

AUSTRALIAN UNIVERSITY CENTERS

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AUSTRALIAN UNIVERSITY SUPPORTS CENTERS

Introduction

Support centers at the Australian University are non-degree granting educational units and assist the University's teaching, learning, research, innovation programs, and lifelong learning. Their terms of reference and functions define them. The objectives and work of those units remain true to the University's core value, 'Enabling Human Potential within a Cultural of Care' and are committed to impacting all University's community and society in general through their activities.

This document contains information about the academic and non-academic support units at the Australian University; namely:

Academic support units:

- **Teaching and Learning Center**
- **Scientific Research Center**
- **Center for Innovation and Entrepreneurship**
- **Project-Based Learning Center, and**

Non-academic support units:

- **Center for Learning Differences**
- **Corporate Training**

Each unit is appointed its own advisory council, whose members meet on a monthly basis. Each of the units is managed by its advisory council, which has its chairperson and members, including the center manager and staff from relevant departments or colleges/schools. The length of the membership term is two years, and members are appointed by the line manager of the center. All the Academic Support Units report to the Vice President – Academic Affairs (VPAC). The Center for Learning Difference reports to the Assistant to the President for Student Relations (APSR), and the Corporate Training reports to the Assistant to the President for Support Services. The length of the center manager term is two years, and the manager is appointed by the line manager of the center with the approval of the President.

Each section of the document is dedicated to a unit, including its objectives, mission, functions, duties, and responsibilities of the unit manager, and information about its advisory council.



TEACHING AND LEARNING CENTER

Teaching and Learning Center



Introduction

The University places the highest importance on delivering a quality learning experience for all students and on supporting faculty who are essential for achieving this goal. To this end, AU established a Teaching and Learning Center.

The Teaching and Learning Center at AU was established in 2016 as an integrated academic unit to provide support services for both faculty and students, to help empower faculty to improve their teaching and course management, and to enable students to become long-life learners. At TLC, we believe in synergy in the sense that cooperation between all AU's stakeholders will lead to a wider effect and impact on the community for improving the teaching and learning process and outcomes.

The Teaching and Learning Center aims to collaborate with all the academic departments to promote an institutional culture that values effective teaching and meaningful learning. Moreover, the Center aims to motivate students towards durable learning that extends beyond the short-term and long-term lifetime retention of information. The Center achieves this through a strong partnership between senior management, faculty, students and all administrative departments and communities, which is essential for quality education and student success.

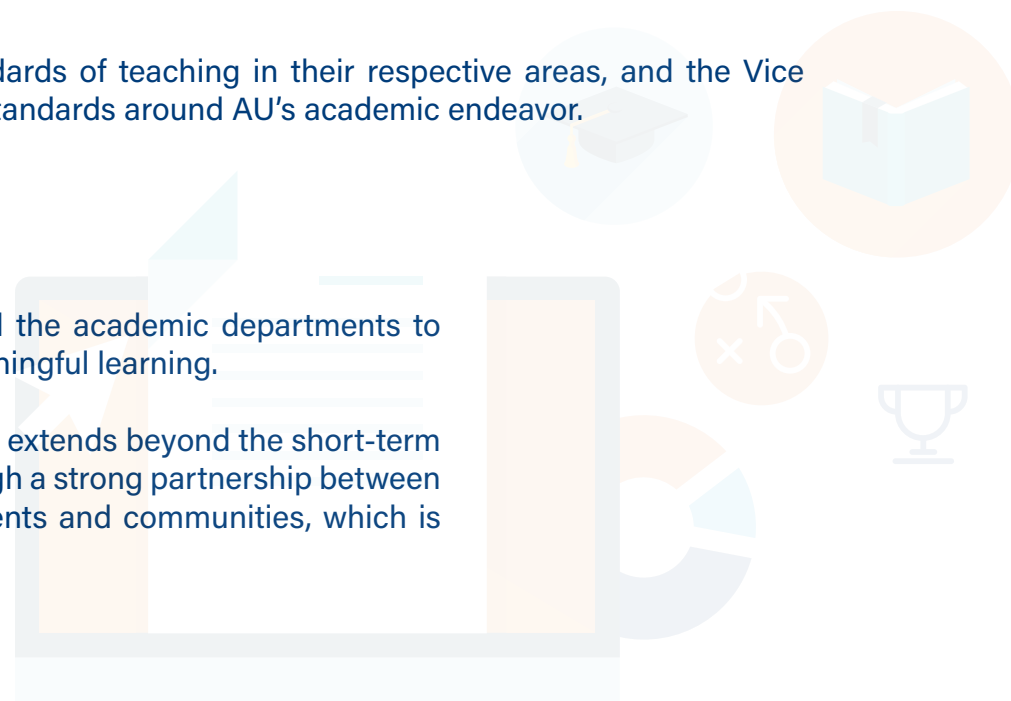
The Heads of Departments and the Deans are accountable for standards of teaching in their respective areas, and the Vice President - Academic Affairs is responsible for having oversight of all standards around AU's academic endeavor.

Terms of Reference

Objective

The Teaching and Learning Center (TLC) aims to collaborate with all the academic departments to promote an institutional culture that values effective teaching and meaningful learning.

Moreover, TLC aims to motivate students towards durable learning that extends beyond the short-term and long-term lifetime retention of information. TLC achieves this through a strong partnership between senior management, faculty, students and all administrative departments and communities, which is essential for quality education and student success.

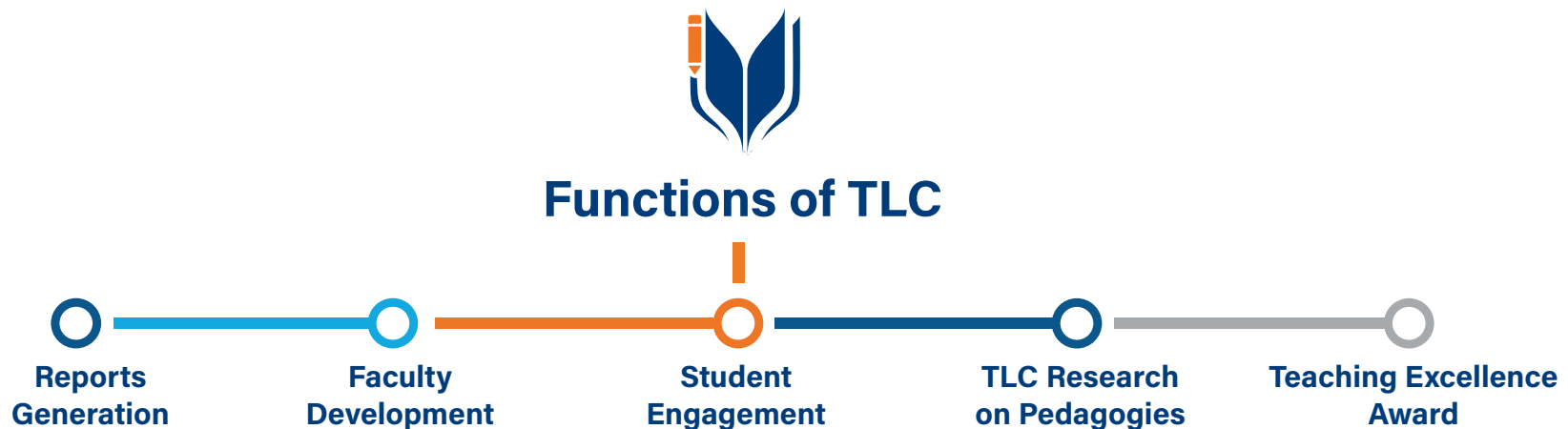


Mission

- Develop and improve a teaching and learning model that is focused on continuous improvement, highly valued by our students, international partners and supported by research relevant to our pedagogy and the learning outcomes and graduate attributes;
- Promote teaching and learning culture, which supports faculty members to identify and implement quality teaching and assessment strategies;
- Foster an environment where quality teaching is rewarded and recognized;
- Encourage faculty to explore new teaching methods and technologies;
- Ensure the class management style contributes positively to the student attributes;
- Promote the use of evidence (research and internally generated data) to critically review and enhance Teaching and Learning Center practices;
- Encourage faculty members to undertake research-based learning methodologies and in turn, use these inquiry and research processes for their learning support to students; and
- Improve Student Evaluation Satisfaction levels and response rates in order to understand and enhance the students' experiences at the Australian University.

Functions

The Teaching and Learning Center has developed its functions under five categories that are conducted to achieve an effective teaching and learning environment at the Australian University.



Reports Generation

The main yearly reports generated by the Teaching and Learning Center are as follows:

SR#	Report Name	Timeline
1	Student Evaluation of Teaching (SET) Survey Analysis Report	2 Reports per Academic year: Every Fall Semester Every Spring Semester
2	Complaints & Appeals Report	2 Reports per Academic year: Every Fall Semester Every Spring Semester
3	Advising Report	2 Reports per Academic year: Every Fall Semester Every Spring Semester
4	Teaching Evaluation of Environment Report	Once per Academic year
5	Annual Report	Once per Academic year
6	KPI Updates	Ongoing throughout the Academic year

Faculty Development

TLC supports faculty members to improve their work performance, particularly in the area of teaching. TLC's initiatives to attempt to offer quality faculty development to enhance the educational environment and enhance the academic performance of learners as enriching the faculty vitality in teaching is one of the main ingredients of enhancing professional education. Below are the Faculty Development Programs managed by TLC:

Annual Big Forum:

The forum takes place every year with topics that help enhance the teaching and learning experience at the University. The forum invites local and international speakers with panel discussions and workshops that help keep educators trained and updated on new T&L pedagogies. The main target audience for our Forums is AU's faculty, however other universities faculty and K-12 teachers are approached as well to widen AU's network and establish AU's TLC as a national reference for T&L development and training.

Training for New Faculty:

TLC conducts training for new faculty every Fall and Spring semester to familiarize the new faculty members with TLC functions and teaching related issues that can help facilitate their initial teaching experience at the Australian University.

Professional Developments:

Professional Developments (PD) are conducted by the Manager of TLC for all the colleges/schools within the University. PDs target training that help develop teaching skills for faculty.

For example: "Promoting a Positive Learning Environment" was one of the successful PDs held in 2019 for all the colleges/schools and departments.

Seminars:

A minimum of three (3) seminars are held per academic semester. Seminars target general trainings that help widen the professional scope of faculty and students.

Workshops:

TLC requests from colleges/schools their needs for training in specific areas and facilitates the training through contacting trainers from the industry and organizing the workshops.

Orientation:

The Teaching and Learning Center participates in orientation for new faculty and new students at the beginning of each academic semester.

Debate Lounge:

An annual session is set by TLC for faculty members where they can discuss common issues, trends and challenges in teaching and come up with recommendations that can best serve the students and AU's mission. Presenting SET and Teaching Evaluation results were conducted in that format and had very positive feedback from faculty (end of session feedback surveys were collected).

Industry Links:

TLC engages with both internal and external links and constantly searches for potential industry relation opportunities to ensure quality teaching and learning at AU.

Web Page and Social Media:

The web page of TLC is established for:

- Easy access to TLC news and updates for students and faculty members;
- Continuous updates on activities conducted by TLC;
- Marketing for workshops, seminars and forums;
- Faculty and students stories;
- Teaching & learning tips;
- Publishing academic related articles.

Student Engagement

TLC encourages and embraces opportunities that enhance the skills, abilities, attributes, and competencies of the students. There are several activities conducted by TLC under Student Engagement Function.

TLC Research on Pedagogies

The center promotes the dissemination through AU's community the research results and practical experience related to teaching and learning pedagogies.

Teaching Excellence Award

Teaching Excellence Award is granted to one faculty member from each colleges/schools (2 members from SOE) every academic year. TLC is responsible for:

- Call for nominations from colleges/schools
- Collect portfolios for nominees
- Summarize, analyze and scoring for portfolios
- Meeting & voting
- Ceremony and winners announcements

Duties and Responsibilities: Manager - Teaching and Learning Center

FUNCTION: Excellence in teaching and learning lies at the core of AU's educational mission. The University places the highest importance on delivery of quality learning experience for all its students and supporting its faculty who are essential for achieving this goal. The Center is a supportive department that should aid faculty and students in achieving the academic goals effectively.

PRIMARY TASKS:

The Manager – Teaching and Learning Center reports directly to the Vice President – Academic Affairs. The length of the term for serving in this position is two academic years, subject to renewal as per the recommendation of the Vice President – Academic Affairs to the President. The primary tasks of the Senior Manager of the Center include but are not confined to the following:

- Manage and oversee the Teaching and Learning Center and meet regularly with the Vice President – Academic Affairs to discuss the Center's businesses, activities and operations;
- Provide professional development to faculty regarding teaching and learning pedagogies;
- Lead and manage professional development training for new faculty;
- Promote the good use of educational technology and other emerging pedagogies in teaching and drive the professional development of staff in educational technologies;
- Manage the Teaching Excellence Award process at AU and oversee its implementation;
- Oversee the implementation of Student Evaluation of Teaching Policy and procedure across the University and introduce new feedback mechanisms in which the students can engage in their learning process such as student focus groups;
- Help with the implementation of an advising survey and produce reports with new feedback that helps in the development and efficiency of the process;
- Manage the implementation of a faculty feedback survey and present a report that helps enhance the teaching and learning environment across the University;
- Oversee the complaints/appeals report and present it for ACM;
- Organize an annual Teaching and Learning Forum;
- Conduct learning activities (workshops, seminars) that help further engage students in university learning environment;
- Represent TLC to international partners and accreditors;
- Coordinate the center's business with the rest of AU centers and departments; and,
- The manager of the Center submits monthly, semester, and annual reports to the Vice President – Academic Affairs, who in turn submits the latter two reports to the Academic Council.

Advisory Council

Roles and Responsibilities of the Teaching and Learning Council:

- Oversees the overall operations of the Center;
- Establishes the Center's strategy and goals in accordance with the University's strategic plan;
- Sets deadlines for the conformity of objectives;
- Reviews the results of the Student Evaluation of Teaching and Learning;
- Defines and establishes the KPIs for the Center;
- Evaluates cost estimations and approves budgetary plans;
- Reviews and authorizes any new projects or initiatives undertaken by the Center;
- Reviews data presented from the Students Complaint Log and Academic Advising Log;
- Determines future course of action based on the reported results generated by the Center;
- Monitors the Center's progress; and,
- Reviews annual summary reports on all related activities and achievements.

Council Membership

- Chairperson: Head of the English Language Program
- Center Manager
- Representative from the School of Aviation (SoA)
- Representative from the College of Business (CoB)
- Representative from the College of Engineering (CoE)
- Representative from the Arts and Sciences

Contact

Email: teachingandlearning@ack.edu.kw

Webpage: <https://www.ack.edu.kw/en/teaching-and-learning-center/>



SCIENTIFIC RESEARCH CENTER

Scientific Research Center

Introduction

AU will continue enhancing its research program and move forward to become a center of excellence in research servicing the local industry. To this end, it has established the Scientific Research Center, which manages and oversees the University's research projects and activities.

The University promotes an environment rich in opportunities for original research and innovation through the constant support of faculty, infrastructure, and collaboration with organizations including Kuwait Foundation for Advancement of Sciences (KFAS), Kuwait Institute for Scientific Research (KISR), international partners, local, regional, and international universities, and industry in general.

To promote research and support faculty conducting research, the University has established an internal Research Fund. AU's Research Council, formed to oversee all research activities in the University, manages this fund. To further support its research drive and enhance the quality of research output, AU has increased its budget during 2017/2018 and 2018/2019 academic years for research and faculty professional development.

Terms of Reference

Objectives

The objectives of the Scientific Research Center at AU include but are not limited to the following:

- Promote leading-edge research, including collaborative and interdisciplinary research, in areas linked to the goals of the University, locally, regionally, and internationally;
- Support strong infrastructure for interdisciplinary research;
- Develop equally beneficial relationships with the industry;
- Disseminate knowledge to community through outreach programs (e.g. seminars, workshops, websites, publications);
- Enhance researchers' capabilities to obtain and manage research grants;
- Develop strong relationships with funding organization; and,
- Invest strategically in promoting research and researchers.

Mission

The mission of the Scientific Research Center is as follows:

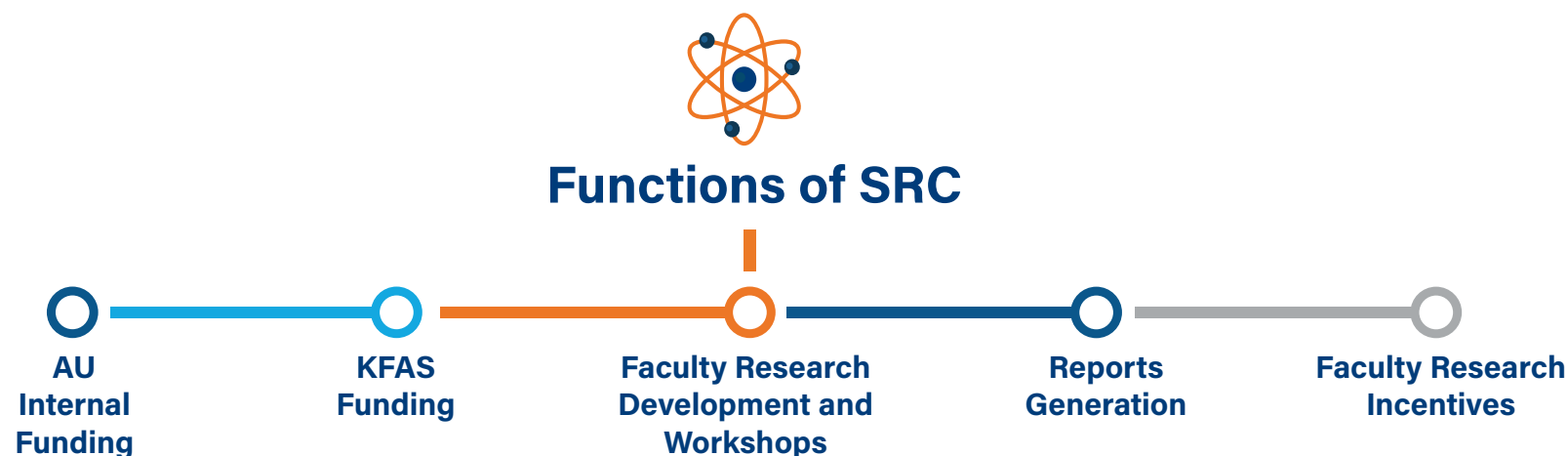
- To enhance the research profile of AU locally, regionally, and internationally;
- To create national and international impact in the field of applied research;
- To establish a research program supportive of the applied teaching model at AU;
- To create interdisciplinary and collaborative research program; and,
- To sustain strong partnerships with research funding organizations such as, Kuwait Foundation for Advancement of Sciences (KFAS), Kuwait Institute for Scientific Research (KISR), and the industry.

Functions

The research strategy is supported by a general roadmap that establishes clearly defined stimuli. These stimuli are designed to build research capacity leading to various targeted research outputs. This approach ensures a successful and sustainable research plan.



The Scientific Research Center (SRC) has developed its functions under five categories that are conducted to provide an efficient and sustainable research eco-system at the University.



AU Internal Funding

The Scientific Research Center announces, once a year, a call for proposals aligned with AU research themes. Successful proposals will be awarded seed grants of up to KD 1,500 over a maximum period of 12 months. Priority for funding will be given to interdisciplinary research proposals.

KFAS Funding

The Scientific Research Center circulates twice a year KFAS call for proposals. The SRC reviews research proposals and assesses the technical feasibility and clarity, availability of research resources, and its alignment with funding organizations' research interests.

Faculty Research Development and Workshops

One of the main objectives of the Scientific Research Center is to enhance the research activities of AU faculty members through seminars, training workshops, and conferences.

Reports Generation

The main yearly reports generated by the Scientific Research Center are as follows:

SR#	Report Name	Timeline
1	AU Technical Report	1 Report per Academic year
2	AU Faculty Research Activities (Journals, Conference, Grants)	2 Reports per Academic year: Every Fall Semester Every Spring Semester
3	AU Annual Report	2 Reports per Academic year: Every Fall Semester Every Spring Semester
4	AU Research Incentives	2 Reports per Academic year: Every Fall Semester Every Spring Semester

Faculty Research Incentives

To enhance the research activities and productivity among AU Faculty Members, incentives are paid twice a year for faculty members publishing in Q1 & Q2 Journals as well as receiving external fund.

Duties and Responsibilities: Manager - Scientific Research Center

The Manager – Scientific Research Center reports directly to the Vice President – Academic Affairs. The length of the term for serving in this position is two academic years, subject to renewal as per the recommendation of the Vice President – Academic Affairs to the President. The primary tasks of the Manager of the Center include but are not limited to the following:

- Manage and oversee the AU Research Center and meet regularly with the Vice President – Academic Affairs to discuss the Center's businesses, activities and operations.
- Lead and develop a strategic plan for the Center which is aligned with the University's Strategic Plan objectives;
- Provide advice and recommendations on research matters to influence organizational decisions, policy development, and initiatives;
- Coordinate the activities of the AU Research Council and AU/CQU Joint Research Council;
- Follow-up on the decisions reached by the Research Council;
- Manage and support the process of funding applications;
- Identify funding opportunities for research programs;
- Establish working relationships with funding organizations;
- Review research proposals and assess the technical feasibility and clarity, availability of research resources, and its alignment with funding organizations' research interests;
- Provide guidance, direction, and support to research proposals preparation;
- Coordinate research-related activities (symposiums, conferences, invited speakers, etc.);
- Liaise with internal and external stakeholders to seek support for research from funding organizations (KFAS, KISR, and industry);
- Maintain and enhance the reputation of the Center and the University by conducting quality research and conveying that research to the society;
- Conduct any other duties required assigned by the Research Council; and,
- Submit monthly, semester, and annual reports to the Vice President – Academic Affairs, who in turn submits the latter two reports to the Academic Council.

Research Program at the Australian University

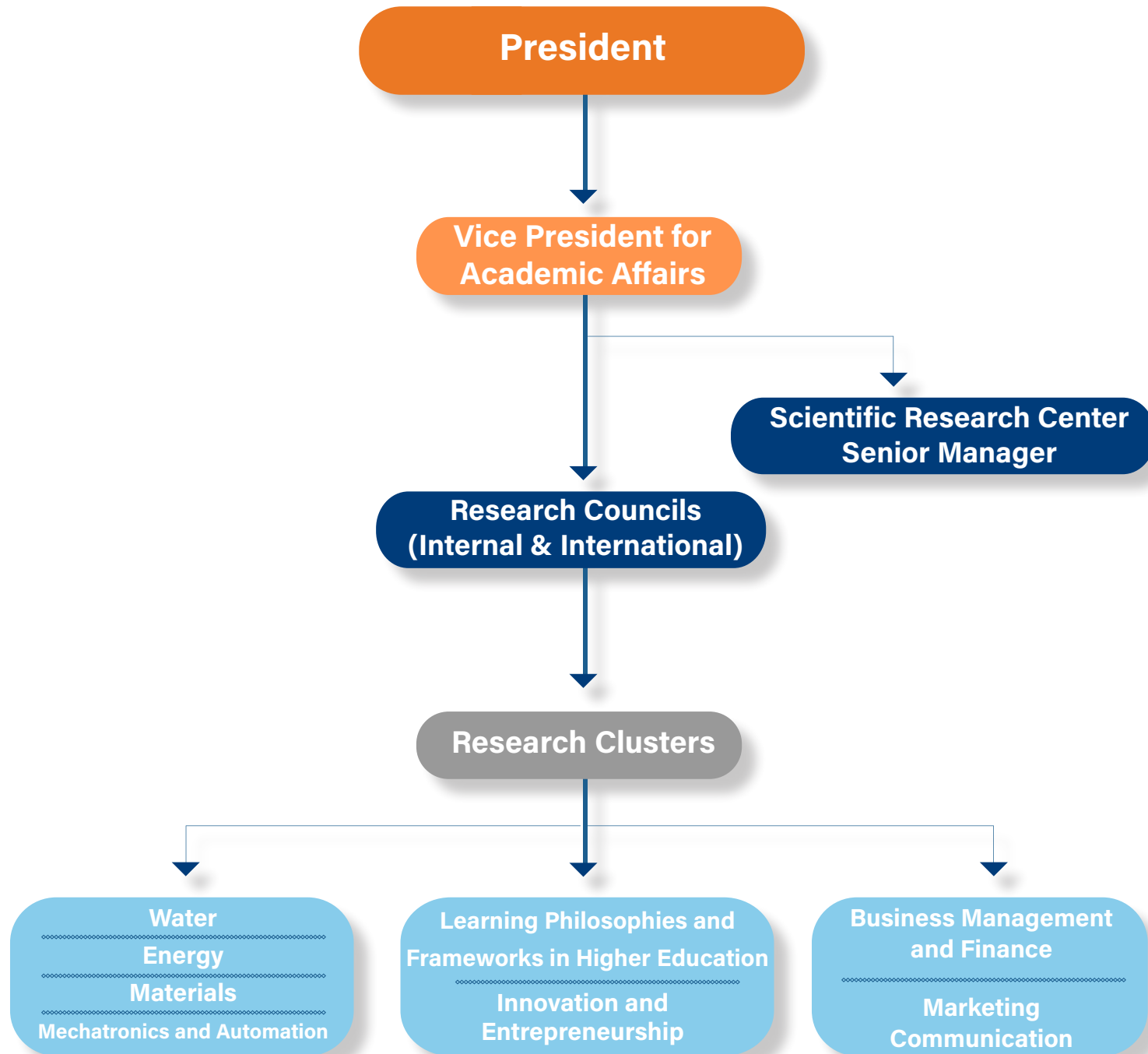
Research at AU has undergone a fundamental transformation within the last few years. The University redesigned its strategy and governance framework to ensure that research with impact becomes a core function and a strategic priority. The University has been focusing on the following research areas: water and environment, energy, materials, mechatronics and automation, learning philosophies and frameworks in higher education, innovation and entrepreneurship, business management and finance, as well as marketing and communication.

To better exchange knowledge, the University progressed to establish national and international partnerships to strengthen its research capabilities. These partnerships provided the University with access to resources and networks. For instance, the University signed agreements with its international partners to allow faculty to conduct joint research collaborations. On a national level, it broadened its research scope through collaborations with local funding institutions such as KFAS. Internally, it implemented grant schemes to fund multidisciplinary research that focuses on key national priority issues. Furthermore, incentive plans were designed and executed to encourage faculty to engage in research and publications in renowned journals.

In support of this vision, the Center is establishing and sustaining thematic lines of applied research that address priority areas aligned with the National Development Plan of Kuwait (New Kuwait Vision 2035). In addition, the research conducted is focused on real-life problems and is led by a strong engagement with the industry. AU's research program works to increase the impact and productivity of the research and scholarly activities across and between the disciplines within and outside the University.

Governance Model for the Research Program at the Australian University

An important component of the research strategy was the establishment of a governance model for AU's research. This model was developed to fit the capabilities and structure of AU. It involves a Research Council overseeing all the research work and is headed by the President. The Research Council oversees the implementation of the research strategy, which is composed of eight research clusters based on AU's priority research areas.



Advisory Council

Roles and Responsibilities of the Scientific Research Council:

- Oversees the overall operations of the Center;
- Establishes the Center's strategy and goals in accordance with the University's strategic plan;
- Sets deadlines for the conformity of objectives;
- Prioritizes research topics and themes;
- Develops guidelines for research and funds' allocation;
- Defines and establishes the KPIs for the Center;
- Addresses matters related to ethical conduct of research;
- Reviews and approves research proposals where relevant;
- Reviews and authorizes any new projects or initiatives undertaken by the Center;
- Evaluates and authorizes research grants and any requests for additional funds;
- Develops strategies for cooperation with external institutions for funding research;
- Sustains strong partnerships with research and funding organizations (KFAS, KISR) and industry;
- Reviews progress reports of research projects;
- Monitors the Center's progress; and,
- Reviews annual summary reports on all activities and achievements.

Council Membership

- Chairperson: Dean of the College of Engineering
- Center Manager
- Representative from the School of Aviation (SoA)
- Representative from the College of Business (CoB)
- Representative from the Arts and Sciences

Contact

Email: research@ack.edu.kw

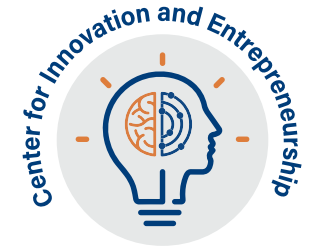


CENTER FOR INNOVATION AND ENTREPRENEURSHIP

Center for Innovation and Entrepreneurship

Introduction

AU has established a Center for Innovation and Entrepreneurship (CIE) as its flagship research and students' final year projects to encourage innovative thinking and enable novel ideas to be converted into successful enterprises with direct support and coaching from the University that can lead to the commercialization on these projects.



Terms of Reference

Objectives

The objectives of the Innovation and Entrepreneurship Center include but are not limited to the following:

- Establish a successful model of excellence for innovation and entrepreneurship;
- Create an environment for creativity and innovation, which aims to foster the entrepreneurial mindset;
- Promote research in the areas of entrepreneurship, product, and process innovation to improve entrepreneurship education;
- Participate in reputed international conferences about innovation and entrepreneurship;
- Collaborate with funding agencies and relevant government entities;
- Identifying and creating IP to protect AU scholarship outcomes to move research results to the next stage of development;
- Establish a leadership/mentorship program;
- Establish a Business Incubation Unit (BIU) and an Entrepreneur Alumni Network (EAN) for successful collaboration between academia and commercialization partners;
- Provides a wide range of services including funding, legal and business structure advising, and patent protection, technology transfer, and invention disclosure; and
- Generate entrepreneurial enterprises that help increase Kuwait's industry.



Mission

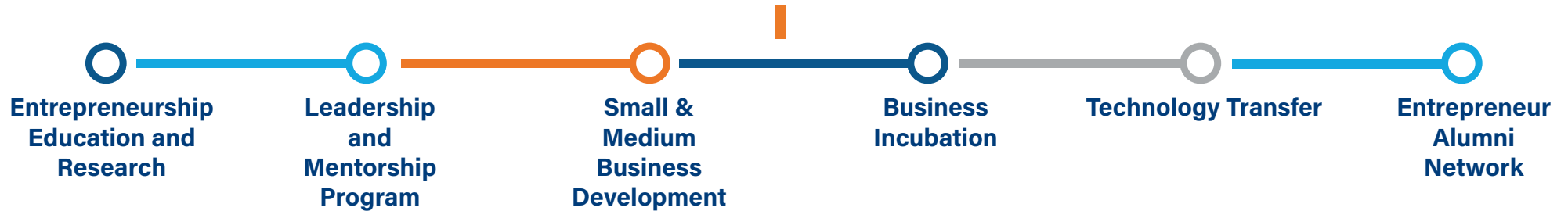
To build a state-of-the-art Innovation and Entrepreneurship Center that transforms ideas from inception to a workable business plan, and then to a successful venture.

Functions

The Innovation and Entrepreneurship Center has developed its functions under six categories conducted to achieve an effective entrepreneurship environment at AU.



Functions of Innovation & Entrepreneurship Center



Entrepreneurship Education and Research

Proposed topics to incorporate in the curriculum for different programs at AU are as follows:

Introduction to Entrepreneurship – Managing Discovery for Wealth Creation

An introductory course on entrepreneurship that leads to recognizing and capitalizing on entrepreneurial opportunities.

Learning outcomes:

- To understand and implement the various stages of developing a successful entrepreneurial business;
- To position new products/services to capture new/unaddressed market opportunities;
- To understand and evaluate emerging business models and their critical success factors; and
- To develop preliminary business plans for potential new ventures.

Entrepreneurship and Enterprise

An in-depth course that goes in further details in each topic and helps the students reshape their idea to prepare for incorporation.

Learning outcomes:

- To understand and optimize team dynamics and performance;
- To understand and implement the various stages of developing a successful entrepreneurial business;
- To recognize and develop the most important factors in shaping successful ventures;
- To craft effective entrepreneurial business strategies;
- To understand entrepreneurial financing, e.g., startup assistance, debt, equity, venture capital; and
- To understand and develop an entrepreneurial mindset.

Entrepreneurship – Practicum, Building a Venture (PBL Workshop)

In this course, particular emphasis will be placed on the steps of incorporation. Throughout the course, team performance and discipline will be achieved by setting academically challenging objectives, maintaining an open and creative “learning-by-doing” environment and a rigorous schedule, while measuring progress to demanding deliverables. The course would be taught in a Project-Based Learning (PBL) format.

Learning outcomes:

- To understand and optimize team dynamics; and
- To develop and implement business plans for potential new ventures.

Leadership and Mentorship Program

The program will enlist local CEOs to participate and accept AU’s graduates for a short leadership and mentorship training program.

Small and Medium Business Development

Provide funding, legal, and business structure advising, and patent protection or invention disclosure.

A wide range of services, including the following:

Counseling: Provide legal and financial counseling to assist the growth of small businesses; establish a network of experts and advisors; foster collaboration and knowledge sharing across projects.

Capital: Secure proper funding for small business and startup initiatives.

Collaboration: Collaborate with local and international entrepreneurship centers to foster an environment for entrepreneurship, creativity, and innovation. This includes all public and private research centers, universities and institutes in Kuwait and abroad.

Collaboration with Funding Agencies

The goal is to secure a memoranda of understanding between AU and entities such as:

- Ministry of Commerce;
- Ministry of Youth;
- Sabah Al-Ahmad Center for Creativity;
- Kuwait National Fund for SME Development;
- Kuwaiti Company for The Development of Small Enterprises;
- Industrial Bank of Kuwait; and
- Local Banks.

Business Incubation

To provide a low-cost incubation center to help start-ups with a long breakeven cycle achieve profitability through lower launch costs.

Technology Transfer

To protect the intellectual properties, which includes all of the creative creations of the minds such as inventions, designs, processes, methods and production technique as well as all literary and artistic works, and logos or images used in commerce.

Will be responsible for assisting in and overseeing the following:

Copyright: To assist in providing the proper and legal protection of all content that relates to text, scripts, audio clips, software codes, and all other related items.

Trademarks: To assist in providing the proper and legal protection of all content that relates trademarks such graphics, logos, button icons, images, and all other related items.

Patents: To assist with legal protection of unique ideas, products and processes.

Entrepreneur Alumni Network (EAN)

To create and share a directory of AU entrepreneurship program graduates and their start-ups to help them network and share knowledge.

Duties and Responsibilities: Manager - Center for Innovation and Entrepreneurship

The Manager of the Innovation and Entrepreneurship reports directly to the Vice President – Academic Affairs. The length of the term for serving in this position is two academic years, subject to renewal as per the recommendation of the Vice President – Academic Affairs to the President. The responsibilities are as follows:

- Manage and oversee the Innovation and Entrepreneurship Center and meet regularly with the Vice President – Academic Affairs to discuss the Center's businesses, activities and operations;
- Determine the overall goals and target requirements of the Innovation and Entrepreneurship Center;
- Develop and execute business strategies and objectives to achieve sustainable growth;
- Align the Center to meet AU's goals and objectives;
- Supervise various activities within the Center and overseeing all programs to ensure they are meeting goals;
- Gather data to evaluate the programs that are undergoing;
- Build a team of successful and highly motivated business development representatives to lead in their field;
- Ensure team building was integrated within ongoing business strategy to increase efficiency and performance;
- Create and instill vision and inspired innovation and entrepreneurship to ensure success and encourage sustainable growth;
- Implement policies and codes of conducts to ensure full compliance and the highest level of work ethics, integrity and transparency;
- Allocate and manage budgets. Analyze, evaluate and distribute budgets to various projects to improve cash flow;
- Responsible for market research, competitor and customer analysis to mitigate risk and ensure high rate of return on investments;
- Conduct research and submit proposals and presentations to improve the University image and global ranking;
- Coordinate the Center's business with the rest of AU's centers and departments; and
- The manager of the Center submits monthly, semester, and annual reports to the Vice President – Academic Affairs, who in turn submits the latter two reports to the Academic Council.

Advisory Council

Roles and Responsibilities of the Innovation and Entrepreneurship Council:

- Oversees the overall operations of the Center;
- Establishes the Center's strategy and goals in accordance with the University's strategic plan;
- Sets deadlines for the conformity of objectives;
- Defines and establishes the KPIs for the Center;
- Reviews and authorizes any new projects or initiatives undertaken by the Center;
- Evaluates cost estimations and approves budgetary plans;
- Maintains liaison with the industry and disseminates relevant information to the Center;
- Obtains approval from legal and regulatory bodies for required projects and activities;
- Monitors the Center's progress; and
- Reviews annual summary reports on all activities and achievements.

Council Membership

- Chairperson: Dean of the College of Business
- Center Manager
- Representative from the School of Aviation (SoA)
- Representative from the College of Business (CoB)
- Representative from the College of Engineering (CoE)
- Representative from the Arts and Sciences

Contact

Email: innovate@ack.edu.kw

The background of the slide features a faded, high-angle photograph of four men in professional business attire. They are gathered around a table, looking down at a device or document, suggesting a collaborative work environment. The image is semi-transparent, allowing the text to be clearly visible.

PROJECT-BASED LEARNING CENTER

Project-Based Learning (PBL) Center

Introduction

Project Based Learning (PBL) is an integral part of the curriculum in the Australian University. This model organizes learning around projects or complex tasks associated with in-depth questions or problems. Students are offered an enhanced form of learning through the adoption of a student-centered and active classroom pedagogy, where they engage collaboratively in complex and challenging projects that emphasize real world situations.

The Australian University has established a designated center to manage its PBL model and to create an environment conducive for students and faculty to apply this approach. The University also signed a collaboration agreement with Aalborg University in Denmark to receive ongoing support from their experts in the field toward the development and delivery of PBL courses in AU.

Terms of Reference

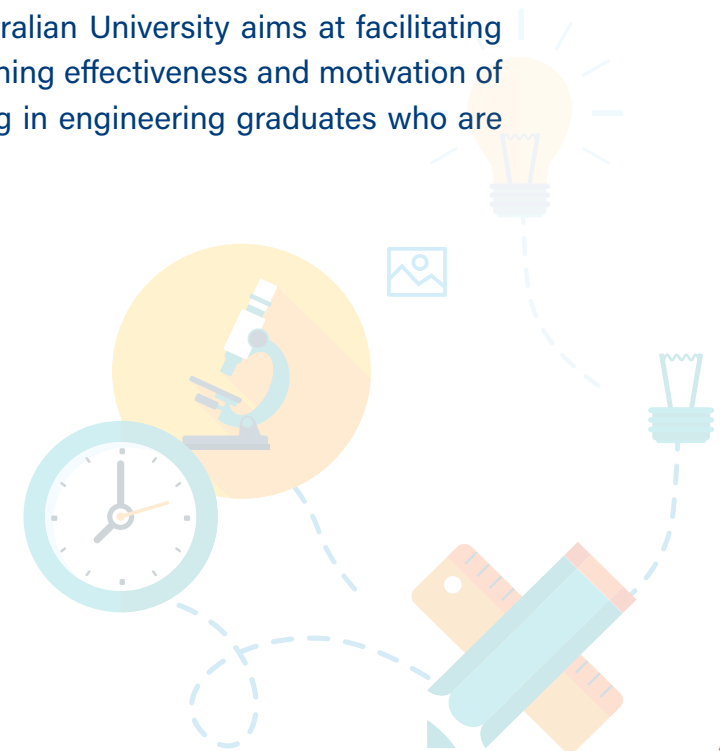
Objective

The Center for Project Based Learning (PBL) in the College of Engineering at the Australian University aims at facilitating an industry-relevant and effective lifelong learning approach that leads to improved learning effectiveness and motivation of engineering students within the socio-economic context of the GCC region, culminating in engineering graduates who are ready for modern workplaces of the 21st century.

Mission

The mission of the PBL Center is to:

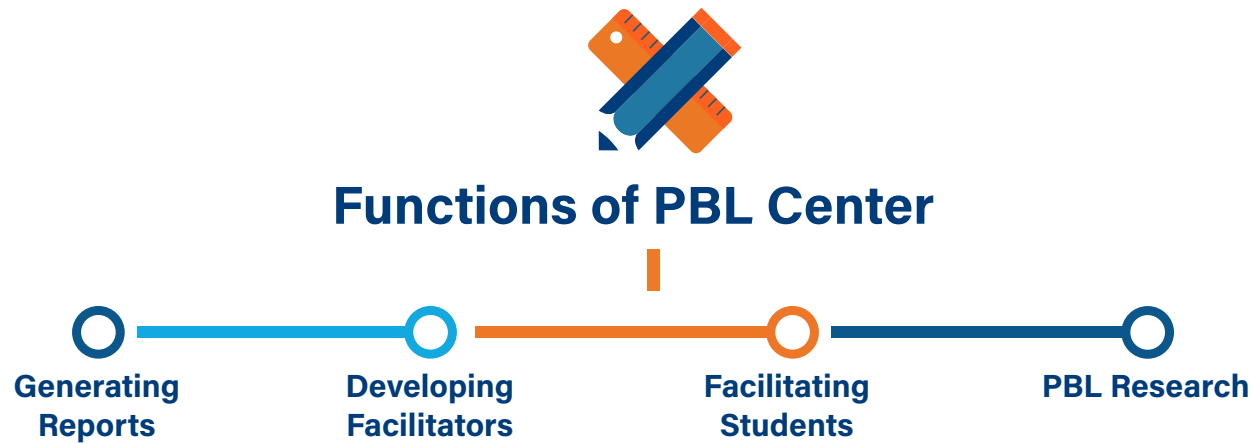
- Foster a PBL model for the socio-cultural context of the GCC region;
- Develop and facilitate an effective PBL environment for AU's engineering students;
- Train, coach and advise PBL facilitators (i.e. educators utilizing a PBL approach); and
- Provide an internal and external representation of the PBL approach at AU.



Functions

In order to accomplish its missions, the PBL Center incorporates the following functions:

- Generating reports;
- Developing engineering PBL facilitators;
- Facilitating students utilizing the PBL approach; and
- PBL research within the larger discipline of engineering education research.



Generating Reports

The regular reports composed by the PBL Center are the following:

SR#	Report Name	Timeline
1	Meeting Report of College of Engineering PBL committee	4 Reports per Academic year
2	Monthly Activity Report of PBL Center	Monthly
3	Annual Report	Once per Academic year
4	KPI Updates	Ongoing throughout the Academic year

Developing PBL Facilitators

The PBL Center contributes to the development of engineering PBL Facilitators by:

Organizing PBL Symposia

PBL Symposia with international PBL experts and PBL practitioners support AU PBL facilitators to reflect their PBL facilitation approaches and practices. As a side effect, it supports AU's public recognition as an institution that aims at industry ready engineering graduates.

Training of Faculty Members new to PBL

At the beginning of each semester, the PBL Center identifies engineering faculty members who are new to utilizing a PBL approach in their course delivery. A workshop introduces faculty members to the AU PBL model and practices as summarized in the "PBL Facilitator Guide".

Guiding PBL Facilitators

In order to guide Engineering faculty members in their role as learning facilitators, the PBL Center composed the "PBL Facilitator Guide". This hands-on guide supports PBL facilitators throughout the whole organizational process, from PBL project identification to PBL assessments.

Professional Development of PBL Facilitators

The PBL Center facilitates Professional Development (PD) of PBL facilitators by identifying and promoting PD opportunities in the area of PBL in Engineering Education. Further PD is also accomplished by involving PBL facilitators in PBL research relevant to their field and expertise. Engineering PBL facilitators have authored and co-authored numerous research studies.

Industry Contacts

The PBL Center fosters industry contacts in various engineering fields in order to identify potential "real life" PBL projects. After initial consultations, the PBL Center involves the Course Coordinator in order to discuss the necessary details and requirements with the engineering practitioners. In order to represent AU's PBL model to industry and other stakeholders, the PBL Center published a comprehensive PBL brochure.

Facilitating Students

The PBL Center supports and guides engineering students in embracing the PBL environment by the following activities:

Guiding PBL Students

A PBL Student Guide has been developed and published in order to help students to understand the principles and philosophy of PBL. Furthermore, the guide is updated as necessary and PBL facilitators are encouraged to begin their courses with a presentation and discussion of the guide's content.

Motivating PBL Students

Considering the personal preferences of the current generation of students, a motivational video has been created. This clip features former PBL students at AU who comment AU's PBL approach and how they benefited from it. PBL facilitators are encouraged to present this video in week one of a new semester.

Encouraging PBL Students

The PBL Center facilities, as well as emails, chats and other communication means, have been proven to constitute important features to encourage students who face difficulties in embracing the self-directed learning environment of PBL.

PBL Research

The PBL Center identifies PBL related research needs, initiates research projects and manages research projects during the whole project cycle from initiation to publication. Research findings have found considerable international recognition and several projects were carried out in collaboration with other engineering education researchers. Findings inform necessary adjustments of AU's PBL model and approach to PBL facilitation.

Duties and Responsibilities: Manager - Project-Based Learning (PBL) Center

The PBL Center is a support division to support the Dean, Heads of Department, Course Coordinators, PBL Facilitators and students within AU's College of Engineering. In addition, it is managing the venues related to the PBL Center (PBL class rooms and PBL Center in B4: S07, S09, S21, S06 and S24) in order to ensure that state of the art facilities are contributing to the objectives of the center.

The Manager – PBL Center reports directly to the Dean – College of Engineering. The length of the term for serving in this position is two academic years, subject to renewal as per the recommendation of the Vice President – Academic Affairs to the President. The primary tasks of the Manager of the Center include but are not confined to the following:

- Manage and oversee the PBL Center and its infrastructure;
- Meet regularly with the Dean – College of Engineering to discuss the Center's businesses, activities and operations;
- Provide professional development to PBL facilitators in order to ensure a state of the art PBL facilitation approach;
- Identify and promote relevant professional development in PBL facilitation for engineering faculty;
- Disseminate latest research supported insights into PBL approaches and PBL facilitation;
- Oversee the implementation of AU's PBL policy and procedure across the College of Engineering and identify areas of required adjustments;
- Serve as point of contact for PBL facilitators and engineering students to respond to PBL related questions, concerns and suggestions;
- Facilitate internal and external communication related to PBL;
- Conduct PBL workshops at the beginning of semesters in order to prepare and guide engineering PBL facilitators new to the PBL approach;
- Represent the PBL Center to internal and external parties;
- Coordinate the center's activities with other organizational units at AU; and
- Submit monthly, semester, and annual reports by the manager of the Center to the Vice President – Academic Affairs, who in turn submits the latter two reports to the Academic Council.

Advisory Council

Roles and Responsibilities of the PBL Council:

- Oversees the overall operations of the Center;
- Establishes the Center's strategy and goals in accordance with the University's strategic plan;
- Defines and establish the KPIs for the Center;
- Sets deadlines for the conformity of objectives;
- Evaluates cost estimations and approves budgetary plans;
- Reviews and approves where appropriate any PBL modifications relating to curriculum and delivery processes;
- Reviews the input from PBL classroom observations and determines action plans accordingly;
- Reviews and authorizes any new projects or initiatives undertaken by the Center;
- Monitors the Center's progress; and
- Reviews annual summary reports on all related activities and achievements.

Council Membership

- Chairperson: alternate between the Dean of the College of Business and the Dean of the College of Engineering (1 year term)
- Center Manager
- Representative from the School of Aviation (SoA)
- Representative from the College of Business (CoB)
- Representative from the College of Engineering (CoE)
- Representative from the Arts and Sciences

Contact

Email: PBL-Center@ack.edu.kw

A photograph of three people standing behind a table outdoors. On the left is a woman with long brown hair wearing sunglasses and a white shirt with a colorful pattern. In the center is a woman with long dark hair smiling. On the right is a man with short grey hair wearing sunglasses, a white shirt, a blue tie, and a lanyard with several pins. The table in front of them is covered with a white cloth and holds several informational materials, including brochures, a basket of brochures, and small packets tied with ribbons. The background shows a white fence and green trees.

CENTER FOR LEARNING DIFFERENCES

Center for Learning Differences

Introduction

The Center for Learning Differences believes in the fundamental principle that all students have the right to an equal opportunity to education. The Center for Learning Differences is committed to the ongoing support and development of students, ensuring a culture that promotes inclusivity and access to appropriate support.

The Center for Learning Differences focuses on students who have a recognized disability and ensures the facilitation of provisions covered by the Rights of People with Disabilities State of Kuwait (Law Number 8 in 2010). Therefore, students are entitled to reasonable academic adjustments to help them overcome any difficulties caused by their condition.

Terms of Reference

Objectives

The Center for Learning Differences (CLD) objectives include but are not limited to the following:

- Provide academic support for students with learning differences (LD), sensory or mobility disorders and chronic medical conditions;
- Work proactively with academic colleges/schools to identify individual pathways, with documented support strategies, so that all students have the opportunity to learn in a manner that suits their abilities;
- Improve services for students registered with the CLD;
- Strengthen communication and cooperation between CLD and academic colleges/schools;
- Point of contact between the different departments to communicate the students' needs and concerns regarding their disabilities. This coordinated approach assures consistency and fair treatment to all students registered with the Center for Learning Differences;
- Conducts individual and small group intervention and remediation sessions for students with disabilities including organisational skills, study skills and time management skills;
- Spread awareness of the issues and challenges faced by students registered with CLD;
- Provide an appropriate and comfortable space for students registered with CLD to take their assessments and study with minimal distractions; and
- Assist students that require specialised exam support such as an exam reader or scribe.

Mission

The Center for Learning Differences is committed to ensuring students with disabilities receive appropriate academic support by improving their educational experience through collaborations with faculty and staff while encouraging student self-advocacy.

Functions

The Center for Learning Differences is committed to ensuring students with disabilities receive appropriate academic support by improving their educational experience through collaborations with faculty and staff while encouraging student self-advocacy.



Functions of CLD



Diagnostic Report Verification

The Center for Learning Differences requires students with disabilities to provide official diagnostic reports from recognized bodies. This is to ensure that the University can provide the appropriate support and facilities required by the student.

Students with a learning difference must submit a full psychoeducational report that clearly states the diagnosis and provides a list of the necessary academic accommodations. Students with disabilities submit a medical report clearly stating the diagnosis and recommended accommodations or a certificate from the Kuwait Public Authority for Disabled Affairs.

Reasonable Academic Accommodations

The Center for Learning Differences discloses each student's academic accommodations with their relevant instructors, heads of colleges/schools and advisors at the beginning of each semester. This enables the students to receive the reasonable academic adjustments they require.

Academic accommodations can be supplemented or modified if the student requires further support. This is undertaken with the collaboration of the relevant instructors, heads of colleges/schools and advisors.

Academic Support

The Center for Learning Differences provides academic support in the form of one to one assignment assistance, individual learning plans, organisational/study/ time management skills sessions (individual and group), assessments support (scribe/ exam reader), requesting deadline extensions from instructors and when appropriate, liaising with parents/guardians to ensure the student receives the appropriate support at home.

Academic Intervention and Remediation

The Center for Learning Differences plays an active role in monitoring students' academic progress in coordination with Instructors and advisors. This allows for academic intervention and remediation when needed.

Point of Contact

The Center for Learning Differences is the main point of contact for matters relating to students with disabilities. The Center is responsible for:

- Sending academic accommodations to the academic colleges/schools;
- Coordinating assessments schedules and accommodations;
- Feedback and follow up with parents/guardians;
- Queries from students, parents/ guardians, academic colleges/schools and administration;
- Meetings related to students registered with CLD; and
- Academic progress and feedback requests from instructors.

Awareness

The Center for Learning Differences advocates awareness of relevant topics related to disabilities. Awareness is promoted by CLD through the following:

New Staff Induction:

At the beginning of each academic semester, CLD conducts a presentation and Q&A for all new faculty organized by the HR Department. This allows CLD the opportunity to share with the new faculty the services that are provided for students with disabilities, the types of disabilities accepted at the University and ways in which they too can support students with disabilities.

Awareness Days:

The Center for Learning Differences holds an awareness day for students, faculty and staff. This is usually organized to fall during the internationally recognized disability awareness month (October). It is an informal day for spreading awareness in an enjoyable way and allows students registered with CLD to showcase their talents.

Presentations:

Upon request from academic colleges/schools, CLD conducts more in-depth presentations for faculty on various disability-related subjects.

Reports Generation

The main yearly reports generated by the CLD are as follows:

SR#	Report Name	Timeline
1	Number of students registered with CLD (includes diagnosis and academic accommodations)	3 Reports per Academic year: Every Fall Semester Every Spring Semester Every Summer Semester
2	PUC reports (statistics and types of academic support being provided)	Upon request
3	Annual Report	Once per Academic year
4	KPI Updates	Ongoing throughout the Academic year

Duties and Responsibilities: Manager – Center for Learning Differences

The Manager – Center for Learning Differences reports directly to the Assistant to the President for Student Relations. The primary tasks of the Manager of the Center include but are not confined to the following:

- Manage and oversee the Center for Learning Differences and meet regularly with the Assistant to the President for Student Relations to discuss the Center's businesses, activities and operations. Lead and develop a strategic plan for the Center which is aligned with the University's Strategic Plan objectives;
- Assist students and respond to their inquiries;
- Communicate with the academic colleges/schools to ensure they are aware of all CLD students enrolled each semester;
- Ensure the implementation of all academic accommodations required by students registered with CLD;
- Respond to queries from parents/ guardians, faculty and staff;
- Respond to queries from parents/ guardians of potential applicants;
- Coordinate assessment schedules and accommodations for students registered with CLD;
- Liaise with academic colleges/schools on issues related to students registered with CLD;
- Supervise students' academic progress and ensure fulfilment of the University academic requirements.
- Communicate with relevant administrative departments regarding students e.g. registration, scholarships etc.;
- Request academic feedback and progress reports from faculty;
- Prepare reports when required; and
- Undertake other tasks assigned by the Assistant to the President for Student Relations.

Advisory Council

Roles and Responsibilities of the Learning Differences Council:

- Oversees the overall operations of the Center;
- Establishes the Center's strategy and goals in accordance with the University's strategic plan;
- Sets deadlines for the conformity of objectives;
- Defines and establishes the KPIs for the Center;
- Reviews and authorizes any new projects or initiatives undertaken by the Center;
- Evaluates cost estimations and approves budgetary plans;
- Maintains liaison with the industry and disseminates relevant information to the Center;
- Obtains approval from legal and regulatory bodies for required projects and activities;
- Monitors the Center's progress; and
- Reviews annual summary reports on all activities and achievements.

Council Membership

- Chairperson: Assistant to the President for Student Relations
- Center Manager
- Representative from Student Counseling
- Representative from Student Affairs
- Representative from the Vice President - Academic Affairs office

Contact

Email: CLD@ack.edu.kw

The background image shows a school hallway. On the left, there are several posters on the wall, including one titled 'ALUMNI AND CAREER PLACEMENT CENTER'. In the center, there is a large glass door with a blue and orange graphic design. The graphic includes a kangaroo silhouette and the text 'Who Are We?'. Above the door, there is a sign that says 'WELCOME'. Below the door, there is a sign that says 'PULL'. The floor is made of grey tiles.

CORPORATE TRAINING

Introduction

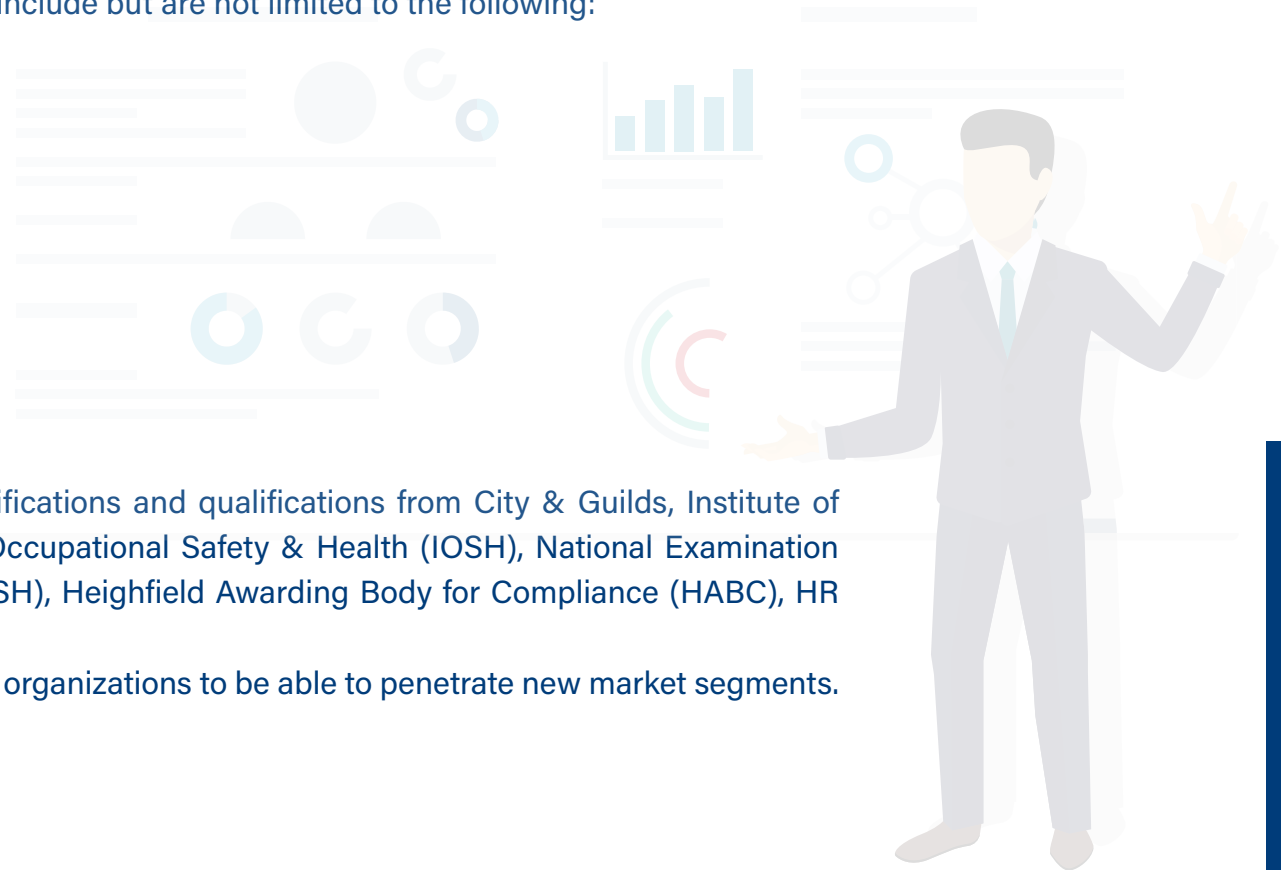
The Corporate Training Department (CT) was formed in 2009 to cater for training, mentoring, coaching, and consultancy and events needs of the private and public sector workforce. We target existing employees in different departments, new hires and managers, team leaders, and supervisors. The Corporate Training clients' sectors include but are not limited to oil and gas, banking, commerce, construction, education, hospitality, industry, logistics, manufacturing, retail, security, and transport.

Terms of Reference

Objectives

The objectives of the Corporate Training Department include but are not limited to the following:

- To deliver training programs in nine core areas:
 - Business Essentials;
 - Customer Service;
 - Engineering;
 - English Language;
 - Entrepreneurship;
 - Information Technology;
 - Leadership & Coaching;
 - Learning & Development; and
 - Workplace Safety Training & Environment.
- To deliver internationally accredited awards, certifications and qualifications from City & Guilds, Institute of Leadership & Management (ILM), Institution of Occupational Safety & Health (IOSH), National Examination Board in Occupational Safety and Health (NEBOSH), Heighfield Awarding Body for Compliance (HABC), HR Certification Institute (HRCI).
- To expand partnership channels with international organizations to be able to penetrate new market segments.

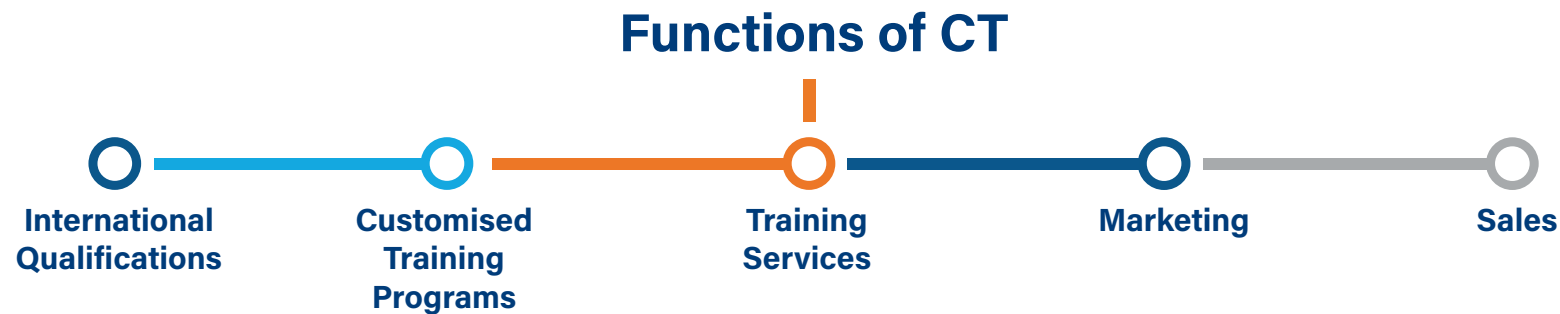


Mission

- To cater for training, mentoring, coaching, consultancy and needs of the public and private sector workforce;
- To provide high quality, relevant and industry focused learning events;
- To instill a passion for learning that enables quality personal and professional development;
- To mentor individuals and organizations so that they can meaningfully contribute to their organizations and the wider Kuwait community; and
- To deliver high end professional consultancy that may potentially develop into long term committed and valued relationships.

Functions

The Corporate Training Department has developed its functions under 5 categories that are conducted to achieve an effective training solution for its corporate clients.



International Qualifications

CT has the ability to deliver internationally accredited awards, certifications and qualifications from the following providers:

City & Guilds - UK

The City & Guilds Institute of London has been designing vocational qualifications since 1878. Currently City & Guilds offers over 500 qualifications in 28 industry areas through more than 8,500 centers worldwide. These qualifications are especially valued by employers because they have developed in conjunction with key industry bodies and offer pathways to career progression. Qualifications range from entry level to the equivalent of a postgraduate degree.

Institute of Leadership & Management (ILM) - UK

The Institute of Leadership & Management (ILM) is the UK's largest management body, combining industry-leading qualifications and specialist member services. Last year 90,000 people enhanced their leadership and management skills with an ILM qualification. ILM offers a wide selection of flexible leadership and management qualifications and specialist member services.

Institution of Occupational Safety & Health (IOSH) - UK

IOSH is the only Chartered body for Health and Safety professionals in the world. It is the world's biggest health and safety membership organization. IOSH provides a range of high quality training programs that cater for participants from entry level to senior executive. IOSH was the first European safety body to be awarded NGO status by the International Labor Organization (ILO). They have more than 40,000 members in 85 countries and have strong representation in the GCC.

National Examination Board in Occupational Safety and Health (NEBOSH) - UK

The National Examination Board of Occupational Safety and Health (NEBOSH) is an internationally respected certification body for quality assured qualifications in Occupational Health and Safety.

Highfield Awarding Body for Compliance - UK

It is the UK and Middle East's leading supplier of compliance, work-based learning and apprenticeship qualifications. Highfield offers over 250 qualifications and operates on the core values of quality, value, service and integrity and so they provide clients with the highest possible service standards in the industry. Their company vision is to set the global standard for listening and responding.

HR Certification Institute® (HRCI®) - US

The HR Certification Institute® (HRCI®), headquartered in the U.S., is the premier credentialing organization for the human resources profession. For 40 years, HRCI has set the standard for HR mastery and excellence around the globe. Today, HR professionals from over 100 countries proudly maintain the HR Certification Institute's credentials as a mark of world-class HR aptitude and innovation. Whether you are an HR expert or just starting out in the field, HRCI offers a suite of seven proven HR credentials that reflect different levels of career advancement and geographic areas of expertise in the HR field.

Customized Training Programs

CT customizes learning and development programs to provide clients with content relevant to their industry embedding local contextualized content in line with international standards.

Training Services

CT follows a customer driven learning-cycle approach in providing services to its corporate clients. Services can be best described as a continuous workflow that allow CT and its clients to:

- Define the desired behaviors to be achieved and competencies to be developed in line with client priorities. CT Sales team, and client decision makers are involved in this process. This often includes a complete Training Needs Analysis [TNA];
- Discover the capability gaps, learning outcomes and participant capabilities by engaging talent pools and conducting surveys to support data driven decisions. CT L&D Manager, and client decision makers are involved in this process;
- Design and target best practice methodologies, clearly defined training and business objectives to create learning solutions that fit clients' needs, expectations and resource availability. L&D collateral is customized and targeted; in close interaction with client decision makers and CT L&D Manager;
- Deliver flexible training seminars at AU or client organizations. Learning events include workshops, awareness campaigns, seminars, workplace coaching and mentoring, on-line material and Just-in-Time web based learning;
- Determine value through pre- post and summative assessments, supported by a process to track changed behavior, business outcomes and ROI; and
- CT L&D deliverables are supported through an integrated mobile enables Learning Management System [LMS] with remote video and teleconferencing capabilities.

The 4 Major functionalities of CT LMS include:

- Participants access course material, knowledge sharing information banks, assessment uploads, verification and feedback; workplace coaching and mentoring [on tablets / phones], JiT professional development and E-certification;
- Training Managers access training schedules, course outlines and L&D collateral, professional development resources, participant feedback, networks and quality improvement opportunities;
- Client organizations view training options, enroll participants, track progress and participation, view report and support business focused learning outcomes; and
- Partner organizations use branding opportunities, provide support material, conduct QA processes and provide marketing opportunities

Marketing

CT Competitive Edge

CT Unique Selling Points include:

- CT is one of the Australian University's departments which means lots of resources are available in comparison to other training institutions;
- CT's vibrant team of highly motivated professionals have extensive corporate and industry consulting experience;
- CT works closely with clients to understand their specific needs and to make appropriate recommendations that deliver timely and effective solutions;
- CT tracks and reports on L&D metrics; including Return on Training Investment [ROTI], Learning Outcomes achieved, Participant and Course evaluations;
- CT learning programs are customized data-driven solutions based on extensive research into global best-practice, organizational and participant needs; that guarantees the provision of the latest and best solutions tailored and delivered to ensure client expectations are exceeded; and
- Knowledge transfer is supported by an interactive learning platform [Learning Management System] that links concept of industry best practice with daily job functions and tasks on-line, with supporting material, blogs, discussion forums and other resources available 24/7.

Marketing Plan

CT leverages its competitive edge to gain more market share in Kuwait. These advantages offer trainees significant values including: CT learning programs guarantee the provision of the latest and best solutions tailored and delivered, knowledge transfer is supported by an interactive learning platform and the last main advantage is that behavioral change is achieved through real time workplace coaching and mentoring.

CT team seeks to work closely with different client sectors through phone calls, meetings and emails . This helps CT penetrate different markets locally. The marketing strategy also relies on social media advertising, taking the form of email shots, Facebook & Instagram announcements as well as targeted training certifications sent to AU students & faculty. Testimonials and word of mouth by prior clients are very helpful to acquire new clients.

The marketing strategy will also incorporate a networking focus. This allows CT to be quite familiar with the changing training needs of customers. It also provides the customers with an opportunity to offer referrals to CT team for corporate clients that need up to date quality training services that others cannot provide.

Sales

The bulk of CT sales come from Oil & Gas and Banking sectors, CT team focuses on penetrating more into these sectors and creating new training needs.

One important message to convey is that CT services are not just for companies who suffer from staff low performance but it's for any company who wants a market edge in today's fast-moving environments.

CT sales team is determined to get new leads with an opportunity to convert them into paying customers.

CT management makes sure that all training programs & certifications are offered in very reasonable prices suitable to changes in Kuwait's market.

While CT primarily serves private sector corporate clients, it will also serve individuals interested in achieving international certifications in different specialties.

Duties and Responsibilities: Manager – Corporate Training

The Manager – Corporate Training reports directly to the Assistant to the President for Support Services. This position is to oversee and manage the provision of corporate and professional training to external clients. Mentor and support the Corporate Training sections in order to facilitate and enhance their operation and performance. Liaise with necessary outside parties for related services delivery. The primary tasks of the Senior Manager of the Center include but are not confined to the following:

- Manage department staff;
- Act as the primary point of contact for corporate training related matters;
- Manage day to day operations and activities of the department (Staffing, Budget, Facilities);
- Provide high level advice and participates in developing the strategic direction of the Corporate Training Department in liaison with the Assistant to the President for Support Services;
- Responsible for the development of Policies and Procedures within the Department;
- Monitor the achievement of budgets and provide input required for the development of annual budgets for review;
- Responsible for building a client base using a variety of short, medium and long-term courses that aim to satisfy client needs;
- Recommend target of Key Performance Indicators (KPI) and Key Result Areas (KRA), execute them and provide feedback the Assistant to the President for Support Services;
- Develop and implement strategic initiatives to attract prospective clients to CT, and raise community awareness of CT products and branding eg. Seminars and Symposiums;
- Develop contacts and partnerships with Kuwait corporate, industry and international representatives; this includes maintenance of a corporate contact and client database;
- Liaise with industry, both locally and internationally in order to establish training needs and position the CT brand;
- Ensure private sector needs are researched to reveal training requirements for product program development;
- Responsible for development and implementation of departmental strategic marketing and administrative management plans including provision of detailed Action Plan in line with budget provision;
- Responsible for setting of sales strategy, sales targets and distribution thereof and monitoring and regular reporting of results;
- Participate in proposal development and pricing meetings, with responsibility for pricing outcomes;
- Manage CT representation at external marketing and promotional events such as exhibitions;
- Manage all activities relating to the production of branded internal and external materials ensuring adherence to CT Corporate Branding;
- Oversee the drafting of Press Releases in coordination with the Marketing Department with final approval to be provided by the Assistant to the President for Support Services;

- Manage the development of CT webpage and social media content; and
- Undertake any other duties, as required, under the direction of the Assistant to the President for Support Services based on both sides agreement.

The position is responsible for: managing the Corporate Training functions of AU, and direct line management of Learning & Development Manager, Business Development Team Leader and, Associates and Administration staff at CT.

Advisory Council

Roles and Responsibilities of the Corporate Training Council

- Oversees the overall operations of the Center;
- Provide high level advice and participates in developing the strategic direction and goals of the Center in accordance with the University's strategic plan;
- Sets deadlines for the conformity of objectives;
- Monitor the achievement of budgets and provide input required for the development of annual budgets for review.
- Defines and establishes the KPIs for the Center;
- Evaluates cost estimations and approves budgetary plans;
- Reviews and provide advice for any new projects or initiatives undertaken by the Center;
- Determines future course of action based on the reported results generated by the Center;
- Monitors the Center's progress; and
- Reviews annual summary reports on all related activities and achievements.

Council Membership

- Chairperson: Assistant to the President for Support Services
- Corporate Training Manager
- Representative from Finance
- Representative from Human Resources
- Representative from the Teaching & Learning Center

Contact

Email: corporate@ack.edu.kw

Appendix A: Templates of the Monthly, Semester, and Annual Reports

Template for Monthly Reports

- Reporting on Objectives
- Reports Generated by the Center
- Progress Report on Projects and Initiatives
 - Engagement with Other Departments and Units
 - Student Engagement Activities
 - Faculty Engagement Activities
 - External Engagement Activities
- Special Projects and Events
- Attachments
 - Reports

Template for End of Semester Reports

- Introduction
- Reporting on Objectives
- Reports Generated by the Center
- Report on Completed Projects and Initiatives
 - Engagement with Other Departments and Units
 - Student Engagement Activities
 - Faculty Engagement Activities
 - External Engagement Activities
- Special Projects
- Professional Development
- Year to Date Budget Utilization (Amount and Percentage)
- Plan for the Upcoming Semester

Template for Annual Reports

Annual Reports for the academic year are submitted at the end of each spring semester.

- Introduction
- Mission
- Reporting on Objectives
- Reports Generated by the Center
- Report on Completed Projects and Initiatives
 - Engagement with Other Departments and Units
 - Student Engagement Activities
 - Faculty Engagement Activities
 - External Engagement Activities
 - Contribution to Corporate Social Responsibility
- Special Projects
- Professional Development
- Year to Date Budget Utilization (Amount and Percentage)
- Self-Evaluation:
 - Reflection
 - Self-Assessment of the Year's Achievements
- Plan for the Upcoming Academic Year



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