

PRESIDENT'S NEWS DIGEST

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ASU
جامعة العلوم التطبيقية
APPLIED SCIENCE UNIVERSITY



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MESSAGE FROM THE PRESIDENT

Welcome to the 26th issue of the 3rd year of the President's News Digest.

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



Today we are 8 weeks away from the Inspection Visit, which will take place 24 to 27 June 2018.

Previous summaries have covered Areas 1, 2, 3, 4, 5 and part of Area 6: Student Recruitment, Support, Guidance and Progression. As noted last week, Area 6 is divided into 8 standards and 43 key indicators and our SER addresses each of these key indicators in turn, showing how we meet the requirements.

This week, the SER summaries cover our responses to Area 6, Standards 19 to 24, which cover student support, guidance and progression.

AREA 6: STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Standard 19: Students must receive pastoral support appropriate to their age, background & circumstances

- 19.1. There must be a dedicated student support service which is provided by an adequate number of suitably qualified and trained staff, and which is accessible to all students and available to provide advice and counselling.
- Our response confirms that ASU considers it important to provide comprehensive support to students so our services have a broad remit including pastoral guidance, assistance with problems, support for specific needs and promoting social activities – all aimed at helping students achieve their maximum potential, derive full benefit from the university experience and develop academic, professional and social skills. It also notes that our Bylaws contain specific Regulations for Student Affairs covering support services, the Dean of Student Affairs and the Deanship, which has qualified staff collectively experienced in student counselling, social development and career development, all with clear job descriptions and annual appraisal to evaluate effectiveness. It notes that the Deanship provides services through three offices: Student Services Office, Career Development & Alumni Affairs Office and Counselling Office.

Our response also notes that students receive the ASU Student Handbook at orientation, informing them about services and support available, plus contact details of Deanship staff outside the staffed hours of 8am to 9pm. It concludes by noting that we have an active Student Council, a student representative body whose members are elected at the beginning of each academic year and through which students can work closely with the Deanship and ASU management and represent students on committees, foster good relationships between students and ASU, work with the Student Services Office to organise student clubs and organise cultural, social and sports activities

19.2. The support services must be evaluated regularly to ensure effectiveness and safety.

- Our response confirms that we evaluate the effectiveness of our student support services through a variety of methods and collect feedback in four main ways:
 - Evaluation questionnaires for students at key Deanship events (Orientation, Job Fair, Cultural Exhibition, workshops)
 - New students experience survey filled in at the end of the first academic year
 - Student Satisfaction Survey (SSS) and Survey of Graduating Students (SGS) both cover all aspects of the Deanship's provision
 - Deanship visitors can give instant feedback through the "Happy or Not" ratings stand at the entrance (detailed statistics are provided to the Dean on a weekly basis)

- It also notes that like all other directorates and deanships, the Deanship of Student Affairs prepares an annual Operational Plan and progress updates at the end of each semester, ensuring that targets are monitored and services are evaluated on a regular basis. It adds that, again like other areas, the Deanship is evaluated through periodic audit; and that the Dean of Student Affairs provides periodic reports through the reporting line to the Vice President for Academic Affairs & Development. It concludes by noting that ASU pays great attention to our duty of care for students and that all Deanship activities are conducted in line with ASU's Health and Safety Policy: safety of on-campus events being the responsibility of the ASU Health & Safety Supervisor and the designated Deanship member, while safety at off-campus events is assured through the use of a standard checklist.

19.3. Students must receive an appropriate induction and information on the pastoral support available to them.

INTERVIEW OF THE WEEK

We would like to feature the interview this week with:



Name: Sameeha Khalil Arafat

Position: Administrator in VP Office for Administration, Finance and Community Engagement

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

I am a mother of two daughters. I am dedicating my time and life for them. My dream is to see them succeeding in their lives. My eldest daughter dreams of being an Aircraft Engineer. I am really working hard to make this happens.

2. Tell us about your job at ASU

I provide secretarial and administrative assistance to the Vice President in carrying out the day-to-day functions of the Office of the Vice President and handle the Vice President's calendar and remind him of his of appointments.

3. Tell us about your aspirations for the University

I wish that ASU will be developing its networks globally and having a very strong impact.

4. What do you enjoy most about your job?

I enjoy coordinating the work and arranging the work flow.

5. Tell us about your hobbies

I love drawing and riding horses.

- Our response confirms that all new ASU students attend a compulsory Orientation Programme, designed to assist transition from school or another higher education institution into student life at ASU, at which new students meet current students and are briefed on support services, including pastoral support, social support and careers support; that there is a Welcome from senior management, together with short briefings on services by leaders of each key support area. It adds that the ASU Student Pack is distributed at Orientation, containing the Student Handbook – a key document for providing students with all the information they need
- 19.4. Students must be issued with a contact number for out-of-hours and emergency support.
- Our response confirms that our Student Handbook includes contact details of Deanship of Student Affairs staff, during office hours and out-of-hours, as well as contact details for security staff for emergency situations. It adds that this information is also displayed prominently at the Deanship entrance and that at Orientation new students are given information on contacts for staff who can assist with specific matters
- 19.5. The institution must have policies to avoid discrimination and a published procedure for dealing with any abusive behavior.
- Our response confirms that ASU has detailed policies to ensure discrimination is avoided, which are set out in the Equality and Diversity Policy and the Policy on Harassment and Bullying and which apply to students and to staff. It notes that summaries of the policies are included in the Student Handbook (with information on reporting procedures), making it clear that no kinds of discrimination, harassment, or bullying are tolerated at ASU and that we are committed to creating an environment where differences are valued and equality of opportunity is ensured for all staff, students and stakeholders
- 19.6. There must be effective systems to communicate with students out of class hours.
- Our response confirms that we allocate an ASU email to all students and staff and that the SIS holds student telephone numbers. It notes that our official communications are sent via email or SMS, thus providing an effective channel of communication out of class hours. It adds that academic staff can also communicate with students (individually or in groups) through the Moodle e-learning platform and that messages/information can be distributed via the University's social media accounts

6. Tell us about your favourite food

Sea food especially spicy

7. Tell us about the book you are reading now

I love realistic fiction stories and novels. The book I'm reading now is (Rare cases 3).

8. Final words

I really wish that I will be adding something valuable to the University.

Standard 20: Students must receive appropriate guidance

- 20.1. Students must be given an induction to the institution, their program of study and guidance on the use of facilities such as the library and IT.
- Our response notes that in line with our care to support students at every stage, ASU has guidelines and procedures for new student orientation and that all new students attend a compulsory Orientation Programme at the start of their programme of study. It adds that (as mentioned in 19.3) the Orientation Programme welcomes students to campus life, introduces them to the important aspects of the University's operations, activities, facilities, regulations and briefs them on what is expected from them. It notes that the programme includes short sessions by senior management, key staff from colleges, deanships and directorates and members of the Student Council (covering programme-related matters, key policies and procedures, IT services, administrative matters, student support services, library and learning services and health & safety), concluding with a question & answer session and a tour of campus facilities. It explains that at orientation students receive a comprehensive Student Orientation Pack with important ASU information, a health & safety leaflet and the Student Handbook (containing information on academic, social and personal development opportunities and resources which they can draw on for help and advice). It concludes by noting that as well as the ASU-level Orientation, students also attend a college-based induction briefing them on their college and programme-specific matters
- 20.2. Additional support or advice on alternative programs must be provided to students who are judged not to be making sufficient progress to succeed.
- Our response confirms that ASU wants all students to achieve academic success, so we have effective measures to support student progress and provide appropriate academic guidance. It notes that the Deanship of Admissions & Registration monitors student performance in line with our Students at Risk Policy, to identify at an early stage students with poor academic performance and notify them about help and support available. It adds that GPA determines student status and that the Deanship of Admissions & Registration sends lists of those "at risk" (GPA 60-62) or "probation" (GPA below 60) to colleges and to the Deanship of Student Affairs. It explains that provision of academic advice is through colleges and academic advisors (including information on alternative programmes) and that pastoral advice/counselling on other issues is provided through the Deanship of Student Affairs. It notes that students at risk and on probation cannot register on courses or transfer programme without discussion with and approval of academic advisors. It concludes by noting that on occasion a student may request to change programme and in such cases the college liaises with the Deanship of Admissions and Registration
- 20.3. Students must have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.
- Our response confirms that ASU has a clear and fair complaints procedure, disseminated to students in the Student Handbook (including how to submit a complaint and how it will be followed up and addressed). It notes that responsibility for managing the complaints process lies with the Deanship of Student Affairs, which forwards academic matters to the Vice President for Academic Affairs & Development for attention by the relevant college; administrative matters to the Vice President for Administration, Finance & Community Engagement for attention by the relevant department; and handles general matters itself. Our response adds that in all cases, the Deanship responds to the student and maintains records. It notes that ASU is currently implementing an online complaints system and that as well as simply reacting to complaints, we actively seek suggestions (through suggestion boxes, social media, direct messages and in-person comments) which are all collated, analysed and followed up by the Deanship of Student Affairs
- 20.4. Students must have access to careers information, advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff.
- Our response confirms that ASU has a Career Development & Alumni Affairs Office in the Deanship of Student Affairs, which provides support to students and graduates. It notes that the Office provides personal careers guidance, counselling and job application assistance; and organises workshops on career-related matters, such as CV writing, interview skills and job searching.

It adds that advice on further study is available in Programme Handbooks. It also notes that, to increase career opportunities for ASU students and graduates, the Office liaises with employers on student internships; acts as a job enquiry/vacancy dissemination point; and organises the ASU Job Fair involving government employers as well as national and international companies based in Bahrain.

Standard 21: Student progress must be measured & recorded regularly on the basis of adequate & explicit data & effective remedial action taken where necessary

- 21.1. Assessment outcomes must be monitored to enable the identification of students who are not making satisfactory progress and there must be prompt intervention where appropriate.
- Our response notes that ASU has careful measures to ensure students are supported and their progress is monitored so that early intervention can happen where needed. It explains that monitoring student progress through assessment outcomes and grades is a key responsibility of academic advisors, facilitated by the Deanship of Admissions and Registration which alerts students, academic advisor and the Deanship of Student Affairs progression issues, including failure to maintain an adequate GPA leading to a status of “at risk” or “probation”. It adds that we closely monitor such students, who cannot register on courses until the matter is resolved in discussion with academic advisors. It confirms that academic advice is provided through colleges and academic advisors, through student action plans which may involve re-scheduling student workload to reduce the number of courses taken during the semester, making use of the summer session, guidance on study techniques and other ways to increase focus on their studies, or changing to an alternative programme. Finally it notes that if the issues relate to personal circumstances, advice will be provided through the student counsellor and the Deanship of Student Affairs
- 21.2. There must be a clear and published policy on required student attendance and punctuality, effective procedures and systems to monitor and enforce it.
- Our response confirms we consider attendance, punctuality and participation important for student academic success, so our Bachelor Degree Bylaw and Graduate Studies Bylaw both contain clear statements of expectations and penalties. It notes that to ensure early identification of problems, faculty notify heads of department about students with absence exceeding 15% and warning notices are issued. It further notes that if students miss more than 25% of classes, they are withdrawn and the course is recorded as failed, unless evidence of sickness or other compelling reason is provided (eg certificate from an accredited medical authority) within two weeks. It adds that ASU recently enhanced SIS processes for absence warnings/actions, which are available to students when they log in. It confirms that we maintain formal records on attendance and punctuality on the class attendance list and that faculty speak to late-arriving students and warn them that lateness is unacceptable, detrimental to their own studies and disruptive to other students. It concludes by noting that, to discourage lateness, we have recently decided that every three late arrivals without mitigation counts as one absence
- 21.3. Accurate and secure records of attendance and punctuality at each session must be kept for all students, collated centrally and reviewed at least weekly.
- Our response confirms that ASU requires that the member of academic staff teaching each course records attendance/absence on the attendance list and then in the Students Information System, so that academic staff and students can view the SIS records online. Review happens on a continuous basis automatically in SIS, which generates warning and actions when attendance falls below the prescribed thresholds
- 21.4. Student absences must be followed up promptly and appropriate action taken.
- Our response notes that because we emphasise the importance of student attendance, punctuality and participation, course lecturers report any concerns which they have about student attendance to heads of department, who investigate the pattern of attendance on all the student’s courses and issue student warnings clearly indicating the consequences of failure to attend regularly and inviting students to inform the head and the dean of the reasons for absence if they have not already done so
- 21.5. Students must be allocated an academic counsellor with whom meetings are held at least once per semester to review and discuss progress.

- Our response confirms that ASU has a careful framework to ensure students are supported at all stages of their programme, with academic advisors who undertake the “academic counsellor” role of supporting students with any issues impacting on progress. It notes that academic advisors assist students through periodic coaching, mentoring and guidance on University policies, regulations and progression. It adds that the key responsibilities of academic advisors for monitoring student attendance and progress are set out in the Academic Advising Policy and that (although the Policy does not stipulate a particular number of meetings) the frequency and quality of interactions are carefully monitored by the College Advisory Committee

Standard 22: International students must be provided with specific advice & assistance

- 22.1. International students must receive appropriate advice before their arrival on travelling to and living in the Kingdom.
- Our response notes that ASU’s student population for 2017/18 includes less than 3% classified as international students. It explains that our non-Bahraini students are either already resident within the Kingdom or can easily travel to ASU due to the location of their home town, so we do not deem it necessary to provide specific advice on travel and living here. It adds that we recognise that, as we develop and implement our internationalisation strategy, we will need to introduce measures which provide specific guidance for a larger population of international students
- 22.2. International students must receive an appropriate induction upon arrival covering issues specific to the local area and further information provided throughout the course of study.
- Our response notes that our international students are provided with the same induction as all other students, except in the rare cases where the student is not permanently resident in Bahrain and is not familiar with the region, so the Deanship of Student Affairs arranges meetings to brief them on local institutions and practices as necessary. It adds that we recognise that as we implement our internationalisation strategy, induction support will need to accommodate the requirements of a larger population of international students
- 22.3. Provision of support must take into account cultural and religious considerations. Where possible, students should have access to speakers of their first language.
- Our response notes that ASU’s international students are usually from the region, so provision of support is in the context of similar cultural and social norms. It adds that our compulsory courses (eg History and Civilisation of Bahrain) reinforce the Kingdom’s distinctive values and help students understand how Bahrain society has been shaped in terms of history and culture. It adds that we are keen to promote cultural awareness and develop students into global citizens and that our extra-curricular activities promote this aspiration and reflect the diverse nationalities of our students, particularly the annual Educational Cultural Exhibition which focuses on awareness and understanding of other countries and international themes. It notes that programmes are delivered either in Arabic or in English and these are the main languages used by staff (even if some staff and students may have other first languages in addition). It concludes by noting again that as we implement our internationalisation strategy, student support will have to address the needs of a larger population of international students

Standard 23: Where residential accommodation is offered, it must be fit-for-purpose, well maintained & appropriately supervised

- 23.1. Any residential accommodation must be clean, safe and of a standard which is adequate to the needs of students.
- 23.2. Any residential accommodation must be open to inspection by the appropriate authorities.
- 23.3. A level of supervision must be provided appropriate to the needs of students.
- For each of the three indicators in Standard 23 our responses notes that they are not applicable because ASU does not have any student halls of residence

Standard 24: The institution must provide an appropriate social programme for students & information on activities in the Kingdom

- 24.1. Students must be provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.
- Our response notes that ASU is keen to develop its students academically, professionally and personally and that we therefore organise a wide range of extra-curricular activities through the Student Affairs Office in the Deanship of Student Affairs and (with the Student Council) we encourage students to organise their own activities. It also notes that we announce social events through printed posters and e-platforms (including SMS, e-mails, social media, ASU display screens and the website) and we encourage attendance at extra-curricular activities and events
- 24.2. The social program must be responsive to the needs and wishes of students and be affordable by the majority of students.
- Our response notes that our Deanship of Student Affairs is responsible for organising a social programme of events for students and that it ensures this is relevant in a number of ways: first, by basing some activities on knowledge of events that have previously been successful and popular; second, by canvassing student opinion; and third, by maintaining close links with the Student Council to gain feedback on relevance and likely student attendance. It adds that the Student Council itself proposes and organises social events, responding to students. It also notes that ASU's social activities are provided free of charge in order to ensure that they are accessible to all students. It confirms that the Deanship examines event proposals to ensure they are safe and, as far as possible, inclusive – particularly in catering for the needs of students who have indicated a disability
- 24.3. Any activities organized by the institution must be supervised by a responsible representative with suitable qualifications and experience.
- Our response confirms that ASU is mindful of its duty of care for students and that all Deanship activities are conducted in line with our Health & Safety Policy. It notes that safety at on-campus events is the responsibility of the ASU Health & Safety Supervisor and the designated Deanship member; while safety at off-campus events is assured through the use of a standard checklist. It also notes that for external events, the Deanship staff member takes responsibility for students and briefs students in advance. It explains that the Deanship's external activities checklist identifies the supervising individual and the range of checks that must be considered prior to the event being approved, including: ensuring the venue is appropriate (sometimes through a preliminary visit to check health and safety arrangements), ensuring an adequate ratio of staff to students, ensuring that transport arrangements have been scrutinised for security and safety and ensuring clear communication with students
- 24.4. Students must be encouraged to develop and participate in extra-mural activities.
- Our response confirms that in light of our aspiration to promote all aspects of students' development, ASU encourages students to propose and participate in a range of extra-mural activities. It notes that the Deanship of Student Affairs liaises regularly with the Student Council to encourage student participation in ASU-organised events, to support student-led activities/events and to support the student clubs (currently six clubs: Cultural Club, Media Club, Sports Club, Volunteering Club, Women's Club and Talents Club). It concludes by noting that all proposals for extra-mural activities, whether initiated by ASU, the Student Council, a club or even individual students, are carefully scrutinised in the Deanship and that all are subject to the same checks so they are inclusive and appropriately organised, to ensure the wellbeing and safety of all participants

ALL STAFF MEETING

An All Staff Meeting was organised on 24 April 2018 to brief staff about our preparation for the HEC Accreditation visit. The President started by informing staff about the status of the Self Evaluation Report and all supporting materials where he and indicated that everything is ready to be sent to the HEC, 5 weeks before the Inspection Visit as required and stated in the Accreditation Handbook.



The President highlighted the 8 areas, 33 standards and 218 key indicators. He then spoke about the life cycles of the following issues: students, staff, policies, governance, infrastructure, Teaching, Research, Community Engagement and Quality and illustrated with good examples of how to close the loop for various actions. The

Head of HR then presented the ASU faculty workload model and explained how the percentages of time allocations for the various functions can be derived. Following this, the VP Academic Affairs and Development presented the findings from class observations and demonstrated through role-play acting and examples how to improve the delivery of teaching. The VP's presentation was very interesting and original as he acted the role of a less prepared lecturer and how this can influence students by making them becoming not uninterested and demotivated. He went on to demonstrate how an engaging lecturer can perform her/his teaching in a very exciting and informative way. The All Staff Meeting was concluded with a presentation by the Bahrain Economic Development Board on its future directions. The meeting was attended by over 180 staff and it was highly interactive and engaging. Some questions were raised about the Inspection Visit during the Summer Session and how we can plan cope for this. In addition, there were some questions about how we will communicate the SER to staff and how to engage students.



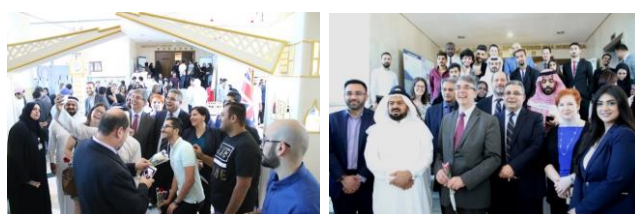
LONDON DAY AT ASU

“London Day” event was celebrated at Applied Science University on 18 April 2018. The event started in Abdulla Nass Auditorium, where a delegation from London South Bank University, staff, students and guests attended the fantastic activities that were organised and delivered by students under the supervision of the Deanship of Student Affairs and the Directorate of Marketing and Public Affairs. The MC of the event was the student Aliona Scherba, who was very confident and delivered an excellent introduction of the event. Speakers were: Professor

Ghassan Aouad - the President of the University, Professor Waheeb Alkhaja - the Chairman of the Board of Trustees, Professor Paul Ivey - Pro Vice



Chancellor of Research and External Engagement from London South Bank University, who spoke about the important relationship between the Kingdom of Bahrain and the United Kingdom.



The event also showed a fantastic video that was entirely directed by our student Houd Sadiq titled “why ASU?” This was followed by an amazing song that was chanted in English and Arabic by our students (Ali Al Kaabi, Faisal Alsaeed, and Jumana Alqattan).

There was also an outdoor exhibition of food trucks catering for British food, and indoor exhibition that showed the most important landmarks of London, the excellent exhibition was organized by students (Fatima Alqahtani, Asma Alshamari, Ahmed Shawqi and Ahmed Alkhoory) and supervised by Dr Rawya.



Many thanks go to all students and staff, especially Dr Mohammed Yousif for their great contribution, in making this event a great success. Hopefully this event will be an annual celebration.

A LECTURE TO BOOST OUR STUDENTS' REVISION AND PREPARATIONS FOR THEIR FINAL EXAMINATIONS UNDER THE TITLE "THE IMPACT OF MOTIVATION FOR SUCCESS"

On Monday 16 April 2018, Dr. Rawya Zmari, Manager of the Students Counselling Office at the Deanship of Student Affairs organized a lecture "The Impact of Motivation for Success" designed to prepare students, to support and motivate them before the final exams for semester two of the academic year 2017-2018 with the ultimate aim to improve students performances especially for students at risks and students in probation.



A large number of students attended the lecture as Dr. Rawya delivered the important key drivers that motivate students, the best ways and techniques to revise for exams, the reasons behind failure and exam fears and how to avoid them to achieve better performance and success.

MEETING WITH DR ABDUL GHANI ALSHUWAIKH, SECRETARY GENERAL OF THE HIGHER EDUCATION COUNCIL

On 26 April 2018, a meeting was held at the HEC premises chaired by Dr Abdul Ghani Alshuwaikh, Secretary General of the Higher Education Council and attended by the Presidents of private universities in the presence of Dr Emad Thabet, Advisor to the Minister of Education and other officers of the HEC. The Secretary General covered the following topics: strategies for higher education and research, institutional accreditation, HEC bylaws for scientific research expenditure, bylaws for graduate studies, matching between learning outcomes and market needs, sports facilities and financial guarantee. Some points of discussion are mentioned below:

- **Learning outcomes and market needs:** partnership between universities and employers, Davos Forum on skills, training, infrastructure, lab, programme development, data collection, annual return on destination data as recommended by HEC, students should meet the needs of the market, QS leagues tables look at the graduates and alumni, HEC Accreditation Inspection Visit Panel will invite alumni, importance of STEM subjects, 70% of students are employed according to the AACSB, annual meetings with alumni, market needs analysis, the emphasis should be on new programmes in partnership with industry, importance of entrepreneurship as private and public sector jobs are becoming scarce, LMRA, Tamkeen, Ministry of Labour data, HEC Council looks at market saturation, the ceiling on new students will depend on the specialism, the Bahrain market is open and can attract investments, diversification of disciplines, views of school children, sustainability of programmes when established, pathways, majors and minors, success stories
- **Institutional accreditation:** 3 institutions have achieved accreditation, 3 more are underway, implications of accreditation in terms of reputation, Bahrain as a knowledge hub, Bahrain as a first choice destination

- **Scientific research expenditure bylaws:** knowledge economy and research that helps the economy, compliance of universities with the bylaws, 3% of turnover to be spent on research expenditure, infrastructure and labs are important, governance of research, HEC research strategies, governance, funding, implementation, priorities, every university can handle one priority, SCOPUS journals, impact, infrastructure and publications, staff promotion is the driver to produce publications, database of publications and research spending on human resource (research fellows, postdoctoral students) is possible to be considered, suggestion to establish a funding body, research bylaws: article 4, plan, strategy, national priorities, handbook, research policy in line with national priorities,
- **Facilities bylaws:** only 3 universities have submitted their plans, importance of sports in universities, Sheikh Nasser tournament
- **Financial guarantee:** according to ceiling by the end of “add and drop” period in the second semester.
- **Graduate studies:** Master students theses should be of the highest standards and the examination process (viva) should follow the specified bylaws and to **achieve** the highest quality **outcomes**.

UNIVERSITIES BASKETBALL TOURNAMENT



ASU Basketball team participated in the Universities Basketball Tournament that was organized by Bahrain Polytechnic in collaboration with the Bahraini Basketball Association in RCSI campus and played among seven universities. ASU team was committed to trainings, team spirit and hard work, which led them to win the third place. Mr. Nasser Alqaseer, Vice President of the Bahraini Basketball Association Board of Directors honoured ASU students, and congratulated them for achieving the third place. ASU is very proud of their



students' great achievement and the great support Mr. Mohammed Najjar is providing to our students and his distinguished supervision. Many thanks also goes to our alumni “Abdulla Jaber” for his hard work in coaching our team and for our student Ahmed Dasmal for the media coverage.



ASU RECEIVES AN ESTEEMED DELEGATION FROM THE EDUCATION AND TRAINING QUALITY AUTHORITY (BQA)

ASU was honoured to receive an esteemed delegation from the Education And Training Quality Authority (BQA), led by Dr Jawaher Al Mudhahki, Chief Executive BQA, on Sunday, 22 April 2018, and met with the Chairman of the Board of Trustees, the Univeristy President and the Senior Management. The aim of the visit was to formally announce the commencement of the second cycle of the Institutional Review.



ASU PRESIDENT ELECTED TO SERVE ON THE BAHRAIN AIESEC BOARD OF DIRECTORS FOR A SECOND TERM

Last week, ASU President was elected to serve on the Bahrain AIESEC Board of Directors for a second term. The Board of Directors include, in addition to the President, the following members:

- 1- Amal Al Koohji - *Chairman*
- 2- Dana Bu Khammas - *Vice Chairman*
- 3- Tariq Al Olaimy - *Secretary*
- 4- Mahmood Merza - *Treasurer*
- 5- Qays Al Zu'by - *Member*
- 6- Ali Al Shabbagh - *Member*
- 7- Adnan Al Mahmood - *Member*
- 8- Cameron Mirza - *Member*
- 9- Pakiza Abdulrahman - *Member*
- 10- Hind Idris - *Member*

AIESEC is the world's largest non-profit youth-run organization. It is an international non-governmental not-for-profit organization that provides young people with leadership development, cross-cultural global internships, and volunteer exchange experiences across the globe. The organization focus on empowering young people to make a positive impact on society.

PROF DARWISH VISITS THE CIVIL SERVICE BUREAU

On 25 April 2018, Prof Saad Darwish, President's Advisor for Special Projects, met His Excellency Mr Ahmed Zayed Alzayed, the president of Civil Service Bureau and presented him a copy of his book. The book is about the preparation of second line leaders in the government sector.



ESTABLISHING IEEE STUDENT CHAPTER AT ASU

As of 26 April, 2018, the Department of Computer Science was pleased to receive an approval to establish IEEE student chapter at Applied Science University. The formal process was initiated by Dr. Moaiad Khder, HOD of Computer Science Department, and the membership of Dr. Belal Zaqaibeh and Dr. Mohammad AlHamami as University members. The chapter is currently chaired by Samah Fujjo with a team that consists of 12 members of Computer Science students. Soon, the student chapter will start working with IEEE globally and locally to begin the activities. This is another step to strengthen the relationship with international scientific organizations in addition to the Computer Science Department organizational membership with British Computer Society.



SEMINAR TITLED "ANALYZING THE RELATIONSHIP BETWEEN ABUSIVE SUPERVISION AND WORKPLACE DEVIANCE"

On Thursday, 26 April 2018, the College of Administrative Science held its Fourth Seminar titled "Analyzing the Relationship between Abusive Supervision and Workplace Deviance", which was presented by Dr. Abdel-Nasser Mohamed. This seminar took place in line with the plan of the Research Seminar Series.





The study aimed to identify the role of the moderator variables to reduce the influence of the abusive supervision on employees and consequently lead them to adopt negative behaviors against the work and organization in general. The results of the study revealed that perception of negative reaction, positive relationship between colleagues and perception of organizational support play a positive role in lowering the effect of the abusive supervision.

The audience shared their ideas and proposed constructive ideas for future research.

ACCREDITATION WORK SESSION

On Saturday 28 April 2018, in preparation for the submission of the Self-Evaluation Report (SER) to HEC on Monday, 30 April 2018, and getting ready for the Accreditation Panel visit which will take place between 24 – 27 June 2018, ASU has conducted a work session which was dedicated to reviewing all the SMs and the SER at the Dome Hall from 10 am to 5 pm. Area Leaders and SMs Providers, along with the support of other staff, attended the work session and worked on the necessary changes and improvements needed to take place.



10 NEW SKILLS BY 2020

Indications show that over one-third of skills (35%) that are important in today's workforce will change. The Fourth Industrial Revolution brought to us

***Advanced Robotics
Autonomous Transport
Artificial intelligence
Machine Learning
Advanced Materials
Biotechnology
Genomics***

These developments will transform the way we live, and the way we work. Some jobs will disappear, others will grow and jobs that do not even exist today, will become usual. What is certain is that the future workforce will need to align its skill set to keep pace. There are new skills needed for employment.

The Forum report asked chief human resources and strategy officers from leading global employers; what does the current shifts mean? Specifically for employment, skills and recruitment across industries and geographies.

Creativity will become one of the top three skills workers will need. New products, new technologies and new ways of working, workers are going to have to become more creative in order to benefit from these changes. Robots may help us get to where we want to be faster, but they cannot be as creative as humans can. **Negotiation and flexibility** are high on the list of skills for 2015, in 2020, they will begin to drop from the top 10 as machines, using masses of data, begin to make our decisions for us. A survey done by the World Economic Forum's Global Agenda Council on **the Future of Software and Society** shows people expect artificial intelligence machines to be part of a company's board of directors by 2026. Similarly, **active listening**, considered a core skill today, will disappear completely from the top 10. **Emotional intelligence**, which is not featured in the top 10 today, will become one of the top skills needed by all.



Source: <https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/>

Industry: The nature of the change will depend very much on the industry itself. Global media and entertainment, for example, has already seen a great deal of change in the past five years.

Financial services and investment sector: Expected to be transformed radically. Those working in sales and manufacturing will need new skills, such as **technological literacy**.

Mobile internet and cloud technology: Are already influencing the way we work.

Artificial intelligence, 3D printing and advanced materials: are still in their early stages of use, but the pace of change will be fast.

Conclusively, business leaders, educators and governments all need to be proactive in up-skilling and retraining people so everyone can benefit from the Fourth Industrial Revolution.

REMINDER OF THE WEEK

Institutional Accreditation Inspection Visit: 24 to 27 June 2018 (8 weeks from today)

QUOTE OF THE WEEK

"Leadership and learning are indispensable to each other.."

John F. Kennedy

