

College of Arts and Sciences

Annual Effectiveness Report 2016

(Online Version)



Prepared by:
College of Arts and Sciences



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FOREWORD BY THE DEAN

The academic year 2015-2016 has been the most important milestone of the College of Arts and Sciences. This milestone saw a number of accomplishments achieved, which are documented at length in this report. Taken together, they signify the steady development of the College to new heights of progress, innovation and excellence. The College remains focused on the quality of the student learning experience so the graduates have the skills and knowledge they need to achieve their dreams and aspirations.

It is worthy of note that greater levels of synergy have been realized in terms of interdisciplinary collaboration College-wide. This was achieved most notably through the three research centers in the College. Research productivity remains encouraging, and the progress made in these areas is allowing the college to realize the initial goals set on its last cycle of its strategic plan.

The success of the College in providing a high quality education, and in fulfilling the achievements listed within this report, is a genuine reflection of the teamwork, commitment to academic excellence, and dedication made by faculty and staff within the College of Arts and Sciences. Whilst progress in CAS since it was founded has been transformative, our mandate remains to successively build on this for the future.

On June 2016, a transformation took place which provided a new dimension in the administration and management of the College. A new structure was introduced to cater to the growing demands of the community be it in terms of program or service delivery. CAS has developed a governance structure which created a road map to a new CAS strategic plan which mirrored the university's initiatives developed based on the new high administration structure.

As its proactive approach, committees were formed to involve faculty members in the college. Details of this new governance structure are presented in this report. Whilst the College has achieved progress in many areas of governance and academic interest, it has given the utmost priority and focus on furthering student learning and success which is vital in its inherent role in the university. Key examples of which are documented in this report.

Dr. Rashid Ahmed R A Al-Kuwari
Dean, College of Arts and Sciences

1. بشكل عام، هناك نقص في البنية التحتية فيما يتعلق بعدد القاعات الدراسية والمكاتب ومختبرات الأبحاث ومختبرات الطلاب.
2. المشكلات المتعلقة بالطلاب:

- أ) بلغ رضى الطلاب فيما يتعلق بنقطة "تفهم أعضاء هيئة التدريس لتفاوت المستويات الأكاديمية لدى الطلاب" نسبة 63% حسب استبيان طلاب كلية الآداب والعلوم، وبالرغم من أن هذه النسبة قد ارتفعت بمقدار 5% مقارنة بنسبة 58% في العام 2014-2015 إلى أنها ما تزال مثيرة للقلق. وقد يكون من المناسب إجراء استبيان خاص لمحاولة فهم أسبابها.
- ب) أشار الاستبيان إلى أن 56% فقط من طلاب كلية الآداب والعلوم على دراية ببرامج التدريب والتطوير المهني التي يقدمها مكتب التعليم المستمر. وينبغي طرح المزيد من الدورات استناداً إلى احتياجات الطلاب ويغرض تحسين فرص عملهم.
- ج) أشار الاستبيان إلى أن 83% من طلاب كلية الآداب والعلوم قد اطلعوا على السياسات والإجراءات التأديبية للجامعة بخصوص الطلاب، مما يدل على ارتفاع في هذه النسبة مقارنة بنسبة 66% في العام 2014-2015. ومن الممكن القيام بالمزيد في هذا المجال عن طريق طرح ورشات عمل وتفعيل خط ساخن لتزويد الطلاب بمعلومات هامة فيما يتعلق بسياسات وإجراءات الجامعة.
- د) خلال العامين الفاتنين، لاحظت جامعة قطر ارتفاعاً في أعداد طلاب السنة الأولى ممن يعانون من تنني في مستواهم الأكاديمي، وينبغي التركيز على اتخاذ إجراءات لتفادي هذه المشكلة في وقت مبكر من العام الدراسي.
- هـ) بالرغم من أن نسبة رضى الطلاب عن جودة المعدات الرياضية بلغت 87% مقارنة بنسبة 72% في عام 2014-2015، فقد لوحظ أن الصالات الرياضية في حالة سيئة، وأن الجمنازيوم غير مهياً بأحدث الأجهزة الرياضية، وينبغي النظر في هذا الموضوع وتحسين البنية التعليمية لبرنامج علوم الرياضة.

3. المشكلات المتعلقة بأعضاء هيئة التدريس

- أ) لا تزال مسألة اجتذاب أعضاء هيئة تدريس قطريين والحفاظ عليهم من المشكلات التي تواجهها الكلية.

4. المشكلات المتعلقة بعملية مراجعة البرامج

- تركيز عدد كبير من البرامج على تحسين عملية تقييم الطلاب بدلاً من التركيز على مخرجات التعلم نفسها.
- التشابه ما بين العديد من المواد المطروحة في برامج البكالوريوس وتلك المطروحة في برامج الدراسات العليا.

خدمات المجتمع وبرامج التواصل

الفترة	عدد الفعاليات المقامة
المؤتمرات	14
المحاضرات بدعوة عامة	16
زيارات المدارس	11
فعاليات التواصل	6
حلقات النقاش	4
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التوصيات الرئيسية

أمام التحديات التي تواجهها الكلية، توصي العمادة بالتطبيق الفعال لنظام الحوكمة المعمول به حيث يمكن لفريق العمليات للكلية والكلية معا أن يقدموا الدعم الأقصى لتحقيق أهداف نظام الحوكمة الذي تم تطبيقه ابتداءً من أكتوبر 2016. كما توصي العمادة بتقديم الإدارة العليا الدعم الكامل من أجل التطبيق الشامل لهذا النظام.

وبذلك تستطيع الكلية تأكيد الضمان لنوعي العلاقة بعملية تعليمية ذات تأثير واضح في الجامعة من خلال توفير خدمات أكاديمية ذات جودة لمنتسبيها من الطلبة.

فيما يلي التوصيات الرئيسية المقدمة من الكلية:

أ- زيادة الأنشطة في مجال المهارات البحثية.

ب- مراجعة المناهج الدراسية لزيادة التركيز على مهارات التفكير النقدي.

ج- تقديم المزيد من التدريب للهيئة التدريسية فيما يخص التقييم.

أبرز الإنجازات (للفترة من يناير وحتى ديسمبر 2016)

1. تم تنفيذ أربعة برامج جديدة هي: دكتوراه في دراسات الخليج، وماجستير في علم الإحصاء التطبيقي، وماجستير في الصحة العامة (حالياً كلية العلوم الطبية)، وتخصص فرعي في اللغة الفرنسية.
2. تمت إعادة اعتماد برنامج الكيمياء لخمس سنوات أخرى (2015-2020).
3. تعزز الكلية مواصلة عملية المعايرة أو القياس المقارن لجودة برامجها، بما يتوافق مع دورة مراجعة البرامج الأكاديمية للجامعة. وقد تم الاطلاع على البرامج التالية خلال الفترة 2014-2015: الخدمة الاجتماعية، والإحصاء، والعلوم الحيوية الطبية، والتغذية البشرية، والأدب الإنكليزي واللغويات. كما تم إنجاز دراسات المراجعة الذاتية للتخصصات التالية خلال الفترة 2014-2015: دراسات الخليج، والعلوم البيئية، والكيمياء، والعلوم الرياضية، أما الإحصاء والعلوم البيئية فهما بصدد تجديد الاعتماد لبرامج الدراسات الأولية والدراسات العليا للعام 2017.
4. بعد مراجعة 197 مقررأ متطلباً رئيسياً، تبين أن 176 مقررأ تفي بمتطلبات مهارات التوظيف والريادة والابتكار وأو مهارات الخبرة بنسبة 89 بالمئة.
5. ازداد عدد القطريين الذي التحقوا أكاديمياً في كلية الآداب والعلوم (أعضاء هيئة تدريس ومساعدون تدريسيون) بنسبة 50 بالمئة، وما زال العدد في تزايد.
6. بلغت نسبة طلبة السنة الأولى الذين عبروا إلى السنة الثانية 52 بالمئة.
7. ازداد العدد الإجمالي للطلبة المسجلين في برامج الآداب بنسبة 10 بالمئة.
8. أظهر استطلاع للرأي، شمل طلبة كلية الآداب والعلوم، أن نسبة 94 بالمئة منهم قد أعربوا عن قناعتهم بـ "فاعلية البلاكورد في التدريس".
9. قامت الكلية بتعزيز المشاريع البحثية الفرعية البيئية بين أقسام الكلية وفي داخلها من خلال مراكز البحوث والمجموعات البحثية. وقد تم تنفيذ 9 مشاريع بحثية خلال العام الدراسي (5 منح أساسية في مركز العلوم الإنسانية والاجتماعية بالإضافة إلى 4 منح من برنامج الأولويات الوطنية للبحث العلمي في دورته الثامنة).
10. أظهر استطلاع للرأي، شمل طلبة كلية الآداب والعلوم، أن نسبة 83 بالمئة منهم على اطلاع بـ "السياسات والإجراءات التأديبية المتعلقة بالطلبة"، وهو ما يعد تطوراً ملحوظاً إذا ما قورنت النسبة بما كانت عليه في العام الدراسي 2014-2015 حيث بلغت 66 بالمئة.
11. أظهر استطلاع للرأي، شمل طلبة كلية الآداب والعلوم، أن نسبة 84 بالمئة منهم قد أعربوا عن ارتياحهم بما حققته الجامعة من سمعة طيبة في أوساط المجتمع، بينما كانت النسبة في العام الدراسي 2014-2015 61 بالمئة.
12. نجحت الكلية والأقسام في تنظيم النشاطات اللاصفية التي تهدف إلى تعزيز التراث القطري والثقافة القطرية.
13. تعمل الكلية على دعم الحوكمة الإدارية عالية الجودة للهيئة التدريسية من خلال البرامج التدريبية والإرشادية للتنمية المهنية.
14. في إطار الجهود المبذولة لتطوير الأداء الوظيفي يتمين تقديم كل أشكال الدعم للفرق العاملة ولجان الكلية.
15. فيما يتعلق بمخرجات التعلم، فقد تم تحقيق 82.6 بالمئة من المخرجات أو أكثر (38 من 46). وهذا يظهر زيادة عما كان عليه الأداء في العام الدراسي الماضي (2014-2015) حيث تم تحقيق ما نسبته 80 بالمئة من مخرجات التعلم.
16. تم تطبيق الهيكل الجديد للحوكمة في كلية الآداب والعلوم بكفاءة عالية، مما أدى إلى تحقيق الأهداف الاستراتيجية. وينطوي هذا الهيكل الجديد على عملية تشغيلية جديدة في الكلية تشمل كافة جوانبها.

التغييرات الرئيسية

1. شكلت عملية إعادة الهيكلة التحدي الكبير الذي واجهته الكلية ابتداءً من أكتوبر 2016.
2. تم تطبيق برامج خدمة المجتمع والتواصل بشكل كبير على مستوى الأقسام من خلال مكتب مساعد العميد لشؤون التواصل وعلاقات المجتمع.
3. تتمثل التوصية الرئيسية للكلية للعام الدراسي الجديد 2016-2017 أن يتم التطبيق الكامل لهيكل الحوكمة في الكلية حيث يمثل نهجاً فعالاً في عمليات الكلية.

أهم التغييرات

1. كانت إعادة الهيكلة من أهم التحديات التي واجهتها الكلية اعتباراً من شهر أكتوبر عام 2016.
2. لوحظ أداء عالي في برامج خدمة المجتمع والتواصل على مستوى الأقسام وذلك من خلال مكتب العميد المساعد للتواصل وعلاقات المجتمع.
3. من أهم التوصيات التي وضعتها الكلية للعام الأكاديمي 2016-2017 التطبيق الكامل لهيكل التنظيمي في كلية الآداب والعلوم والذي من شأنه تفعيل نهج استباقي في إدارة شؤون الكلية.
4. لا زالت الخطط والتوجهات المستقبلية للكلية معتمدة على الخطة الاستراتيجية للجامعة للفترة الزمنية 2017-2020، ومع ذلك فقد استطاعت الكلية تطوير هيكلها التنظيمي بما يشمل كافة جوانب الإدارة على مستوى الكلية وفق 11 مبادرات استراتيجية. وسوف الهيكل التنظيمي لكلية الآداب والعلوم بتحديد توجهات الكلية في الأعوام المقبلة.

د- زيادة التأكيد على قواعد ضبط السلوك.

هـ- مراجعة خطط منهج البرنامج.

و- تقديم المزيد من الدروس والأنشطة المتعلقة بمهارة الكتابة.

ز- إلزام المقررات التي تُدرس في المختبرات بمراعاة شروط السلامة.

وفيما يلي بعض الأمثلة لتوصيات أوصت بها البرامج بعد مراجعة البرنامج الأكاديمي:

أ- تقوية مجال تركيز البرامج من خلال مناقشة التحديات الرئيسية المتعلقة بالعلوم البيئية ذات الصلة بالبيئة في قطر كالتغير المناخي والعواقب البيئية المترتبة لاستخدام وسائل النقل العالمية والمحلية، ويمكن عكس ذلك في المقررات من خلال زيادة مشاركة ذوي الخبرة كأساتذة مساعدين أو من خلال زيادة التنسيق بين البرامج الأكاديمية والمراكز البحثية.

ب- اتخاذ الإجراءات اللازمة في أقرب وقت ممكن لمساعدة البرامج حتى تتناسب مع المساحة المتوفرة والمرافق والاحتياجات المتعلقة بالمعدات، مما قد يساعد في دعم البحوث من حيث الإنتاجية والجودة.

ج- توفير المزيد من الفرص التعليمية من خلال التعلم المكتسب من الخدمة أو الخبرة والذي يمكن أن يتم من خلال البرامج التدريبية أو ما يشابهها.

د- إعادة هيكلة المنهج الدراسي وإعادة تنظيم البرامج المختلفة في القسم.

هـ- تنظيم اجتماعات بشكل منتظم يعرض فيها أعضاء هيئة التدريس بحوثهم على الطلبة.

و- تعزيز الأنشطة التوعوية لجذب المزيد من المتقدمين القطريين إلى برامج العلوم.

ز- سيطر المكتب في السنة الأكاديمية الحالية القيام بتنظيم الأحداث الهامة وأنشطة الطلبة والهيئة التدريسية، بالإضافة إلى تنظيم الزيارات المدرسية والتغطيات الإعلامية والإشراف على مجلة كلية الآداب والعلوم، وظهور الكلية في وسائل الإعلام الاجتماعية.

- الخطط المستقبلية والتوجهات:

تطوير مناهج جديدة تتفق مع رؤية الدولة، وتقديم مقررات متعددة التخصصات وبرامج ومجموعات بحثية.

Main Achievement (From January to December 2016)

1. Four submitted new programs have been implemented: Ph.D in Gulf Studies; MSc in Applied Statistics; Master's in Public Health (now in College of Health Sciences); and Minor in French.
2. The Chemistry program has been reaccredited for another 5 years (2015-2020).
3. The College will continue to benchmark the quality of its programs. It is to be aligned with the Academic Program Review cycle of the University. The following site visits were completed in 2014-2015: Social Work, Statistics, Biomedical Science, Human Nutrition and English. Furthermore, the following self-studies were submitted in 2014-2015: Gulf studies, Environmental Sciences, Chemistry and Sports Science and Statistics and environmental Sciences both undergraduate and graduate programs are preparing for renewal of accreditation status for 2017.
4. Out of 197 major required courses reviewed, 176 courses satisfied the requirements of addressing employability, entrepreneurial, innovation skills and/or experiential skills which represents a percentage of 89%.
5. The number of Qatari who joined CAS for academic careers (faculty members and TAs) has increased by 50% and still increasing.
6. Fifty-two (52) per cent progression rate from freshmen to sophomore has been observed.
7. An increase of 10% has been observed in the total number of students registered in the Arts programs.
8. 94% of CAS students surveyed have displayed satisfaction on the "Effectiveness of Blackboard on teaching"
9. The College has promoted interdisciplinary projects across and within CAS departments through research centers and collaborative research clusters. 9 projects were undertaken during the Academic Year (5 seed grants under the Center of Humanities and Social Sciences in addition to 4 funded NPRPs in cycle 8)
10. Only 83% of surveyed CAS students are aware of the "Student disciplinary policies and procedures". This is a remarkable improvement as compared to 66% in 2014-15.
11. As compared to 61% in 2014-15, 84% of the surveyed CAS students are satisfied with QU's reputation within the community.
12. Extra-curricular activities promoting Qatari heritage and culture have been successfully organized by the College and Departments.
13. The college is supporting high quality faculty administrative governance through professional development training and mentorship.
14. As part of an effort to enhance the operational process operational teams and college committees must be provided with utmost support.
15. On the student learning outcomes achievement target was met or exceeded on 82.6% of those PLOs (38 out of 46). This shows an increase from last academic year (2014-2015) when achievement was met on 80% of PLOs assessed
16. Effectively and operationally implemented the CAS Governance New Structure which helped achieving the strategic objectives. This CAS Governance Structure provides a new operational process in the college in all aspects of the college.

Major Changes

1. Re-structuring has been the major challenge experienced by the college which commenced in October of 2016.
2. Services to community and outreach programs has been greatly observed in the department levels which was through the Office of the Associate Dean for Engagement and Outreach.
3. The College main recommendation for the new academic year 2016-2017 is to implement fully the CAS Governance Structure that provides a proactive approach in the operations of the College.
4. Future plans and directions of the College will still be dependent on the University Strategic Plan 2017-2020. However, with the given 11 strategic initiatives at the administration level, the College was able to develop its governance structure to incorporate all the aspects of academic governance aspects of the College. The CAS Governance Structure provides the direction of the college for coming years ahead.

Challenges

1. Generally, lack of infrastructure, class rooms offices student and research labs.
2. On Students concerns:
 - a. The Student Survey recorded CAS Students' satisfaction of 63% on 'Understanding of faculty for variations in student individual academic levels'. While this area rose by 5% i.e. 58% in 2014-15 to 63% in 2015-16, it is still a concern. A specific survey can be conducted to explore the cause of such aberration / deviation.
 - b. Only 56% of surveyed CAS students are aware of the Continuing Education Office professional development/training courses offered. More courses should be offered addressing students' needs and courses, which may offer better employment opportunities to the students.
 - c. 83% of surveyed students are aware of the Student disciplinary policies and procedures. This has remarkably improved as compared to 66% over 2014-15. More can be done by way of Workshops; hotline should be dedicated to provide students with valuable information on QU policies and procedures.
 - d. During the last two years, QU witnessed a noticeable increase in the number of under-performing students in the freshman level. More focus on early intervention measures in the first year must be established.
 - e. Although, CAS Students' satisfaction of the quality of sports equipment is 87% as compared to 72% in 2014-15; it has been observed that the sports facilities are in poor conditions and the Gym is not adequately equipped or dated and this aspect can be explored to enhance the quality of teaching environment in the Sports Science program.
3. On the Faculty concern:
 - a. Attracting and retaining Qatari Faculty remains an issue.
4. On Academic Program Review Process
 - A good number of programs are focused on improving the process of student learning assessment and not the outcomes themselves.
 - The assistance of several courses throughout all undergraduate programs that are similar to those in the graduate programs.

Services to community and outreach programs:

Category	No of Events held
Conferences	14
Public Talks and Lectures	16
School Visits	11
Outreach Events	6
Seminars	4
Symposium	10
Workshops	17

Main Recommendations

With the challenges faced by the college, the CAS Dean's Office strongly recommends an effective implementation of the CAS Governance by ensuring that the CAS operation's team and the administration would be able to provide maximum support in achieving the aims and objectives of the new CAS Governance Structure which was recently implemented in the College in October 2016. Also, the Office of the CAS Dean recommends that full support be granted from the higher management as regards the implementation of the said structure.

With these, the College would be able to assure its stakeholders of an effective academic operation as an important arm of the University in providing high quality academic services particularly to its students.

Future Plans and Directions

Develop new curricula which is in alignment with the country 's vision. Introduce interdisciplinary courses, programs and research groups.

INTRODUCTION

College Vision and Mission

Vision

The College of Arts and Sciences aspires to be a regional leader in interdisciplinary education and research, and to advance societal progress.

Mission

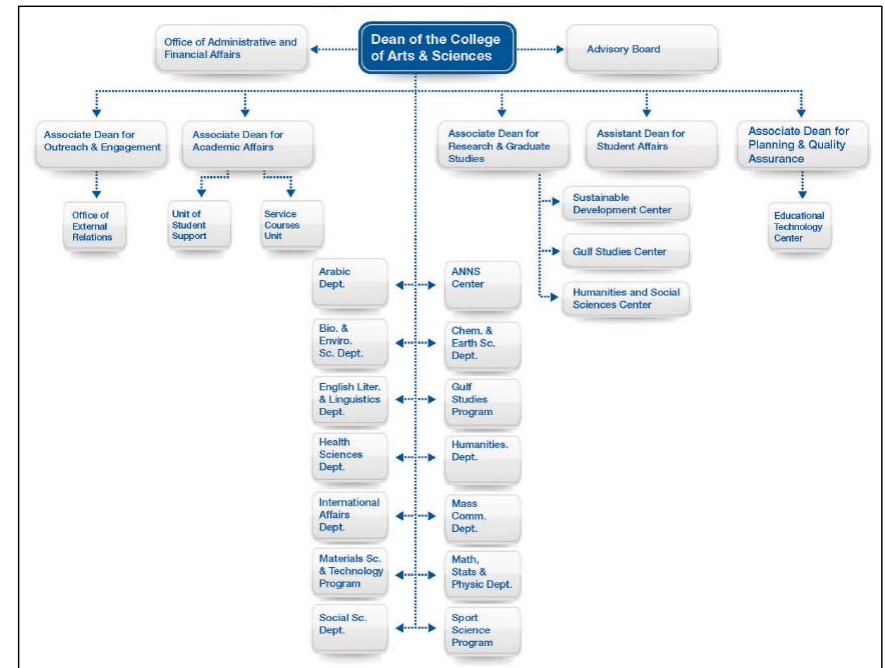
The College of Arts and Sciences is the heart of Qatar University's liberal education model. The College prepares well-rounded, creative and competent graduates through interdisciplinary enquiry, which equips them with imaginative and critical thinking skills to be effective members of society. CAS fosters an intellectual environment that stimulates creativity, inclusiveness and a global perspective.

Core Values

Empowerment, Engagement, Innovation these three words define who we are, and through these words we will achieve our objectives. By empowering our students to fulfil their dreams, engaging them in the community through a rich variety of both curricular offerings and extra-curricular activities, we will foster their young spirits, which will hopefully unlock their creativity and innovation.

College Organization Structure

Note: The *Office of Associate Dean for Outreach & Engagement* and the *Office of Associate Dean for Planning and Quality Assurance* no longer exist as of Fall 2016.



College Advisory Board

#	Member	Position	Role
1	H.E. Mr. Saad Alrumaihi	Secretary to H.H. for Pursuance Affairs, <i>Amiri Diwan</i>	Chair
2	Dr. Hassan Al-Mohannadi	Director of the Diplomatic Institute, <i>Qatar Ministry of Foreign Affairs</i>	Vice Chair
3	H.E. Sheikh Saoud Bin Abdulrahman Al-Thani	President <i>Qatar Basketball Federation</i>	Member
4	Mr. Said Mubarak AlMohannadi	Senior Advisor to the President and CEO <i>Qatar Petroleum</i>	Member
5	Mr. Youssif A. Saleh	QSRTC General Manager, <i>Qatar Shell Research & Technology Centre - QSTP</i>	Member
6	Prof. Gilles Bousquet	Senior Special Assistant for <i>International Strategies for the President of the University of Wisconsin System</i> and the <i>Pickard-Bascom professor of French at the University of Wisconsin-Madison</i>	Member
7	Mr. Charles Carlson	Chief Executive in Qatar, <i>Standard Chartered Bank</i>	Member
8	Dr. Adnan Shihab-Eldin	Director General, <i>Kuwait Foundation for the Advancement of Sciences</i>	Member
9	Prof. Anoush Ehteshami	Director of the Al-Sabah Program and Joint Director of the ESRC Centre for the <i>Advanced Study of the Arab World and the School of Government and International Affairs</i>	Member
10	Dr. Richard Leete	<i>Qatar General Secretariat for Development Planning</i>	Member
11	Dr. Jennifer Dupont	Research Director <i>ExxonMobilResearch Qatar</i>	Member
12	Dr. Eiman Mustafawi	Dean, College of Arts and Sciences, <i>Qatar University</i>	Ex-officio Member

Undergraduate Majors and Minors

Department	Major (Total = 15)	Minor (Total = 15)
Arabic Language	<ul style="list-style-type: none"> Bachelor of Arts in Arabic Language 	<ul style="list-style-type: none"> Arabic
Biological & Environmental Sciences	<ul style="list-style-type: none"> Bachelor of Science in Biological Sciences Bachelor of Science in Environmental Science 	<ul style="list-style-type: none"> Biological Sciences
Chemistry & Earth Sciences	<ul style="list-style-type: none"> Bachelor of Science in Chemistry 	<ul style="list-style-type: none"> Chemistry Geology
English Literature and Linguistics	<ul style="list-style-type: none"> Bachelor of Arts in English Literature And Linguistics 	<ul style="list-style-type: none"> English Translation French
Humanities	<ul style="list-style-type: none"> Bachelor of Arts in History 	<ul style="list-style-type: none"> History Philosophy
International Affairs	<ul style="list-style-type: none"> Bachelor of Arts in International Affairs Bachelor of Arts in Policy, Planning and Development 	<ul style="list-style-type: none"> International Affairs Policy, Planning and Development
Mass Communication	<ul style="list-style-type: none"> Bachelor of Arts in Mass Communication 	<ul style="list-style-type: none"> Mass Communication
Mathematics, Statistics & Physics	<ul style="list-style-type: none"> Bachelor of Science in Statistics Bachelor of Science in Mathematics 	<ul style="list-style-type: none"> Statistics
Social Sciences	<ul style="list-style-type: none"> Bachelor of Arts in Sociology Bachelor of Arts in Social Work Bachelor of Arts in Psychology 	<ul style="list-style-type: none"> Psychology Sociology
Sport Science	<ul style="list-style-type: none"> Bachelor of Science in Sport Science 	

Graduate Programs

Department	Graduate Program	
	Master (Total = 5)	Ph.D. (Total = 2)
Arabic Language	<ul style="list-style-type: none">• Master of Art in Arabic Language & Literature	
Biological & Environmental Sciences	<ul style="list-style-type: none">• Master of Science in Environmental Science	<ul style="list-style-type: none">▪ PhD in Biological and Environmental Sciences
Gulf Studies	<ul style="list-style-type: none">• Master of Art in Gulf Studies	<ul style="list-style-type: none">▪ PhD in Gulf Studies
Materials Science and Technology	<ul style="list-style-type: none">• Master of Science in Materials Science and Technology	
Mathematics Physics & Statistics	<ul style="list-style-type: none">• Master of Science in Applied Statistics	

Newly Introduced Programs

The programs below were introduced in the year 2015-2016:

Department of Biological and Environmental Sciences

- Dual Award Ph.D. in Biological and Environmental Sciences (with Korea University)

Department of Mathematics Physics and Statistics

- MSc. in Applied Statistics
- Bachelor of Science in Mathematics (Reactivated program as of Fall 2016).

Center for Gulf Studies

- Ph.D. in Gulf Studies
- Dual Award Ph.D. in Gulf Studies (with Durham University)

Accredited Programs

International Accreditation Association or Agency	Academic Program	Date for Achieving Accreditation	Status
(CSC) Canadian Society for Chemistry	Chemistry (Bachelor)	Spring 2009	Re-Accredited
(RSS) Royal Statistical Society	Statistics (Bachelor)	Spring 2011	Accredited
(CHES) Accreditation of Environmental Sciences programs by both the Committee of Heads of Environmental Sciences(CHES) and the Institute of Environmental Sciences (IES) UK	Environmental Sciences (Bachelor)	June 2012	Accredited
	Environmental Sciences (Masters)	June 2012	Accredited
(ACEJMC) Accrediting Council on Education in Journalism and Mass Communication	Mass Communication (Bachelor)	Spring 2013	Accredited

Note: Two programs from the Department of Health Sciences are no longer with CAS effective September 2016. They were transferred to the College of Health Sciences.

New CAS Shared Governance Structure

Starting Fall 2016, the College of Arts and Sciences introduced a new governance structure.

Shared Faculty Governance: Purpose and Reason

The application of shared governance within a university setting is key means by which the institution is able to productively capitalize on one of its greatest strengths: the collective capacity, creativity and role of faculty members. Through ensuring that the mechanism is in place to capitalize on this valuable resource, collective responsibility with the ownership of the academic programs and the operations of the College will be achieved. Underpinning this perspective is the view that meaningful participation by faculty in governance allows for constant progress and the achievement of a higher quality outcome in all areas. More broadly, it also allows the faculty to partner with the administration to ensure greater stability and a sense of collective identity in meeting both challenges and opportunities as they arise. The risk is that without an application of shared governance in the decision-making process, a sense of a lack of belonging, weak commitment, and unproductive behavior, would be a clear product of this, whilst also meaningful and sustainable advancement would be restricted.

Within the College of Arts and Sciences, it is recognized that there is a large and complex academic community, which is beyond the capacity for a central authority to handle in a sustainable manner. In the context of the new strategic plan and the restructuring of Qatar University, it is recognized that there is an opportunity for the College to position itself as an area of excellence within the University premised on shared good governance, as a means of enhancing stability, ensuring well-planned growth, in addition to fostering ownership in all areas of its operations. The purpose of this Paper is to set out a roadmap for how the College to build on its foundation, to one in which it becomes a dynamic organization based on consultation and shared governance in the decision-making and streamlining of its operations.

KEY VALUES

Transparency

The College of Arts and Sciences will have a commitment towards ensuring that information is shared and this is carefully balanced against faculty/students privacy needs, and the manner in which decisions are made are communicated clearly to all.

Inclusiveness

The College of Arts and Sciences will capitalize on its valuable faculty resources with the view that the opinion of each person has value, and only through considering all opinions based on a broader consultation with multiple layers in the decision-making process, can good decisions be achieved.

Consistency

The College of Arts and Sciences aims to achieve a consistency in the decision-making process based on broader consultation and involvement of faculty in overall governance.

Respect

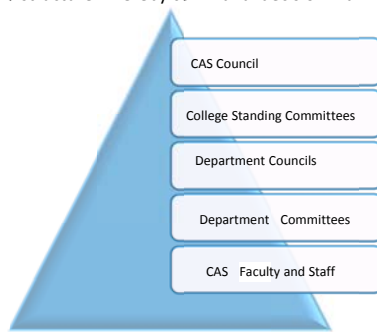
The College of Arts and Sciences recognizes that it is a community of scholars, with diverse backgrounds and opinions, yet it sees this as a strength which can be capitalized on in shaping the decisions reached, and only through respecting differences of opinion can faculty governance be effectively promoted.

A Democratic Culture

The College of Arts and Sciences recognizes that it is fortunate to be comprised of a community of scholars, and therefore it will seek to promote, where possible, the application of a democratic decision-making process.

THE CAS GOVERNANCE STRUCTURE

The College will apply a faculty led governance structure, which will see its main operations and decision-making conducted on a pyramid structure whereby communal decision making will be applied.



COMMON COLLEGE / DEPT. STANDING COMMITTEES

The following Committees have been identified as core areas which justify a “Common Committee” operating at both the College and Department levels. For the below list of committees, the above standards will apply.

- 1 Curriculum Committee
- 2 Engagement and Activities Committee
- 3 Schedules and Teaching Loads Committee
- 4 Academic Quality and Assessment Committee
- 5 Research Enabling Committee
- 6 Planning, Facilities and Budget Committee
- 7 Student Success Committee
- 8 Recruitment Committee

OTHER COLLEGE COMMITTEES

- 1 Promotion Committee
- 2 Internal Advisory Committee
- 3 Audit and Compliance Committee
- 4 Executive Committee

COMMITTEE TERMS OF REFERENCE

Engagement and Activities Committee

1. Coordinate the implementation of the University Outreach Strategies within CAS.
2. Act as a College level focal point to ensure coordination with the University external relations and outreach offices.
3. Evaluate existing, and proposed, memorandum of understandings, and coordinate its adoption with relevant Departments/Centers and relevant University offices.

Schedules and Teaching Loads Committee

1. Coordinate the implementation of the University Teaching and Learning Strategy with the CAS Academic Quality and Assessment Committee, and the CAS Curriculum Committee.
2. Conduct analysis on enrollment and the impact on faculty allocation for scheduling purposes.
3. Report on FTE and teaching space allocation as per College standards.

Academic Quality and Assessment Committee

1. Coordinate the implementation of the University Teaching and Learning Strategy with the CAS Schedules and Teaching Load Committee, and the CAS Curriculum Committee.
2. Coordinate and review the self-studies for quality enhancement plans.
3. Provide support for program accreditation when applicable.
4. Coordinate program learning outcomes assessment, and make recommendations for curriculum enhancement.

Research Enabling Committee

1. Coordinate the implementation of the University Research and Innovation Strategy, and the University National Impact Strategy, within CAS.
2. Review and evaluate submitted internal research grants.
3. Determine and promote research College priorities with departments and research centers, and monitor publication impact and/or outcome.

Planning, Facilities and Budget Committee

1. Coordinate the implementation of the University Sustainability Strategy, and the University Campus Strategy within CAS.
2. Review budget submissions and expenditure.
3. Monitor infrastructure usage and needs, and plan for its development.

Student Success Committee

1. Coordinate the implementation of the University Student Experience Strategy within CAS.
2. Identify barriers to student success and support the adoption of solutions which facilitate it.

Promotion Committee

1. Review promotion submissions as per University/College promotion guidelines.
2. Encourage faculty to apply for promotion, in addition to creating awareness of the university promotion system.
3. Promote Faculty professional development

Internal Advisory Committee

1. Coordinate the implementation of the University People and Culture Strategy within CAS.
2. Advise the CAS leadership on practices for enhancement.
3. Provide feedback on new proposals and practices as needed.

Audit and Compliance Committee

1. Collect and disseminate data, and provide oversight over College operations.

Recruitment Committee

1. Coordinate the implementation of the University People and Culture Strategy within CAS, with the CAS Internal Advisory Committee.
2. Validate needs for positions requested.
3. Provide a quality assurance role on the faculty recruitment practice within CAS to ensure all procedures have been followed.
4. The committee at the college level should do only approval of positions, shortlisting of candidates, and give feedback. It should not intervene but only vet the candidates and cross-check that fair procedures are followed.

Executive Committee

The Executive Committee is composed of the Dean and the Associate/Assistant Deans of the College. The role of the committee is to steer the College towards a sustainable future by overseeing the governance and financial management policies.

Standing and Ad-hoc Committees (Fall 2015 – Spring 2016)

The following Committees were in existence from Fall 2015 to Spring 2016:

1. CAS Academic Committee

A. Committee Mandate:

Discussion of all academic issues related to the College of Arts and Sciences and recommendations to the Dean on adequate course of action.

B. Committee Terms of Reference (TOR):

1. Discuss academic issues brought to the Committee by the Dean's Office.
2. Discuss academic issues brought to the Committee by the Department Heads.
3. Make recommendations to the Dean on all academic issues that concern the College.

2. CAS Budget Committee

A. Committee Mandate:

Ensuring that the process of budget development and allocation is done smoothly, and equitably in all CAS units.

B. Committee Terms of Reference (TOR):

1. Coordinate all instructional planning processes.
2. Propose workshops on budget planning for Department chairs or their representatives.
3. Review CAS Budget and establish an annual budgeting calendar.
4. Prepare CAS budget proposal.
5. Prepare an annual report about budget activities.
6. Oversee the distribution of funds among CAS Departments
7. Coordinate budget expenditure.
8. Seek budget allocations for CAS research infrastructure enhancement.

3. CAS Curriculum Committee

A. Committee Mandate:

Oversight of CAS program reviews, development, benchmarking and accreditation.

B. Committee Terms of Reference (TOR):

1. Study all requests for major and minor curriculum changes and the initiation of new programs and make recommendations regarding these changes.
2. Assist in accreditation processes.
3. Supervise self-study procedures held by the respective programs.
4. Ensure that the requested changes align with the College strategic plans and the standards of SACS.
5. Make decisions regarding course substitutions.
6. Explore Work Integrated Learning (WIL) in programs where it will benefit students (collaboration between Program Heads, Academic Affairs, Student Support Unit, Outreach and Engagement, and Planning/Quality).

4. CAS Student Affairs Committee

A. Committee Mandate:

Oversight and administration of all academic-related student issues.

B. Committee Terms of Reference (TOR):

- Review CAS student trips and make recommendations to the Dean,
- Review QU Class scheduling policies and procedures and suggest Guidelines on Course Scheduling at CAS in line with QU Policies, and
- Review and suggest recommendations to enhance the communication with CAS Students.

5. CAS Outreach Committee

A. Committee Mandate:

Development and implementation of a plan to attract high quality students to the College of Arts and Sciences' programs, in particular, to science majors.

6. CAS Promotion Committee (CASPC)

A. Committee Mandate:

Review of CAS faculty promotion process to ensure fairness and compliance with prevailing academic promotion requirements.

B. Committee Terms of Reference (TOR):

1. Review the process of promotion /evaluation.
2. Provide faculty with clear guidelines and unambiguous criteria for promotion in accordance with the latest QU faculty promotion guidelines.
3. Review and rate promotion dossiers of candidates based on QU guidelines.
4. Review department recommendations.
5. Provide of Committee deliberations along with specific recommendations formally to the College Dean
6. Annual review and recommendations for improvement of the promotion process

7. CAS Graduate Studies Committee

A. Committee Mandate:

Enhancing the quality of the graduate experience and ensuring consistency of policies and procedures among all graduate programs within the College of Arts and Sciences.

B. Committee Terms of Reference (TOR):

1. Develop, review, and update uniform policies and procedures for CAS graduate programs in alignment with QU policies and procedures for graduate studies.
2. Evaluate and approve applications for graduate faculty status following departmental recommendations.
3. Recommend ways to ensure/enhance quality of graduate programs within CAS.
4. Review Theses and Dissertations for adherence to college guidelines on consistency and quality before graduation clearance is granted to degree candidates.
5. Develop guidelines for quality assurance of graduate student research.
6. Oversee graduate admission process working with relevant QU offices.
7. Organize graduate student orientation and graduate open day events.
8. Liaise with QU graduate studies committee to address issues affecting graduate programs within the college.

8. CAS Program Learning Outcomes (PLO) Assessment Committee

A. Committee Mandate:

Putting in place and continuously evaluating a systematic and reliable process of assessment of learning outcomes in all CAS academic units.

B. Committee Terms of Reference (TOR)

1. Establish and streamline a systematic process for the assessment and evaluation of learning outcomes in all CAS academic programs in accordance with the university wide assessment and evaluation processes.
2. Coordinate, facilitate, and support the work of College D-LOAC committees.
3. Monitor implementation of assessment, evaluation, and continuous improvement processes and activities at all programs hosted by the College in accordance with assessment plans.
4. Review and approve all assessment and evaluation documents submitted by all College D-LOAC committees including assessment plans and reports and recommend revisions as appropriate.
5. Make sure that all assessment related activities and all elements of the assessment plan are documented and relevant documents are published in accordance with the QU-LOAC recommended types of information and communication channels.
6. Review assessment results and findings to ensure the validity/reliability of the results.
7. Ensure that assessment results, feedback, and recommendations are used to improve the programs.
8. Identify and disseminate "good assessment practices" within the College.
9. Submit program level assessment plans and reports to the College Dean and Associate Dean for Academic Affairs and the QU-LOAC committee.
10. Conduct regular auditing of annual program assessment reports for internal quality assurance purposes.
11. Identify and communicate College level training and support needs to the QU-LOAC committee.
12. Communicate QU-LOAC decisions and recommendations to the College D-LOAC committees.
13. Communicate and promote a culture of quality assurance based on learning outcome assessment and evaluation, and continuous program improvement within the College community.

9. CAS Quality Assurance Committee

A. Committee Mandate:

To support the development, maintenance and implementation of academic policies and procedures for assuring academic quality and standards, which will include validation, monitoring and periodic auditing of CAS academic programs and courses for compliance with established standards.

B. Committee Terms of Reference (TOR):

1. To oversee and support accreditation and reaccreditation initiatives where applicable.
2. To benchmark degree programs where an appropriate accreditation agency does not exist.
3. To review and analyze institutional or external data, and make recommendations for college-wide or program curriculum enhancement purposes.
4. To coordinate and review reports of graduation projects/capstones in compliance with CAS policy.
5. To coordinate and review reports from department on their review of all course syllabi prior to the delivery of courses, to ensure compliance with college standards.
6. To develop and review standards relating to teaching and learning.
7. To coordinate the review and evaluation of portfolios for the CAS Teaching Excellence Award.

10. CAS Recruitment Committee

A. Committee Mandate:

To screen and search suitable candidates for the College.

11. CAS Research Committee

A. Committee Mandate:

Promoting an advanced research culture and enhancing the quality of research in the various fields of Arts and Sciences for both students and faculty within the College of Arts and Sciences (CAS).

B. Committee Terms of Reference (TOR):

1. Assist in building and sustaining an academic environment where students and faculty are encouraged to make undergraduate research an integral part of education and learning in CAS.
2. Develop guidelines, and forms, for various aspects of research within CAS
3. Develop guidelines for CAS research awards, and assist in the evaluation of candidates for such awards.
4. Review and recommend applications for internal research grants.
5. Select reviewers for research proposals and coordinate the peer-review process.
6. Develop and review guidelines for quality assurance of student research.
7. Review and recommend research safety and ethics guidelines.
8. Oversee organization of the annual research day.
9. Promote the use where possible of University MOUs to further research and scholarship.
10. Help establish research ties between QU and other institutions.

12. CAS Faculty and Students Activities Committee

A. Committee Mandate:

Strengthening social, cultural and academic interaction between CAS faculty members on the one hand and between them and the local community and institutions on the other and initiating programs and projects for the enrichment of student life in CAS through extra-curricular activities.

Student Profile

Registered Students by Level, Department, Major, Nationality and Gender						Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Summary						4,947	5,809	5,967	6,061	5,755
Foundation	Summary					659	1,028	604	539	193
	Foundation Program Unit	Foundation Science	Sport Science	Summary				1		
				Qatari	Summary			1		
			Female				1			
		Foundation-Science	Summary				2			
			Qatari	Summary			2			
			Female			2				
		Science Foundation	Summary		577	991	599	539	193	
			Qatari	Summary	239	391	403	452	112	
				Male	39	57	54	56	9	
				Female	200	334	349	396	103	
	Non-Qatari		Summary	338	600	196	87	81		
			Male	93	194	65	32	44		
		Female	245	406	131	55	37			
	Sport Science Foundation	Summary		82	37	2				
		Qatari	Summary	28	18	2				
			Male	5	2					
			Female	23	16	2				
		Non-Qatari	Summary	54	19					
			Male	27	13					
Female	27		6							
Undergraduate	Summary					4,190	4,627	5,194	5,304	5,333
	Arabic	Summary		238	161	152	127	121		
		Arabic Language	Summary		238	161	152	127	121	
			Qatari	Summary	160	108	104	80	81	
				Female	160	108	104	80	81	
			Non-Qatari	Summary	78	53	48	47	40	
		Female		78	53	48	47	40		
		Biological & Environmental Sci	Summary		132	160	226	278	266	
			Biology	Summary		50	64	92	109	113
	Qatari			Summary	10	13	19	17	18	
				Female	10	13	19	17	18	
	Non-Qatari			Summary	40	51	73	92	95	
				Female	40	51	73	92	95	
	Environmental Sciences			Summary		82	96	134	169	153
			Qatari	Summary	26	28	29	27	22	
				Male	4	7	6	5	4	
				Female	22	21	23	22	18	
			Non-Qatari	Summary	56	68	105	142	131	
				Male	26	30	44	53	39	
	Female			30	38	61	89	92		
	Chemistry and Earth Sciences		Summary		78	81	131	158	162	
			Chemistry	Summary	78	81	131	158	162	
				Qatari	Summary	13	12	14	16	19

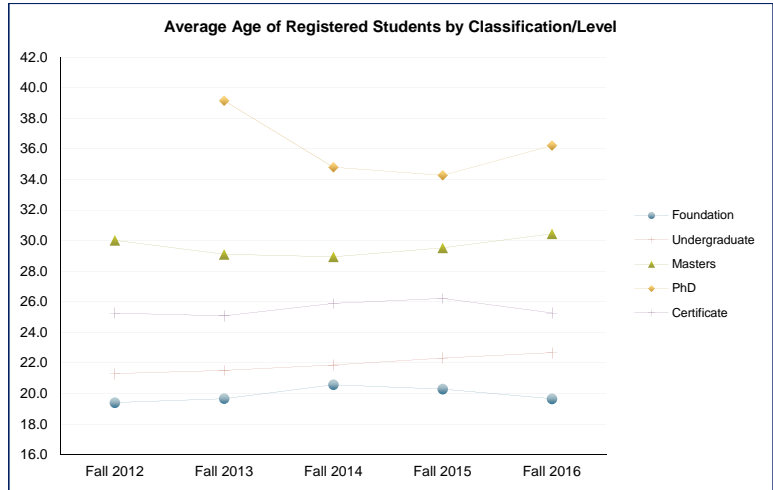
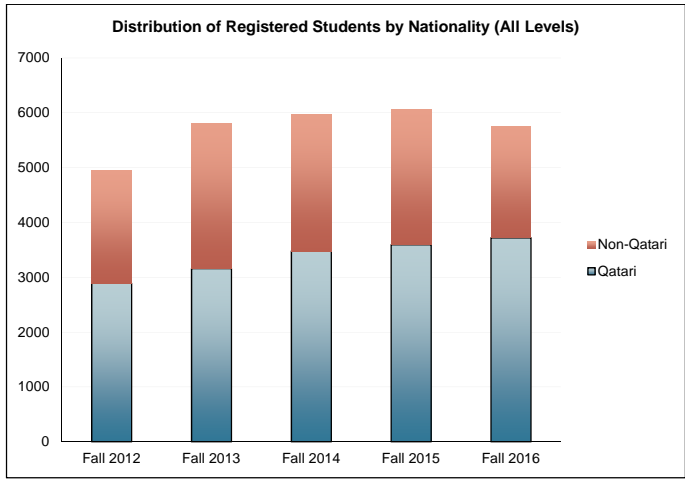
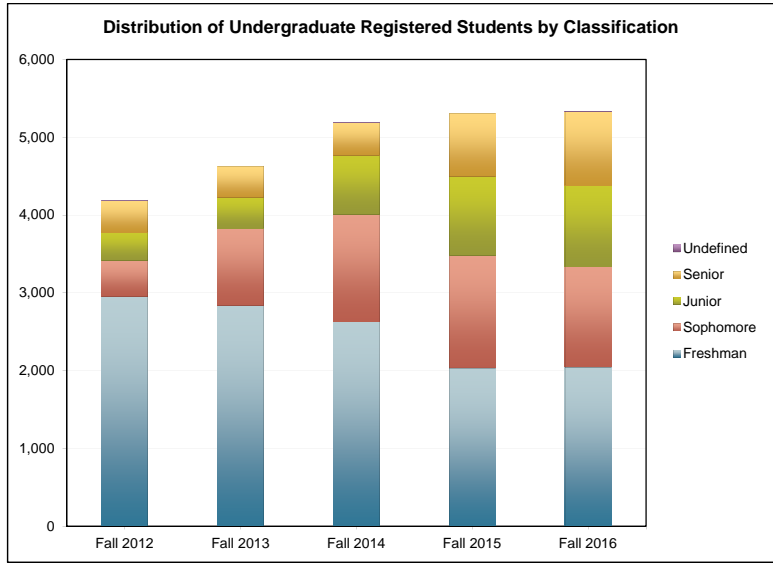
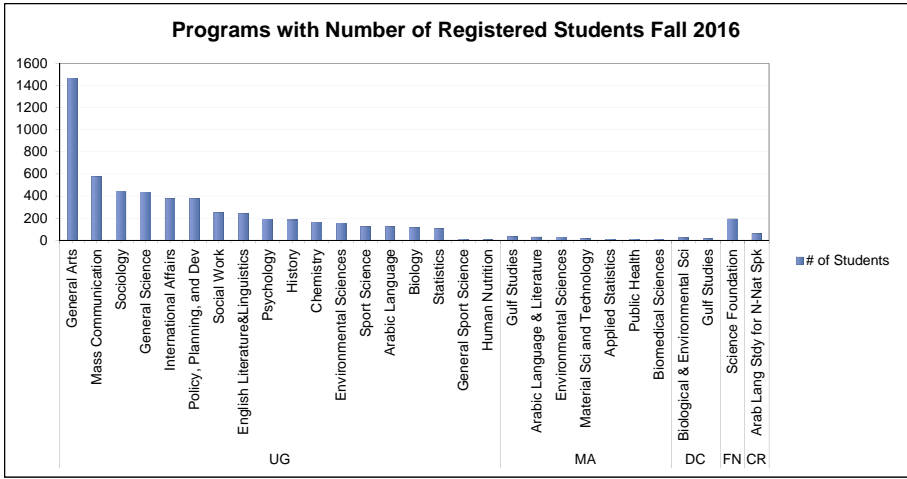
Registered Students by Level, Department, Major, Nationality and Gender					Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
			Male		1	3	2	1	1
			Female		12	9	12	15	18
	Non-Qatari	Summary		65	69	117	142	143	
		Male		12	12	23	31	34	
		Female		53	57	94	111	109	
	English Lit & Linguistics	Summary		197	208	218	226	244	
		English Language	Summary		128	20	8	2	
			Qatari	Summary	71	11	7	1	
				Female	71	11	7	1	
		Non-Qatari	Summary	57	9	1	1		
			Female	57	9	1	1		
		English Literature&Linguistics	Summary		69	188	210	224	244
			Qatari	Summary	38	89	108	118	139
				Female	38	89	108	118	139
			Non-Qatari	Summary	31	99	102	106	105
	Female	31		99	102	106	105		
	General Arts and Sciences	Summary		2,314	2,324	2,008	1,626	1,896	
		General Arts	Summary		2,097	1,819	1,484	1,153	1,463
			Qatari	Summary	1,521	1,339	1,143	920	1,260
				Male	258	230	180	142	167
Female				1,263	1,109	963	778	1,093	
Non-Qatari			Summary	576	480	341	233	203	
			Male	115	115	67	42	68	
		Female	461	365	274	191	135		
General Science		Summary		217	505	524	473	433	
		Qatari	Summary	40	127	136	190	216	
			Male	7	18	13	21	15	
		Non-Qatari	Summary	177	378	388	283	217	
Male			36	81	67	63	58		
		Female	141	297	321	220	159		
Health Sciences	Summary		155	175	240	309	3		
	Biomedical Sciences	Summary		52	58	94	117		
		Qatari	Summary	10	3	9	12		
			Female	10	3	9	12		
		Non-Qatari	Summary	42	55	85	105		
	Female		42	55	85	105			
	Human Nutrition	Summary		80	84	96	108	3	
		Qatari	Summary	24	22	21	21	1	
			Female	24	22	21	21	1	
		Non-Qatari	Summary	56	62	75	87	2	
	Female		56	62	75	87	2		
	Pre-Biomedical	Summary		23	21	2			
		Qatari	Summary	3	8	1			
			Female	3	8	1			
Non-Qatari		Summary	20	13	1				
	Female	20	13	1					
Public Health	Summary			12	48	84			

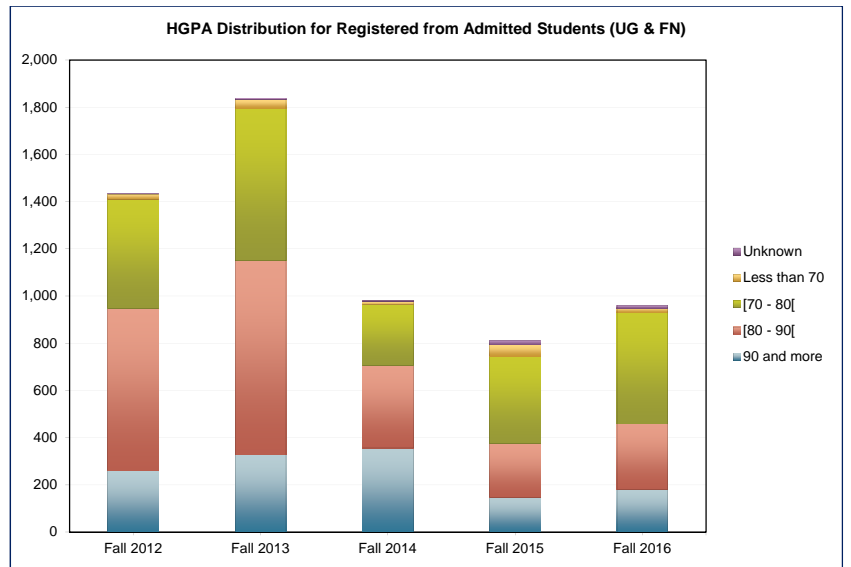
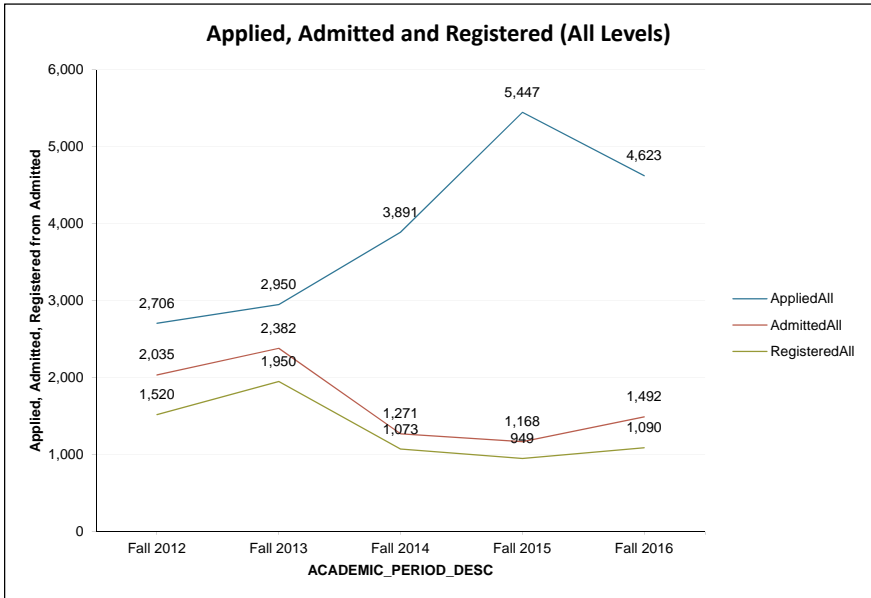
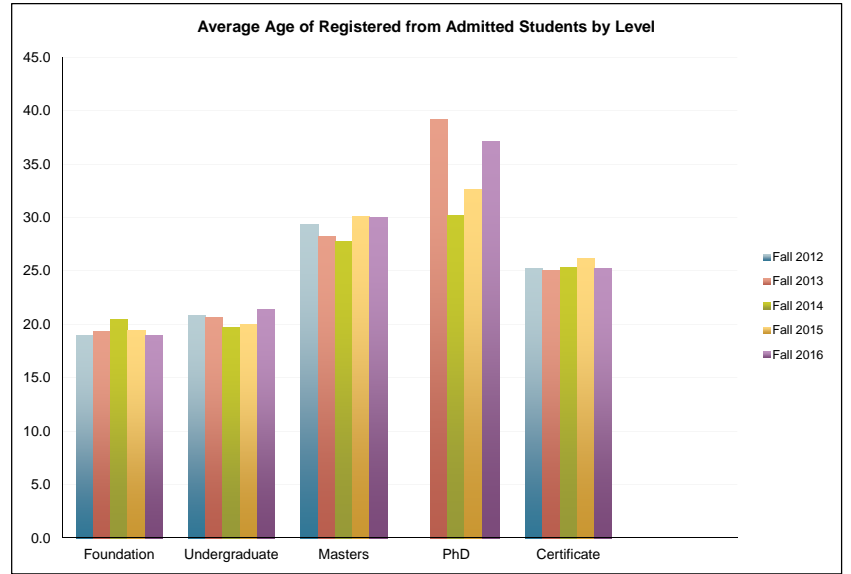
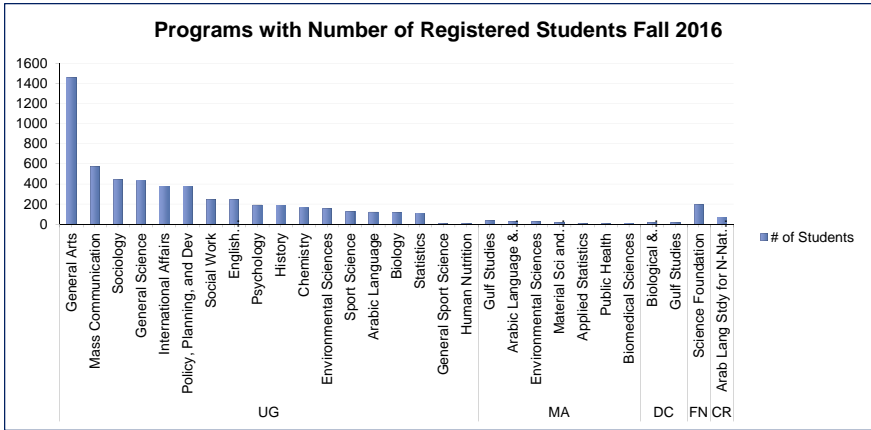
Registered Students by Level, Department, Major, Nationality and Gender					Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Humanities	Qatari	Summary		2	6	13			
		Female		2	6	13			
	Non-Qatari	Summary		10	42	71			
		Female		10	42	71			
	Summary			180	155	226	223	183	
	Geography-Urban Planning	Summary			21	5	3		
		Qatari	Summary		15	5	3		
			Male		1		1		
		Female		14	5	2			
		Non-Qatari	Summary		6				
			Male		1				
	Female		5						
	History	Summary			159	150	223	223	183
		Qatari	Summary		120	122	190	188	157
			Male		7	7	9	12	13
		Female		113	115	181	176	144	
		Non-Qatari	Summary		39	28	33	35	26
			Male		5	4	4	3	2
	Female		34	24	29	32	24		
	International Affairs	Summary			231	300	498	640	751
International Affairs		Summary			231	260	342	379	379
		Qatari	Summary		159	182	265	297	312
			Male		17	39	70	87	84
Female			142	143	195	210	228		
Non-Qatari		Summary		72	78	77	82	67	
		Male		24	24	24	24	19	
		Female		48	54	53	58	48	
Policy, Planning, and Dev		Summary			40	156	261	372	
		Qatari	Summary		25	104	170	256	
			Male		4	15	24	38	
		Female		21	89	146	218		
	Non-Qatari	Summary		15	52	91	116		
		Male		5	20	40	44		
Female		10	32	51	72				
Mass Comm and Info Science	Summary			312	353	506	577	577	
	Mass Communication	Summary			312	353	506	577	577
		Qatari	Summary		148	155	223	284	310
			Male		14	20	51	69	81
	Female		134	135	172	215	229		
	Non-Qatari	Summary		164	198	283	293	267	
		Male		50	67	112	119	107	
		Female		114	131	171	174	160	
	Maths, Stats and Physics	Summary			76	80	98	116	108
		Statistics	Summary			76	80	98	116
Qatari			Summary		41	34	38	35	33
		Male		1	1	2	1	3	
Female			40	33	36	34	30		
Non-		Summary		35	46	60	81	75	
		Female							

Registered Students by Level, Department, Major, Nationality and Gender					Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Social Sciences	Qatari	Male		1	2	12	17	18	
		Female		34	44	48	64	57	
	Non-Qatari	Summary		233	528	773	907	882	
		Female							
	Psychology	Summary			30	95	154	190	
		Qatari	Summary		12	50	86	112	
			Female		12	50	86	112	
		Non-Qatari	Summary		18	45	68	78	
			Female		18	45	68	78	
		Social Work	Summary			133	204	257	298
	Qatari		Summary		105	160	201	238	212
			Male				4	3	4
	Female			105	160	197	235	208	
	Non-Qatari		Summary		28	44	56	60	37
			Male				1	2	2
	Female		28	44	55	58	35		
	Sociology	Summary			100	294	421	455	443
		Qatari	Summary		74	216	322	344	359
			Female		74	216	322	344	359
		Non-Qatari	Summary		26	78	99	111	84
Female			26	78	99	111	84		
Social Work	Summary							2	
	Social Work	Summary						2	
		Qatari	Summary					2	
Female						2			
Sport Science	Summary			16	54	33	8	7	
	General Sport Science	Summary			16	54	33	8	7
		Qatari	Summary		4	16	9	2	1
			Male		3	5	2		
	Female		1	11	7	2	1		
	Non-Qatari	Summary		12	38	24	6	6	
Male			3	18	10	3	3		
Female			9	20	14	3	3		
Undeclared	Summary			28	48	85	109	124	
	Sport Science	Summary			28	48	85	109	124
		Qatari	Summary		14	23	31	32	36
			Male		2	3	7	5	6
	Female		12	20	24	27	30		
	Non-Qatari	Summary		14	25	54	77	88	
		Male		7	10	30	33	38	
		Female		7	15	24	44	50	
	Summary							7	
	Policy, Planning, and Dev	Summary						5	
Qatari		Summary					3		
		Female					3		
Non-Qatari	Summary					2			
	Female					2			
Psychology	Summary						1		
	Qatari	Summary					1		

Registered Students by Level, Department, Major, Nationality and Gender					Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
		Sport Science	Female						1
			Summary						1
		Non-Qatari	Male						1
			Summary						1
Masters			Summary	49	94	113	141	130	
	Arabic		Summary	13	25	24	22	29	
		Arabic Language & Literature	Summary	13	25	24	22	29	
		Qatari	Male	8	12	13	12	18	
			Summary						1
			Female	8	12	13	12	17	
		Non-Qatari	Male	5	13	11	10	11	
			Summary						1
			Female	1	1		1	4	
			Summary						7
			Female	4	12	11	9	7	
	Biological & Environmental Sci		Summary	17	17	14	17	24	
		Environmental Sciences	Summary	17	17	14	17	24	
		Qatari	Male	11	9	4	5	7	
			Summary						2
			Female	11	9	4	5	5	
		Non-Qatari	Male	6	8	10	12	17	
			Summary						2
			Female	1	2	4	7	8	
			Summary						9
			Female	5	6	6	5	9	
	Graduate Studies		Summary	6	34	52	58	52	
		Gulf Studies	Summary	6	26	34	38	34	
		Qatari	Male	3	6	10	14	14	
			Summary						2
			Female	2	1	2	2	2	
		Non-Qatari	Male	3	4	9	12	12	
			Summary						20
			Female	2	5	10	6	4	
			Summary						16
			Female	1	15	14	18	16	
		Material Sci and Technology	Summary	8	18	20	18		
		Qatari	Male	1	4	4	2		
			Summary						2
			Female		1	1			
		Non-Qatari	Male			3	4	2	
			Summary						16
			Female						9
			Summary						7
			Female		3	5	7	9	
	Gulf Studies		Summary	5	2	1			
		Gulf Studies	Summary	5	2	1			
		Qatari	Male	3	2	1			
			Summary						1
			Female	3	2	1			
		Non-Qatari	Male	2					
			Summary						1
			Female	1					
			Summary						1
			Female	1					
	Health Sciences		Summary	8	16	22	38	13	
		Biomedical Laboratory Sciences	Summary	8	16	22	19		
		Qatari	Male	3	4	3	3		
			Summary						3
			Female	3	4	3	3		
		Non-Qatari	Male	5	12	19	16		
			Summary						16
			Female						16

Registered Students by Level, Department, Major, Nationality and Gender					Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
		Biomedical Sciences	Qatari	Female	5	12	19	16	
			Summary						2
		Non-Qatari	Female						2
			Summary						2
			Female						2
		Public Health	Summary					19	11
		Qatari	Male					5	3
			Summary					5	3
			Female					5	3
		Non-Qatari	Male					14	8
			Summary					6	4
			Female					6	4
			Summary					8	4
			Female					8	4
	Material Science and Tech		Summary						1
		Material Sci and Technology	Summary						1
		Qatari	Male						1
			Summary						1
			Female						1
	Maths, Stats and Physics		Summary					6	11
		Applied Statistics	Summary					6	11
		Qatari	Male					2	3
			Summary					2	3
			Female					2	3
		Non-Qatari	Male					4	8
			Summary					2	1
			Female					2	7
			Summary					6	10
			Female					10	21
PhD			Summary					21	36
	Graduate Studies		Summary					6	10
		Biological & Environmental Sci	Summary					6	10
		Qatari	Male					4	3
			Summary					4	3
			Female					2	1
			Summary					2	7
			Female					2	2
		Non-Qatari	Male					1	1
			Summary					1	4
			Female					1	4
			Summary					2	7
			Female					2	2
			Summary					6	9
			Female					6	9
	Gulf Studies		Summary					8	15
		Gulf Studies	Summary					8	15
		Qatari	Male					4	7
			Summary					4	7
			Female					4	7
		Non-Qatari	Male					4	8
			Summary					4	8
			Female					2	3
			Summary					2	5
			Female					2	5
	Certificate		Summary	49	54	46	56	63	
		Arabic for Non Speakers	Summary	49	54	46	56	63	
		Arab Lang Stdy for N-Nat Spk	Summary	49	54	46	56	63	
		Non-Qatari	Male	49	54	46	56	63	
			Summary						29
			Female	25	27	25	28	29	
			Summary						34
			Female	24	27	21	28	34	





Student Satisfaction Survey

Major areas of high satisfaction (90% and above)

القسم الثاني: الخدمات الطلابية / Students Services	
2.1 Availability of information about campus life provided by the undergraduate catalog/ في دليل الطالب عن الحياة الجامعية توفر المعلومات المكتوبة	90%
2.5 Procedures of getting Campus ID/ إجراءات الحصول على البطاقة الجامعية	95%
2.10 Services of Textbook Unit in general / خدمة بشكل عام وحدة الكتب الدراسية	91%
2.13 Availability of campus activities and events (sports events, Cultural Village, National Day, etc.)/ (الأحداث الرياضية، القرية التراثية، فعاليات اليوم الوطني وغيرها) والفعاليات التي تقام داخل الحرم الجامعي توافر الأنشطة	91%
2.18 Availability of Student Learning Support Center services/ توافر خدمات مركز دعم التعلم الطلابي	92%
2.20The online payment by credit card/ الدفع الإلكتروني عن طريق البطاقة الائتمانية	91%
2.26 Continuous improvements in services provided to students in general/ التطوير المستمر للخدمات المقدمة للطلبة بشكل عام	92%

Major areas of concerns (less than 70%)

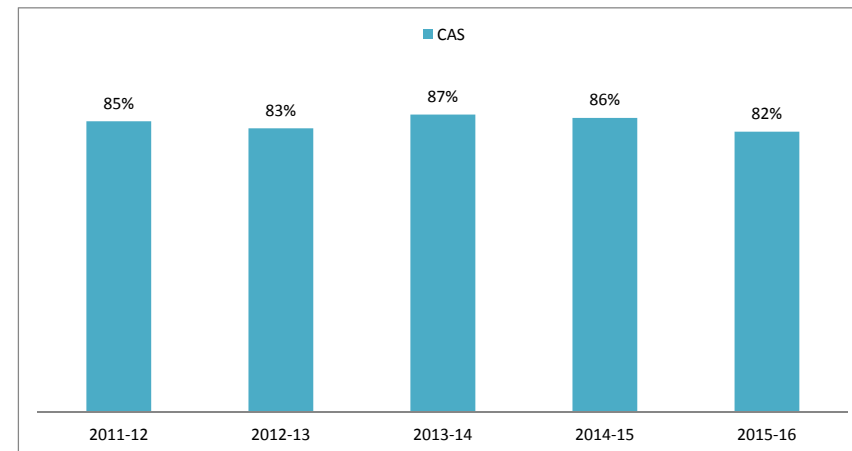
القسم الثاني: الخدمات الطلابية / Students Services	
2.4 Suitability of tuition fees/ مناسبة الرسوم الجامعية	51%
2.6 The overall services provided by copy and print unit/ خدمات وحدة الطباعة والتصوير بشكل عام	64%
2.7 Financial aid application process/ للحصول على المساعدات المالية إجراءات عملية التقديم	66%
2.11The overall services provided by Book Store on campus/ خدمات محل بيع القرطاسية في جامعة قطر بشكل عام	59%

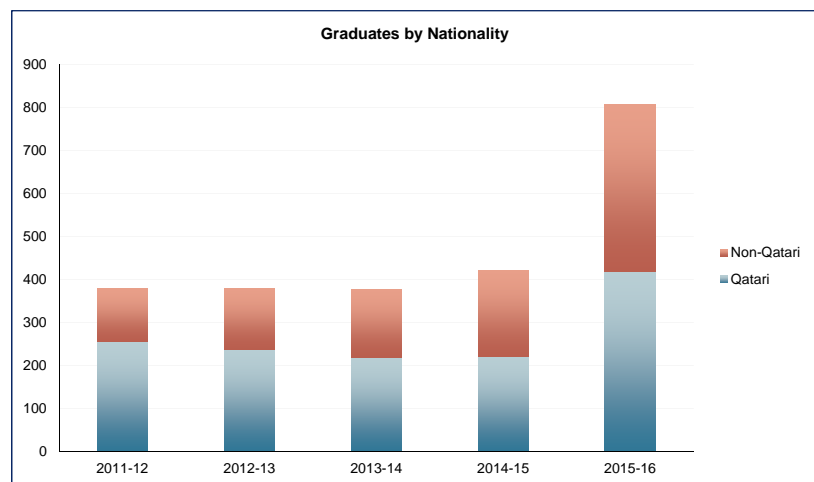
Senior Graduating Survey

Overall Satisfaction for College of Arts and Sciences Seniors by Section

Section I: Knowledge, Skills and Experience	86%	86%
Section II: Quality of Academic Programs and Education Experience in the Major	84%	84%
Section III: Student Services and Facilities (Academic and Non Academic)	78%	78%
Total	82%	82%

Overall Satisfaction for College of Arts and Sciences Seniors through 5 Cycles





Students' share of the undergraduate research experience (UREP)

UREP Cycle	No of submitted proposals	No of awarded proposals	College success rate	No of faculty members	No of students
9	24	9	38%	9	36
10	19	9	47%	9	-
11	22	7	32%	7	18
12	-	11	-	11	42
13	25	8	-	7	42
14	13	8	62%	7	31
15	22	4	18%	3	10
16	-	8	-	1	30
17	18	9	50%	10	42
18	20	6	30%	8	24
19	30	11	36.67%	9	38

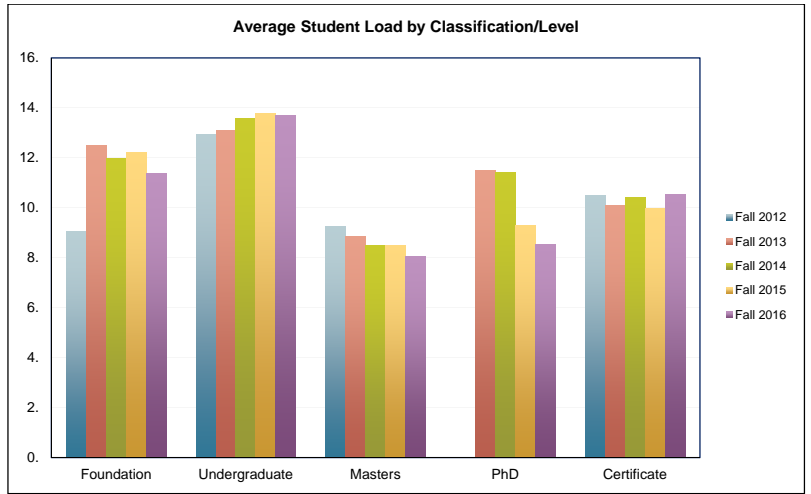
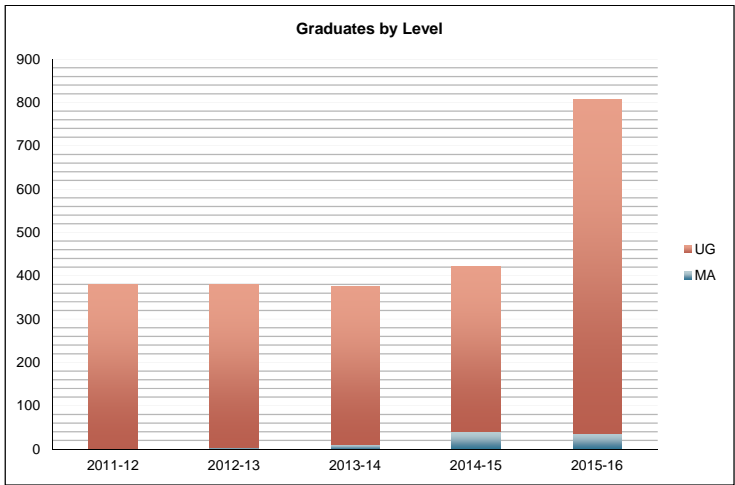
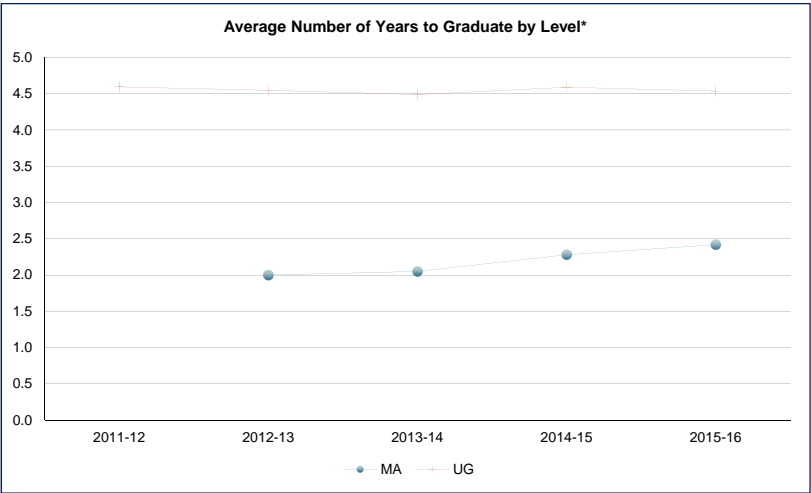
Graduates by Level, Department, Major, Nationality and Gender

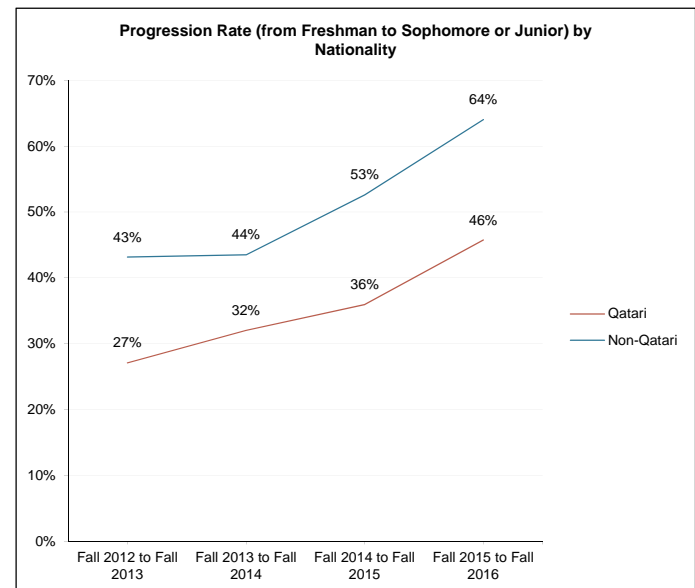
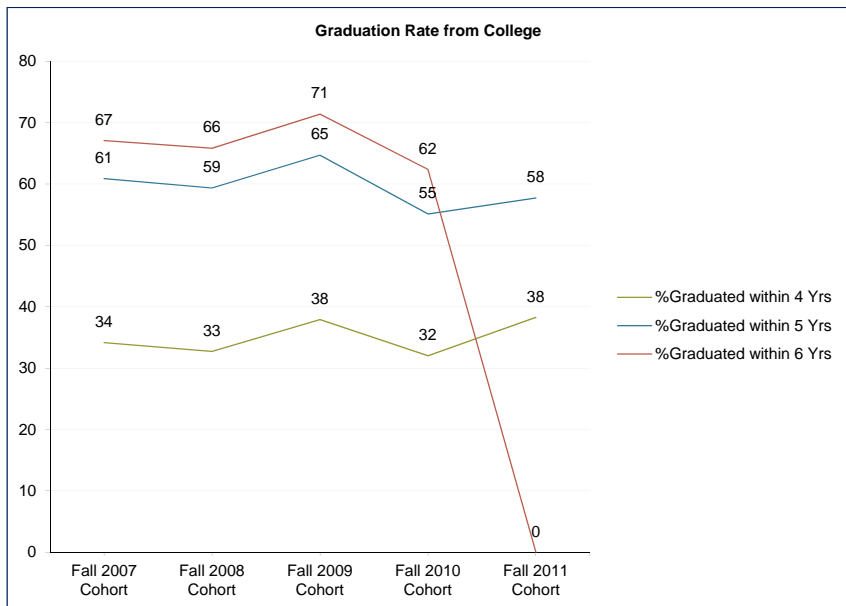
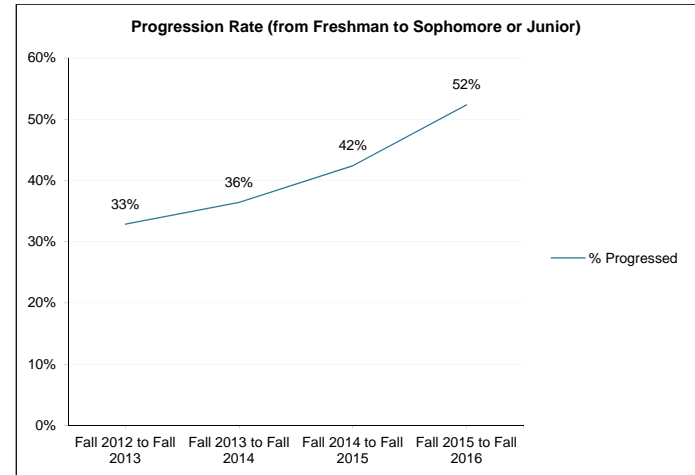
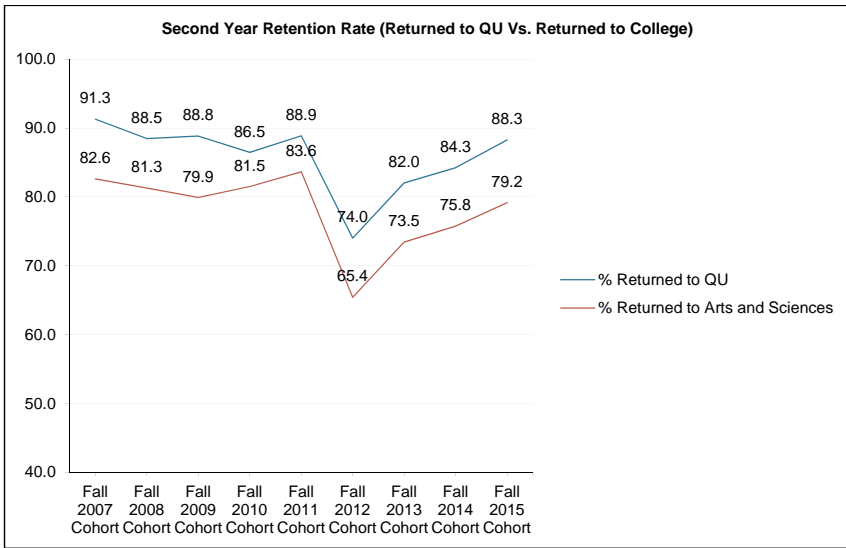
		2011-12	2012-13	2013-14	2014-15	2015-16
Summary		379	379	376	421	807
Undergraduate	Summary	379	375	366	380	770
	Arabic	71	76	57	49	38
	Arabic Language	71	76	57	49	38
	Qatari	46	51	37	37	23
	Female	46	51	37	37	23
	Non-Qatari	25	25	20	12	15
	Female	25	25	20	12	15
	Biological & Environmental Sci	8	8	11	19	29
	Biology	5	1	2	10	12
	Qatari	2	1	2	2	1
	Female	2	1	2	2	1
	Non-Qatari	3			8	11
	Female	3			8	11
	Environmental Sciences	3	7	9	9	17
	Qatari	3	3	4	1	4
	Male		1			
	Female	3	2	4	1	4
	Non-Qatari		4	5	8	13
	Male		1	2	5	7
	Female		3	3	3	6
	Chemistry and Earth Sciences	6	9	2	8	23
	Chemistry	6	9	2	8	23
	Qatari	2	2	2	1	2
Male	2			1		
Female		2	2		2	
Non-Qatari	4	7		7	21	
Male		4		1		
Female	4	3		6	21	
English Lit & Linguistics	61	37	52	45	57	
English Language	61	35	15	4	1	
Qatari	38	26	7	3	1	
Female	38	26	7	3	1	
Non-Qatari	23	9	8	1		
Female	23	9	8	1		
English Literature&Linguistics		2	37	41	56	
Qatari		1	16	20	24	
Female		1	16	20	24	
Non-Qatari		1	21	21	32	
Female		1	21	21	32	
Health Sciences	29	28	31	28	59	
Biomedical Sciences	24	18	19	14	25	
Qatari	3	4	2	1	5	
Female	3	4	2	1	5	
Non-Qatari	21	14	17	13	20	
Female	21	14	17	13	20	
Human Nutrition	5	10	12	14	19	
Qatari	1	1	5	3	6	

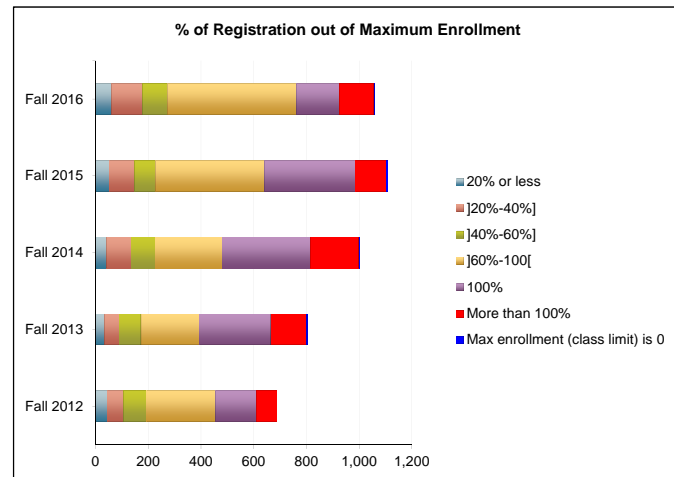
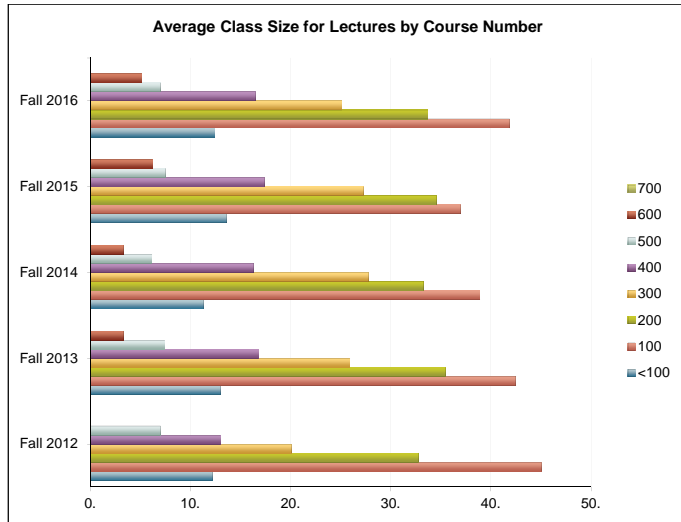
Graduates by Level, Department, Major, Nationality and Gender											
			Female	1	1	5	3	6			
			Non-Qatari	Summary	4	9	7	11	13		
			Female		4	9	7	11	13		
			Public Health	Summary						15	
			Qatari	Summary						1	
			Female							1	
			Non-Qatari	Summary						14	
			Female							14	
			Humanities	Summary	135	93	29	16	57		
			Geography-Urban Planning	Summary	36	18	4	1			
			Qatari	Summary	27	12	4	1			
			Male		7	1					
			Female		20	11	4	1			
			Non-Qatari	Summary	9	6					
Male		4	1								
Female		5	5								
History	Summary	99	75	25	15	57					
Qatari	Summary	87	58	25	11	44					
Male		12	4	3	1						
Female		75	54	22	10	44					
Non-Qatari	Summary	12	17		4	13					
Male		1	3		1						
Female		11	14		3	13					
International Affairs	Summary	21	43	54	52	116					
International Affairs	Summary	21	43	54	52	96					
Qatari	Summary	14	32	29	32	69					
Male		5	3	3	2	20					
Female		9	29	26	30	49					
Non-Qatari	Summary	7	11	25	20	27					
Male		2	3	7	6	11					
Female		5	8	18	14	16					
Policy, Planning, and Dev	Summary					20					
Qatari	Summary					11					
Male						3					
Female						8					
Non-Qatari	Summary					9					
Male						3					
Female						6					
Mass Comm and Science	Summary	31	58	65	82	120					
Mass Communication	Summary	31	58	65	82	120					
Qatari	Summary	18	25	31	40	45					
Male		1	2	1	5	6					
Female		17	23	30	35	39					
Non-Qatari	Summary	13	33	34	42	75					
Male		5	10	1	12	30					
Female		8	23	33	30	45					
Maths, Stats and Physics	Summary	6	5	16	15	12					
Statistics	Summary	6	5	16	15	12					
Qatari	Summary	3	3	9	8	4					

Graduates by Level, Department, Major, Nationality and Gender											
			Male			1					
			Female	3	3	8	8	4			
			Non-Qatari	Summary	3	2	7	7	8		
			Male		2		1				
			Female		1	2	6	7	8		
			Social Sciences	Summary	11	18	49	55	236		
			Psychology	Summary					11		
			Qatari	Summary					5		
			Female						5		
			Non-Qatari	Summary					6		
			Female						6		
			Social Work	Summary		4	39	31	95		
			Qatari	Summary		3	33	24	68		
			Female			3	33	24	68		
Non-Qatari	Summary		1	6	7	27					
Female			1	6	7	27					
Sociology	Summary	11	14	10	24	130					
Qatari	Summary	11	13	7	18	86					
Female		11	13	7	18	86					
Non-Qatari	Summary		1	3	6	44					
Female			1	3	6	44					
Undeclared	Summary					11	23				
Sport Science	Summary					11	23				
Qatari	Summary					5	8				
Male						1	1				
Female						4	7				
Non-Qatari	Summary					6	15				
Male						3	10				
Female						3	5				
Masters	Summary		4	10	41	37					
Arabic	Summary					11	4				
Arabic Language & Literature	Summary					11	4				
Qatari	Summary					6	2				
Female						6	2				
Non-Qatari	Summary					5	2				
Female						5	2				
Biological & Environmental Sci	Summary		4	5	7	5					
Environmental Sciences	Summary		4	5	7	5					
Qatari	Summary		3	4	1	2					
Female			3	4	1	2					
Non-Qatari	Summary		1	1	6	3					
Male					2	1					
Female			1	1	4	2					
Graduate Studies	Summary					14	20				
Gulf Studies	Summary					10	11				
Qatari	Summary					3	3				
Male						1					
Female						2	3				
Non-Qatari	Summary					7	8				

Graduates by Level, Department, Major, Nationality and Gender									
Material Sci and Technology	Qatari	Male					3	3	
		Female					4	5	
	Summary						4	9	
	Qatari	Summary					1	2	
		Male					1		
	Qatari	Female						2	
		Summary					3	7	
	Non-Qatari	Male					3	2	
		Female						5	
	Gulf Studies	Summary					1	2	
		Gulf Studies		Summary			1	2	
		Qatari	Summary					2	
			Female					2	
		Non-Qatari	Summary					1	
Female							1		
Health Sciences	Summary					4	7	8	
	Biomedical Laboratory Sciences	Summary				4	7	2	
		Summary					2		
	Qatari	Female				2			
		Summary					2	7	2
	Non-Qatari	Female				2	7	2	
		Summary							6
	Qatari	Summary						2	
		Female						2	
	Non-Qatari	Summary						4	
Female							4		

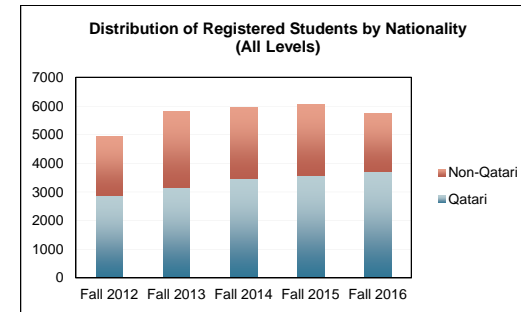






Observations

- Total number of Qatari male students registered in the General Science Foundation Program has dropped in 2016 by 84%.
- Total number of Qatari female students registered in the General Science Foundation Program has dropped in 2016 by 74%.
- A drop has been observed in the total number of students registered in Science programs by 22% with an overall drop of 5% (including Foundations) in 2016.
- An increase of 10% has been observed in the total number of students registered in the Arts programs.
- Registered Students by Nationality (Qatari, non-Qatari, total number of students) variations can be observed in the following table provided by CAS annual report on students and courses 2016



- Total number of registered students from total admitted has decreased during Fall 2016 by 9% for the undergraduate and Master students from Fall 2015 i.e. to 72%.
- Undergraduate students graduating with GPA 2.8-3.59 has increased by 150% in 2015-2016 over the previous year.
- An increase in the number of graduates in Biology by 30% has been observed 2015-2016 over previous year.
- The number of dismissed students from undergraduate programs have decreased tremendously from 264 in AY2014-2015 to 80 in AY 2015-2016 i.e. a huge drop of 70% over previous year.
- 63% of CAS students recorded a satisfaction rate for "understanding of faculty for variations in student individual academic levels".
- CAS Students in 2015-16 have demonstrated 80% as compared to 72% (over previous year) satisfaction rate on "timely feedback provided by faculty concerning students' academic progress".
- Students at CAS have demonstrated a satisfaction rate above 89% on "adequacy of online library resources and services".
- Only 56% of surveyed CAS students are aware of the "Continuing Education Office professional development/training courses offered".
- Only 83% of surveyed CAS students are aware of the "Student disciplinary policies and procedures". This is a remarkable improvement as compared to 66% in 2014-15.
- CAS Students' satisfaction of food services, quality of food and prices scored overall average of 75% in 2015-16, although students complained poor food quality with average of 50%.
- Quality of services provided by ITS department in general receives 89% satisfaction rate by CAS Surveyed students.
- CAS Students satisfaction of the quality of sports equipment is 91%.
- As compared to 61% in 2014-15, 84% of the surveyed CAS students are satisfied with QU's reputation within the community.
- 94% of CAS students surveyed have displayed satisfaction on the "Effectiveness of Blackboard on teaching".

- The Academic Support Services scored an overall average of 87% in 2015-16, with instructor competency scoring a high rate of 96%.
- Within the Student Support Services, the Student Learning Support Centre and Continuous improvements in services provided to students in general scored a high rate of 92% in 2015-16.
- The Survey recorded CAS Students' satisfaction of 63% on 'Understanding of faculty for variations in student individual academic levels'. While this area rose by 5% i.e. 58% in 2014-15 to 63% in 2015-16, it is still a concern. A specific survey can be conducted to explore the cause of such aberration / deviation.
- Only 56% of surveyed CAS students are aware of the Continuing Education Office professional development/training courses offered. More courses should be offered addressing students' needs and courses, which may offer better employment opportunities to the students.
- 83% of surveyed students are aware of the Student disciplinary policies and procedures. This has remarkably improved as compared to 66% over 2014-15. More can be done by way of Workshops; hotline should be dedicated to provide students with valuable information on QU policies and procedures.
- During the last two years, QU witnessed a noticeable increase in the number of under- performing students in the freshman level. More focus on early intervention measures in the first year must be established.
- Although, CAS Students' satisfaction of the quality of sports equipment is 87% as compared to 72% in 2014-15; it has been observed that the sports facilities are in poor conditions and the Gym is not adequately equipped or dated and this aspect can be explored to enhance the quality of teaching environment in the Sports Science program.

College Academic and Non-Academic Staff by Nationality and Gender 2016-2017							
	Qatari			Non-Qatari			Total
	Male	Female	Total	Male	Female	Total	
Faculty	34	47	81	230	48	278	359
Research Assistant		2	2	3	2	5	7
Researcher				6	6	12	12
Staff	1	34	35	33	32	65	100
Teaching Support Staff	7	24	31	17	23	40	71
Total	42	107	149	289	111	400	549

Faculty and TA's by Rank				
	2013-14	2014-15	2015-16	2016-17
Total	357	429	461	430
Professor	44	50	53	49
Associate Professor	95	121	115	104
Assistant Professor	121	120	129	123
Lecturer	37	65	80	83
Teaching Assistant	60	73	84	71

Faculty contribution to QNRF

On the other side, the college faced an abrupt decrease in the number of awarded external grants submitted through Qatar National Research Fund (QNRF). Many factors contributed to this decrease which will be outlined in the last section of this report.

For NPRP 9th cycle, the college was able to secure a total of 6 projects with a success rate of 12.77% compared to 16 projects awarded last NPRP 8th cycle with a success rate of 12.60%. These figures show a steady percentage of projects awarded which compares to the number of projects submitted by the college in each cycle.

A total of 15 UREP grants were funded this academic year for a total of QR 2,381,848 compared to 12 projects last academic year. This represents a 56% increase in the funding amount. UREP category is usually not predictable and fluctuates as it depends on student contribution and activity. Future measures can be implemented to increase chances for funding by encouraging undergraduate students to apply or making it part of the requirements towards graduation.

Additionally, industries were affected by the financial situation and seem to have implemented a cut on funding. Only 2 projects received funding from external sources other than QNRF with a total award amount of QR 1,114,514, compared to 5 projects last academic year.

Overall, the cumulative external grant funding has dropped drastically in 2015-2016 as shown in tables below:

Breakdown of external grant funding during AY 2015-2016		
Grant Type	Number	Amount
National Priorities Research Program (NPRP)- 9 th cycle	6	QR 19,344,025
Undergraduate Research Experience Program (UREP)- 17 th & 18 th cycles	15	QR 2,381,848
Other External (Non QNRF)	2	QR 1,114,514
TOTAL	25	QR 27,268,351

Overall Satisfaction Rate by Owners	CAS			
	Responses	N	%	Indicator
Pre-Offer				
1.2a1. The steps to apply for a position with QU were clearly outlined on the recruitment website	32	31	97%	•
1.2a3. The celerity of the electronic notification was reasonable	30	29	97%	•
1.4.3 Answered my inquiries about QU	37	35	95%	•
1.4.5 Provided me promptly with information I had asked for but which was not readily available	34	31	91%	•
1.4.6 Treated me professionally and respectfully	38	38	100%	•

Overall Satisfaction Rate by Owners	CAS		
	Responses	N	%
Pre-Offer			
1.1. I learned about the vacancy I applied for at QU through			
Friend	39	6	15%
Higher Education Publications /Advertisements		2	5%
Others (Google, Conference, Face book, TESOL Arabia in Dubai)		—	—
Professional-based associations / Conference website		27	69%
Qatar University i-Recruitment website		1	3%
Recruitment Agency		3	8%
Post-Offer			
3.3a In general, I visited the New Faculty Website:		N	%
Once	36	8	22%
2-5 times		17	47%
More than 5 times		11	31%
Arrival			
5.6.2 Provided a laptop Computer	26	18	69%

Research activities - Faculty scholarly endeavor

Number of faculty involved in research (all type and status)

	2015
Total	305

Number of research output by year (all types and status)

	2015
Total	2,592

Number of faculty involved in research

Book, book chapter, conference proceeding and journal article (only accepted for publication and published is counted)

	2015
Total	218

Number of research output by year

Book, book chapter, conference proceeding and journal article (only accepted for publication and published is counted)

	2015
Total	690

Service activities

Number of faculty involved in services

	2015
Total	350

Observations

- The number of academic and non-academic staff reached 549, 27% are Qataris.
- Percentage of Qatari faculty increased from 21% last year to 23%.
- The number of male faculty remains to be dominant at 74%.
- Full professors represent 11% of the academic staff, associate professors are 24% and assistant professors are 29%. The remaining staff is lecturers and teaching assistants. There is no significant difference from last year.
- The college faced an abrupt decrease in the number of awarded external grants submitted through Qatar National Research Fund (QNRF). For NPRP 9th cycle, the college was able to secure a total of 6 projects with a success rate of 12.77% compared to 16 projects awarded last NPRP 8th cycle with a success rate of 12.60%.
- A total of 15 UREP grants were funded this academic year for a total of QR 2,381,848 compared to 12 projects last academic year. This represents a 56% increase in the funding amount.
- Faculty satisfaction reflected areas of needed improvement in the recruitment committee's communication, in the clarity of the responsibilities and the expected performance of the position. Upon arrival of the faculty member, housing and issuance of a laptop computer were the main areas of concern. Settling in the college, new faculty members were overall satisfied except for availability of stationary.
- Student course evaluation survey was the highest since 2010 at 3.37 out of 4.0. The highest evaluation was in International Affairs and the lowest was in Biological and Environmental Sciences.

PART III: RESULTS FROM INSTITUTIONAL EFFECTIVENESS FRAMEWORK PROCESSES: Strategic Planning Process

LIST OF ALL COLLEGE/UNIT KPAS AND THEIR OBJECTIVES

KPA 1 Maximize student success in becoming competent graduates by providing high quality education.

- 1.1 To support the fulfillment of the Qatar 2030 National Vision by establishing academic programs based on the needs of a knowledge based society and global trend towards interdisciplinary education.
- 1.2 Enhance student employability by ensuring alignment of program curricula with changing market needs.
- 1.3 To promote student professional development and employability.
- 1.4 Enhance the quality of teaching and learning in academic programs.
- 1.5 To benchmark academic programs that will produce competent graduates.
- 1.6 Enhance the teaching and learning process by integrating approaches to e-learning where possible.
- 1.7 Students are able to develop and apply research skills within their Capstone or Research Project.
- 1.8 To recruit more students to science programs.
- 1.9 Adopt a systematic recruitment process to be used uniformly within the College to recruit high quality faculty and staff.
- 1.10 Develop a strategy for increasing the number of quality Qataris joining CAS for academic careers.
- 1.11 Enrich the student experience by developing extra-curricular student activities and clubs.
- 1.12 Enrich the student experience by providing a range of study abroad opportunities for students.
- 1.13 Explore, establish and maintain viable cooperation partnerships and relations with industry so that CAS students can be assured viable and high quality placements during their internship placement.

KPA 2 Address contemporary challenges and advance knowledge through quality research.

- 2.1 Increase the number of funded research grants and diversity sources of funding in alignment with QU research strategy.
- 2.2 Implement and integrate system/approach to ensure quality recruitment of faculty and staff.
- 2.3 Establish new interdisciplinary Centers that pool research expertise and resources for enhanced research productivity and academic standing which are in alignment with existing and planned graduate programs.
- 2.4 Ensure a high-quality graduate teaching and learning by implementing measures to ensure the quality of existing graduate programs.
- 2.5 Support the fulfillment of the Qatar 2030 National Vision by establishing graduate programs based on the needs of a knowledge based society.
- 2.6 Engage in research collaborations based on a strategic framework.
- 2.7 Enhance interdisciplinary opportunities in CAS priority research areas.
- 2.8 Enhance research productivity whilst emphasizing quality metrics and impact of research outcomes

KPA 3 Integrate Qatar University with the community to support social, economic and cultural development.

- 3.1 Nurture an external relations strategy that focuses on national visibility.
- 3.2 Implement curricula and extra-curricular activities which promote Qatari heritage and culture.
- 3.3 Provide opportunities to the community for intellectual engagement.

KPA 4 Provide effective and efficient support environment and facilities to the University community.

- 4.1 Promote operational effectiveness through enhancement of CAS policies and procedures.
- 4.2 To support high quality faculty administrative governance through professional development training and mentorship.
- 4.3 Build new and upgrade existing research labs to meet current and projected needs and requirements of faculty and students.
- 4.4 Enhance operational effectiveness through implementing an integrated resource planning system.

Summary of strategic planning process and observations

The Strategic Planning process in the college remained stable over the past three years since the beginning of its implementation in 2013. The college have established system of meeting its targets through establishing annual objectives which included measures to meet the goals set in the college strategic plan.

A strategic planning guide was used to ensure that the strategic planning process has been followed all throughout its implementation. In 2015-2016, significant changes were observed which included new actions which were added in the annual objectives. With the current change that arose in June 2016, a number of offices and owners were moved and were transferred. Most of the annual objectives in the existing strategic plan were stopped due to the transformation scheme introduced in the university which paved way for a more dynamic interactive structure that showed maximum stakeholder participation in the planning process.

Highlights of 2016 CAS Strategic Plan Achievements

Strategic Objectives 2016	KPI 2016
1.1 To support the fulfillment of the Qatar 2030 National Vision by establishing academic programs based on the needs of a knowledge based society and global trend towards interdisciplinary education	1.1 Measure: Full proposals for new graduate and undergraduate degrees and programs have been completed and submitted. (CAS 2013-16 Strategic Plan KPI)
1.5 To benchmark academic programs that will produce competent graduates	1.5 Measure: Number of programs that have been: - Benchmarked -Accredited (CAS 2013-16 Strategic Plan KPI)
1.8 To recruit more students to science programs.	1.8 Measure: Percentage of Male enrollment to the following programs against their capacity: Statistics, Environmental Sciences and Chemistry.
1.10 Develop a strategy for increasing the number of quality Qataris joining CAS for academic careers	1.10 Measure: The percentage year-on-year increase in the number of Qatari joining CAS for careers as faculty members (including TAs) (CAS 2013-16 Strategic Plan KPI)
1.11 Enrich the student experience by developing extra-curricular student activities and clubs	1.11 Measure: Percentage of Student Clubs / Associations initiated linked to Departments
1.12 Enrich the student experience by providing a range of study abroad opportunities for students	1.12 Measure: Percentage of departments sending students abroad and coordinate for an international exchange programs (CAS 2013-16 Strategic Plan KPI)
1.13 Explore, establish and maintain viable cooperation partnerships, and relations with industry so that CAS students can be assured viable and high quality placements during their internship placement.	1.13 Measure 1: Percentage of Internships which are in compliance with established CAS standards
	1.13 Measure 2: Percentage of programs who have Internship as an option

Strategic Objectives 2016	KPI 2016
2.1 Increase the number of funded research grants and diversity sources of funding in alignment with QU research strategy.	2.1 Measure 1: Total funded grants from external sources as leads or co-leads (CAS 2013-16 Strategic Plan KPI)
	2.1 Measure 2: Number of additional external funded grants from sources other than NPRP based on 2014-15 baseline (CAS 2013-16 Strategic Plan KPI)
2.2 Implement and integrate system/approach to ensure quality recruitment of faculty and staff.	2.2 Measure: Research positions advertised have been filled. (CAS 2013-16 Strategic Plan KPI)
2.4 Ensure a high-quality graduate teaching and learning by implementing measures to ensure the quality of existing graduate programs	2.4 Measure: Percentage of peer observations of graduate full time/visiting faculty undertaken. (CAS 2013-16 Strategic Plan KPI)
2.6 Engage in research collaborations based on a strategic framework.	2.6 Measure 1: Percentage of active MOU's with a research component (CAS 2013-16 Strategic Plan KPI)
	2.6 Measure 2: Number of strategic Research collaborations done outside the framework of an MOU (CAS 2013-16 Strategic Plan KPI)
2.7 Enhance interdisciplinary opportunities in CAS priority research areas	2.7 Measure: Number of collaborative research projects which cross disciplines (CAS 2013-16 Strategic Plan KPI)

Funded Grants:

Number and amount of funded external proposals in AY 2015-2016

Grant Type	Number	Amount
National Priorities Research Program (NPRP)- 9 th cycle	6	QR 19,344,025
Undergraduate Research Experience Program (UREP)- 17 th & 18 th cycles	15	QR 2,381,848
Other External (Non QNRF)	2	QR 1,114,514
Total	25	QR 27,268,351

Overview

This is an overview of CAS programs' learning assessment efforts in AY 2015-2016. Full program annual assessment reports addressing assessment planning details, analysis, results and improvement actions have been submitted to the QU Assessment Office. Newly approved programs are not included in this report since they have not started their assessment cycle yet.

For AY 2015-2016, there were 13 undergraduate degree and 5 graduate programs that assessed a total of 46 learning outcomes. Examples of competencies addressed by these 74 program learning outcomes include:

- Discipline concepts and principles
- Ethical skills and reasoning
- Research skills and scientific method approach
- Globalization and sustainability issues
- Diversity related issues
- Critical thinking and analytical skills
- Problem solving skills
- Communication skills
- Teamwork
- Application of discipline related knowledge, concepts, techniques and skills

Summary of results

- Achievement target was met or exceeded on 82.6% of those PLOs (38 out of 46). This shows an increase from last academic year (2014-2015) when achievement was met on 80% of PLOs assessed
- Achievement target was not met on 17.3% of the PLOs (8 out of 46). This percentage was 20% last year, therefore reflecting a decrease on the percentage of PLOs where achievement is not.

Recommendations

In light their assessment results, programs made a number of recommendations to improve future results. Examples of such improvements include:

- Adding more activities on research skills
- Reviewing course syllabi to focus more on critical thinking skills
- Providing faculty with more training on assessment
- More emphasis on discipline theories
- Reviewing program curriculum map
- Introducing more writing assignments and activities
- Reinforce safety compliance with lab courses

(Detailed report on the assessment efforts at the program level can be found at APLOAO)

Academic Program Review Process

Programs scheduled for review this year

The following site visits were reviewed and completed in 2015-2016:

- Gulf studies
- Environmental Sciences
- Chemistry
- Sports Sciences

The following self-studies were submitted in 2015-2016. Site visits are scheduled this academic year:

- Mass Communication
- International Affairs

Main Findings & Recommendations

- Some programs reported the need to redesign concentration areas. For example, Sports Sciences is proposing to redesign the Exercise and Fitness concentration to include more foundational knowledge related to health and fitness performance. The MSc in environmental Sciences program is aiming to restructure the program in order to reduce the course based credits and increase the time for the thesis, in addition to more focus on higher level competencies involving critical thinking for example.
- Programs have also reiterated the necessity to increase enrollment. For example, Environmental Sciences program is aiming to target 15 to 20 students per cohort. Some of the strategies indicated by programs involve increasing funding for scholarship, improved communication.
- There is a need to focus on main challenges relevant to Qatar. Additionally, programs also indicated the necessity to better target curriculum so that they can better address the needs of the job market.
- The reduction of the teaching for supervising faculty was a main finding. Such reduction would allow faculty members to better focus on supervisory roles and research projects. This can be achieved by hiring new faculty and/or involving more adjunct instructors.

Concluding Remarks

During the academic year 2015-2016, all academic programs scheduled for review sent through the process. Four programs completed their academic process review, went through site visits and development enhancement plans. Two programs already completed their self-studies and have their visits due this academic year. Those are Mass Communication and International Affairs.

While all scheduled programs completed their academic review process, having more time allocated to research seems to be commonly shared need. Having appropriate facilities and equipment, is also another expressed need as a result of the academic review process.

In addition to these concluding remarks, programs also identified the necessity to rephrase or readjust some of their specifications such as program mission, vision, objectives, learning outcomes or curriculum mapping, or to restructure programs into departmental unit.

Community Service Unit Review Process

Outreach to the QU community and Qatari society is required in order to highlight the efforts made by faculty and students and to disseminate knowledge. CAS has been successful in significantly increasing the number and quality of events. During 2015-2016, 115 events have been organized, among which many were major events such as QULSS, Qatar University Life Science Symposium, 2nd International Conference on "Physiological, Biochemical and Molecular Arguments for Salt Tolerance, The Globalization and Changes in the Arab Countries: The Case of the Gulf States, 5th International Conference for the Arabic Department.

Growing partnerships is critical for providing students with training and employment opportunities and faculty with research funding and access to external capabilities

Providing CAS' students with better career opportunities through: communicating with the private centers such as the Career Service Center and the external institutions that organized 7 workshops to CAS students in different fields (Mass Communications, Arabic Language, Chemistry...etc.). Also, CAS' senior students were invited to attend some workshops organized by the Career Service Center on how to write the CV and how to conduct a job interview

High School Outreach

Promoting the College's Arts and Sciences departments and programs through arranging school visits to present CAS' programs and the available career opportunities for each program.

33 school visits were held to high schools during AY 2015/2016.

Qatarization

There were 33 Qatari scholars from CAS during AY 2015/2016.

Alumni Community Engagement

CAS established the CAS Alumni Association during 2015/2016.

Reviving CAS –Alumni Ties through communicating with CAS alumni graduated within the last five years to check their employability status and provide them with career opportunities if needed.

Participation at QU Alumni Reunion Ceremony and winning the 1st place among the other colleges.

Research and Collaborations

MoUs

During academic year 2015/2016, CAS has signed 12MoUs with industry and governments in Qatar and multiple organizations outside the country.

- List of MoU signed by CAS in 2014/2015
- Qatar Social Work
- Qatar Heritage and Identity Center
- Korea University
- Doha International Family Institute
- Global Enertec/AG Germany
- QDVC
- University of St Andrews
- Qatar Red Crescent
- Center for Middle Eastern Studies at Lund University
- Katara Hospitality
- University of St. Andrews
- Durham University

Students Leadership and Volunteers Activities

The Faculty and Students Activities Committee organized the below activities for the students during AY 2014/2015. Workshops

- 4 big events (National Day – Sport Day – Career Fair – Debate Day)
- Photo Exhibition for the National Day
- Alliance of Civilization Debate
- CAS Talents Week

Recommendations

- Strengthening outreach activities to yield a greater number of Qatari applicants to science programs.
- For the current Academic Year, the office will keep working on events, faculty and students activities, in addition to the schools visits, media coverage, CAS magazine, social media appearance for CAS, and other.

Executive Summary

قدّم قسم اللغة العربية إسهامات متعددة ومتنوعة على المستوى الأكاديمي والتعليمي، يمكن عدّها خطوة متقدمة جدًا كانت هدفًا له، فعلى المستوى الجامعي، قدّم البرنامج خدماته من خلال تقديم مقرري اللغة العربية (مستوى 100 و 200) بما يستهدف أكثر من 4000 طالب وطالبة في برنامج المتطلبات العامة، بالإضافة إلى استحداث مقرر يربط القسم والجامعة بالمجتمع القطري (الأدب الشعبي في قطر – ARAB 225) يُطرح لطالبات القسم بوصفه مكونًا من خطتهن، وفي الوقت نفسه يُطرح لطلبة الجامعة متطلبًا اختياريًا. وفي سبيل تطوير القسم على المستوى الأكاديمي قدّم مقترحين؛ أحدهما يخص فتح فرعي لغة عربية في البنين، والآخر يتعلق باستحداث تخصصين فرعيين هما (التواصل وعلوم الخطاب) و (الكتابة). فضلًا على تنظيم الندوات الثقافية والإبداعية للطلاب وأعضاء هيئة التدريس، وتنظيم مؤتمر دولي متخصص (المؤتمر الدولي الخامس). أما بالنسبة لمستوى الماجستير في القسم، فقد شاركت بعض الطالبات في البرنامج في مؤتمر دولي متخصص في دبي. وقد تخرجت 3 طالبات في قسم الماجستير. واضطلع القسم بدور هام في خدمة المجتمع، تحديدًا من خلال مشاركة أعضاء القسم ضمن لجان في مؤسسات المجتمع المحلي والخارجي، وتقديم الاستشارات التربوية والتقنية في العديد من هذه المؤسسات. قدم القسم عددًا من الاستشارات لجهات داخل الجامعة وخارجها، فعلى مستوى الجامعة: تقديم ورش عمل متخصصة للأساتذة وشارك القسم كذلك في لجنة تقييم مقررات المتطلبات العامة وعلى مستوى الطلبة قدم ما يقرب من 15 ورشة عمل لتسمية مهارات الكتابة والإبداع والخطابة والقراءة. وعلى مستوى المجتمع القطري، شارك القسم في لجان متنوعة ومتعددة منها لجان ذات طابع علمي دقيق، في المنظمة العالمية للنهوض باللغة العربية، ومعجم الدوحة التاريخي وجائزة الدولة لأدب الطفل. وهناك لجان تحكيم دولي ذات طابع تخصصي مثل تحكيم جائزة كتارا للرواية العربية وشاعر الرسول، وأيضًا لجان تربوية، ولجنة الأمانة العامة لجائزة الدولة لأدب الطفل، وتقديم ورش عمل حول الكتابة المسرحية، وتقديم ندوات علمية ومناقشات في الصالون الثقافي، وهناك محاضرات على مستوى المدارس الثانوية في الدولة وكذلك في وزارة الثقافة والرياضة ونادي الجسر الثقافي.

Undergraduate Majors and Minors

- B.A. in Arabic Language
- Minor in Arabic

Post Graduate Programs

- M.A. in Arabic Language and Literature

Registered Students

Undergraduate Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
Arabic Language	0	81	81	0	40	40	121
Arabic Language & Literature	1	17	18	4	7	11	29

Executive Summary

The Department of Biological and Environmental Sciences offers four programs of study, two graduate and two undergraduate programs. The graduate programs are: MSc in Environmental Science and PhD in Biological and Environmental Sciences. This was the third year for the PhD in Biological and Environmental Science program, with the first and the second batches of students having performed the PhD qualifying exam, selected their thesis topics and began their PhD research. The PhD in Biological and Environmental Sciences aims to provide students with the most advanced research skills, which enables them to carry out research independently, publish, and show innovation and creativity. The MSc. in Environmental Science program, which started in Fall 2011, is an accredited (CHES-UK) program that has gone through a self-study in the current AY 2014/2015. The MSc in Environmental Science is an interdisciplinary graduate program that is the first choice of students preparing for both industry and PhD programs. In 2016, a reviewer team from University of Copenhagen and King Abdullah University for science and technology (KAWST) reviewed the entire master science program in addition to the facilitations in the department. The feedback reports from the reviewers was totally excellent in term of Curriculum, student, facilities, and level of teaching. The undergraduate program of BSc. in Biological Sciences is designed in such a way as to provide proper training and qualification in modern biology, meeting the unprecedented advancement in the field and responding to the needs and aspiration of the Qatari society. External reviewers are expected to review the Biological science program on December 2016. The BSc. in Environmental Science program is an accredited program that is the first of its kind in Qatar. It was developed to address the numerous escalating issues and complications associated with the environment of Qatar and the region, as well as the imminent and consequential projected needs of stakeholders.

All the programs offered by the DBES create an exciting and excellent teaching and research environment for students at their various higher educational levels. This is evident in the increasing number of very good students joining the department, which is a good indicator of the success of these 4 programs.

This year we have the privilege of accepting 11 MSc in Environmental Science students and 10 PhD in Biological and environmental science. 5 MSc students defended their thesis last year and 40 BSc students defended their research project thesis on end of June. The DBES was very active this year in recruiting qualified Qatari graduate study candidates into both the MSc and PhD programs. The DBES scheduled numerous visits with external stakeholders and marketed the programs to their employees. As a result of this we have a number of highly qualified Qatari applicants to the graduate programs that are currently being interviewed as a final stage before a decision is made. The Department encouraged the students to get and seek internship opportunities both within Qatar and abroad. To facilitate this, the DBES arranged for open meeting sessions with different company and institution representatives such as QAPCO. In addition to the internships in local companies and organizations, 2 students did their summer internships in Korea. In the AY 2015/2016, the DBES brought 3 MOUs for CAS and QU. The MOUs were with SUEZ-French, Katara Hospitality, and Global Enerterc-Germany. This has been known of the DBES, various events have been held throughout the academic year, namely QULSS 2015 "Global changes: The Arabian Gulf Ecosystem", National Environmental Day, Plant Day Sale, Faculty - teaching assistant - Technician (FT2), forensic workshop, Metrology and atmospheric workshop.

The theme for the annual QULSS 2015 symposium was "Global changes: The Arabian Gulf Ecosystem", which provided a great opportunity to have experts from Saudi Arabia, England, UAE, and Qatar, present and discuss this significant topic that is one of the main areas of research supported by the Qatar National Vision 2030. For the QULSS2016, QULSS Symposium marks decade with panels on scientific research, collaboration and future of biological and environmental solutions. In 2007, the College of Arts and Sciences launched an international symposium for the biological and environmental sciences - designed to serve as a core for biological and environmental researches, dialogue and leadership at Qatar University. In the decade since, the Department of Biological and Environmental Sciences has brought together researchers from national, regional and international institutions pioneer breakthrough biological and environmental solutions in partnership with experts across the academic, public, private, industry, and government sectors in Qatar. That essence of interdisciplinary collaboration has reproduced a range of outstanding advances during QULSS' first decade. On December 2016, QULSS celebrates its 10-year anniversary by assembling Qatar University's researchers, students, industries, and their colleagues (local, regional, and international) in the Biological and Environmental Sciences fields for a symposium reflecting on scientific breakthroughs, as well as next generation challenges and opportunities. This

symposium goals to celebrate the first 10-year history of QULSS with the rest of the scientific and industrial communities, and this extends and strengthens the presence of the DBES in the international community. This would allow the symposium to become a forum for the exchange of experiences, which could turn into future collaborations between our scientists and all our invited speakers and participants.

Targeting students at their various levels, workshops on the practical skills needed for a successful career were held early. The turnout of students as well as faculty members was high, which showed the high popularity of such workshops. Giving students the tools needed to achieve successful research careers at this early stage in their academia is highly effective in that they can use these skills early to gain the most benefit out of them.

Departmental events, activities and faculty and student accomplishments have been reported in various media outlets including print (newspapers) and TV. Faculty and students have further increased the visibility of the department, CAS, and QU, by participating in various local and international competitions, conferences and joining international and local organizations.

Undergraduate Majors and Minors

- Bachelor of Science in Biology
- Bachelor of Science in Environmental Sciences
- Minor in Biological Sciences

Registered Students (Bachelor Programs)

Undergraduate Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
B.Sc. Biology	0	18	18	0	95	95	113
B.Sc. Environmental Science	4	18	22	39	92	131	153

Post Graduate Programs

- Master of Science in Environmental Sciences

Registered Students (Master Program)

Master's Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
M.Sc. Environmental Sciences	2	5	7	8	9	17	24

- Doctor of Science in Environmental Sciences

Registered Students (Doctorate Program)

PhD Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
Ph. D in Biology and Environmental Science	1	3	4	4	13	17	21

Department of Chemistry and Earth Sciences

Executive Summary

The department had various accomplishments for the academic year 2015-2016. Following the Canadian Society for Chemistry site visit (in March 28-31, 2015), the department has received its re-accreditation. The Chemistry program in the department is now fully accredited by the Canadian Society of Chemistry (CSC) for the period 2016-2020.

Also, based on the recommendation by CSC the department submitted to the college of arts and sciences a master program in chemistry. The department experienced a very large increase in the number of Major and Minor students (both male and female), as well as a very large increase in the number of students from other departments and colleges registered in its courses. For example, this fall 2016 the registered major chemistry male student reached 34 students while the female major students are 127 whereas, the number of served by the department are 777 male and 1193 female for this semester fall 2016.

The Department now had well established graduation roadmap which strictly followed by all students. In terms of the major activities, the departments have also accomplished many things in its academic operations for over a year. This included: 35 research grants are ongoing and active in the department, including 14 NPRP, 5 QUUG, 6 UREP, 1 QBRI, 3 QUSG, and 3 collaborative research projects; 32 published articles in international journals (10 of which "submitted") and 6 book chapters published. The department organized 20 seminar/workshop & training during 2015-2016, 65 conferences and symposia were attended by faculty members. Their participation varied from conference chair, members of advisory or organizing committees, invited speakers, oral and poster presentations.

In terms of community service and outreach, 72 consultations to external organizations were provided by department faculty, 48 of which were local, 4 regional and 20 international. Regarding student activities, Chemistry clubs were established for male and female students, their activities were stopped due to registration issues, the department in process to solve this problem. In collaboration with ADL-Qatar; ESC and CAM the department organized successfully internship for 47 major students. 23 students did their internship successfully at the Anti-Doping Lab Qatar. The center of advanced material hosted 19 students and 5 female students did their internship at ESC.

In 2016 alone; the department received 8 research grants: 5 internal grants (3 QU grant, 2 QU students) and 3 external grants (UREP and other). The department had 18 publications which were published, of which, two were book chapters. It is also interesting to note, that the members of the department conducted 94 community services during this period as follows, 34 as members of committees, conducted 22 seminars, workshops and trainings, 2 taskforces, 3 national and international judging panels, 11 memberships in international and regional societies, 4 council or board members. In addition, 5 consultations were made. Faculty members continued attending professional development activities as well, attending 23 OFID sessions, and faculty members attended 30 seminars, workshops and training courses. In spite of all those achievements, the department also faced a couple of challenges. This included: space and labs: The department continues to be affected by a major shortage of laboratory space for both teaching and research as well as offices for TA and faculty now offices in the department are shared between many (2, 3 or more) staff; and personnel: the department suffers from a shortage due to the fact that 3 Qatari staff left either for studying abroad for higher degree or other reasons and these staff were not replaced by others.

Undergraduate Majors and Minors

- Bachelor of Science in Chemistry
- Minor in Chemistry
- Minor in Geology

Registered Students (Bachelor Programs)

Undergraduate Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
B.Sc. Chemistry	1	18	19	34	109	143	162

Executive Summary

Between Spring and Fall 2016, the Department of English Literature and Linguistics (DELL) had significant accomplishments in many areas including, but not limited to, the following:

- **Launching New Minor Programs**
- **Research, Research Facilities, and Professional Development**
- **Encouraging Students' Academic and Social Growth**
- **Updating DELL Curriculum**
- **Developing the Qatarization Program**

The challenges DELL faced this year were mainly related to the unexpected increase in course capacities and the dilemma this increase caused since the Department is trying to make its courses research- and writing-intensive. Overall, DELL was able to balance the needs of all stakeholders and will continue to work on following the vision of CAS and the QU in order to achieve higher levels of student success in every possible way.

Undergraduate Majors and Minors

- BA in English Literature and Linguistics
- Minor in English
- Minor in Translation
- Minor in French

Registered Students

Undergraduate Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
English Literature & Linguistics	0	139	139	0	105	105	244

Executive Summary

In the academic 2015-2016, the Department of Humanities has offered 218 Core Curriculum and Departmental course-sections, accommodating 8,720 Students. The Department also conducted a series of academic activities that include an international conference on Social and Cultural history in the Arab World and its neighbors: Theories, Methods, and Themes; held several Departmental seminars; signed a Memorandum of understanding with Katara; and its faculty participated in several functions that severed the image and interest of the University and the Qatari community at large. Academic faculty produced a number of publications and participated in a series of international, regional and local conferences.

Major Achievements

Major achievements of the Department of Humanities in academic year 2015/2016 include:

- Submission of the Self-Study Report of the History Program (2011/2016).
- Continuous assessment of history major program and philosophy minor,
- Recruitment of a number of well-established faculty for history program,
- Organization of an international conference on Social and Cultural history in the Arab World and its neighbors: Theories, Methods and Themes.
- Organization of a series of department seminars,
- Offering a wide range of core and departmental courses to meet the growing demands of university students (8,720 students).
- The Student club organized a series of activities on the celebration of the National Day, 2015.

Major Challenges

- History program is not the first choice of the large number of students who join the Department because they do not have another alternative. Thus, the absence of primary interest and the poor academic background of the large proportion of history students affect the image of the program at large. The third focus area of the program (European history) does not attract a large number of students. This indicates that students are mainly interested in Islamic and regional history. The recruitment policy based on short contracts does not help the department to keep good academic faculty for a long span of time.
- The number of male Qatari students who are interested in specialization is very small. More than 80% of student majoring in history are female students who are a little bit reluctant to further their postgraduate studies overseas.
- History program is not one of the first choices of students in social sciences and humanities.

Main Recommendation

- The extension of the appointment of competent academic faculty to three years.
- The amendment of the history study plan (2011-2016) based on the self-study Report recommendations.
- The introduction of MA program in history.
- The introduction of minor in Archaeology and Museums.

The introduction of minor in GIS (Geographic Information System).

Undergraduate Majors and Minors

- BA in History

Registered Students (Bachelor Programs)

Undergraduate Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
B.A. History	13	144	157	2	24	26	183

Department of International Affairs

Executive Summary

The Department of International Affairs is in its tenth year of operation. Since its launching in 2006, the department has been at the forefront in providing excellence all around. The department transitioned to a new Head in fall 2015 with the aim to create a conducive work environment for faculty, staff, and students. In addition, the department embarked on revamping its study plans in both of its degree programs. The department completed and submitted a self-study report in International Affairs in spring 2016. The department also drafted a self-study report in Policy, Planning, and Development in early fall 2016, and plan to complete it December 2016.

During the period 2015-2016, many of the department faculty has been actively involved in organizing several scholarly workshops and symposia on topics covering China and the Middle East, Iran Nuclear Sanctions Regime, Qatar's Tribes and Politics, and U.S. Presidential Elections. The department faculty has also contributed to multiple publications including refereed journal articles and monographs. Additionally, several faculty members received contract renewals and one member was promoted to the rank of full professor. Lastly, four of our faculty members were internal and external grants.

With regard to student admission and enrollment figures, the department has admitted approximately 250 students in both International Affairs and Policy, Planning, and Development majors. More students were also admitted to minoring in our degree programs. Students are at the center of our focus regarding their needs. We constantly make every effort to advise and guide them and always maintain an open door policy to listen to their concerns. We also strive to improve our retention and graduation rates. The department celebrated its first graduate class in Policy, Planning, and Development in May 2016.

The department is by far the first in the College regarding implementing Qatarization Scholarship policy. We currently have over 12 active Qatari nationals serving as teaching assistants on a scholarship, with four already pursuing their doctoral degree abroad. We have a mentoring system in the department that monitor teaching assistants' performance and progress. We generate progress reports on a regular basis to meet the requirement of the College and QU Scholarships office.

Looking forward to 2016-2017, the department plans to apply for graduate degrees in both of its degree programs. Additionally, the department is planning to fill in multiple faculty positions to meet its increased enrollment needs. Diversifying faculty specialization is of paramount importance to better equip our students with tools and skills that would maximize their chances of admission to graduate programs around the world, and to obtain viable employment opportunities in Qatar and the region at large.

Undergraduate Majors and Minors

- BA in International Affairs
- BA in Policy, Planning and Development
- Minor in International Affairs
- Minor in Policy, Planning and Development

Registered Students

Undergraduate Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
Policy, Planning, and Development	38	218	256	44	72	116	372
International Affairs	84	228	312	19	48	67	379

Department of Mass Communication

Executive Summary

In the year 2015-2016, the number of students in the Department of Mass Communication reached 735 including transferred, reinstated and newly admitted ones. As of the beginning of the AY 2016, the percentage of Qatari students represented around 52% to non-Qatari students whereas the ration of male female remained at 67% female students and 33 % male students enrolled in the major.

As for transfer students, the department's priority of selection goes to students who are not in majors, then a smaller quota is saved for students who wish to transfer from a different department of college to the department of Mass Communication. The department had 735 students taking majors at the beginning of 2016, an increase of nearly 12% from the previous year. With more than 500 students in minors and around 350 students in Dawa and Communication program, thus, an overall enrollment in the program has increased more than 200 percent in the last five years. The department offers a service course for the whole university comprised of more than 20 sections for male and female students, with a total of above 1000 registered students.

The department of Mass Communication offers three main concentration: Strategic Communication, Print and Online Journalism and Broadcast and print and online Journalism. Students choose from these three concentrations when they complete, within 2 years, the four main major core course requirements. After completing the last of the four courses, students apply to choose their concentration. Selection to concentration is according to student's GPA and a pre-agreed quota with the Dean of Arts and Sciences. The Qatari government vision is to increase the number of students admitted to Journalism concentration; therefore, the department markets the concentration more to orient student to the specialization and to career life. Strategic Communication concentration is a highly demanded concentration. Hence, the criteria of selection are based on the highest GPA applied for the concentration and taking the agreed quota till reached the last applied student.

During the first quarter of the academic year, the department was able to accomplish significant achievements. This included:

- Organizing a major workshop on "Using Social Media and Public Relations" in collaboration with Arab-European Association for Media and Communication Researchers (AREACORE).
- Organizing, on November 19 and 20, two workshops for 6 professors on Data Journalism in collaboration with Qatar News Agency (QNA), and another workshop with the same QNA for 20 students on Data Journalism, on Nov. 21-22. 2016.
- Sending five students on filed visit to University of Canberra, Australia in collaboration with Australia-Middle East Journalism Exchange.
- Sending two faculty members to attend a workshop on: Investigative Reporting, organized by ARIJ and supported by AREACORE –Amman, Jordan.
- Launching, in collaborate with Al-Sharq Newspaper, the new specialized women magazine (Al-Masah), dedicated Qatari women. The magazine idea is based on journalism students' graduation project. The first issue is currently under print and will hit the market by January, 2017
- Sending Ten students to participate in the International Government Communication Forum in Sharjah from March, 2017.

Undergraduate Majors and Minors

- BA in Mass Communication
- Minor in Mass Communication

Registered Students

Undergraduate Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
BA in Mass Communication	81	229	310	107	160	267	577

Department of Mathematics, Statistics and Physics

Executive Summary

The Department has continued the work on key areas of enhancement. Starting Fall 2016, the department reactivate its BSc. In Applied Mathematics with concentration in Actuarial Mathematics, review the syllabus of Math103, prepared a MATH 101 Readiness Test based on students at risk program in collaborative with Academic Hub, College of Arts and Science.

The STAT program submitted the analysis report on grade distribution in the course STAT 101 and two new syllabi for Statistics bridge courses (STAT501 and STAT502), were submitted to CAS curriculum committee for approval. Revised the brochures for the MS and BS Statistics programs. Participated in the Student Fair for Boys and Girls. Visited several organizations to advertise the MS in Applied Statistics such as; Heart Hospital, Cancer Hospital, Ministry of Development Planning and Statistics, Supreme Health Council, Virginia Commonwealth University and Supreme Education Council. Collaborating with Ministry of Development Planning and Statistics to arrange for Summer Internship for our students. Founded and organized a "Global Training on Research Designs and Data Analysis for Empirical Researchers" in collaborating with the OFID.

The Physics program reviewed and modified student learning outcomes (SLOs) of PHYS 191 and PHYS 193, and modified the course syllabus of PHYS 110. They also finished installing five new experiments, 16 copies/each and their scripts for PHYS 192. Currently the Physics program start initial work on updating the course contents, the learning outcomes, and the textbook of PHYS 183 "Introduction to General Physics". Moreover, they are working in installing of 12 new copies (linear momentum experiment -air table) and preparing scripts for PHYS 192.

In terms of department program accreditations, the department prepared a comprehensive self-assessment study for the undergraduate program in Statistics toward applying for the renewal of the program accreditation. The department submitted the request to the accreditation body i.e. to the RSS (Royal Statistical Society).

In terms of research and publications, currently the department is running 6 NPRP, 1 UREP, 4 Startup, 1 Internal Student Grant, 7 QUUG Projects and 1 External Grants. Interestingly, the Department has published 66 journal articles, 14 conference papers and 1 book. Faculty members also provided symposia, seminars and workshops which totaled for about 27 seminars and workshops during the period between Dec 2015 and Nov 2016.

The Department was also active in the delivery of Community service and outreach. Several faculty members provided services to the Community in and out of Qatar. These services included: Reviewing QNRF proposals, members in international scientific societies such as AMS and Zentrablatt, refereeing papers for international journals, serving on the editorial board of several prestigious journals, conference scientific committee members, delivered lectures and seminars inside and outside Qatar, serving as thesis internal/eternal examiner for both MSC and PhD inside/outside Qatar, etc.

Undergraduate Majors and Minors

- Bachelor of Science in Statistics
- Bachelor of Science in Mathematics
- Minor in Statistics

Registered Students (Bachelor Programs)

Undergraduate Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
B.Sc. Statistics	3	30	33	18	57	75	108

Post Graduate Programs

- Master of Science in Applied Statistics

Registered Students (Masters Programs)

Master's Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
M.Sc. Applied Statistics	0	3	3	1	7	8	11

Department of Social Sciences

Executive Summary

The Department of Social Sciences continues its efforts to advance its programs and strengthen its role in Qatar University (QU) and the community. Faculty members have served in various committees within QU and in various academic, professional and NGO committees that are based internationally.

The faculty within the Department continues to focus their efforts to further develop and enhance the programs offered in order to attain international academic accreditation and most importantly provide greater opportunities for the students. For instance, the Social Work program has recently submitted comprehensive recommendations for study plan revisions as well as proposing a new Master's program. The Psychology program has also submitted a proposal for a Master's program and has made improvements to its laboratory, ordering new equipment and psychology questionnaires to improve the students learning opportunities.

Furthermore, faculty members have successfully obtained several grants, including 2 from QU internal grants, 1 'Start-Up' internal grant, 1 Student' Grants, 3 NPRP grants, and 2 other external grants. Faculty members have also published 26 articles in scientific/academic journals with 38 articles being review for publication, and 11 book chapters have been published or pending publication. The Department's faculty members serve in 73 committees within QU and 22 committees outside of QU. Additionally, the faculty within the Social Sciences Department have participated in organizing 11 conferences or symposia and participated in 35 conferences, and in 88 professional development seminars and training workshops, including OFID and other types of professional development workshops. A recent success for the Department was organizing the first international congress on undergraduate research.

Undergraduate Majors and Minors

- BA in Sociology
- BA in Social Work
- BA in Psychology
- Minor in Psychology
- Minor in Sociology

Registered Students

Undergraduate Program			Total			Total	Total
	Male	Female		Male	Female		
BA in Psychology	0	112	112	0	78	78	190
BA in Sociology	0	359	359	0	84	84	443
BA in Social Work	4	208	212	2	35	37	249

Executive Summary

برنامج اللغة العربية للناطقين بغيرها هو برنامج متخصص في كلية الآداب والعلوم. ويمنح شهادات الكفاءة للطلاب الدوليين المسجلين الذين ينضمون لجامعة قطر لتعلم اللغة العربية. يدرس هذا البرنامج على مدار عام واحد ويقدم في مقررين على مستويات مختلفة تعتمد على قدرات الطلاب. ويستند التدريس في البرنامج على المعايير الدولية لتعلم اللغات الأجنبية، والتي يحضر كثير من المدرسين في البرنامج الدورات التدريبية لتعلمها.

يمنح البرنامج شهادات الكفاءة في ستة مستويات للغة لمدة سنة واحدة يكون الطالب خلالها قد ارتفع إلى مستويات أعلى، وينظم دورات في اللغة العربية للجامعات الدولية وفقاً لاتفاقيات التبادل الثقافي. كما يمنح شهادات الكفاءة في تعلم اللغة العربية لأغراض محددة وخدمة المجتمع وتحدد مدة الدورات وفقاً للاتفاق مع الطرف المعني. ويدرس البرنامج مقررات برنامج المتطلبات العامة عربي 107-201 للطلاب غير العرب في جامعة قطر لفصل دراسي واحد.

يتم توزيع الدروس في البرنامج على النحو التالي: الدروس الصباحية: وهي العمود الفقري للبرنامج حيث ينضم الطلاب الدوليين للبرنامج لمدة فصلين دراسيين كاملين. تبدأ الدروس من الساعة 8:00 صباحاً وتنتهي في الساعة 2:00 مساءً. مجموع الساعات المعتمدة للطلبة ما بين 20 و25 ساعة في الأسبوع. الدروس المسائية: هي دورات خاصة يقمها البرنامج بالتعاون مع برنامج التعليم المستمر، والتي من خلالها يقدم البرنامج الخدمات للعديد من القطاعات المحلية. عادة ما تقام هذه الدورات في المساء. دورات التبادل الثقافي: يقدمها البرنامج وفقاً لاتفاقيات ثقافية مختلفة بين جامعة قطر والجامعات الدولية. يختلف تركيز الدورات ما بين كل دورة وأخرى. يتم تعيين الجدول الزمني وفقاً للدروس الصباحية، حيث سيتم إقامة الدروس في الصباح إذا كان الطلاب في عطلة، أو بعد انتهاء العام الدراسي.

قام مركز اللغة العربية للناطقين بغيرها في إطار خطته الاستراتيجية للعام الجامعي (2014-2015) بجملة من الأنشطة والإنجازات وخدمة المجتمع مثل إعداد البرنامج الافتراضي (التعلم عن بعد) بحيث تم تحويل كل مقررات المهارات اللغوية في المستويات الأولى إلى مقررات الكترونية جاهزة لأن تدرس افتراضياً وبطريقة تفاعلية؛ وتأليف سلسلة من الكتب لصالح البرنامج المسائي وخدمة المجتمع مثل اللغة العربية لأغراض دبلوماسية، واللغة العربية للبالغ والأطفال، واللغة العربية في المجال الصحي؛ تصميم وإعداد امتحان إلكتروني لأول مرة لقياس الكفاءة وتحديد المستوى؛ تنظيم سلسلة من (الندوات) العلمية قدمها أساتذة البرنامج.

أما ما يتعلق بخدمة المجتمع وترقية العملية التعليمية فقد قام البرنامج خلال هذا العام الجامعي بتنظيم ورشات علمية داخل البرنامج ودورات تدريبية بالتعاون مع كل من قناة الجزيرة الإخبارية ومركز قطر الثقافي الإسلامي (فنار) ومؤسسة الهبي الثقافي (كثارا) والمدينة التعليمية ومؤسسة أحمد بن محمد العسكرية وكذا تقديم سلسلة من المحاضرات والاستشارات لصالح بعض المؤسسات الثانوية بالذوة.

كما تم دعم الشركات الاستراتيجية للمركز من خلال زيادة اتفاقيات التعاون والشراكة بثلاث اتفاقيات بين المركز وجامعات (سان اندروس/بريطانيا، جامعة موسكو/روسيا، جامعة سكاريا/تركيا) ووقت زيادة نسبة الطلبة دافعي الأجر المارسين بالمركز بنسبة 20%، حيث تم قبول 50 طالباً من دافعي الأجر في العام الأكاديمي (2016-2017).

وفي إطار دعم الدور البحثي المستجد للمركز قام المركز بتنظيم مؤتمر دولي حول استراتيجيات تدريس اللغة العربية للناطقين بغيرها في شهر مايو 2016، وقد استقطب هذا المؤتمر نخبة من الباحثين المتميزين دولياً على مدار يومين ووصل عدد الملخصات المقدمة إليه إلى ما يزيد عن 400 ملخص وقد حقق المؤتمر نجاحاً لافتاً يمكن تلمس أصداءه في وسائل الإعلام والأوساط الأكاديمية.

كما قام المركز في إطار برنامج التبادل الطلابي بتنظيم دورة لصالح 20 طالباً وطالبة من جامعة سكاريا التركية في فصل الصيف الماضي لتضاف إلى دورات مائة نظمت لطلاب من جامعات: أستراليا الوطنية، جامعة سبدي، جامعة بلغاريا الجديدة وجامعة مرمره بتركيا.

Certificate Program: Certificate in Arabic for Non-Native Speakers**Registered Students (Certificate Programs)**

Undergraduate Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
Certificate in Arabic for Non-Native Speakers	0	0	0	29	34	63	63

Executive Summary

The Gulf Studies Program has had a successful academic year 2016. Since 2011, the program continues to grow on an annual basis by offering unique and exciting graduate studies on the Gulf region. Due to the demand for Gulf Studies and the success of the MA program, the university has approved its PhD program. Currently, the PhD program is in its second year and has accepted four Qatari and four international students for the semester of Fall 2016. During the Fall 2016 admissions, the program received a total of 35 applicants. The PhD students who have been admitted in the Fall 2015 semester are now in their second year in the program. They are expected to take their comprehensive exam by the end of Fall 2016.

Furthermore, the MA program has increased international reputation, and had received over 65 applications from different countries. This reflects that the program gained an international reputation as one of the leading interdisciplinary program in the world that focuses on the Gulf region. The program started to receive students who are sponsored by different governments to study at this program, i.e. Turkey. Additionally, the Gulf Studies Program has attracted expert faculty, and leading Gulf scholars to teach and mentor Gulf studies students, i.e. from Kuwait, Oman, UAE and Bahrain.

With the MA and PhD in Gulf Studies, the program aims to provide students an in-depth and interdisciplinary understanding of issues related to the contemporary states of the Gulf. The program's expert faculty comprised of highly regarded academics in the Gulf Studies field, academic rigor, international student body, events, and research and internship opportunities position students to be experts in the Gulf and understand the challenges and opportunities facing the region. The Gulf Studies Center is continuously working hard to reach its highest potential

Program Profile**Post Graduate Programs**

M.A. in Gulf Studies

Ph.D. in Gulf Studies

Dual Award Ph.D. in Gulf Studies with Durham University

Registered Students (Masters Programs)

Master's Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
M.A. in Gulf Studies	2	12	14	4	16	20	34

Registered Students (Doctorate Students)

PhD Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
Ph.D. in Gulf Studies	0	7	7	3	5	8	15

Executive Summary

The Materials Science and Technology master program has had many achievements during the year of 2016 since its inception in Fall 2013. The number of students enrolled has been steady for the Spring 2016 and Fall 2016. The department currently has 3 faculties, Dr. Khaled Youssef, Dr. Ahmed Elzatahry and Dr. Talal AlTahtamouni. Also, the program has 6 Graduate Assistants who are helping with research work related to the program.

Program activities: The program has also conducted various activities listed as follows:

1. Conducted 13 seminars on QU campus where various eminent professors and industry experts were invited to give talks, in Spring 2016.
2. Offered Total Professeurs Associés (TPA) courses in collaboration with TOTAL in both Spring 2016 and Fall 2016.
3. Organized an Advanced Materials workshop titled “Advanced Materials, Characteristics and Future Applications” in May 2-3, 2016.
4. Arranged for the visit of distinguished professor, Prof. Alamgir Karim, Co-Director, Akron Functional Materials Center (AFMC), University of Akron, Akron who conducted 2 short courses for the students.

Student related activities: In Spring 2016, 1 student was selected for an oral presentation at the Smart Materials and Surfaces – SMS KOREA 2016 International Conference. The title of her presentation was “Smart Heat Absorbers based on Phase Change Materials for Energy Storage in Bioclimatic Buildings”. Also, 1 student went on a training program in at the Chemistry department of King Saud University, Riyadh.

Faculty activities: The faculty combined published 30 papers in peer reviewed ISI international journals. The faculty has also won 2 GCC Grants, 1 NPRP grant, 1 industry grant, 3 University grants and 7 student grants. The professors participated in 4 international conferences.

Future plans of the program include achieving accreditation as well as acquire some more equipment, which will be helpful for the research activities of the students and faculty alike as well as introducing a diploma program which will target students who have GPA less than 2.5. Upon completion of the diploma, the student can choose to continue to complete the master’s degree with project/thesis option.

Post Graduate Programs

M.Sc. in Materials Science

Registered Students (Masters Programs)

Master’s Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
M.Sc. in Materials Science	1	2	3	7	9	16	19

Executive Summary

The year 2015-2016 was full of achievements in research, teaching and community work at all levels nationally within Qatar and internationally. First and foremost, the SSP congratulates the second batch of graduating students of the Sport Science Program. A total of 22 students (9 males and 13 females) as the second cohort graduated in Spring 2016. These Alumni found their place at Schools, the private and governmental sport sector. In addition, some students pursued their master degree at Qatar University or abroad in the US or UK.

Students presented their research at international conferences (e.g. European College of Sport Science, Vienna, Austria, and also received awards at the Qatar University Annual Research Forum. These achievements are crucial to the visibility increase of this constantly growing program, which certainly helps to spread the word about the importance of a professional degree in physical education, exercise and fitness, and sport management. The program was designed to support the initiation of a lifestyle change in Qatar towards a healthier living. It serves strategically the mission and vision of Qatar University and furthermore the FIFA Worldcup 2022 in Qatar, and finally the Qatar National Vision 2030.

The SSP has built stronger partnerships with top sport and health organizations in Qatar, including the Qatar Olympic Committee, Qatar Tennis Federation, Aspire, Aspetar, the Heart Hospital, Hamad Medical Corporation, Josoor Institute and many other leading partners in Qatar. Those collaborations have been very fruitful in providing our students with fulfilling first class professional experiences and part time opportunities. Recently more than 20 of our junior and senior students completed a 6 week intense internship with Aspire Academy and supported during the National talent Identification Program.

In terms of other student achievements in the department, students were invited to attend an international conference (European Congress of Sport Science) in Vienna, Austria July 2016. Furthermore, students presented their posters on QU and CAS Research Days supervised by the majority of faculties of the Sport Science Program. Numerous scientific articles were published in peer reviewed journals with impact factors of up to 5.52. Moreover, 4 peer-reviewed book chapters have been published by SSP faculty in the academic year 2015-2016. Several research grants were submitted internally and externally by the faculty members. Forty-five (45) journal articles have been reviewed by 11 faculty members, and almost 20 presentations at international specialized conferences have been delivered in the past academic year.

QU President Dr Hassan Rashid Al Derham, said: *“The ISAFA 2016 is with no exception, a unique event, where academics gathered from different parts of the globe will be exchanging their knowledge to building the future generation of football professionals and modelling the coming stars in the run-up to the FIFA World Cup 2022 in Qatar and beyond”.*

The distinctive conference brought together experts and world leaders in football and science from both academic and coaching practitioners. In the run, up to the FIFA World Cup 2022 in Qatar, this event provided a unique opportunity for delegates and attendees to network with policy makers, governing bodies, practitioners, coaches, administrators, and medical specialists. The event received good coverage in national printed and social medias and would contribute in outreach in regional, national and international communities whilst giving more visibility to the Sport Science Program at Qatar University. The event enabled active engagement of our Sport Science students in event management, hospitality, communication via different social media platforms and with video editing.

Program Profile

Undergraduate Majors and Minors

- B.Sc. in Sport Science

Registered Students (Bachelor Programs)

Undergraduate Program	Qatari		Total	Non-Qatari		Total	Total
	Male	Female		Male	Female		
B.Sc. in Sport Science	6	30	36	39	50	89	125

1. Center Profile:

Vision: The Gulf Studies Center at the College of Arts and Sciences at Qatar University is the world's first to focus exclusively on the Gulf within the region itself. This unique and niche Center, which aims to advance teaching and scholarship in the Gulf Studies field, was initially developed in 2011, by offering MA in Gulf Studies. Due to the increasing regional and global interest in this strategic area, the Gulf Studies Research Center was established in the fall of 2013. The Center is committed to advancing cutting-edge research and scholarship on the Gulf region. The Gulf Studies Center encompasses three core research areas, including: Politics and Security, Energy and Economics, and Social Issues. Each of the areas is coordinated under the leadership of a research coordinator, and directs several interdisciplinary research clusters. As the Gulf States emerge as major international players, there is a growing need for in-depth research and scholarship on the Gulf. The field of Gulf Studies is one that is wide-ranging – from issues of politics and regional security, labor migration, and education, to resource management and sustainable development.

Mission: Promote interdisciplinary and innovative graduate studies and academic research to advance in-depth knowledge of issues related to the Gulf region.

Strategic Objectives:

- Provide a Qatar University-based Gulf Studies Center of international excellence offering multidisciplinary postgraduate academic programs and cutting edge research on the Gulf region.
- Stimulate and advance education and research on a broad range of political, economic, social, environmental, cultural and security issues, and other matters relating to the Gulf region.
- Foster thoughtful dialogue among students, scholars, and practitioners of Gulf affairs and facilitate the free flow of ideas and knowledge thus promoting scholarly interest in the region.
- Develop a forum for innovative scholarship and academic research to foster interdisciplinary Gulf studies research led teaching.
- Engage in outreach activities with a wide range of local, regional, and international partners.

2. Improvement action of the Strategic Plan and the refining of the research themes and priorities

The Gulf Studies Center continued with its efforts to meet its strategic objectives through building its capacity. Three research coordinators and two research assistants are now on board and efforts are being made to recruit both more research assistants and research associates as well as an Associate Director, as per the hiring plan but there has been some delays because of the current freeze on recruitment. The executive assistance was not recruited also due to the current recruitment freeze.

Despite that the Gulf Studies Center has stepped up its efforts in meeting its strategic objectives. The efforts were particularly concentrated on increasing publications, grant applications and visibility and outreach. The Gulf Studies Center has initiated two in-house publications series; a Monograph and Gulf Insights and has arranged with an international publisher Palgrave MacMillan to start an international book publication series called "contemporary Gulf Studies. Several QNRF grant proposals were undertaken but unfortunately none was awarded. Lessons have been learned for future submissions. The Gulf Studies Centre participated in a consortium of several international universities and institutions in an EU grant Horizon 2020 and the consortium won the award. Although QU was excluded from the award due to EU regulations, the Gulf Studies Centre continues to play a major role in the consortium. One internal grant was awarded as well as two students' grants and the center is going to make more efforts and focusing more in winning more external and internal grants.

With more focus on interdisciplinary research the Center has initiated several research clusters with membership from other CAS departments and other colleges. Efforts are being made to collaborate with other CAS and QU centers to undertake joint research as well as merging some of the research clusters. Several MOUs with other like-minded research institutes have been signed resulting in plans for future joint research, research cooperation and outreach. Internal examination of the center activities has resulted in more improvement in the center's objectives that focuses more on the key areas of research, grants and outreach and making the research coordinators more

responsible and accountable for reaching these strategic objectives. The center has also reexamined its research priorities and aligned it more to QU and CAS objectives. The revised improved strategic objectives are now:

A. Rewrite the center objectives to be more focused and applicable, as follows:

- Objective 1.** Becoming a global center of excellence that promotes and supports internal and external collaborative interdisciplinary research on the Gulf region.
- Objective 2.** Producing quality publications by the Center's faculty, research assistants, visiting scholars and graduate students.
- Objective 3.** Submitting quality research proposals to secure competitive internal and external funding.
- Objective 4.** Promoting the Gulf Studies center to become the main reference point and a center of choice for research, consultation services and policy advice on the Gulf region for a wide range of partners and interested parties.
- Objective 5.** Enhancing local, regional and international collaboration.

The above objectives have an action plan with measurable KPIs and clear deliverables and responsibly. (See gap analysis and adopted programs to implement each objectives)

Center for Humanities and Social Sciences (CHSS)

CHSS Profile:

About the Center: The Center for Humanities and Social Sciences (CHSS) was established in 2014 in the College of Arts and Sciences (CAS) at Qatar University to promote excellence in interdisciplinary research, advancing knowledge and attracting international research experts in the humanities and social sciences with a special focus on Qatar and the Arab world. The CHSS aims to assist a new generation of researchers that will generate innovative research ideas that advance knowledge, create a state of intellectual renaissance in the region, and find practical solutions to contemporary societal issues, especially regarding the sustainability of Qatar's rich cultural heritage and natural environment. The center will serve as a clearing house for information on research opportunities for faculty of Qatar University and other research institutions in Qatar and the region.

CHSS will contribute to Qatar University's vision of archiving and conducting "high quality research that addresses contemporary challenges and advances knowledge." This involves creating awareness of research opportunities, guiding faculty and students through the application process for research grants, and encouraging publication in prestigious academic journals to elevate the research visibility and the status of the university and the reputation of the humanities and social sciences in CAS.

The region's rich cultural heritage and fast-paced societal change have created several challenges that call for a more in-depth understanding of the nature and dynamics of these changes. The current political, economic and social transformation, with its global, regional, and local dimensions, furthers the need for relevant, well defined and interdisciplinary academic research on the issues that affect the sustainability of both Qatar's cultural values and natural environmental ecosystem. It is within this context that Qatar University has launched CHSS to serve as an umbrella research center for Qatar and the region to stimulate collaboration between multiple disciplines in the humanities and social sciences. The center will identify issues facing Qatar and region and will tackle them, often in collaboration with other public and private entities in Qatar, by identifying solutions through state-of-the-art research, grants proposals and training.

Vision: The Center for Humanities and Social Sciences in CAS has been created to provide an institutional forum for international excellence in research in the disciplines of the humanities and social sciences.

Mission: The mission of CHSS is to promote innovative and interdisciplinary research in the humanities and social sciences, building human capacity by training a new generation of researchers and fostering joint research with leading international scholars to build an international network of researchers focused on mobilizing the knowledge of humanities and social sciences to develop new research and solutions to societal problems. CHSS will contribute to and support the key strategic aims of This College of Arts and Sciences and Qatar University for research.

Strategic Goals:

CHSS seek to promote four key themes:

1. Multidisciplinary and Interdisciplinary research,
2. Collaboration between Qatar University faculty and students with knowledgeable experts in the region and worldwide,
3. Research that utilizes cutting edge theoretical and methodological approaches,
4. Knowledge sharing and access to documented research.

Objectives:

The Center for Humanities and Social Sciences has identified four objectives for enhancing performance, growth, quality assurance, and efficiency gains of research activities:

- Objective 1.** *Promoting and increasing collaborative interdisciplinary research projects in the humanities and social sciences within and beyond Qatar University*
- Objective 2.** *Maximizing the rate of growth of successfully awarded research grants in the humanities and social sciences in CAS and the university*
- Objective 3.** *Supporting young researchers in CAS and the university to become more capable to conduct research in their fields*
- Objective 4.** *Providing research services as an expert clearing house for the university community, other educational institutions, government agencies and the industrial and commercial sectors to improve planning, productivity and services*

1.1 Center Profile:

About the Center: The Center for the Sustainable Development (CSD) is one of the research centers at College of Arts and Sciences Qatar University which was established to provide progressive and cutting-edge research on issues related to the environment along with social and economic components. The center provides academic and technical expertise to address and solve local challenges in both the marine and terrestrial Qatari environments. The CSD is administered by a Director Dr. Hamad Al-Saad Al-Kuwari. The Director will be assisted by an external advisory board that provides strategic steering to ensure that center activities are responsive to societal needs and connected with key stakeholders. The CSD has five research areas, Food Security (Prof. Ajmal Khan), Environmental Conservation (Dr. Jed Brown), Algal Technologies Program (Mr. Hareb Al-Jabri), Social Sustainability (Dr. Mohammed Al Saidi – new hire) and Waste Management (Vacant).

The total number of employees at the time of writing this report is 19 out of which 10 of them are males and 9 are females. Five of them hold a Ph.D. in Environmental Biology, wildlife and fisheries science, Biological Science, Environmental Engineering and Earth Sciences; 5 holds a master's degree and 6 hold B.Sc. degrees. Two of them are admin and finance staff.

- Four submitted new programs have been implemented: Ph.D in Gulf Studies; MSc in Applied Statistics; Masters in Public Health (*now in College of Health Sciences*); and Minor in French.
- The Chemistry program has been reaccredited for another 5 years (2015-2020).
- The College will continue to benchmark the quality of its programs. It is to be aligned with the Academic Program Review cycle of the University. The following site visits were completed in 2014-2015: Social Work, Statistics, Biomedical Science, Human Nutrition and English. Furthermore, the following self-studies were submitted in 2014-2015: Gulf studies, Environmental Sciences, Chemistry and Sports Science and Statistics and environmental Sciences both undergraduate and graduate programs are preparing for renewal of accreditation status for 2017.
- Out of 197 major required courses reviewed, 176 courses satisfied the requirements of addressing employability, entrepreneurial, innovation skills and/or experiential skills which represents a percentage of 89%.
- The number of Qatari who joined CAS for academic careers (faculty members and TAs) has increased by 50% and still increasing.
- Fifty-two (52) per cent progression rate from freshmen to sophomore has been observed.
- An increase of 10% has been observed in the total number of students registered in the Arts programs.
- 94% of CAS students surveyed have displayed satisfaction on the "Effectiveness of Blackboard on teaching"
- The College has promoted interdisciplinary projects across and within CAS departments through research centres and collaborative research clusters. 9 projects were undertaken during the Academic Year (5 seed grants under the Center of Humanities and Social Sciences in addition to 4 funded NPRPs in cycle 8)
- Only 83% of surveyed CAS students are aware of the "Student disciplinary policies and procedures". This is a remarkable improvement as compared to 66% in 2014-15.
- As compared to 61% in 2014-15, 84% of the surveyed CAS students are satisfied with QU's reputation within the community.
- Extra-curricular activities promoting Qatari heritage and culture have been successfully organized by the College and Departments.
- The college is supporting high quality faculty administrative governance through professional development training and mentorship.
- As part of an effort to enhance the operational process operational teams and college committees must be provided with utmost support.

RECOMMENDATIONS

- Effectively implement the new structure of the College where committees take an important role in the operation of the college.
- Strengthen the support provided to the department and College committees.
- Increase student participation in the surveys for both faculty and students to ensure progress in addressing the weaknesses.
- The college should give more focus on amore proactive role of the advisory board in program enhancement and delivery.
- In order to recruit more students to the Science programs, more school visits and activities should be organized.
- Improve the quality of research output: new guidelines for classifying publications were prepared this year and shared with departments. The new publications guidelines are supposed to encourage faculty members to move to a higher tier of publications.
- The CAS must work on further developing linkages with civil and governmental institutions, in addition to encouraging faculty to teach in continuing education and specialized training.
- A recorded CAS Senior Students' satisfaction of 82% over-all result is remarkable. However, a further validation is required particularly on the number of student participation on the sruvey conducted.
- Only 56% of surveyed CAS students are aware of the "Continuing Education Office professional development/training courses offered". More courses should be offered addressing students' needs and courses which may offer better employment opportunities for the students.
- During the last two years, QU witnessed a noticeable increase in the number of under- performing students in the freshman level. More focus on early intervention measures in the first year must be established.
- Although, CAS Students' satisfaction of the quality of sports equipment is 72%; it has been observed that the sports facilities are in poor conditions and the Gym is not adequately equipped or dated. This has affected the quality of teaching environment in the Sports Science program.