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 27th issue of the 3rd year of the President's News Digest.

Once again, my Message in this week's News Digest will 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.

Today we are 7 weeks away from the Inspection Visit, which will take place 24 to 27 June 2018.

Previous issues have covered Areas 1 to 6, so this issue looks at Area 7: Premises, Facilities & Learning Resources. Area 7 is divided into 6 standards and 37 key indicators and our SER addresses each of these key indicators in turn, to show how we meet the requirements.

AREA 7: PREMISES, FACILITIES & LEARNING RESOURCES

Standard 25: The institution must have secure possession of and access to its premises

25.1. The institution must have the legal right to use these premises for the delivery of higher education.

▪ Our response confirms that ASU, when granted its license to operate (as per decree issued by the Minister's Council No. WD 140/2004, 5 July 2004), was situated in Al-Juffair, in a leased property adequate in terms of size and facilities for our student population at that time and which we had the legal right to use for delivery of higher education. It notes that since then we have grown significantly and have moved (in 2013) to larger premises in line with our aim to provide students with the highest possible quality learning experience. It also notes that our new purpose-built campus is equipped with state-of-the-art technology and is fully compliant with HEC Resolution Number 4 of the Year 2007 regarding requirements for buildings and facilities of higher education institutions. It further notes that ASU has continued to expand and evolve its facilities and infrastructure in line with the HEC requirements and that we own the campus site as well as the building.

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

Standard 26: The premises must provide a safe, secure & clean environment for students & staff

26.1.   Access to the premises must be appropriately restricted and secured.

- Our response notes securing ASU's premises from damage and maintaining a conducive atmosphere for academic and non-academic activities demands efficient and effective security and safety practices, so we have partnered with SecuriCORE, a professional company in the field of security and safety in the Kingdom of Bahrain, and with them we have developed a Site Security and Safety Manual. It adds that our security and safety procedure covers access control to the University premises through the entrance gates and turnstile/digital controlled access to the academic building. It also notes that the Department of Administrative Affairs is responsible for maintaining security in and around the University premises, including appointing/managing the security sub-contractor; managing security guards; ensuring that access controls and security procedures are implemented correctly; managing security arrangements for ASU events on and off campus

26.2.   The premises must be maintained in an adequate state of repair, decoration and cleanliness.

- Our response notes that ASU takes great care to ensure that premises are maintained appropriately and has assigned to the Procurement and Logistic Services Department responsibility for overseeing daily cleaning and maintenance, by appointing a sub-contractor for cleaning and maintenance work, specifying our cleaning and maintenance requirements, listing cleaning requirements, frequency of services and maintenance work required for electrical machinery and equipment (eg A/Cs and fridges). It also notes that members of ASU staff can submit maintenance requests on our online portal direct to the Procurement and Logistics Services Department. It concludes by noting that for two consecutive years (2015 and 2016) ASU was awarded the Best Decorated Building (Educational Sector) in Bahrain's National Competition organized by the Capital Governorate

INTERVIEW OF THE WEEK

We would like to feature the interview this week with:

Name: Dr Moaiad Ahmad Khder (AlSaifee)

Position: Head of Department of Computer Science

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

I was born in Kuwait and grew up in Jordan, I finished my Bachelor's Degree in Computer Science from Jordan, and then I worked as a teacher in Saudi Arabia for 3 years. Later on, I completed my Master and PhD Degree in Computer Science from Malaysia, where I worked there in 3 different universities for almost 10 years. Later on, I moved to Oman for 3 years, then to Jordan for 1 year and recently, moved here to Bahrain to work at ASU.

2. Tell us about your job at ASU

I have joined ASU in January 2016, as an Assistant Professor in Computer Science Department, then became acting Head of Department, and recently promoted to Head of Department of Computer Science. I was involved heavily in all College and Department activities: teaching, exhibitions, as well as, leading the Department.

I enjoy my work and appreciate the good relationships amongst the staff.

26.3. The institution must demonstrate an ongoing commitment to compliance with quantitative directives issued by HEC and included in the licensing requirements.

- Our response notes that ASU is committed to complying on an ongoing basis with all directives issued by HEC bylaws and regulations regarding premises and licensing requirements and that we maintain ongoing dialogue with HEC in relation to any proposed initiatives which may impact licensing requirements. It adds that ASU is fully compliant with all current HEC quantitative directives related to building licensing requirements (eg number of entrance gates, classrooms, student areas, seats per lecture hall, academic staff offices, library space, number of parking slots, cafeteria)

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.

- Our response notes that ASU is fully compliant with HEC regulations linking current and projected student numbers to physical capacity, classroom sizes and facilities. It also notes that the ceiling for admitting students into ASU programmes is determined by HEC on the basis of a detailed ASU report showing projected student numbers and available classrooms, library and laboratories

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.

- Our response notes that ASU has a Health and Safety Policy, to guarantee a safe and comfortable working environment for staff, students and visitors and that we have introduced procedures and practices for identifying and removing risks and hazards. It also notes that we encourage healthy practices in general and that we have specific safety rules in areas of particular hazard (eg Physics Laboratory and Chemistry Laboratory), in a booklet issued to staff, students and visitors and that the Lab Supervisor keeps a register. It adds that the Highfield Awarding Body for Compliance (HABC) Level 2 Award in the Control of Substances Hazardous to Health (COSHH) training is provided for staff using the laboratories.

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

- Our response notes again that ASU has a clear health and safety policy and that we provide general guidance to students, staff and visitors through brochures, flyers and on the back of visitor cards. It also notes that we provide opportunities for students and staff to participate in ongoing processes for improving health and safety, including regular fire drills in coordination with civil defence, organizing an

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3. Tell us about your aspirations for the University

I hope to see ASU a leading University locally, regionally and internationally, achieving more success, more development. I also hope that the academic programs in the College of Arts and Science will get the full confidence soon.

4. What do you enjoy most about your job?

I like teaching too much and I enjoy it. I like to be part of the student life and not to spare any effort to serve and motivate them. I believe in the following teaching approaches and I applied them since I started my teaching career: reach before you teach, my best teachers are my students, my student success is my success.

5. Tell us about your hobbies

Reading, travelling, watching documentary and historical movies

6. Tell us about your favourite food

I don't have problem with any food, and I am lucky that my wife is a very good cook. I like to eat lamb meat based dishes, Musakhan, Mansaf, and seafood.

7. Tell us about the book you are reading now

Fire and Fury: "Inside the Trump White House" by Michael Wolff, and, "the Impossible State" by Wael Hallaq.

8. Final words

Be honest in your work, and be good story for the teller, leave good noticeable signs wherever you work.

annual "Health Day", maintaining a safe working environment and work facilities, identifying hazards and establishing appropriate controls, providing information and training on emergencies, how to deal with hazards and using safe work practices. It adds that responsibility for guidance on health and safety is the remit of our Health and Safety Supervisor, who undertakes H&S communication/briefings (especially at staff induction and student orientation) and liaises with the General Directorate of Civil Defence to ensure a safe working environment compliant with regulatory body requirements

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

- Our response notes ASU has adequate signage inside and outside our premises and that we display general information on electronic displays as well as physical noticeboards and displays. It adds that evacuation signage and safety instructions are prominently displayed

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.

- Our response notes that ASU's academic and administrative buildings provide adequate space and comfortable seating for students, staff and visitors to meet informally, get together socially and circulate as required. It also notes that we took care when designing the building to ensure adequate and comfortable seating in administrative areas which may be particularly busy from time to time, eg within finance and admissions areas. It adds that we have a spacious area to receive visitors in the lobby areas of the academic and administrative buildings and that a large number of visitors can be received in the Court of Boards, the Dome Hall and Abdulla Nass Auditorium

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

- Our response notes that ASU complies with HEC regulations for premises and facilities, including provision of toilets according to the specified ratio, and that there are toilet facilities on all floors of the academic and administrative buildings which are meticulously cleaned and maintained round the clock by contracted cleaners

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

- Our response confirms that ASU's buildings are all equipped with effective centralised air-conditioning and ventilation systems.

Standard 27: Classrooms & other learning areas must be appropriate for the programmes offered

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

- Our response confirms that ASU's campus is designed to provide an educational environment of highest standards, with design studios, lecture halls, computer labs, language labs, science labs, a well-equipped Library and a state-of-the-art lecture theatre (292 seats). It notes that teaching room capacities meet HEC regulations and are included in the projected student numbers report we submit. It also notes that our teaching areas are suitable for lectures, small groups and seminars; that all have projectors, PCs and WiFi capabilities and that many have smart boards.

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

- Our response notes the modern teaching equipment in ASU's classrooms, including Hitachi Interactive Multimedia Projectors which can convert normal writing boards to smart boards. It adds that WiFi connection is available across the campus and that we have specialised equipment and labs for computer science, design and arts, engineering and other relevant disciplines when required.

It also includes a summary of specialised learning areas and their equipment, including computing laboratories, art & design studios/laboratories, engineering laboratories. It concludes by noting that the Directorate of ICT&KM maintains the inventory of IT and specialist equipment, including rooms and programmes supported

Standard 28: There must be appropriate non-teaching facilities for students & staff

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

- Our response notes that ASU's Library is the main area where students have dedicated space for private study and that we also provide rooms across campus for group work and other meeting rooms. In adds that ASU has many social areas with comfortable seating which students can use for informal meetings or discussing group work

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

- Our response states that all our academic staff have an office (with a desktop computer, internet connection, printer, telephone line, lockable cabinets for storing materials, student work and academic records) and a laptop computer pre-loaded with all necessary software to allow remote access to network services (through the cross-campus Wi-Fi). It adds that their offices can accommodate a small number of students for academic consultations or individual tutorials

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

- Our response notes that as well as social space in the academic building where students can relax, ASU has a large cafeteria serving hot and cold food, vending machines in various locations and two snacks outlets, one on the 1st Floor and one in the Student Lounge (by Admissions and Registration) which has sofas, seats and tables and serves as a waiting and relaxation area. It adds that there is a Staff Room on the 5th floor of the academic building.

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.

- Our response confirms that ASU has a number of rooms for staff to hold meetings of small or large group, bookable in advance through a computerised system. It adds that Abdulla Nass Auditorium is where all-staff meetings are conducted; that we also have several meeting rooms of various sizes; and that senior management and academic staff have sufficient space in their offices for meetings

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

- Our response confirms that ASU provides spacious accommodation for the offices of the President and Vice-Presidents and appropriate office space for administrative staff. It notes that administrative offices are suitably resourced and that administrative staff have an account in Microsoft portal, providing access to latest educational services including Office 365, Exchange, Skype for Business, SharePoint and OneDrive for documents and file access, sharing and tracking

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.

- Our response confirms that ASU employs a full-time nurse who manages the Clinic and provides general advice on health and well-being, together with a part-time nurse for the evening shift.

It notes that the Clinic is well-equipped and holds a range of non-prescription medicines for first aid treatment; that there is a First Aid Box on every floor of the academic building and in the administrative building; and that some ASU staff have had first aid training. It also notes that the campus location is such that standard emergency response time is very short

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

▪   Our response states that ASU provides students with facilities for extra-curricular activities in an on-campus Students Activity Centre (table-tennis, billiards, table football and video games consoles) and through contracts with external clubs for indoor soccer and basketball. It adds that ASU's use of external facilities is only a temporary measure as we are currently developing an extensive purpose-built sports and recreation facility

Standard 29: The library must be appropriately stocked & provide a fit-for-purpose learning resource for the student body

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

▪   Our response confirms that ASU's Library is managed by a professional and experienced Director, supported by five library staff and one part-timer, and that all have clear job descriptions and annual appraisal to ensure continuing effectiveness. It notes that staff shifts are arranged to ensure availability of qualified staff during opening hours

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.

▪   Our response notes that ASU's Library meets all HEC regulations and has appropriate space to meet users' needs, having an area of 1,000m2 , 1,300 bookshelves, 60 journal-shelves, 112 seats, a number of computers, Wi-Fi connectivity and 9 study-rooms, each with a computer. It adds that the Library is open 80 hours a week and that statistics show it is well utilised

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

▪   Our response notes that ASU's Library has an extensive collection, compliant with HEC regulations (over 28,000 books in Arabic and English, 82 printed journals, copies of student theses, subscriptions to 60 English printed periodicals and 22 Arabic printed periodicals; plus annual subscriptions to e-books, databases and electronic journals in full text). It includes a list of some of the international databases and subscriptions that the Library holds, including Avery Index, Ebrary, ARADO, EMERALD, EBSCOhost, ACM and The Learn Book

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

▪   Our response confirms that the library lending policy is stated in ASU's Library Policy and caters for its different categories of users. It adds that the Library operates a fines policy to ensure prompt return of items, a short-term loan service for books in heavy demand and maintains reference and reserve collections

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.

▪   Our response covers how ASU ensures adequacy and currency of Library stock through Library Bylaws, Policy and the Library and Learning Resources Committee, with stock selected mainly on staff recommendations and Library staff selections (from catalogues and book fairs). It notes that when new programmes/courses are developed, Library staff are involved to ensure early consideration of resource implications. It adds that feedback on Library provision is collected through student surveys and consultations with staff and that this informs stock enhancements

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

- Our response notes that ASU's students and staff have access to a regularly updated range of e-learning facilities and an e-library, through Library subscriptions to electronic resources and use of modern technology and computers, including Future Library System, so that users can access databases and conduct online searches via ASU's website. It adds that students and staff have access to a variety of e-learning facilities including Moodle and Turnitin anti-plagiarism software. It also notes our budget to grow and update Library collections of research databases, e-books, e-periodicals and other electronic materials and refers to the additional resources available in the English Language Resource Centre

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

- Our response notes ASU's policy for students with special needs which ensures access to all campus learning areas, including the Library. It adds that we provide wheelchairs and facilitate access to all buildings by ramps and lifts and that the Library is accessible for students and staff with special needs (including those with mobility problems) via special gates and lift access to the mezzanine floor. It adds that the Library has a PC station with 32" display for use by staff or students who are visually impaired

Standard 30: The Information Technology resources must be well-managed & provide a fit-for-purpose learning resource

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

- Our response notes that ASU's Directorate of ICT&KM is managed by a professional and experienced Director, supported by seven full-time staff and one part-timer, all highly qualified and knowledgeable, with experience in network administration, web development and programming. It also notes that ICT&KM staff have clear job descriptions, with annual appraisal to ensure continuing effectiveness, and that their shifts are arranged to ensure IT support is available throughout ASU's opening hours

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

- Our response notes that ASU has 545 networked desktop computers in the Library, labs, academic and administrative staff offices, all maintained by the ICT&KM Directorate. It adds details of the specifications and information on our servers and wireless network. It confirms that each classroom has a PC with internet connection and an interactive projector to enable interaction with the board

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

- Our response notes that the Directorate of ICT&KM ASU ensures that software needs are met through a standard build for desktop computers with regular software updates and that all staff have a Microsoft portal account providing access to latest educational services (Office 365, Exchange, Skype for Business, SharePoint and OneDrive for documents and file access, sharing and tracking). It adds that ASU has a Microsoft agreement so staff and students can use relevant applications (online or downloaded) and that we provide specialist software to support research work (eg SPSS, Turnitin, MATLAB, Computer Aided Design: Autodesk Suite, Revit, 3D Max, and Maya, Financial Simulation Software, 3D printing and scanning) plus subscriptions to regional and international research databases such as Emerald and EBSCOhost

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.

- Our response notes that ASU's ICT&KM Technical Support Unit ensures IT systems (computer hardware, software, accessories, network and technical infrastructure) are fit-for-purpose and efficiently maintained. It also notes that the Unit designs, maintains and protects our network of high-speed fibre optic lines, hosted in a high-spec data centre configured to ensure reliable and robust services, with relevant anti-virus applications and anti-hacking software. It adds that (as per the ICT&KM Policy and Procedures) the Directorate performs regular maintenance/upgrades on hardware and software, renews subscriptions/licenses and maintains an annual ICT equipment maintenance schedule (including license expiry/renewal dates, disk cleaning/formatting and physical cleaning)

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.

■   Our response notes that hardware renewal requirements are identified by ASU's ICT&KM Directorate, whose staff perform a 'health check' on all computers to identify any need for upgrades or replacements, and that the Directorate's annual Operational Plan includes financial requirements for purchasing new computers. It adds that software renewal is generally not required as upgrades are provided in the licensing terms

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

■   Our response notes that the physical location of ASU's IT facilities is planned to ensure access by students with mobility disabilities and that ICT&KM staff can advise students on customisable features on computers to support visual impairments

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

■   Our response notes that ASU provides academic staff and students with access to Moodle (our virtual learning environment), which is customised and integrated with SIS (our learning management system), Turnitin, the E-Lib System and Microsoft Outlook. It also notes the ICT&KM Directorate's role in training staff on these resources and the reporting facilities developed to allow deans and programme leaders to monitor use of Moodle by academic staff and students

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

■   Our response notes that ASU understands the importance of social media to students and that we have set up various social media channels and accounts (eg Facebook, Instagram, YouTube and Twitter). It adds that the ICT&KM Directorate supports communication and information sharing through social media by embedding links to the ASU channels/accounts on our website, emails and other platforms; and that we have designated staff to interact with students on social media

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

■   Our response notes that ASU's ICT&KM Directorate and its KM department seek out new developments with potential to be usefully applied to our programmes and operations. It adds that Directorate staff are experienced in customising software and integrating systems across platforms to facilitate easy access to data and information from multiple systems and databases

THE SER & SMS WERE SUBMITTED TO HEC

The Self Evaluation Report (SER) and Supplementary Materials (SMs) were submitted to the HEC on 2 May 2018. These documents will be sent to the inspection panel for institutional accreditation that will take place from 24-27 June 2018. The President is grateful to the Accreditation Group and all colleagues who helped with the production of these documents. The SER report is 193 pages long and an additional 300 SMs were submitted. During the visit 81 Supporting Documents have to be available and we have almost collected all these documents.

THE PRESIDENT AND VP ADMIN, FINANCE & CE VISITED YARMOUK UNIVERSITY

On Wednesday 3 May 2018, the President and Vice President for Administration, Finance and Community Engagement visited Yarmouk University in Jordan in order to explore opportunities for collaboration. They were received by the President of the University and his Vice Presidents and a group of colleagues from various parts of the University.

HEA SCHEME SO FAR.......

Let me begin by stating that it was not easy at all to get to where we are now. It took months and days of planning, organizing, executing, and evaluating a lot of activities related to UKPSF activities leading to HIA recognition. Success as a university faculty member is dependent on having a clear understanding of how to combine the elements of teaching, research and original creative work, and service in a way that makes the best use of the time and resources available (Sampson, J.P. et al. 2010).

The new trends in ASU were the direction towards internationalization and partnership, HEC accreditation, and sustainable growth, in addition to stressing on the regular strategic objectives of higher education institutions such as support learning, community engagement, research, and quality assurance. The Chairman of the BOT, President and Senior team have been supportive of this new approach.

This added more burdens to the Academic Staff Development Unit. It meant that the quality of teachers would not be the same as before. We had to go through challenging paths.

In this regard, we had to get the academics ready for the internationalization process the university was undergoing through collaboration with British universities such as Cardiff Mett and London Southbank to provide special programs for students who were interested in obtaining British kind education and certificates.

At ASDU, we needed to adopt an approach to fit with such inclination and prepare the academic staff members with the skills and capabilities required. To achieve this in a short time, we went through three approaches simultaneously, each one of them addressed specific requirements. First, it was the partnership with the UK Higher Education Academy. The aim of this approach was to get academics acquainted with UKPSF and prepare another batch, after the great success of the first batch, to apply for the HEA fellowship and senior fellowship through a series of preparation visits from the academy experts, and managing the internal sessions, following up the application writing process throughout its different stages, and planning and organizing the mentoring and feedback processes.

Furthermore, we had established an online support center for workshops, training materials and sessions, and related books and literature to support the different applicants 24/7. In addition, ASDU was at the service of all applicants providing advises and guidelines to them whenever needed.

This enabled us to have around 18% of our academic staff having either the fellowship or senior fellowship, and we have around 22% going through the process of applying for the fellowship, and we hope that within the coming weeks the percentage of HEA fellows of different categories within ASU would be much higher than it is now. And within 3 months, we hope to have around 50% of our academic staff with either HEA fellowship or senior fellowship, and this would be the highest percentage within the higher education institutions in Bahrain.

The second approach was to get into a memorandum of agreement with the University of Bahrain, the biggest and best- equipped university in Bahrain to help and support through coordination with their Unit for Teaching Excellence and Leadership so that our academics could benefit from their provided programs and workshops, especially PCAP program that is endorsed by HEA.

The third approach was enrolling some of our Bahraini colleagues in the fellowship preparation program organized by HEC for Bahraini faculty members to be familiar as well with the UKPSF in teaching.

In addition to the above mentioned, we are seeking accreditation of an experiential scheme "ASUrise" which will enable us to confer Fellowship on our excellent and diverse staff who come from over 25 countries to provide an outstanding learning and engagement experience for our students. This will confirm our commitment to them and the difference they make to our University. We hope to get the approval of our proposal before the HEC accreditation visit end of June, something that would sustain our image in front of the accreditation panel.

At a later stage, we intend to add to our portfolio of HEA Fellowship provision by developing a Postgraduate Certificate focused on learning, teaching and assessment practice (subject to the local approval processes). The Postgraduate Certificate would be for staff new to teaching in higher education.

We recognise the importance of our ASUrise to individuals within the University and value the opportunity for them to be recognised as meeting the requirements set down in an internationalised benchmark, i.e. the UKPSF. We also see that the Fellowship can enrich the University as a whole and the student learning experience through the sharing of good practices. Therefore, as well as aligning the Scheme itself with institutional approaches to learning and teaching, the network of Fellows which we are in the process of setting up will advance the University's aspirations still further.

THE COLLEGE OF ARTS AND SCIENCE HOSTED AN AWARD CEREMONY HONORING STUDENTS

On 23 April, Under the patronage of the President of Applied Science University, Prof. Ghassan Aouad, the College of Arts and Science hosted an award ceremony honoring their top students and students who participated in different activities: Creative Specialization Forum II (Nov 2017), International Conference on Sustainable Futures (ICSF) Exhibition (Nov 2017), National Charter Exhibition (Feb 2018), The first Students Scientific Conference (SSC): Multidisciplinary Research (Apr 2018). The President, and Dean of the College presented the certificates to the students.

The ceremony started with a motivation speech by Prof. Ghassan Aouad, who addressed the importance of the student role in different activities. A short video was also displayed showing the different activities done within the College. The ceremony was attended by the Dean of the College, the College's department heads, faculty, and students.

3RD MEETING FOR ARAB DIRECTORS OF LIBRARIES

The Director of Library, Dr. Ammar Jalamneh, has participated in the third annual meeting for Arab Directors of Libraries titled "Towards an Ideal Investment of Digital Resources" that took place in Sharm El-Sheikh, Egypt from 29 Apr to 3 May and presented a paper titled "Electronic resources through institutional digital repositories - Publishing, measuring usage".

The Conference was held by the Arab Organization for Administrative Development and Directors of Libraries, with the participation of 17 Arab countries. At the end of the conference, certificates of participation and appreciation letters were presented to all participants.

THE COMMUNITY ENGAGEMENT OFFICE ACTIVITIES

"Artwork for Children in Need" Press Conference

On 9 April 2018, the Community Engagement Office, on behalf of ASU, represented by Mr. Thaer Mustafa AlRamini, member of the Community Engagement Office and Student Care; attended the press conference about the launch of the Fourth Auction Gala Dinner under the patronage of H.H. Shaikh Nasser Bin Hamad Al Khalifa - His Majesty the King's Representative for Charity and Youth Affairs, Chairman of the Board of Trustees of the Royal Charity Organization.

The press conference was held in the Capital Club, Bahrain Financial Harbor, Manama.

Applied Research Discussions for MIS Students

On 24 April 2018, Applied Research course students from MIS Department, under the supervision of Dr. Mohammad Alaa Al-Hamami, presented their projects and research that they worked on during the course to the examination committee (Dr. Adeeb Hamdoon and Dr. Mohammad Obeidat), in the presence of the Head of MIS Department, Dr. Ahmad Shatat.

ASU Participated in the Fourth Charity Exhibition "Artwork for Children in Need"

As a part of the University's commitment to support the different community sectors including the orphans and widows, ASU participated in the fourth charity exhibition the Sovereign Art Foundation Students Prize 2018 "Artwork for the Children in Need" that is organized by the Royal Charity Organization and Sovereign Art Foundation under the patronage of H.E. Shaikha Mai Bint Mohammed Al Khalifa, the President of Bahrain Authority for Culture and Antiquities.

ASU participated in the Charity exhibition by displaying a collection of creative artworks provided by the College of Arts and Science students.

Dr. Mohammad Alaa Al-Hamami, Manager of the Community Engagement Office, Mr. Thaer Mustafa AlRamini, member of the Community Engagement Office and Student Care, Ms. Ayat Nass, the Executive Secretary in President's Office, and the student, Duaij Ahmed AlShomeli Student Council Vice President, attended the opening ceremony of the exhibition. Paintings and artworks collected from schools and universities were exhibited and sold in the Avenues – Bahrain (Harbor Gate) for ten days starting 24 April 2018.

REMINDER OF THE WEEK

Institutional Accreditation Inspection Visit: 24 to 27 June 2018 (7 weeks from today)

QUOTE OF THE WEEK

"Teachers should guide without dictating, and participate without dominating"

C. B. Neblette

Happy Reading!