROM THE PRESIDENT

Welcome to the 29th issue of the 2nd year of the President's News Digest.



I would like to start this edition of the News Digest by highlighting the importance of creating a sustainable university within the context of efficiency gains and cost savings. It is our duty to produce graduates that care about the environment in a world which is competing for scarce resources. Our staff should take the lead in demonstrating to our students how to become more efficient and more sustainable.

Many universities have developed sustainability strategies to address this important area. In our University, we should have a framework that guides our performance in this area. This framework should cover 4 important pillars, the first one is related to energy use, green issues, and sustainable buildings and campuses, the second pillar is related to the use of technology, the third one is associated with economic sustainability, and the last one is related to social and behavioral habits. On the environmental side, we should become more efficient by relying more on natural lighting, switching devices when they are not in use, avoiding printing documents when they are not needed in order to save on costs and trees, switching off the lights and AC when we are not in our offices, recycling of waste water and use of solar panels if feasible. A green campus should always be our biggest dream. In the area of technology, we should automate most of our processes in order to become more efficient and to reduce the consumption of printing materials. Centralized printing is now the norm in most universities. The economic sustainability could be addressed by relying more on our internal talents and the efficient use of external resources through rigorous procurement approaches. Finally, with regards to the social and behavioral habits, our staff and students should embrace the idea of car sharing, this will help in the efficient use of the car park and savings on fuel consumption. In addition, it is important to embed sustainability in our culture and thinking and our curriculum should incorporate some issues related to sustainability.



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The Chairman of the BOT and the President are submitting a joint paper to our International Conference on Sustainable Futures articulating a vision for creating a sustainable ASU. The accreditation panel will ask us about a sustainability strategy or a framework for a sustainable environment. The joint paper will address this topic and in the next few weeks, evidence will be collected and views from staff and students will be incorporated in the framework developed as part of this paper.

The second issue which I would like to cover in this edition of the News Digest is related to action plans, feedback, and closing the loops. Let's take class observations as an example. The process of class observations starts with briefing our colleagues about it, then a template is produced to collect the evidence. Following this, the class observations take place and an action plan is produced. Feedback is provided to colleagues on what needs to be improved, and this could lead to a series of staff development in order to close the loop and to ensure that weaknesses are rectified. Closing the loop is an important phase in any operation or task and I am sure in any reviews or accreditation, closing the loop is the place where confidence can be assured in a particular area. It is therefore vital to handle this matter in a very rigorous and professional way. Let's take another example which is operational planning. When we produce our operational plans, we need to make sure that our KPIs are measured and the progress is documented. In order to close the loop, any lessons from the previous year should feed into staff development and the planning of the following year's operational plans. It may sound simplistic, but believe me dealing with action plans and closing the loop will strengthen our position and help us resolve some problems quickly and easily. This will also help in institutionalizing the University through efficient committees and procedures taking into account the actions and closing the loops generated from these committees and procedures.

The third issue that I would like to cover is students recruitment and marketing. Students are the bread and butter of our University. We should aggressively recruit, support, retain and graduate our students. This is a collective effort and everyone in the University should help in achieving our students' targets.

INTERVIEW OF THE WEEK

We would like to feature the interview this week with:



Name: Majed Othman Mohammed

Position: Head of Procurement and Logistics Services

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

I was born in Germany and raised by a caring family. In my childhood, I was a little bit cheeky and have always loved computer games and toys.

I earned a diploma in Information Technology from Arabian College in Amman in 2005 then I pursued my Bachelor of Science in Computer Science from Private Zarqa University in 2008.

2. Tell us about your job at ASU

I joined ASU end in June 2014 as Head of Procurement and Logistics Services. Our department aims to streamline procedures and decrease the losses.

3. Tell us about your aspirations for the University

The more the University achieves higher ground, the more we become proud of the sense of achievement.

I see a great future for the University.

On Sunday 14 May, the President met members of the Alumni Club in the presence of colleagues from the Deanship of Students Affairs. Our Alumni Club members were briefed by the President about recent developments in the University including our preparation for accreditation and our partnerships with London South Bank and Cardiff Met. The University Alumni will play a major role in helping out during accreditation and we should all make every effort to keep them engaged with the University. Many thanks to Ms Noora Almusalem for looking after our alumni activities and events.

On Monday 15 May, ASU and in collaboration with the French Embassy and Alliance Francaise organized a lecture about Petra and its past. The lecture was delivered by a French Archeologist, Dr Michel Mouton, and attended by more than 60 staff and external people including senior colleagues from the French and Jordanian embassies. Many thanks to Ms Tania for organizing this event.



On Wednesday 17 May, the President and Director of the President's office received the Director and colleagues of the Oxford Business Group in Bahrain in order to discuss opportunities for collaboration. On the same day, the Chairman of the BOTs and President and senior colleagues joined our student council members and colleagues from the Deanship of Students Affairs for a very nice lunch held at the University's Cafeteria.



On Saturday 20 May, ASU held an open day in KSA at Sofitel Alkhobar which was organised by the Directorate of Marketing & Public Affairs in cooperation with the Deanship of Admissions & Registration to recruit students in the Eastern Province for our new British programmes. Visits to international and private schools took place prior to the event to invite them to attend the open day.

This week on 22 and 23 May, we will be hosting our Good Teaching Conference as a follow up of the successful Good Teaching Workshop. Every academic staff will give a lecture about a subject of their choice. This will give us an opportunity to learn from each other in order to improve our teaching techniques which will ultimately help our students and get us prepared for the accreditation visit. The President will be attending both days as this is a top priority activity which will enhance our teaching practices.

4. What do you enjoy most about your job?

Every day we meet new suppliers and new faces which give us the chance to discover new products and updates in the field of technology and other areas in the market.

5. Tell us about your hobbies

Swimming, smart games and electronic games

6. Tell us about your favourite food

Fried white Nabulsi cheese and a plate of Foul Medammes

7. Tell us about the book you are reading now

Currently, I read a book about procurement titled "الأساليب الحديثة لإدارة المشتريات"

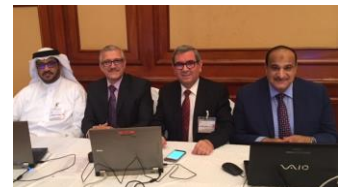
8. Final words

I would like to thank the Senior Management for their continuous support to us.

I would like to conclude this edition by reminding our colleagues to submit their abstracts for the forthcoming conference on Sustainable Futures. So far, we have received about 80 abstracts from around 20 countries and we are hoping by the end of May we will reach 100 abstracts. During a visit to Dubai last week, the President has secured a generous sponsorship from the Chartered Institute of Building to support our conference. In addition, he secured support from the HEA to sponsor some of the best papers in the area of sustainable education.

“THE ROLE OF LEGISLATIVE AUTHORITY IN COMBATING TERRORISM”

On 17 May, Bahrain's Council of Representatives, in co-operation with the Bahrain Institute for Political Development hosted a workshop titled “The Role of Legislative Authority in Combating Terrorism” which took place at Gulf Hotel.



Prof Saad Darwish, Dr Ramzi Hilat, Dr Khalil Ibrahim, Dr Mohammed ALAjarma , Dr Raeq Brezat and Dr Khalid Daf Allah represented ASU and attended the workshop. The event was also attended by delegations from GCC states and other Arab countries.



The workshop addressed a number of topics that shed light on the conceptual framework of terrorism, its definition and reasons, the main elements that constitute the phenomenon of terrorism, as well as the international efforts to eradicate this phenomenon and the role of the Arab Standing Committee on Human Rights in combating terrorism.

WASD 15TH INTERNATIONAL ANNUAL CONFERENCE

Prof Saad Darwish and Prof Sideeq Ameen attended the WASD 15th International Annual Conference at Ahlia Univesrity which was held Under the Patronage of His Royal Highness Prince Khalifa Bin Salman Al-Khalifa, the Prime Minister of the Kingdom of Bahrain from 16 – 18 May 2017.



This event provided a forum for academics, government and industry to discuss the various challenges facing the world particularly the Middle East and North Africa (MENA) countries in their efforts to achieve a sustainable knowledge-based inclusive development. It was an opportunity for all scholars, government representatives and policy makers to get an external, unbiased point of view on the matters relating to their fields of practice.

“STRATEGIC PLANNING FOR LIBRARIES AND INFORMATION CENTERS SUPPORT”

Dr. Ammar Jalamneh, Library Director participated in the second annual meeting for Arab libraries directors titled “Strategic Planning for Libraries and Information Centers Support” that took place in Hergada city, Egypt in the period from 9 to 11 May 2017. The conference was held under the auspices of the Governor of the Red Sea Governorate in Egypt and in collaboration with the Arab Organization for Administrative Development. Many topics were discussed at the conference sessions such as the challenges facing libraries and information centers nowadays; which can be very complicated and has many interfering elements.



The topic of Strategic Planning and how it should match the plan of the library's parent institution was also discussed as libraries and information centers nowadays must prove their contribution to the accomplishment of their main organization's goals in order to overcome all the challenges they face. At the end of the conference certificates of participation and thanking letters were distributed among all participants.



POLICY OF THE WEEK



New Programme Development Policy and Procedures (ACAD 28)

- The purpose of this policy is to describe Validation Procedures, whether this is for the purpose of approving new, or substantial amendments to existing, credit-rated provision, and offers guidance on each of the stages of the procedure and other issues to consider during the process. The University will promote and maintain high academic standards by requiring that all programmes of study undergo a formal process of validation leading to approval.
- The validation process will ensure that awards granted by the University will be comparable with awards granted and conferred throughout the higher education sector with respect to academic standards adopted and demonstrable achievement of its graduates.
- The approval of a new programme involves two stages:
 1. Initial Approval Process: When a proposal for a new programme is put forward it must first be discussed at the Departmental Curriculum Committee and at the College Curriculum Committee. The Programme Leader Designate will have a crucial role in progressing the new programme proposal and specifically will be responsible for:
 - Preparing the University Curriculum Committee Programme Development Proposal Proforma;
 - Consulting widely with academic and support staff and external stakeholders with respect to all aspects of the design of the programme and its specific content;
 - Undertaking market research and preparing documentation on Market Research and Evidence of Demand.
 - When documentation is complete it is forwarded to the University Curriculum Committee that will consider the relevance and appropriateness to the University's Strategic Plan of all proposals for the validation of new programmes, together with the associated resource implications and the academic rationale for developing them.
 2. Validation Event: the programme development team has to design the programme in detail, liaise closely with QAAC to ensure that the programme: takes cognisance of relevant benchmarks; demonstrates a detailed consideration of the principles and precepts for programme design articulated in the NQF Framework documentation, and other published literature; complies with University Bylaws and operates within the general framework of policies and procedures which the University adopts to assure the quality of its provision and enhance the student learning experience; documentations are prepared for the event to meet the University's prescribed standards.

Validation Event: normally occurs at least 15 weeks prior to commencement of delivery of the programme. During the event the Panel will consider the documentation and meet with the Dean of College, the Head of Department, the Programme Team and staff from Support Departments to explore the documentation and ask any questions related to the new programme development which they deem necessary to examine the standards and quality of the proposed programme. The event will not normally be longer than a day in duration and the Panel will communicate with the convener prior to the event the schedule and duration of meetings that they wish to conduct.

Validation Criteria: academic coherence of the programme and the appropriateness of its title; relationship of the to the University's Key Strategic Priorities; level of the programme and its constituent courses with respect to intended learning outcomes; the mapping of the course learning outcomes to the programme learning outcomes; admission criteria and arrangements for marketing; appropriateness of aims and learning outcomes; content and its relevance to meeting the programme aims and preparing students for employment; rationale linking learning outcomes, teaching methodologies and assessment strategies; link between research and teaching; comparability of the programme in relation to relevant national or international benchmarks; where appropriate, the arrangements for work placement and incorporation of work based learning; arrangements for major projects or dissertations - including supervisory and assessment arrangements; arrangements for personal tutoring and advising; arrangements for maintaining and enhancing the relevance of the programme and quality assurance arrangements; documentation provided to students and support for their orientation; and resources available to the programme.

Validation Panel Composition: Convener (An internal member of staff appointed by University Curriculum Committee from another college); One external member (an academic with relevant subject experience); A second internal member (from another college); A member of staff of QAAC (to minute the meeting and produce a Validation Report).

- The Panel will agree a Report on the event and provide the Programme Team with a decision on whether or not the programme is approved.
- If the Panel approves the programme it may do so subject to amendment. In support of their judgement the Panel may provide: Conditions, Recommendations, Commendations

On receipt of the conclusion of the Validation Event the Programme Team will formulate a response to the Validation Panel. This will include actions taken (and evidenced) to meet any conditions that the Validation Panel have set.



REMINDER OF THE WEEK

THE INSTITUTIONAL ACCREDITATION STANDARDS

AREA 7: Premises, Facilities and Learning Resources (6 Standards)

25. The institution must have secure possession of and access to its premises (2 KIs)

- 25.1. The institution must have secure tenure on its premises which provides a legal right to use the premises for delivery of higher education.
- 25.2. Where required, the institution must have access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.

26. The premises must provide a safe, secure and clean environment for students and staff (10 KIs)

- 26.1. Access to the premises must be appropriately restricted and secured.
- 26.2. The premises must be maintained in an adequate state of repair, decoration and cleanliness.
- 26.3. The institution must demonstrate an ongoing commitment to compliance with quantitative directives issued by HEC and included in the licensing requirements.
- 26.4. Current and projected student intake numbers must be directly related to the physical resources, capacity and capability of the institution to deliver its programs effectively.
- 26.5. There must be specific safety rules in areas of particular hazard (e.g. science laboratories) made readily available to students, staff and visitors.

26.6. General guidance on health and safety must be made available to students, staff and visitors.

26.7. There must be adequate signage inside and outside of the premises and notice boards for the display of general information.

26.8. There must be adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.

26.9. There must be toilet facilities of an appropriate number and level of cleanliness.

26.10. There must be adequate air conditioning, heating and ventilation in all rooms.

27. Classrooms and other learning areas must be appropriate for the programs offered (2 KIs)

27.1. Teaching areas must be of an appropriate size and provide a suitable level of equipment for lectures, seminars and tutorials.

27.2. Classrooms and any specialized learning areas (e.g. laboratories, clinics, workshops, and studios) must be equipped to a level, which allows for the effective delivery of each program.

28. There must be appropriate non-teaching facilities for students and staff (7 KIs)

28.1. Students must have access to sufficient space and suitable facilities for private individual study and group work.

28.2. Teaching staff must have access to sufficient personal space for preparation, marking work and consultations with students.

28.3. Students and staff must have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.

28.4. There must be individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.

28.5. Administrative offices must be adequate in size and suitably resourced for the effective administration of the institution.

28.6. Students must have access to medical facilities of a first aid nature and to a source of advice on general health and well-being issues.

28.7. Students must be provided with dedicated facilities which enable them to enjoy leisure activities such as sports and creative pursuits.

29. The library must be appropriately stocked and provide a fit-for-purpose learning resource for the student body (7 KIs)

29.1. The library must be adequately staffed with appropriately qualified and experienced staff.

29.2. The library must have sufficient space for independent student study and group working and be open at appropriate times for staff and student access.

29.3. There must be sufficient provision of learning materials including books, journals and periodicals.

29.4. There must be a well-organized and implemented lending policy.

29.5. There must be clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student current and future needs.

29.6. Students and staff must have access to e-library and e-learning facilities which are regularly updated.

29.7. Library facilities and resources must be accessible to students and staff with disabilities.

30. The Information Technology resources must be well-managed and provide a fit-for-purpose learning resource (9 KIs)

30.1. IT staff must be suitably qualified, experienced and knowledgeable.

30.2. There must be sufficient computers of the necessary specification to meet student and staff needs.

30.3. There must be provision of appropriate, up-to-date software which reflects the needs of the programs and research projects.

30.4. The institution-wide IT systems must be fit-for-purpose and efficiently maintained and upgraded to ensure a reliable network is available to all stakeholders including students.

30.5. There must be an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency which is supported by adequate financial resourcing.

30.6. IT facilities must be accessible to students and staff with disabilities.

30.7. Learning management systems and virtual learning environments must be available and effectively managed.

30.8. The institution must use social media effectively to engage with and improve student development.

30.9. The institution must proactively search out new IT resources which will enhance the learning experience and promote their use across the institution.

QUOTE OF THE WEEK

“A good teacher can inspire hope, ignite the imagination, and instill a love of learning”.

Brad Henry

Happy Reading
