SORAN UNIVERSITY

Career Development Centre

Career Development, Alumni Engagement and Strategic Adaptation

This collection brings together University Council decisions, the Career Development Centre's activities and performance report, and its lessons learned and strategic adaptation report. Together, the documents present the governance context, reported performance, and priorities for strengthening career development and alumni engagement at Soran University.

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Kurdistan Regional Government-Iraq
Ministry of Higher Education & Scientific Research
Presidency of Soran University
President Office

هەرێمی کوردستان -عیراق
سەرۆکایەتیی ئەنجوومەنی وەزیران
وەزارەتی خوێندنی باڵا و توێژینەوەی زانستی
سەرۆکایەتیی زانکۆی سۆران
نووسینگەی سەرۆکی زانکۆ

Reference No.: 165

Date: February 15, 2026 (2729/1/9 Kurdish)

Subject: Transmission of Minutes - 8th University Council Meeting

To: All Faculties / Secretariat of Deans / Assistants to the University President

/ Secretariat of Vice Presidents

Greetings,

Attached herewith, please find a copy of the Minutes of the 8th Ordinary Meeting of the Soran University Council, held on February 15, 2026, transmitted for your review and necessary execution of decision items.

With best regards,

Asst. Prof. Dr. Sherwan Sharif Qurtas
President of Soran University

MINUTES OF THE 8TH ORDINARY MEETING OF SORAN UNIVERSITY COUNCIL

Meeting Type: Ordinary Meeting

Meeting Date: Sunday, February 15, 2026

Location: Soran University Presidency Conference Hall

Chairperson: Asst. Prof. Dr. Sherwan Sharif Qurtas (President)

Minutes Coordinator: Hero Tawfiq Hassan

Document Reference: Session 8 / Academic Year 2025-2026

Council Attendance Register

The meeting was convened under the chairmanship of Asst. Prof. Dr. Sherwan Sharif Qurtas, President of Soran University, with the attendance of council members:

- Prof. Dr. Sirwan Jabar Amin - Vice President for Scientific Affairs
- Asst. Prof. Dr. Sherzad Saeed Sadiq - Vice President for Administrative and Financial Affairs
- Asst. Prof. Dr. Rizgar Saeed Hussein - Vice President for Student Affairs
- Prof. Dr. Samir Mustafa Hamad - Dean of the Scientific Research Center (SRC)
- Asst. Prof. Dr. Ayad Nuri Faqi - Dean of the Faculty of Science
- Asst. Prof. Dr. Jamal Ismail Kak Rasul - Dean of the Faculty of Engineering
- Asst. Prof. Dr. Ali Yousif Aziz - Dean of the Faculty of Education
- Dr. Karmanj Abdullah Hamad - Dean of the Faculty of Arts
- Dr. Hemdad Faisal Ahmed - Dean of the Faculty of Law, Political Science and Administration
- Prof. Dr. Omer Hassan Hussein - Representative of the Academic Staff

Opening Remarks & Humanitarian Recognition

At the outset of the session, the University President welcomed the members of the Council. On behalf of himself and the University Council, he expressed formal gratitude to Asst. Prof. Dr. Ayad Nuri Faqi for leading the fundraising committee organized to collect donations for the Kurds of Rojava (Western Kurdistan). He further commended all committee members for their dedication and diligence in ensuring the success of this humanitarian campaign, which raised a total sum of **7,841,500 IQD (Seven Million Eight Hundred Forty-One Thousand Five Hundred Iraqi Dinars).** The President emphasized that this initiative reflects the vibrant national and humanitarian conscience of our academic institutions toward vital cause matters. Following these remarks, the agenda topics were presented for formal discussion.

Agenda Item 1: Approval of Previous Meeting Minutes

The Council reviewed the decisions and administrative actions arising from the previous meeting to verify full execution. The minutes of the preceding session were formally approved and adopted.

Agenda Item 2: Directives of the University President

- **Student Identification Checks:** All students must present their official university ID cards to security personnel upon entry. This procedure is established as a security measure to maintain a safe campus environment and distinguish enrolled students from external visitors.

- **Official E-mail Communication:** To ensure accurate and timely dissemination of information and Council decisions, all announcements and administrative notices pertaining to academic staff and students shall be transmitted exclusively through official university email accounts.
- **Renewal of Expired University IDs:** The President emphasized the immediate necessity for all personnel and students whose university IDs have expired to complete the renewal process without delay.
- **Commendation for First Semester Examination Management:** The President expressed sincere appreciation to Faculty Deans and Examination Committees for successfully conducting the First Semester First-Attempt and Second-Attempt examinations. The exams were administered with exemplary organization in a calm, suitable academic atmosphere. Formal Letters of Appreciation shall be issued to all members of the aforementioned examination committees.

Agenda Item 3: Academic Affairs

3.1 Evaluation Measures for Non-Passing Staff in Quality Assurance

- **First-Time Failure (2024–2025):** Faculty members who fail the Quality Assurance process for the 2024–2025 academic year only shall receive a formal Notification Letter.
- **Two Consecutive Failures (2023–2024 and 2024–2025):** Faculty members who fail for two consecutive academic years shall be issued a formal Penalty Letter of Attention ('Notice').
- **Three Consecutive Failures (2022–2023, 2023–2024, 2024–2025) or More:** Faculty members who fail for three consecutive years or more shall be issued a formal Warning Letter.
- **Exemption Clause:** If an instructor failed in the initial three years but demonstrated improvement and passed in the final year, they shall be granted an exemption. However, if they fail again in the final year, prior failed years will be calculated against them per the above provisions. Future non-pass cases will follow Ministry of Higher Education QA regulations.

3.2 Learning Management System (LMS) Coursebook Upload Compliance

Despite prior deadlines instructing all academic staff to upload coursebooks to the LMS, certain faculty members failed to comply. The Council decided to issue a final notice to non-compliant staff: failure to upload coursebooks within one week will result in immediate legal and administrative actions.

3.3 Professional Ethics Framework for Teachers and Students

It was resolved that all faculties and scientific departments must organize specialized seminars and activities promoting the principles of Professional Ethics for both teaching staff and students at Soran University. The Office of the Vice President for Scientific Affairs shall be formally notified in writing regarding the execution and scheduling of these activities.

3.4 Bologna Process & Academic Time-Cap (Ceiling Limit) Regulations

Under Bologna Process directives, undergraduate students reaching the maximum study duration ceiling (6 years) shall be transitioned to Parallel Education status. An administrative order permitting continuation under Parallel Study rules will be issued, and students will be treated under Parallel tuition financial frameworks.

3.5 ECTS Progression & Progression Threshold Amendments

Pursuant to Council Decision No. 5 (dated Dec 4, 2025) requiring 90 ECTS credits to progress from Semester 4 to Semester 5, the Council unanimously voted to amend the decision for the current academic year as follows:
• Students currently in Semester 2 must complete 90 ECTS credits to progress from Semester 4 to Semester 5.
• Students currently in Semester 3 must complete 120 ECTS credits to progress from Semester 6 to Semester 7.
Note: For upcoming academic years, only the 90 ECTS requirement (Clause 1) shall remain applicable.

3.6 Postgraduate Studies (Master's) in Private Universities

In reference to Ministry Minutes No. 1 soliciting university feedback on authorizing Master's programs in private universities, the Council resolved to conduct further study, gather member proposals, draft a comprehensive technical report, and submit formal feedback to the Ministry of Higher Education.

3.7 Approval of Academic & Advisory Bylaws

Following member review, the Council unanimously approved and ratified two official regulations:
1. Bylaw on Curriculum Design and Program Development
2. Bylaw on Departmental Advisory Councils for Academic Programs

Agenda Item 4: Administrative & Financial Affairs

Mandatory Entry of Student Absence Records (SIS):
Instructors are required to enter student absence records into the Student Information System (SIS) within one week. Any instructor failing to log absences within the designated deadline shall be marked as 'Absent' for that week.

Agenda Item 5: Student Affairs

- **Annual Student Conference:** The Annual Student Conference will take place on April 28–29, 2026. A selected student delegation will also represent Soran University at the American University of Kurdistan (AUK) Student Conference in Erbil on May 2–3, 2026.
- **Workforce Development Forum:** Scheduled for April 15–16, 2026. The Career Development Center (CDC) team is instructed to present the event operational plan at the next University Council meeting for final approval.
- **Course Materials Provisioning for Semesters 1 & 2:** The Council discussed making all semester course materials available at the start of the Autumn semester for the 2026–2027 academic year. Council members were tasked with further studying this item for decision in upcoming meetings.
- **Establishment of Soran University Alumni Association:** To strengthen continuous engagement and monitor post-graduation career paths, the Council formally approved the establishment of the Soran University Alumni Association.

SORAN UNIVERSITY

Career Development Centre

Activities & Performance

Statistical Report

Academic Years 2023–24 | 2024–25 | 2025–26

Report Date:	June 2026
Prepared by:	Kawa Memo | Rabel Romeo
Institutional Unit:	Career Development Centre (CDC)
Reporting Period:	February 2023 – July 2026
Data Coverage:	223 Recorded Activities | 14,726 Participant Engagements

1. Executive Summary

223	14,726	3	+1,124%
Total Activities	Participant Engagements	Academic Years	Internship Growth
Feb 2023 – Jul 2026	Estimated across all years	2023–24 | 2024–25 | 2025–26	2022–23 to 2024–25

This report presents a comprehensive statistical analysis of activities delivered by the Career Development Centre (CDC) at Soran University during three consecutive academic years: 2023–24, 2024–25, and 2025–26 (partial, through July 2026). The analysis is based on 223 recorded activities encompassing approximately 14,726 participant engagements.

The report documents programme performance across multiple activity categories, evaluates year-on-year trends in activity volume and participation, identifies structural and operational challenges, and provides evidence-based recommendations to support future planning and institutional decision-making.

While overall activity volume and participation declined across the reporting period — largely attributable to institutional resource constraints — the internship programme demonstrated exceptional growth, increasing from 49 placements in 2022–23 to 600 placements in 2024–25. This trajectory represents a cumulative growth rate of over 1,100% and signals strong student demand for employment-oriented initiatives.

2. Data Overview and Scope

2.1 Data Source and Collection Methodology

Data were collected and maintained internally by CDC staff throughout the reporting period. The data set spans from February 2023 through July 2026, encompassing all activities formally recorded by the Centre. Activity records include the type of activity, approximate participant numbers, and the academic year in which the activity was conducted.

Total Recorded Activities (2023–2026): 223 across three academic years

Total Estimated Participant Engagements: Approximately 14,726

2.2 Scope and Limitations

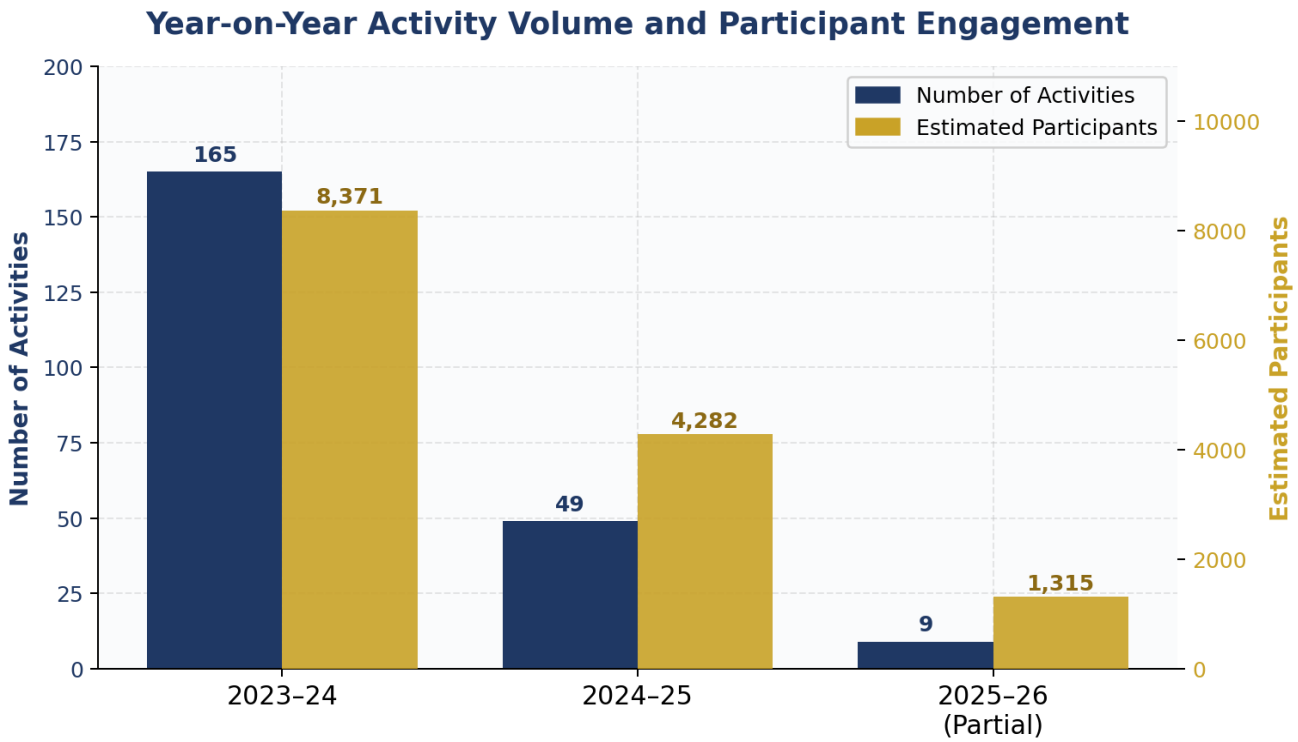
The data presented in this report covers all CDC activities formally recorded during the three-year reporting period. It should be noted that participation figures for the 2025–26 academic year are preliminary, as the academic year remains on-going at the time of publication. Final figures may differ from those presented herein.

Additionally, participant numbers represent estimated engagement counts rather than individually verified attendance records, which is consistent with standard institutional reporting practices for large-scale events and multi-session programmes.

3. Year-on-Year Activity Analysis

3.1 Activity Volume and Participation Metrics

Participant engagement at the Career Development Centre declined progressively across the three academic years covered by this report. The following chart illustrates the relationship between activity volume and total participation by year.



Metric	2023–24	2024–25	2025–26 (Partial)
Total Activities	165	49	9
Estimated Participants	8,371	4,282	1,315
YoY Change — Activities	Baseline	−70.3%	−81.6%
YoY Change — Participants	Baseline	−48.8%	−69.3%*

** 2025–26 figures are partial and subject to revision upon year-end data consolidation.*

3.2 Analysis and Interpretation

Estimated participation fell from 8,371 in 2023–24 to 4,282 in 2024–25, representing a year-on-year decrease of approximately 48.8%. Participation declined further to 1,315 in 2025–26 (partial data). The number of activities conducted followed a parallel downward trajectory, declining from 165 to 49 to 9 over the same period.

Several structural factors account for this trend:

- Reduction in Activity Volume: Fewer activities were organized across successive years, directly reducing opportunities for student participation.
- Budget and Resource Constraints: Limited financial resources restricted the CDC's capacity to organize large-scale events, engage external speakers, and produce promotional materials.
- Staffing Limitations: Insufficient staffing reduced the Center's operational capacity, limiting the number of activities that could be planned and delivered concurrently.
- Absence of Dedicated Facilities: The lack of a permanent venue for workshops and seminars created scheduling difficulties and reduced the frequency and accessibility of events.

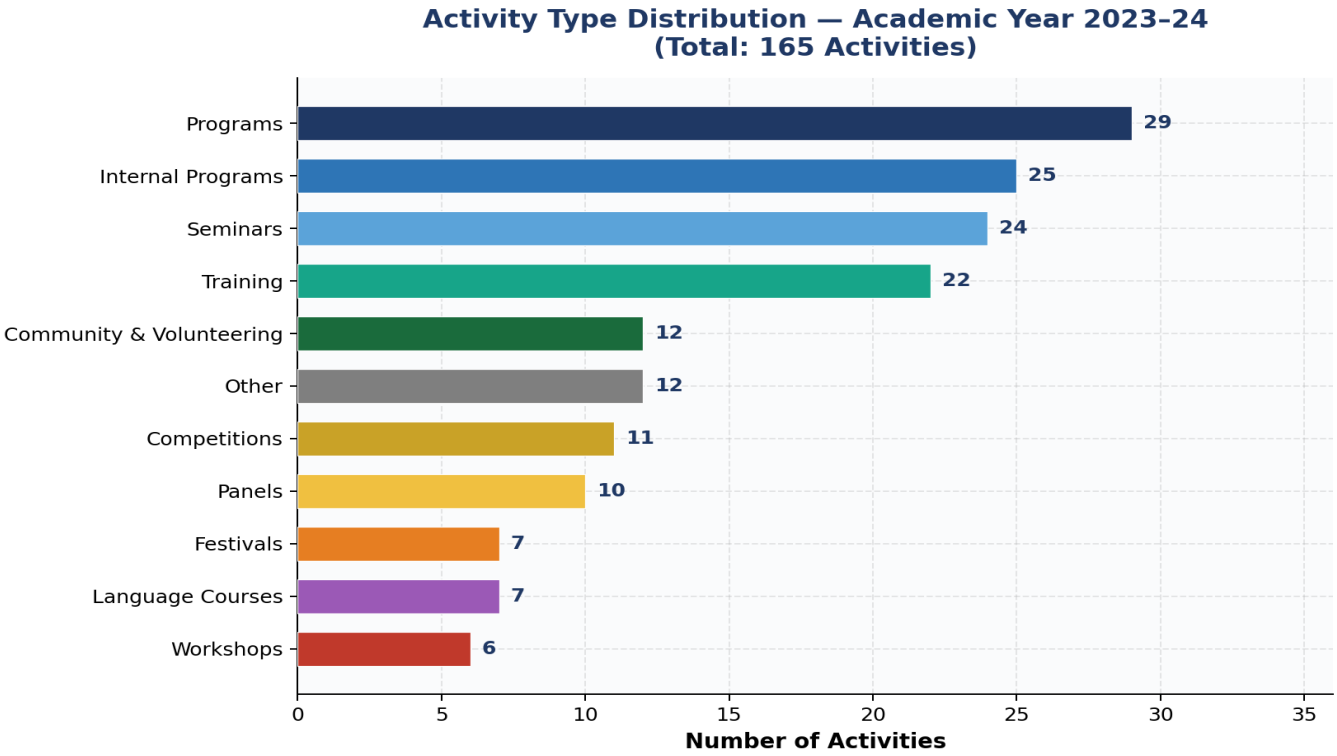
3.3 Positive Indicators Amidst the Decline

Notwithstanding the overall decline in activity volume, several high-impact programscontinued to attract substantial audiences. The Induction Weeks for first-year students each recorded approximately 1,500 participants, while the Internship Programme 2025 engaged 600 students — the highest attendance for any voluntary career-development initiative in the dataset. These outcomes confirm that student demand for career-related services remains strong when programsare well-targeted and adequately supported.

4. Activity Type Distribution by Academic Year

4.1 Academic Year 2023–24

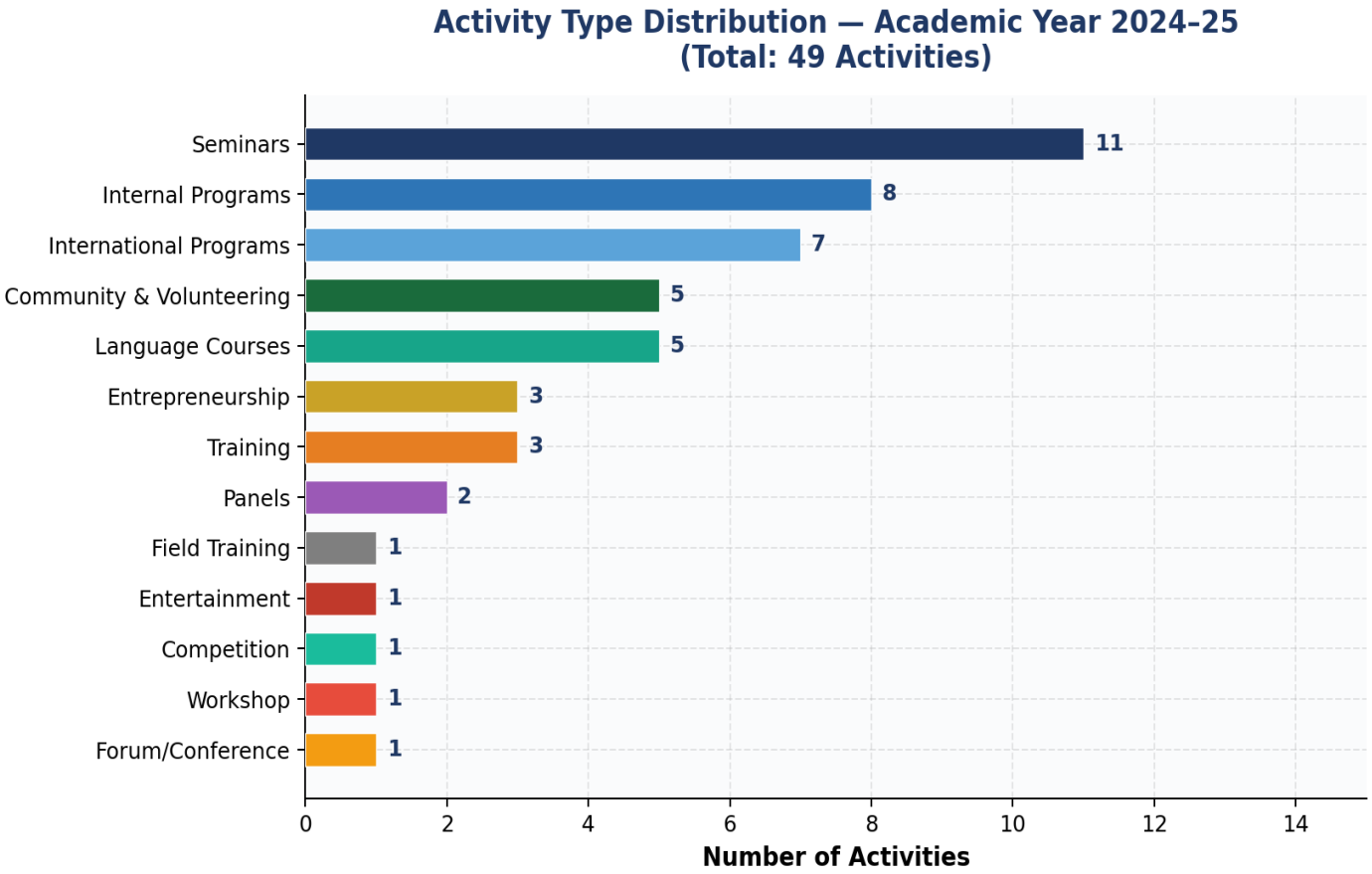
The 2023–24 academic years represented the CDC's most operationally active and programmatically diverse period, with 165 activities delivered across 11 distinct activity categories.



The largest category was programs (29 activities), followed by Internal programs (25) and Seminars (24). Together, these three categories accounted for nearly half of all activities conducted during the year. Training Sessions (22 activities) constituted a further significant component, reflecting a strong institutional emphasis on professional skills development. Community and volunteering initiatives (12 activities) and Competitions (11 activities) broadened the Centre's engagement model beyond academic and career programming.

The breadth of activity categories in 2023–24 reflects a deliberate diversification strategy and corresponds to the highest participation figures recorded across the reporting period.

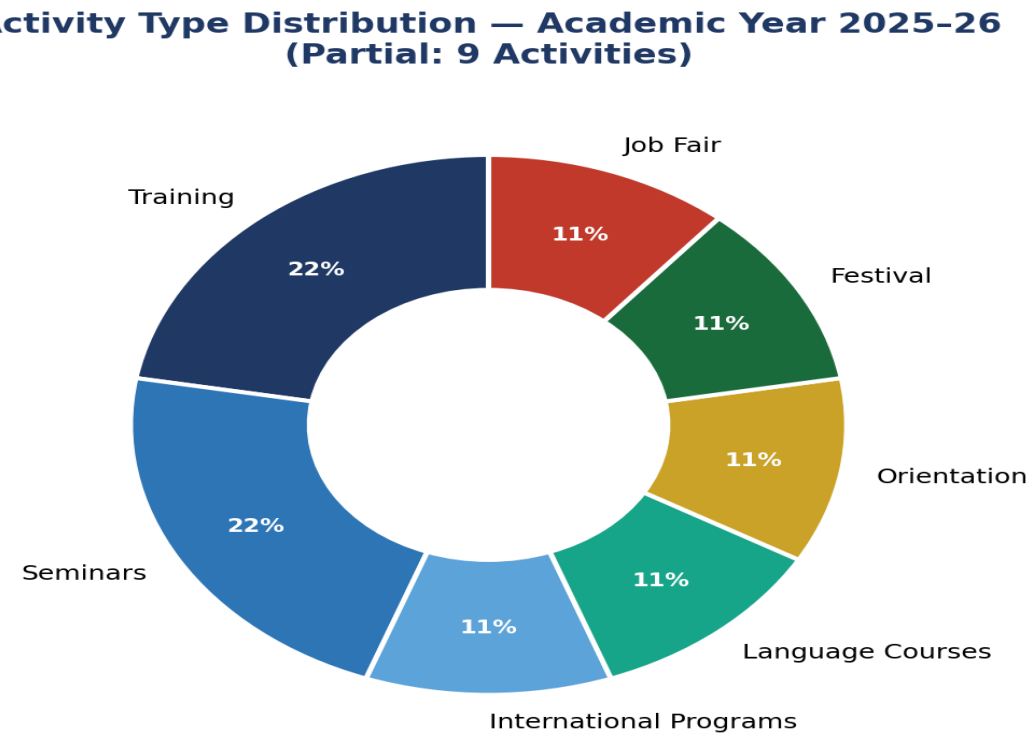
4.2 Academic Year 2024–25



The CDC recorded 49 activities during the 2024–25 academic years — a 70.3% reduction compared with the preceding year. Seminars emerged as the dominant category with 11 activities, indicative of a strategic shift toward lower-cost, calculable event formats. Internal programs and International programs each recorded 8 and 7 activities respectively, demonstrating continued institutional commitment and international engagement. Programs

Despite the contraction in total activity volume, the breadth of categories expanded to 13, suggesting that the CDC maintained a degree of programming diversity even under constrained operational conditions. Community and Volunteering Activities and Language Courses each accounted for 5 activities, confirming their continued role in the Centre's programming portfolio.

4.3 Academic Year 2025–26 (Partial Data)

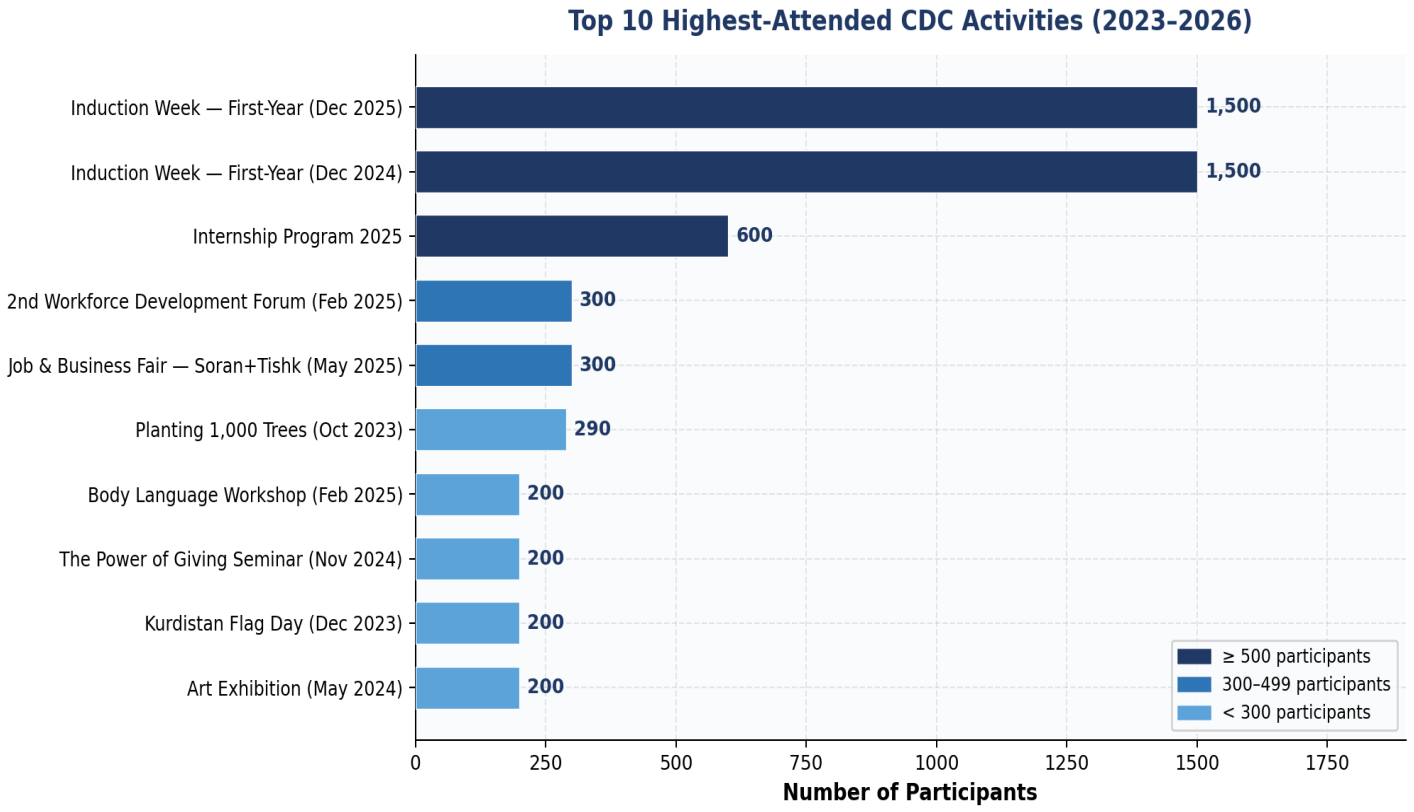


The CDC recorded 9 activities during the 2025–26 academic years through July 2026, representing the lowest activity volume across the three-year reporting period. Training and Seminars were the most frequently conducted activity types (2 each), while International Programmes, Language Courses, Orientation, Festival, and Job-Fair each recorded one activity.

A notable feature of the 2025–26 portfolio is the inclusion of a Job Fair and a formal Orientation programme. While each was recorded as a single event, both are high-impact formats with the potential to engage large student cohorts and directly advance the CDC's core mission of career readiness and employability. This suggests a strategic reorientation toward fewer but higher-impact activities, the full effect of which will become more apparent upon completion of the academic year.

5. Highest-Attended Activities

The following analysis identifies the ten activities that recorded the highest attendance across the full reporting period, providing insight into the types of programming that most effectively engage the student population.



Activity	Year	Participants
Induction Week — First-Year Students (Dec 2025)	2025–26	1,500
Induction Week — First-Year Students (Dec 2024)	2024–25	1,500
Internship Programme 2025	2024–25	600
Second Workforce Development Forum (Feb 2025)	2024–25	300
Job and Business Fair — Soran & Tishk (May 2025)	2024–25	300
Planting 1,000 Trees / Powering the Future (Oct 2023)	2023–24	290

Body Language Workshop (Feb 2025)	2024–25	200
The Power of Giving Seminar (Nov 2024)	2024–25	200
Kurdistan Flag Day (Dec 2023)	2023–24	200
Art Exhibition (May 2024)	2023–24	200

5.1 Key Observations

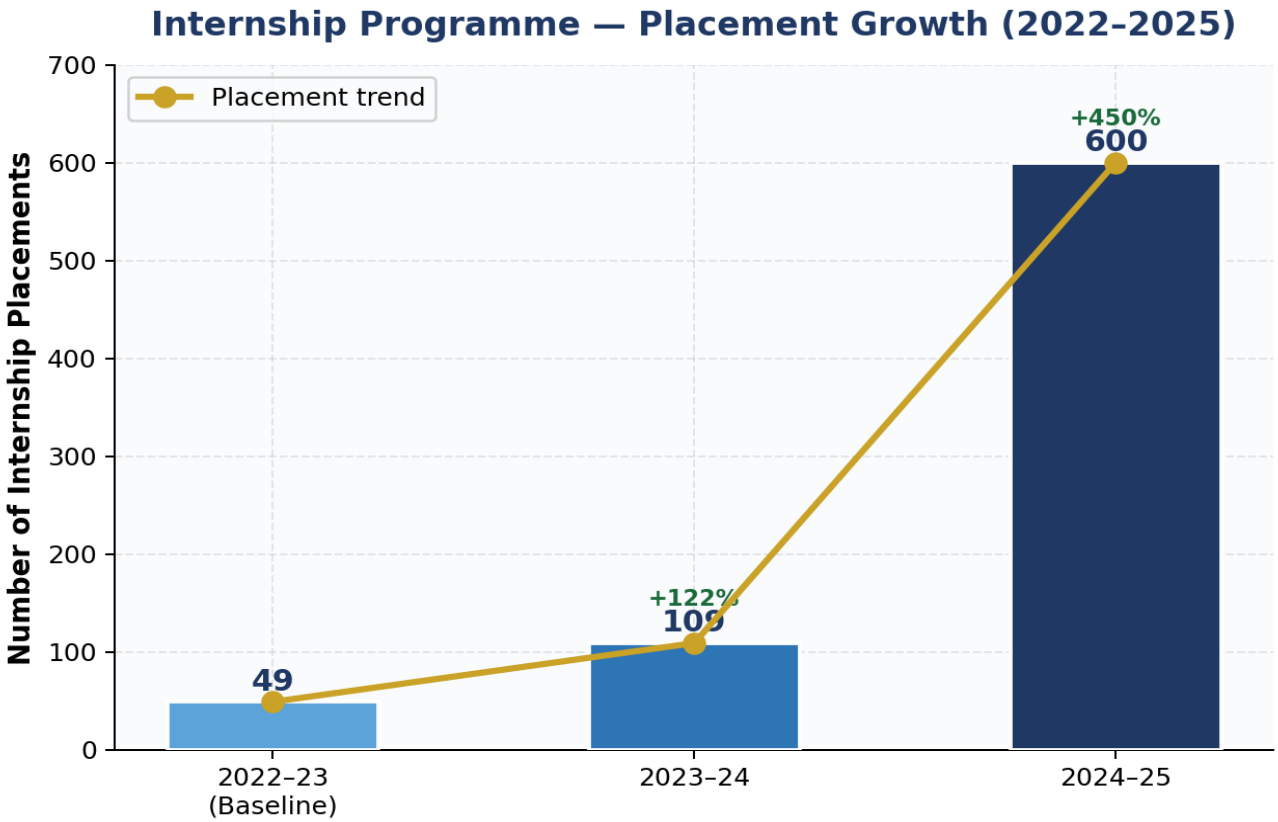
The two Induction Weeks for First-Year Students recorded the highest attendance figures in the datasets (1,500 participants each). These events derive their reach from their university-wide relevance and their role in orienting all incoming students to university services and resources.

The Internship Programme 2025 ranked third with 600 participants, representing the highest attendance for any voluntary, career-focused activity. This figure significantly exceeds the fourth-ranked event and underscores the strong student demand for work-based learning and employability programming.

A second cluster of activities — including the Second Workforce Development Forum, the Job and Business Fair, and the Planting 1,000 Trees initiative — attracted between 290 and 300 participants, demonstrating consistent student interest in professional development and community engagement. The remaining activities each recorded 200 participants, indicating steady engagement across a variety of programme formats.

6. Internship Programme Performance

The internship programme represents the most significant positive performance trend recorded by the CDC across the reporting period. Growth in placement numbers has been continuous and accelerating, in marked contrast to the overall decline in activity volume and participation.



Academic Year	Placements	Year-on-Year Change	Cumulative Growth
2022–23 (Baseline)	49	—	—
2023–24	109	+122.4%	+122.4%
2024–25	600	+450.5%	+1,124.5%

6.1 Analysis of Growth Trajectory

The number of internship placements increased from 49 in the 2022–23 baseline years to 109 in 2023–24, representing a 122.4% increase. This initial growth phase indicates that the programme was gaining institutional structure and visibility.

The most substantial expansion occurred between 2023–24 and 2024–25, when placements rose from 109 to 600 — a 450.5% increase within a single academic year. This dramatic acceleration suggests enhanced employer partnerships, increased institutional privatization, and strong student uptake. Over the full reporting period, cumulative growth exceeds 1,100%.

The internship program's trajectory stands in clear contrast to the general decline in CDC activity levels. This divergence suggests that targeted, employment-focused programs with direct career relevance are capable of sustained growth even under conditions of broader resource constraint. The programme should accordingly be regarded as a strategic priority and a model for future CDC development.

7. Operational Challenges

The decline in overall CDC activity levels and participation is attributable to a set of interconnected structural and operational challenges that have persisted throughout the reporting period. These challenges collectively constrain the Centre's capacity to plan, deliver, and sustain its programming.

7.1 Absence of a Dedicated Physical Facility

The absence of a permanent, purpose-built CDC facility constitutes one of the most significant operational constraints. Without a fixed venue, the Centre is dependent on shared or temporarily available rooms across the university campus. This arrangement creates scheduling conflicts, reduces operational flexibility, and limits the frequency and scale of activities that can be organised.

A dedicated space would enhance the CDC's institutional visibility and accessibility, encouraging on-going student engagement, walk-in consultations, and a stronger sense of institutional identity. The current arrangement impedes these outcomes and reduces spontaneous participation.

7.2 Insufficient Operational Budget

Limited financial resources directly constrain the scale and quality of CDC programming. Costs associated with guest speakers, training materials, event logistics, transportation, and promotional activities are difficult to sustain within the current budgetary framework. As a result, the CDC is frequently required to prioritize lower-cost activities, even where larger-scale programs would more effectively serve student needs. This constraint also limits the Centre's ability to pursue long-term planning and establish high-profile partnerships.

7.3 Staffing Constraints

The CDC currently operates with a limited number of staff who are required to fulfil multiple concurrent responsibilities, including event planning, student advising, employer coordination, administrative functions, and performance reporting. This multifaceted workload reduces operational efficiency, limits the number of activities that can be delivered simultaneously, and places considerable pressure on existing personnel. Over time, staffing constraints have contributed to a slower pace of programme development and reduced institutional outreach.

7.4 Weak Inter-Departmental Coordination

Effective career development services depend substantially on systematic collaboration with academic departments, faculty members, and administrative units. Coordination between the CDC and other departments remains inconsistent, resulting in missed opportunities for integrating CDC activities within academic schedules, uneven promotion of events, and scheduling conflicts that directly reduce participation and programme reach.

7.5 Absence of a Decision-Making Framework for External Engagements

The CDC currently lacks a formalized and consistent framework governing the invitation of external public figures and speakers to institutional events. The absence of standardized procedures — defining eligibility criteria, approval pathways, and alignment requirements — introduces inefficiencies into the planning process and increases the risk of inconsistent outcomes. A formal policy in this area would improve planning efficiency, ensure alignment with CDC objectives, and enhance the overall quality and institutional impact of events.

7.6 Regional Conflict and Its Impact on CDC Performance

The reduction in activities carried out by the Career Development Centre in 2025-5 was influenced by the regional escalation of tensions among neighbouring countries. The temporary closure of universities, and the weather conditions coupled with uncertainty regarding future developments, affected operational planning and constrained our ability to implement a number of planned programs and activities within the intended timeframe.

8. Statistical Summary

Summary Statistics — Career Development Centre (2023-2026)

Metric	2023-24	2024-25	2025-26 (Partial)	Total
Total Activities	165	49	9	223
Estimated Participants	8,371	4,282	1,315	14,726 (est.)
Activity Categories	11	13	7	—
Internship Placements	109	600	—	758+
YoY Activity Change	Baseline	−70.3%	−81.6%	—
YoY Participation Change	Baseline	−48.8%	−69.3%*	—

** 2025–26 data is partial (through July 2026); final figures may differ.*

8.1 Downward Trend in Activity Volume and Participation

The data confirms a clear and sustained decline in both activity volume and participant engagement across the reporting period. Total activity numbers peaked at 165 in 2023–24 before falling to 49 in 2024–25 and 9 in 2025–26 (partial). Similarly, total participation declined from an estimated 8,371 in 2023–24 to 4,282 in 2024–25 and 1,315 in 2025–26. This pattern is consistent with the operational challenges identified in Section 7 and confirms the direct relationship between institutional resource allocation and programme delivery capacity.

8.2 Exceptional Growth in Internship Placements

In contrast to the general downward trend, internship placements increased from 49 in 2022–23 to 600 in 2024–25 — a cumulative growth rate exceeding 1,100%. This represents the strongest positive performance trend in the datasets and demonstrates that focused, career-oriented initiatives can achieve significant expansion even under conditions of broader resource constraint.

8.3 Reduction in Programme Diversity

Activity diversity, measured by the number of distinct activity categories, decreased from 11 categories in 2023–24 to 7 in 2025–26 (partial). This narrowing of the programming portfolio reflects resource-driven prioritization rather than a deliberate strategic specialization. As categories consolidate and some disappear, the CDC's ability to serve diverse student needs and interests is correspondingly reduced.

9. Recommendations

The following recommendations are informed by the statistical evidence and operational findings presented in this report. They are structured according to implementation timeline to support both immediate recovery and long-term institutional development.

9.1 Immediate Priorities

1. Establish a Permanent CDC Facility

Allocating a dedicated physical space is the most urgent operational requirement. A permanent venue would improve the Centre's visibility and accessibility, enable regular programming without dependence on shared rooms, and strengthen the CDC's institutional identity on campus.

2. Increase Institutional Funding Allocation

The current operational budget is insufficient to sustain the scope and quality of programming required to meet student demand. An increase in allocated funding would enable more frequent events, improved materials and logistics, stronger speaker engagement, and more effective outreach and promotion.

3. Expand Staffing Capacity

Recruiting additional staff is essential to reduce workload pressure on current personnel and improve the quality and quantity of service delivery. A larger team would support simultaneous programme management, enhanced employer relations, and more effective student advising.

9.2 Medium-Term Actions

1. Formalize Inter-Departmental Coordination Procedures

Structured collaboration mechanisms should be established between the CDC and academic departments to improve scheduling alignment, enhance student awareness of available programs, and ensure consistent integration of career development activities into academic life.

2. Implement a Centralised Digital Data Collection System

A standardized digital platform for recording all CDC activities — including participant numbers, activity categories, and programme outcomes — would improve data accuracy, reduce inconsistencies, and support evidence-based planning and reporting.

3. Formalize and Expand the Internship Programme

The internship program's exceptional growth trajectory should be sustained through the formalization of employer partnerships, the establishment of annual placement targets, and the development of a structured programme management framework. Given demonstrated student demand, the internship programme should remain a central pillar of CDC strategy.

9.3 Strategic Actions

1. Introduce an Annual Career Week

Establishing a flagship institutional event combining job fairs, workshops, employer networking sessions, and alumni engagement would maximize student participation and significantly increase the CDC's visibility and impact across the university.

2. Develop a Multi-Year CDC Strategic Plan

A structured long-term strategy — aligned with university-wide priorities and defining clear performance targets — would guide resource allocation, programme development, and institutional positioning over the medium and long term.

3. Pursue External Funding and Partnership Opportunities

Reducing dependence on internal funding by establishing partnerships with private sector organization, non-governmental organization, and development agencies would improve the financial sustainability of CDC operations and enable larger-scale programming.

10. Conclusion

The Career Development Centre has delivered substantial institutional value throughout the reporting period, completing 223 activities and engaging an estimated 14,726 participants across three academic years. The internship programme, in particular, stands out as a strategic success, having grown from 49 placements in 2022–23 to 600 in 2024–25 — a trajectory that reflects both strong student demand and the effectiveness of targeted, employment-focused programming.

At the same time, the analysis reveals a sustained decline in overall activity volume and participation, which is directly attributable to structural constraints in budget, staffing, facilities, and inter-departmental coordination. The evidence presented in this report demonstrates clearly that the current downward trend reflects limitations in operational capacity rather than a decline in student interest in career development services. The consistently strong attendance at flagship events such as Induction Weeks and the Internship Programme provides compelling evidence that demand remains high when programs are well-resourced and strategically delivered.

This report provides an evidence-based foundation for institutional decision-making and future planning. Addressing the identified operational constraints and investing strategically in high-performing programs would enable the CDC to significantly expand its reach and impact, and to further strengthen its role in preparing Soran University graduates for successful and meaningful professional careers.

End of Report

Career Development Centre | Soran University | June 2026

LESSONS LEARNED & STRATEGIC ADAPTATION REPORT

Soran University
Career Development Centre (CDC)
Reporting Period: February 2023 – July 2026
Document Reference: LL-2026-001
Prepared By: Kawa Memo & Rabel Romeo
Reviewed By: Office of the Vice President for Student Affairs

1. Purpose

This document captures the key lessons learned from the CDC's performance over three academic years (2023–2026) and documents how the institution has adapted its strategy, resource allocation, and operational approach based on the data presented in the CDC Final Report (June 2026).

2. Data Reviewed

Data Source	Key Finding
CDC Final Report (June 2026)	Activity volume declined 94.5% (165 → 9 activities); participation declined 84.3% (8,371 → 1,315).
Internship Programme Data	Internship placements grew 1,124% (49 → 600).
Council Minutes (Feb 2026)	Workforce Development Forum scheduled for April 2026; CDC instructed to present operational plan.
Stakeholder Feedback	Student demand remains high for career-focused, employment-oriented programs.

3. Lessons Learned

Lesson 1: Targeted, Employment-Focused Programs Succeed Even Under Resource Constraints

Data Evidence:

1. Internship placements grew from 49 (2022–23) to 600 (2024–25) — a cumulative growth of 1,124%.
2. The Internship Programme 2025 was the third-highest attended activity (600 participants), despite overall activity decline.

Lesson:

When programs are directly tied to employment outcomes and labor market demand, student demand remains strong — even when the institution faces budget, staffing, and facility constraints.

Strategic Adaptation:

1. The University Council formally recognized the Internship Programme as a strategic priority for CDC.
2. The CDC was instructed to formalize and expand the Internship Programme, including establishing annual placement targets and structured employer partnerships.
3. A Workforce Development Forum was scheduled for April 15–16, 2026, with the CDC team required to present an operational plan to the University Council.

Lesson 2: Broad Activity Volume Is Not Sustainable Without Dedicated Resources

Data Evidence:

- Activity volume declined from 165 (2023–24) to 49 (2024–25) to 9 (2025–26, partial).
- Participation declined from 8,371 to 4,282 to 1,315 over the same period.
- Root causes identified: no dedicated facility, insufficient budget, staffing limitations, and weak inter-departmental coordination.

Lesson:

The decline was not due to lack of student interest — flagship events like Induction Week (1,500 participants) and the Internship Programme (600 participants) continued to attract large audiences. The decline was driven by operational capacity constraints.

Strategic Adaptation:

1. The University Council approved the establishment of the Soran University Alumni Association to strengthen continuous engagement and monitor post-graduation career paths.
2. The CDC was instructed to prioritize fewer, higher-impact activities (e.g., Job Fair, Orientation, Training, Seminars) rather than spreading resources across many low-impact events.

3. The Council directed the CDC to present a formal operational plan for the Workforce Development Forum before implementation — introducing a new layer of accountability.

Lesson 3: Data Collection Itself Needs Improvement

Data Evidence:

1. The CDC report acknowledges that participant numbers are estimated engagement counts rather than individually verified attendance records.
2. 2025–26 data is partial (through July 2026), limiting year-on-year comparability.

Lesson:

The institution cannot make fully evidence-based decisions without standardized, accurate, and timely data collection.

Strategic Adaptation:

1. The CDC recommended implementing a Centralised Digital Data Collection System to standardize activity recording, participant numbers, and outcomes.
2. This recommendation was included in the CDC's formal recommendations to the University Council for consideration in the next strategic planning cycle.

Lesson 4: Institutional Decision-Making Must Be Tied to Strategic Priorities

Data Evidence:

1. The University Council (Feb 2026) approved two key bylaws: the Bylaw on Curriculum Design and Program Development and the Bylaw on Departmental Advisory Councils for Academic Programs.
2. The Council amended ECTS progression thresholds based on academic experience.
3. The Council approved the Alumni Association to track graduate outcomes.

Lesson:

Strategic decisions are most effective when they are formally approved, documented, and tied to institutional priorities — not made ad hoc.

Strategic Adaptation:

- The University Council now requires formal operational plans for major events (e.g., Workforce Development Forum).
- The Council has established a clear governance trail for program changes (Faculty Council → University Council → Ministry approval → University Order).
- The Council is now using data from the CDC report to inform decisions about resource allocation and program prioritization.

4. Summary of Strategic Adaptations

#	Lesson Learned	Strategic Adaptation	Responsible Unit	Timeline
1	Targeted programs succeed under constraints	Formalize and expand Internship Programme; set annual placement targets	CDC + University Council	2026–2027
2	Broad activity volume unsustainable	Prioritize fewer, higher-impact activities (Job Fair, Orientation, Training)	CDC	2026–2027
3	Data collection needs improvement	Implement Centralised Digital Data Collection System	CDC + IT Department	2026–2027
4	Decisions must be tied to strategy	Require formal operational plans for major events	University Council	Immediate
5	Alumni engagement is a strategic priority	Establish Soran University Alumni Association	University Council + CDC	2026
6	Inter-departmental coordination is weak	Formalize coordination procedures between CDC and academic departments	CDC + Faculty Deans	2026–2027
7	Dedicated facility is essential	Allocate permanent CDC facility	University Presidency	2026–2027 (proposed)
8	Budget constraints limit impact	Increase institutional funding allocation for CDC	University Presidency + Finance	2026–2027 (proposed)