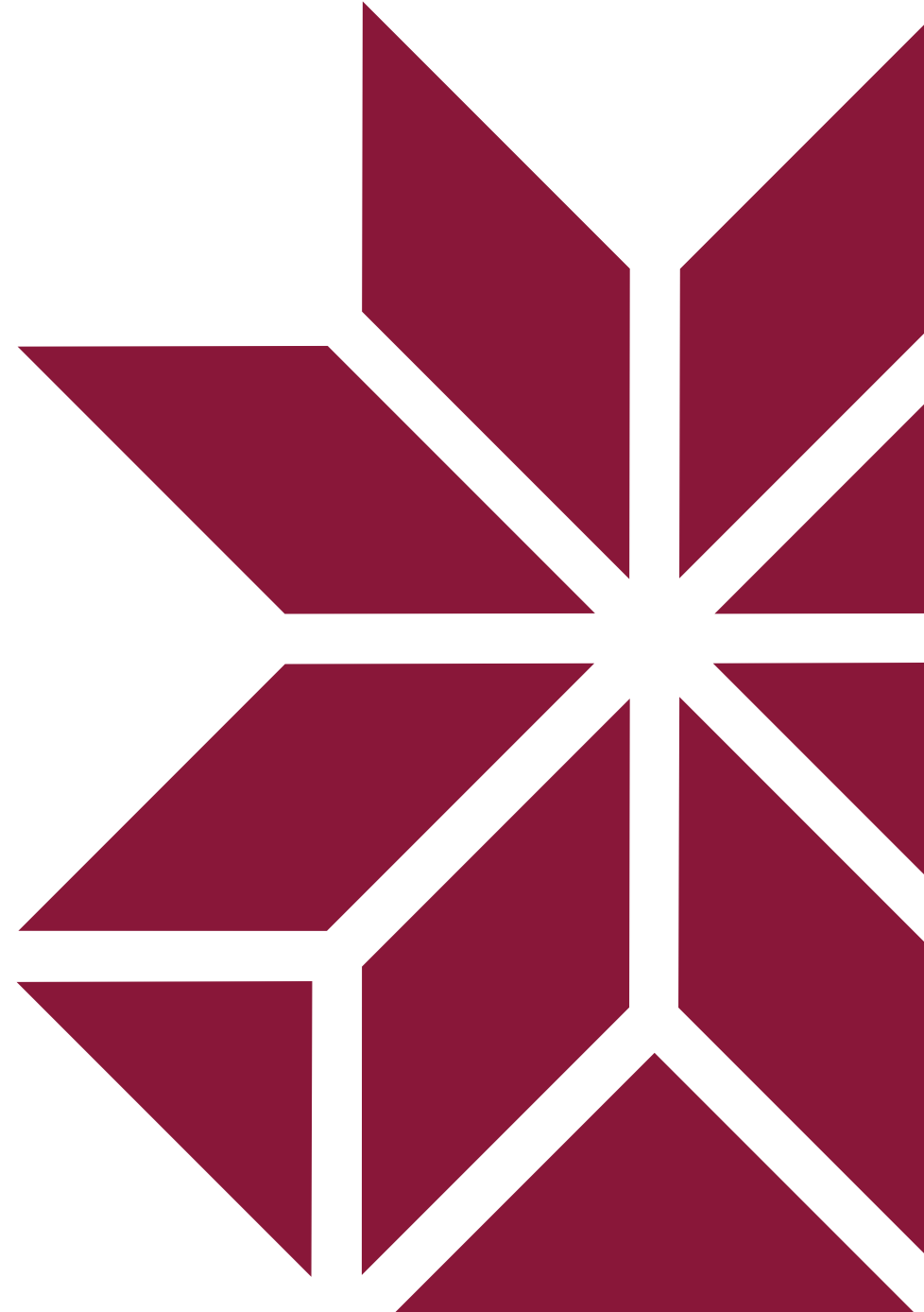


# FACT BOOK

2023 - 2024





# FACT BOOK

2023 - 2024

Institutional Research and Effectiveness  
Strategy and Development Office



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## 1. PREFACE

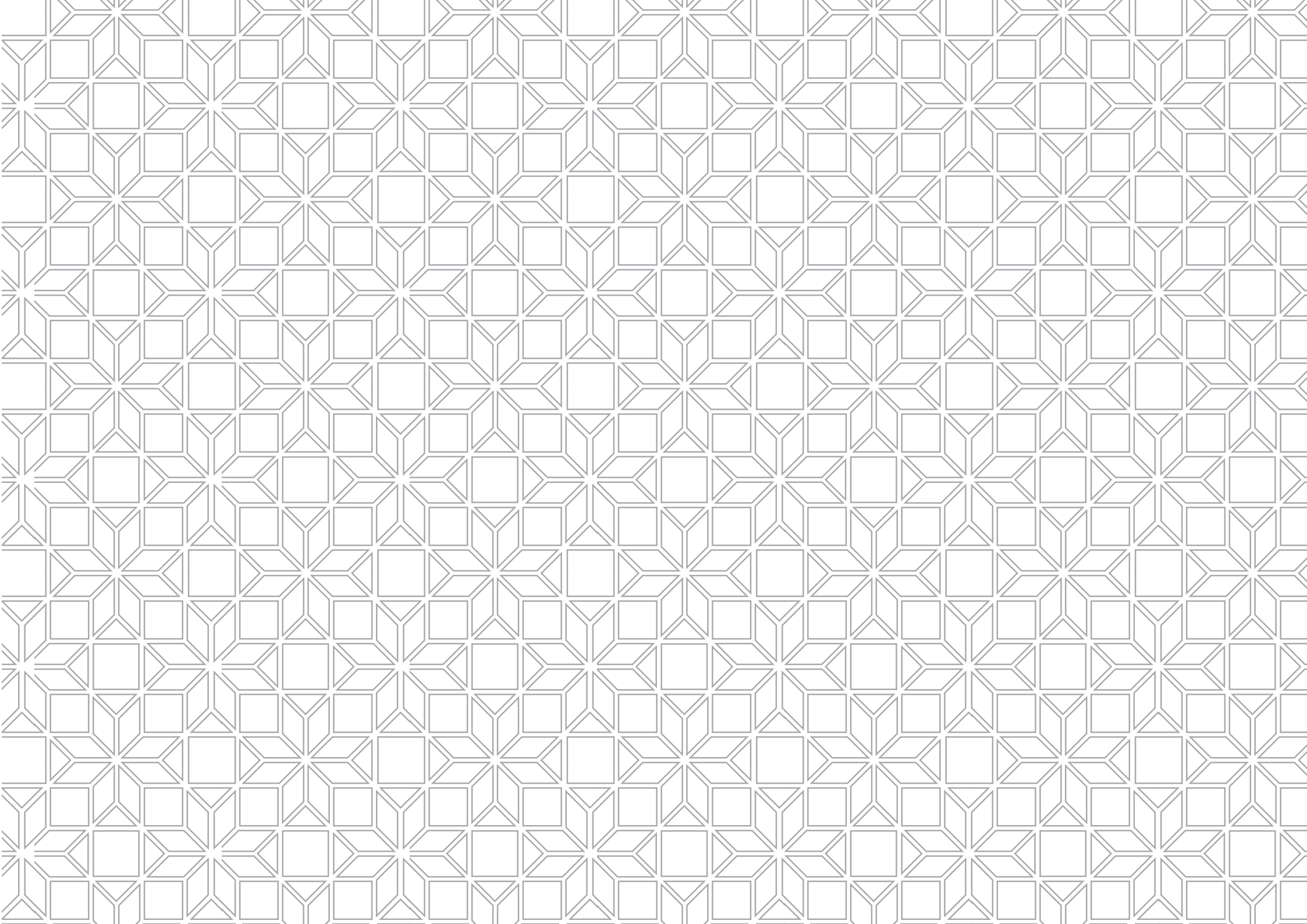
The Institutional Research and Effectiveness Department is pleased to present to you the Qatar University (QU) Fact Book 2023-2024. The QU Fact Book is an annual publication that comprises institutional information about QU's colleges, centers and departments. The primary purpose of the book is to guide and promote QU's development and progress. A large part of the information presented in this edition is supported by a range of tables and graphs.

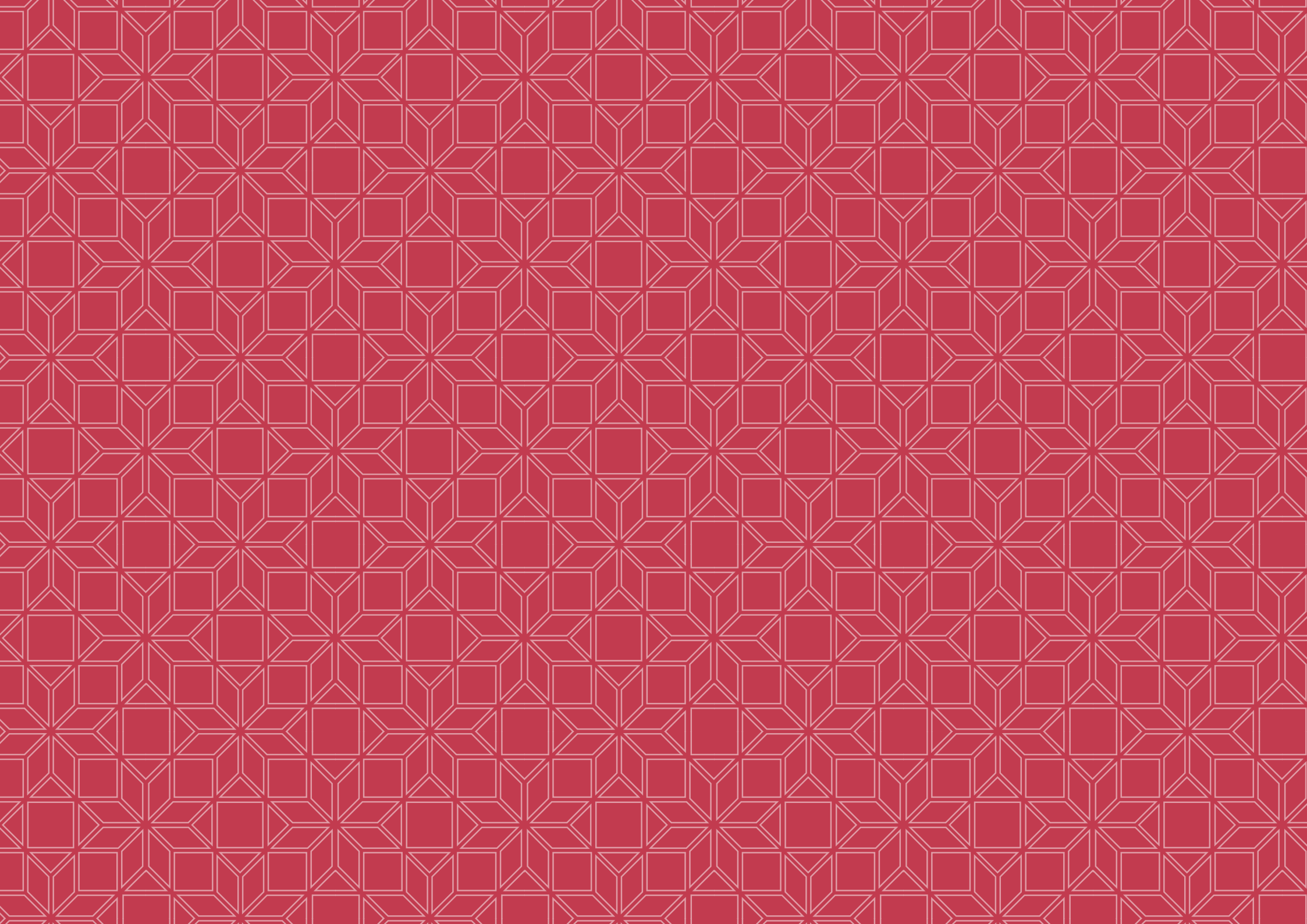
We trust that you will find the information in the ensuing pages of this book valuable to your respective interests. The Office recognizes thanks to staff members from the departments of Strategy and Development, Academic Affairs, Administration and Financial Affairs, Student Affairs, Communications and Public Relations, Research and Graduate Studies, and the colleges for their valuable assistance and support in the preparation of the Fact Book.

Comments should be addressed to:

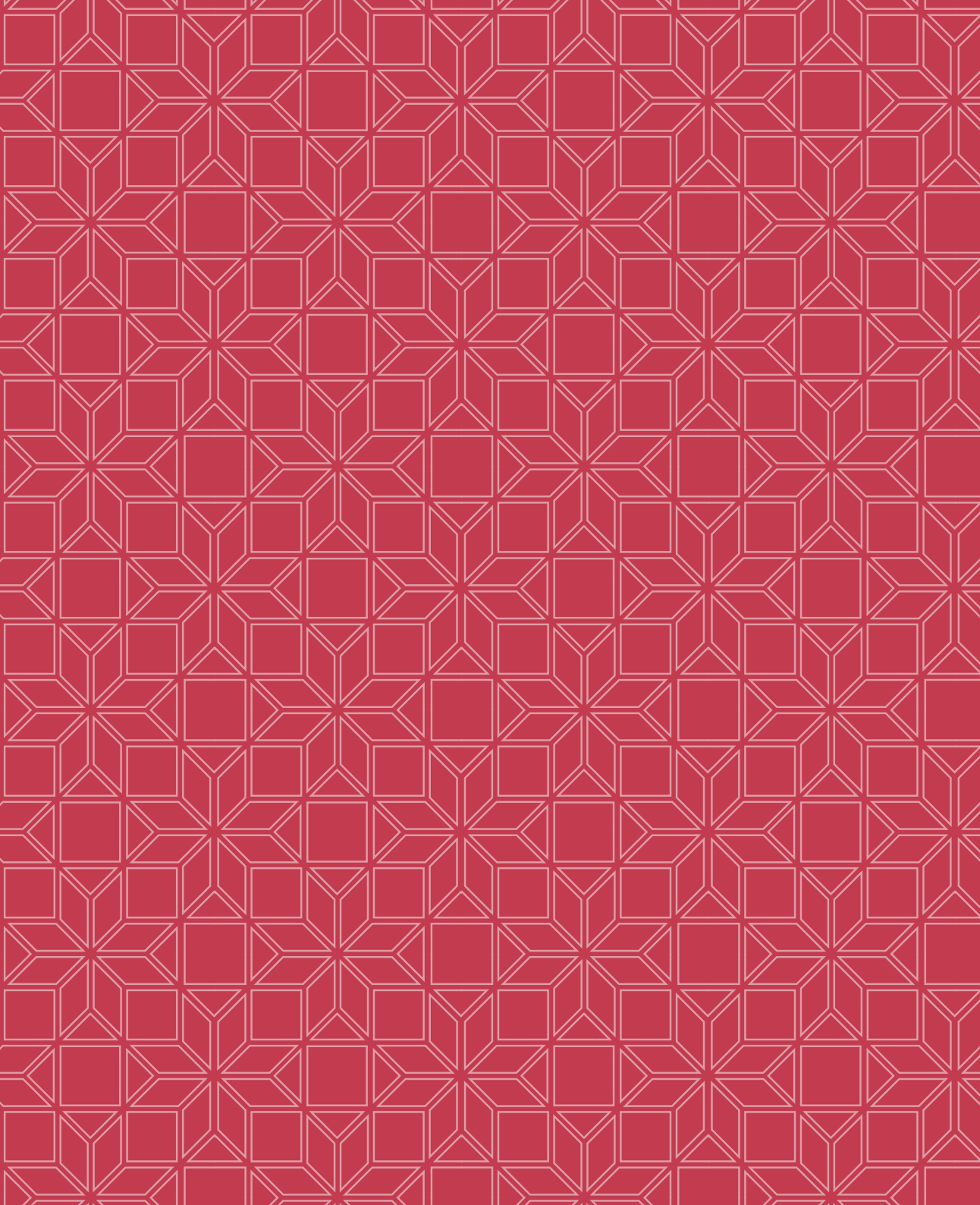
Tel: 4403-3670

Email: QUIRA@qu.edu.qa









## 2.QATAR UNIVERSITY

## 2. QATAR UNIVERSITY

### 2.1 Vision

To be a pioneer in achieving the profound impact of education and research, and in supporting the comprehensive, sustainable development of the State of Qatar.

### 2.2 Mission

Qatar University is a beacon of thought and creativity, with an Arabic-Islamic identity and a global outlook. The University aims to cultivate a conscious, influential generation that aspires to have a constructive impact. It is a center for innovation and for the development of knowledge-based solutions that respond to major national challenges in support of the sustainable human, social, economic, and environmental development of the State of Qatar.

### 2.3 Core Values

- **Integrity:** QU believes that its faculty members, employees and students must adhere to the highest standards of professional and academic integrity that are based on justice, veracity, rectitude, honesty and transparency.
- **Diversity:** QU believes in enriching diversity that respects Qatari society values.
- **Academic Freedom:** QU fosters an environment that supports freedom of investigation, research and expressing truth wisely and responsibly.
- **Authenticity:** QU is committed to its national Arabic and Islamic identity in its endeavor towards achieving its mission and vision.
- **Mastery:** QU seeks to perform all its work with the highest levels of quality, professionalism and efficiency.

- **Social Responsibility:** QU believes in its responsibility towards society and take the initiative to effectively contribute to society's development and progress.
- **Creativity:** QU encourages independent thinking, renewed understanding, free expression and innovative solutions.

### 2.4 Major Areas and Strategic Goals

QU's Strategy (2023-2027) consists of the following Major Areas and Strategic Goals:

- **Learning and Human Development**  
To provide profound, learner-centric education to provide society with knowledgeable competencies with values and features that contribute to maximizing its profound impact and effective role.
- **Research and Response to National Challenges**  
To be distinguished by profound impact in research related to the national development that promotes knowledge and innovation.
- **Social and Economic Development**  
To develop an overarching ecosystem in innovation, leadership, sustainability, and knowledge transfer to enhance its effective contribution to national, social and economic development based on its educational, research and institutional capabilities.
- **Institutional System and Culture**  
To achieve the highest standards of efficiency and effectiveness in its institutional and operational system.

Figure 1: shows a chart of Major Areas of the University from which the Strategic Objectives and Initiatives emerged.

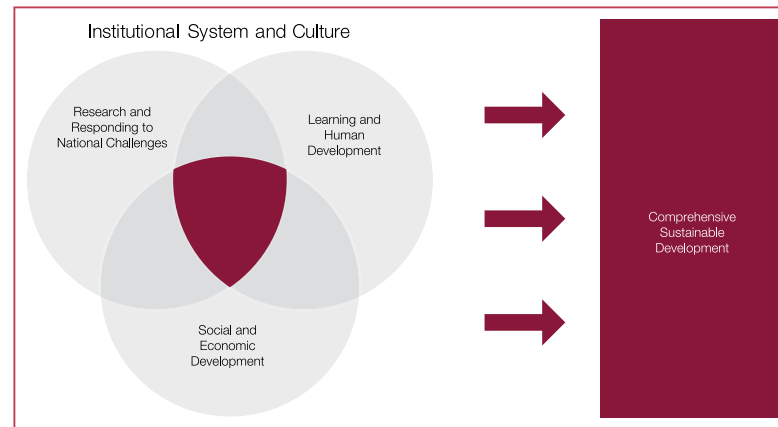


Figure 1: Strategic Areas of QU

### 2.5 About Qatar University

Qatar University (QU) has stood as Qatar's primary institution of higher education since its establishment in 1977. Today, it serves as a beacon of academic and scientific research excellence in the Gulf Cooperation Council (GCC), hosting over 24,000 students across various programs.

QU Comprises 12 Colleges: The College of Arts and Sciences (CAS); The College of Business and Economics (CBE); The College of Dental Medicine (CDM); The College of Education (CED); The College of Engineering (CENG); The College of Health Sciences (CHS); The College of Law (LAWC); The College of Medicine (CMED); The College of Pharmacy (CPH); The College of Nursing; The College of Sharia and Islamic Studies (CSIS); and The College of Sports Sciences.

The university offers a wide range of academic programs, including 51 undergraduate programs, 45 graduate programs consisting of 33 Masters (including 1 Executive Master), 7 Ph.D. programs, 4 diplomas and a Doctor of Pharmacy program. All these programs are designed to meet the needs of Qatari society.

QU continues its efforts to develop a culture of scientific research with 17 distinguished research centers engaged in more than 400 research projects in 130 Countries.

Community engagement lies at the heart of QU's mission and vision. The university is dedicated to providing a rich campus environment that encourages academic excellence, volunteerism, civic responsibility, and leadership.

QU is advancing its goal to become a leader for economic and social development in Qatar through collaborations and partnerships with industrial and governmental sectors, academia, business sectors, and civil society, both within Qatar and beyond.

2.6 A Glance at History

The first college in Qatar was established in 1973, launching the College of Education through a decree issued by the Emir of Qatar, reflecting the visionary need to prioritize education as a key contribution to Qatar's growth and development. In its early days, the college admitted a limited number of student, not exceeding 57 male and 93 female students.

With the rapid development of the country, the need emerged to expand the college and offer a wider array of scientific specializations that catered to society's needs. In 1977, Qatar University was founded with four colleges: The College of Education; The College of Humanities and Social Sciences; The College of Sharia, Law and Islamic Studies; and The College of Science. Following this, The College of Engineering was established in 1980, followed by the College of Business and Economics in 1985.

In 2006, The College of Arts and Science launched a pharmacy program, the first of its kind in Qatar. Later, in 2007, the program transitioned into an independent college, The College of Pharmacy. In 2015, Qatar's first national College of Medicine was launched, followed by the establishment of The College of Health Sciences in 2016.

In January 2019, QU announced the establishment of Qatar's first College of Dental Medicine, which started in September 2019 offering a six-year program leading to the degree of Doctor of Dental Medicine (DMD). Subsequently, in 2022, The College of Nursing was established. In 2024, QU announced the establishment of the College of Sports Sciences.

2.7 Our Campus

Qatar University (QU)'s campus is located on the northern edge of Doha, approximately 16 kilometers from the city center. The university enjoys a premium location, overlooking the coast, Doha Golf Courses, and West Bay Lagoon residential complexes. QU also has an experimental farm located 65 kilometers to the north of Doha.

The campus is built on a total area of about 5.5 square kilometers, with distinguished and modern buildings that reflect the ideals of traditional Islamic architecture.

The university consists of two designated areas for male students and female students, each with its own lecture halls, laboratories, learning-support units, sports facilities, and restaurants to support and facilitate the education process.

2.8 Memoranda of Understanding (MoUs)

QU is advancing its goal to become a leader of economic and social development in Qatar through signed agreements, and partnerships with industry, government, academia, and civil society in Qatar and beyond.

MoUs /Agreements signed in 2023-2024:

Type of External Party	No. of MoUs
Government Sector	13
Private Sector	40
Civil Society Institutions	9
Academic Institutions	30
Total	92

## 2.9 Leadership

### 2.9.1 Board of Regents

#### Chairman:

**HH Sheikh Abdullah bin Hamad Al-Thani**

Deputy Emir

#### Vice Chairman:

**HE Sheikh Dr. Abdullah bin Ali Al-Thani**

#### Members:

**HE Mr. Ali bin Ahmed Al-Kuwari**

Minister of Finance

**HE Dr. Hanan Mohammed Al-Kuwari**

Minister of Public Health

**HE Sheikh Mohammed bin Hamad bin Qassim Al-Thani**

Minister of Commerce and Industry

**HE Buthaina bint Ali Al-Nuaimi**

Minister of Education and Higher Education

**HE Mr. Mohammed bin Ali Al Mannai**

Minister of Communications and Information Technology

**HE Dr. Saleh bin Mohammad Al-Nabit**

President of the Planning and Statistics Authority

**HE Dr. Hessa bint Sultan Al-Jaber**

**HH Sheikh Abdullah bin Ahmed bin Abdulla Al Thani**

**Mr. Nasser bin Khalil Al-Jaidah**

Board of Directors at Qatar Petroleum

**Mr. Abdulaziz bin Nasser Al-Khalifa**

President of Civil Service and Government Development Bureau

**Dr. Hessa Mohammed Sadeq**

#### Secretary General:

**Dr. Ibrahim Abdulla Al-Ansari**

### 2.9.2 President

**Dr. Omar Mohamed Al-Ansari**

### 2.9.3 Vice Presidents

**Prof. Ibrahim Mohamed AlKaabi**

Vice President for Academic Affairs

**Dr. Mohammad Issam Diab**

Vice President for Student Affairs

**Prof. Aiman Mahmood Erbad**

Vice President for Research and Graduate Studies

**Prof. Asmaa Ali J F Althani**

Vice President for Medical and Health Sciences

**Dr. Muna Mustafa Al-Marzouqi**

Chief Strategy and Development Officer

### 2.9.4 Deans

**Dr. Asma Abdulla Al-Attiyah**

College of Education

**Dr. Fatima Ali Al-Kubaisi**

College of Arts and Sciences

**Dr. Ibrahim Abdulla Al-Ansari**

College of Sharia and Islamic Studies

**Dr. Talal Abdullah Al-Emadi**

College of Law

**Dr. Khalid Kamal Naji**

College of Engineering

**Prof. Rana Sobh**

College of Business and Economics

**Prof. Mohamed Izham Ibrahim**

College of Pharmacy (Acting)

**Prof. Marwan Farooq Abu-Hijleh**

College of Medicine (Acting)

**Dr. Hanan Abdul Rahim**

College of Health Sciences

**Prof. Mandeep Singh Duggal**

College of Dental Medicine

**Dr. Majeda Mohammed El-Banna**

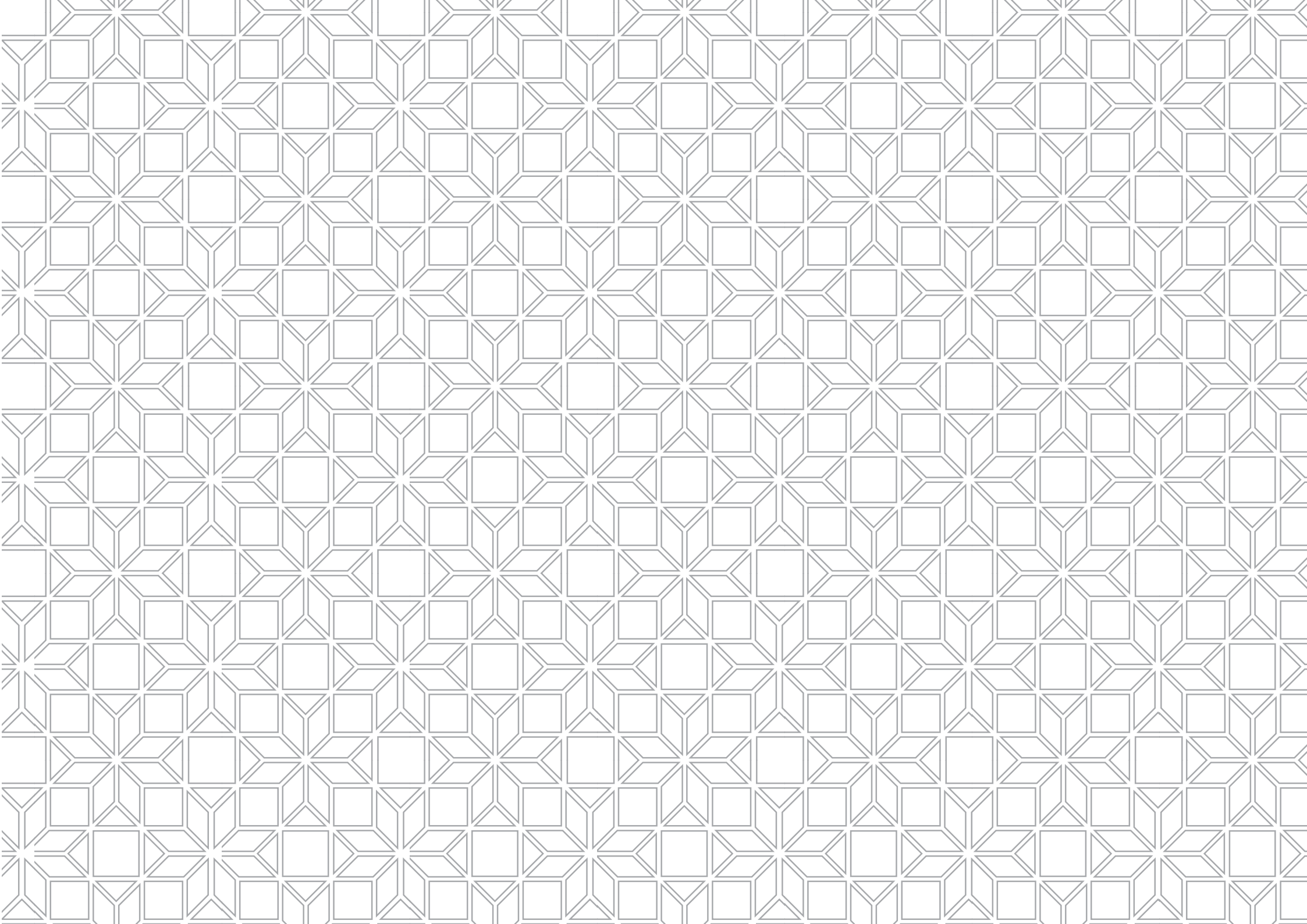
College of Nursing

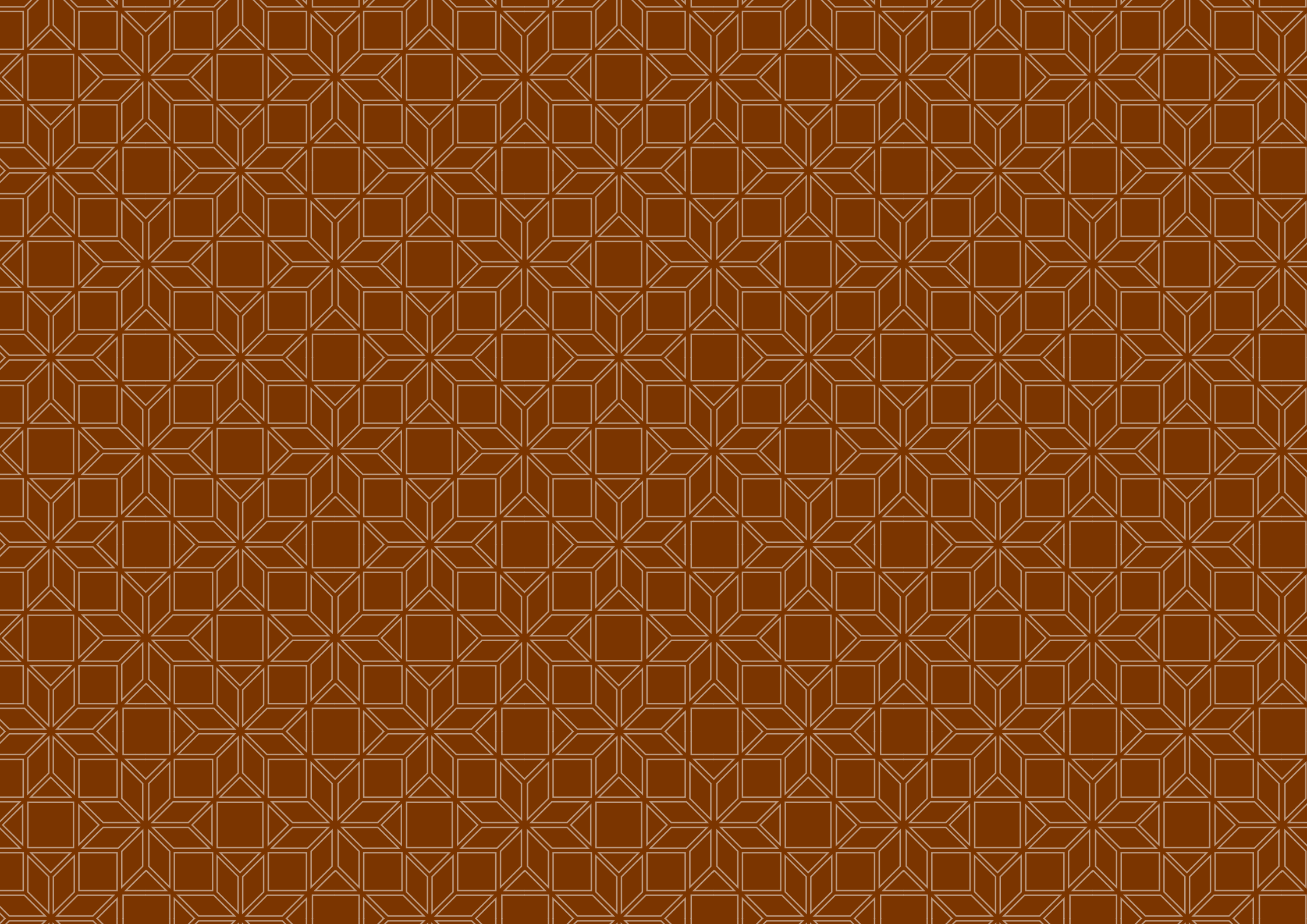
**Dr. Ahmad Al-Own**

Graduate Studies

**Prof. Ibrahim Mohamed AlKaabi**

General Studies









## **3.ACADEMIC PROGRAMS AND RESOURCES**

### 3. ACADEMIC PROGRAMS AND RESOURCES

#### 3.1 Academic Programs Offered by Colleges

Degree	Major	Credit Hours
<b>College of Arts and Sciences</b>		
PhD	Biological and Environmental Sciences	75
PhD	Gulf Studies	60
Master of Arts	Arabic Language and Literature	33
Master of Arts	Gulf Studies	36
Master of Arts	Defense Studies	36
Master of Science	Materials Science and Technology	35
Master of Science	Environmental Sciences	34
Master of Science	Applied Statistics	30
Bachelor of Arts	Arabic Language	120
Bachelor of Arts	English Literature and Linguistics	120
Bachelor of Arts	Policy Planning and Development	120
Bachelor of Arts	Psychology	120
Bachelor of Arts	History	120
Bachelor of Arts	International Affairs	120
Bachelor of Arts	Mass Communication	126
Bachelor of Arts	Social Work	120
Bachelor of Arts	Applied Geography and Geographic Information Systems	120
Bachelor of Arts	Sociology	120
Bachelor of Arts	Fine Arts	120
Bachelor of Science	Biological Sciences	120
Bachelor of Science	Chemistry	120
Bachelor of Science	Statistics	120
Bachelor of Science	Physics	120
Bachelor of Science	Environmental Sciences (Concentration area in Marine Sciences)	125
	Environmental Sciences (Concentration area in Biotechnology)	126
Bachelor of Science	Mathematics	120

<b>College of Business and Economics</b>		
PhD	Business Administration (Accounting, Finance, Management, Marketing, Management Information Systems)	60
Master of Science	Marketing	30
Master of Accounting	Accounting	30
Master of Business Administration	Business Administration	36
Executive Master in Leadership	Leadership	30
Master of Science	Finance	36
Bachelor of Business Administration	Accounting	125
Bachelor of Business Administration	Economics	125
Bachelor of Business Administration	Finance	125
Bachelor of Business Administration	Management	125
Bachelor of Business Administration	Marketing	125
Bachelor of Business Administration	Management Information Systems	125
<b>College of Education</b>		
Master of Education	Educational Leadership	33
Master of Education	Special Education	33
Master of Arts	Curriculum, Instruction and Assessment	30
Diploma	Special Education	30
Diploma	Primary Education	30
Diploma	Secondary Education	30
Bachelor of Education	Primary Education	120
Bachelor of Education	Secondary Education	120
Bachelor of Education	Special Education	120
Bachelor of Education	Physical Education	120
Bachelor of Education	Art Education	120
<b>College of Engineering</b>		
PhD	Engineering	60
Master of Science	Computing	31
Master of Science	Engineering Management	36
Master of Science	Environmental Engineering	35
Master of Science	Urban Planning and Design	45
Master of Science	Civil Engineering	36
Master of Science	Electrical Engineering	36



Master of Science	Mechanical Engineering	36
Master of Science	Gas and Process Engineering	30
Bachelor of Architecture	Architecture	160
Bachelor of Science	Chemical Engineering	131
Bachelor of Science	Civil Engineering	131
Bachelor of Science	Computer Engineering	128
Bachelor of Science	Computer Science	120
Bachelor of Science	Electrical Engineering	131
Bachelor of Science	Industrial and Systems Engineering	128
Bachelor of Science	Mechanical Engineering	131
Bachelor of Science	Mechatronics Engineering	131
<b>College of Law</b>		
PhD	Law	60
Master of Law	Public Law	33
Master of Law	Private Law	33
Bachelor of Law	Law	123
<b>QU Health</b>		
Doctor of Philosophy	Health Sciences (Biomedical & Pharmaceutical Research Track)	60
	Health Sciences (Clinical & Population Health Research Track)	
Master of Health Professions Education	Health Professions Education	30
<b>College of Pharmacy</b>		
Doctor of Pharmacy (PharmD)	Pharmacy	36
Master of Science	Pharmacy	33
Bachelor of science	Pharmacy	165
<b>College of Medicine</b>		
Medical Doctor	Medicine	190
<b>College of Dental Medicine</b>		
Doctor of Dental Medicine	Dental Medicine	190

<b>College of Health Sciences</b>		
Master of Science	Biomedical Sciences (Concentration area in Laboratory Management)	36
	Biomedical Sciences (Concentration area in Advanced Clinical Practice)	
Master of Public Health	Public Health (Concentration area in Epidemiology)	42
	Public Health (Concentration area in Health Promotion)	
Master of Science	Genetic Counselling	46
Master of Science	Nutrition	36
Bachelor of Science	Biomedical Sciences	135
Bachelor of Science	Nutrition & Dietetics	132
Bachelor of Science	Public Health (Concentration area in Health Management)	120
	Public Health (Concentration area in Health Education)	
Bachelor of Science	Physiotherapy	139
Bachelor of Science	Speech and Language Pathology	126
<b>College of Nursing</b>		
Bachelor of Science	Nursing	134
<b>College of Sharia and Islamic Studies</b>		
PhD	Sharia	60
Master in Fiqh and Usul Al Fiqh	Fiqh and Usul	33
Master in Quran and Sunnah	Quran and Sunnah	33
Master in Religions and Creed	Religions and Creed	33
Bachelor of Sharia and Islamic Studies	Islamic Studies	126
Bachelor of Sharia and Islamic Studies	Creed and Dawa	126
Bachelor of Sharia and Islamic Studies	Fiqh and Usul	126
Bachelor of Sharia and Islamic Studies	Quran and Sunnah	126

3.2 Honors Program

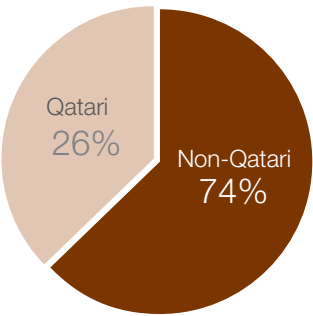
The Honors Program is designed for highly motivated and academically inquisitive students, seeking an enriched college experience. The program was established in Fall 2009 with four students. Currently, it has evolved into a university-wide community with an overall student enrollment of 500 students in Spring 2024.

Distribution of Honors students in spring 2024 by college:

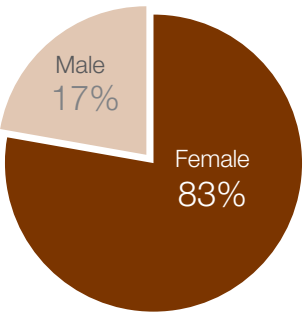
College	No. of Students
Arts and Sciences	78
Business and Economics	47
Dental Medicine	16
Education	55
Engineering	122
Health Sciences	57
Law	27
Medicine	37
Nursing	6
Pharmacy	43
Sharia and Islamic Studies	12
Total	500

Honors Students by Nationality and Gender:

Distribution of Honors Students by Nationality



Distribution of Honors Students by Gender



### 3.3 Accreditation Awarded to Colleges and Academic Programs 2023-2024

QU Program\College	Accrediting Body
<b>College of Arts and Sciences</b>	
M.Sc. Environmental Sciences	<b>IES</b> - Institute of Environmental Sciences, UK <b>CHES</b> - Committee of Heads of Environmental Sciences, UK
B.Sc. Environmental Sciences	
B.Sc. Statistics	<b>RSS</b> - Royal Statistical Society, UK
B.Sc. Chemistry	<b>CSC</b> - Canadian Society for Chemistry, CA
B.A. Mass Communication	<b>ACEJMC</b> - Accrediting Council on Education in Journalism and Mass Communications, USA
<b>College of Business and Economics</b>	<b>AACSB</b> - Association to Advance Collegiate Schools of Business, USA
<b>College of Education</b>	<b>CAEP</b> - Council for the Accreditation of Educator Preparation, USA
Bachelor in Primary Education	<b>ACEI</b> - Association for Childhood Education International <b>CAEP</b> - Council for the Accreditation of Educator Preparation, USA
Diploma in Primary Education	
Bachelor in Secondary Education	<b>TESOL</b> - Teachers of English to Speakers of Other Languages (English concentration concentration) <b>NCSS</b> - National Council for the Social Studies (Social Studies concentration) <b>CAEP</b> - Council for the Accreditation of Educator Preparation, USA
Diploma in Secondary Education	
Master in Special Education	<b>CEC</b> - Council for Exceptional Children
Diploma in Special Education	
Bachelor in Special Education	
Diploma in Early Childhood	<b>NAYEC</b> - National Association for the Education of Young Children <b>CAEP</b> - Council for the Accreditation of Educator Preparation, USA
Master in Educational Leadership	<b>ELCC</b> - Educational Leadership Constituent Council
<b>College of Engineering</b>	
B.Sc. Architecture	<b>NAAB</b> - National Architectural Accrediting Board Inc.

B.Sc. Chemical Engineering	ABET - Accreditation Board for Engineering and Technology, USA
B.Sc. Civil Engineering	
B.Sc. Electrical Engineering	
B.Sc. Mechanical Engineering	
B.Sc. Industrial and Systems Engineering	
B.Sc. Computer Science	
B.Sc. Computer Engineering	
College of Law	BAC - British Accreditation Council, UK
Master in Private Law	BAC - British Accreditation Council, UK
Master in Public Law	HCERES - Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur, France
Bachelor of Law	
College of Medicine	
Doctor of Medicine	TEPDAD - Association for Evaluation and Accreditation of Medical Education Programs, Turkey.
College of Health Sciences	
B.Sc. Human Nutrition	ACEND - Accreditation Council for Education in Nutrition and Dietetics, USA
B.Sc. Biomedical Sciences	NAACLS - National Accrediting Agency for Clinical Laboratory Sciences, USA
College of Pharmacy	
B.Sc. in Pharmacy	CCAPP - The Canadian Council for Accreditation of Pharmacy Programs, Canada
Doctor of Pharmacy (PharmD)	
General Studies	
Foundation Program	CEA - Commission on English Language Program Accreditation, USA

### 3.4 Academic Resources

#### 3.4.1 Information Technology

The Information Technology Services Department (ITS) provides and maintains state-of-the-art technology to enable and facilitate teaching, learning and communication in the classroom. Additionally, the department supports the Blackboard Learning System to enable instructor/student interaction, share course materials and interact through discussion rooms, virtual conversations and e-evaluation. The department also provides upgraded student information system (Banner) and Oracle applications.

Classroom and Curriculum Technology Services	
Number of classrooms equipped with smart technology	799
Number of computer labs	173
Number of PCs managed in the labs	2,997
Number of active Blackboard courses (First term only)	Fall 2023 (5,870) Spring 2024 (5,696)

QU Network	
Number of wired ports	85,000
Number of wireless access points	5,000

#### 3.4.2 Library

The library is at the core of research and learning at QU. It supports curriculum needs, and contributes to the quality of the overall learning experience at QU by continuously expanding its collections and e-resources.

##### Library Collections:

Collection Name	Titles	Volumes
Print Items-Arabic (books, thesis and others )	84,416	167, 297
Print Items-English (books, thesis and others )	71,379	129,924
Print Items-Other (books, thesis and others )	1,096	1,815
Qatarna Collection (books, thesis: cultural and other material about Qatar)	4,796	11,724
Special Collection (all types)	1,760	4,998
Audiovisual materials (CDs, DVDs, Cassette and Microforms)	1,663	2,154
eBook Perpetual	181,148	
eThesis Perpetual	3,058	
Print Periodicals-Arabic (Archives)	1,265	
Print Periodicals-English (Archives)	2,490	
Print Periodicals-Other (Archives)	20	
Individual e-Journals	19	
e-Resources ( Databases & Journals) with access to 105,292 e-journals	199	

### 3.4.3 Educational Support Services

#### 3.4.3.1 Center for Excellence in Teaching and Learning (CETL)

The Center for Excellence in Teaching and Learning (CETL) supports QU academic members with ongoing professional development programs and resources. The center facilitates and supports faculty research endeavors and the implementation of best teaching practices in a collaborative working environment through workshops and seminars on curriculum enhancement and innovations. With the aim to continuously improve the teaching and learning process and respond to the needs of faculty members, CETL offers numerous workshops, seminars and training programs in four areas: active learning, assessment at the course and program levels, technology and research.

The following table summarizes the services that CETL provided during the academic year 2023-2024:

Service	Theme	Arabic Sessions	English Sessions	Total Sessions
Workshops/Seminars/Roundtable Discussions	Learner-Centric Education	19	9	28
	Digitally Enriched Education	20	12	32
	Research Informed Education	-	3	3
	General seminars	1	1	2
<b>Sub Total (workshops and seminars)</b>		<b>40</b>	<b>25</b>	<b>65</b>
Asynchronous Online Training Programs	New Faculty Academic Orientation Program	18	18	36
	Education Excellence Themes (Data Reflects the number of Modules)	5	5	10
	Excellence themes part of CCP Certificate	-	3	3
	Qatar University Teaching in Higher Education Fellowship in collaboration with Harvard Graduate School of Education	-	6	6
	CETL-DLOE/Coursera Learning Pathways (CDCLP) (The provided data represents the number of completed online courses)	-	280	280
	Summer Open Professional Development (SOPD) (The provided data represents the number of completed courses)	-	161	161
<b>Sub Total (Online Training Programs)</b>		<b>23</b>	<b>473</b>	<b>496</b>
One-on-one consultations/Follow-up sessions	Technology	-	-	102
Follow-up sessions	Peer observations-active learning	1	9	9
<b>Sub Total (individual Consultations)</b>		<b>1</b>	<b>9</b>	<b>111</b>
<b>Grand Total</b>		<b>64</b>	<b>507</b>	<b>672</b>

**Participation in CETL Activities by College/Program:\***

College/Program	No. of Participants (General Sessions) (Recurrent)	No. of Participants (General Sessions) (Actual)	Total No. of Faculty and TA's per College*
Colleges of Arts and Sciences	774	218	398
College of Business and Economics	70	35	164
College of Education	65	24	106
College of Engineering	111	43	205
College of Law	128	30	83
College of Health Sciences	41	20	70
College of Medicine	7	5	41
College of Pharmacy	14	9	35
College of Dental Medicine	7	7	26
College of Sharia and Islamic Studies	109	26	96
Foundation Program	66	28	141
Core Curriculum Program	39	13	25
Honors Program	-	-	2
<b>Total Participants from QU colleges and programs</b>	<b>1,431</b>	<b>458</b>	<b>1,392</b>
Participants from QU offices/centers	158	67	8
<b>Grand Total</b>	<b>1,589</b>	<b>525</b>	<b>1,400</b>

\* Includes all full time academics (Faculty, TAs, and others)

### 3.4.3.2 Student Learning Support Center (SLSC)

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all undergraduate students at QU. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. The table below provides detailed data on SLSC services provided in Fall 2023 & Spring 2024.

#### Support Services:

Services	Number of Students (with repetition)			Number of Students (without repetition)		
	Female	Male	Total	Female	Male	Total
One-on-One and group tutoring sessions	7,459	2,007	9,466	1,677	448	2,125
Revisions	25,715	9,035	34,750	5,114	1,987	7,101
<b>Total</b>	<b>33,174</b>	<b>11,042</b>	<b>44,216</b>	<b>6,791</b>	<b>2,435</b>	<b>9,226</b>

#### Events, Workshops and Programs:

Activities	Number of organized	Number of Students (with repetition)			Number of Students (without repetition)		
		Female	Male	Total	Female	Male	Total
SLSC Events	5	215	113	<b>328</b>	198	103	<b>301</b>
Workshops	195	5,962	1,572	<b>7,534</b>	4,048	1,078	<b>5,126</b>
Programs	16	55,182	20,670	<b>75,852</b>	4,538	1,762	<b>6,300</b>

### 3.4.3.3 Student Counseling Center (SCC)

The SCC provides students with intervention and prevention services, which include individual counselling, psychosocial support, clinical intervention as well as training workshops to explore their potentials, and to enable them to pursue academic success and attain personal growth. It also provides consultations to faculty and staff on students' wellbeing to facilitate a healthy and supportive campus environment.

#### During the Academic Year 2023-2024:

- A number of 2,105 individual and therapeutic counseling sessions were held, benefiting 680 students.
- The services focused on psychological support for personal and social problems, medical conditions related to mental disorders, crisis management, psychological, behavioral and social stress, in addition to academic challenges and the development of personal skills.
- Organized 71 mental health programs, workshops and events that include developing psychological stress, anxiety and depression skills, in addition to motivational interview skills, attended by 2,545 participants.
- The center's staff attended a number of 15 professional development workshops, including scientific participation in international and local conferences.

3.4.3.4 Academic Advising Center

The Academic Advising Center provides personalized and proactive support and academic advising to all QU undergraduate students with more attention to those students who are academically at-risk. The Academic Advising services are delivered in a form of one-on-one advising sessions (scheduled appointments or unscheduled walk-in visits), intervention sessions, group advising sessions, class visits, educational workshops and events.

During the AY 2023-2024, the center conducted 154 classroom visits as group advising sessions, 95 educational workshops, and 6 students’ events. The total number of one-on-one advising sessions was 58,299. In addition, the total number of students (without repetition) who received one-on-one advising session reached 20,005. On the other hand, the number of students who attended group advising sessions “with repetition” reached 8,475, while the number of unique students who attended at least one group advising session reached 6,239. It is worth noting that the percentage of students at risk who completed intervention sessions had reached 81% in Fall 2023, and 80% in Spring 2024.

Count of One-on-One Academic Advising Sessions in Colleges during 2023-2024:

College	Number of Sessions
Arts and Sciences	15,286
Business and Economics	14,225
Dental Medicine	192
Education	7,801
Engineering	10,219
Health Sciences	1,453
Law	3,639
Medicine	616
Nursing	311
Pharmacy	480
Sharia and Islamic Studies	4,077
Total	58,299

Parameter	Fall 2023	Spring 2024	Number of Students (without repetition)*
Number of Students (without repetition) who received One-on-One Advising Session	15,966	15,250	20,005

\* Unique Students who had at least one session during 2023-2024



**Total Number of the Group Advising sessions offered during Academic Year 2023 - 2024:**

Types of Group Advising sessions offered	Fall 2023			Spring 2024			Total		
	Face to face	Online	Total	Face to face	Online	Total	Face to face	Online	Total
Number of Workshops delivered	15	39	54	17	21	38	32	60	92
Number of UNIV 100 Group Advising Sessions delivered	-	3	3	-	-	-	-	3	3
Number of Class Visits conducted	67	-	67	87	-	87	154	-	154
Marketing Events/Open Days	2	-	2	4	-	4	6	-	6
<b>Total</b>	<b>84</b>	<b>42</b>	<b>126</b>	<b>108</b>	<b>21</b>	<b>129</b>	<b>192</b>	<b>63</b>	<b>255</b>

**3.4.3.5 Career Development Center**

The Career Development Center (CDC) assists students and alumni in achieving a clear vision of lifelong career planning and development. The center offers many career related programs and activities such as: the Student Employment Program, the Career Readiness Program, and career counseling sessions. CDC also organizes career fairs to bring students, alumni and employers together and provide the best career opportunities out there.

**The Student Employment Program** aims to help students gain experience in a real work environment. The following are student employment statistics during the academic year 2023-2024:

	Semester	Male	Female	Total
Number of registered students	Fall 2023	496	963	1,459
	Spring 2024	468	1,042	1,510
Number of students who gained employment	Fall 2023	169	296	465
	Spring 2024	145	269	414

The Employer Relations section at the Career Development Center opens channels of communication for Qatar University students and graduates by connecting them to the labor market; through providing services and opportunities that aim to raise their efficiency as well as to develop their skills. The section collaborates with employers of different sectors to provide them with suitable candidates for a variety of career opportunities.

Career opportunities	Number
Employers' contacts	105
Job opportunities	130
Internship opportunities	21
Sponsorship opportunities	9
Candidates	3,065
Job interviews	107
Career events	32
Sponsored students	2,237

The center provides students with skills that prepare them for a promising future career. During the academic year 2023-2024, the center held career-counseling sessions, workshops, field trips and career events as follows:

Services under the "Career Path" program	Attendance
Individual counseling sessions	472
Group counseling sessions	499
Career workshops	2,263
One day event (seminar, career open day, info session, discover your career day, career trip, etc.)	583
<b>Total</b>	<b>3,817</b>

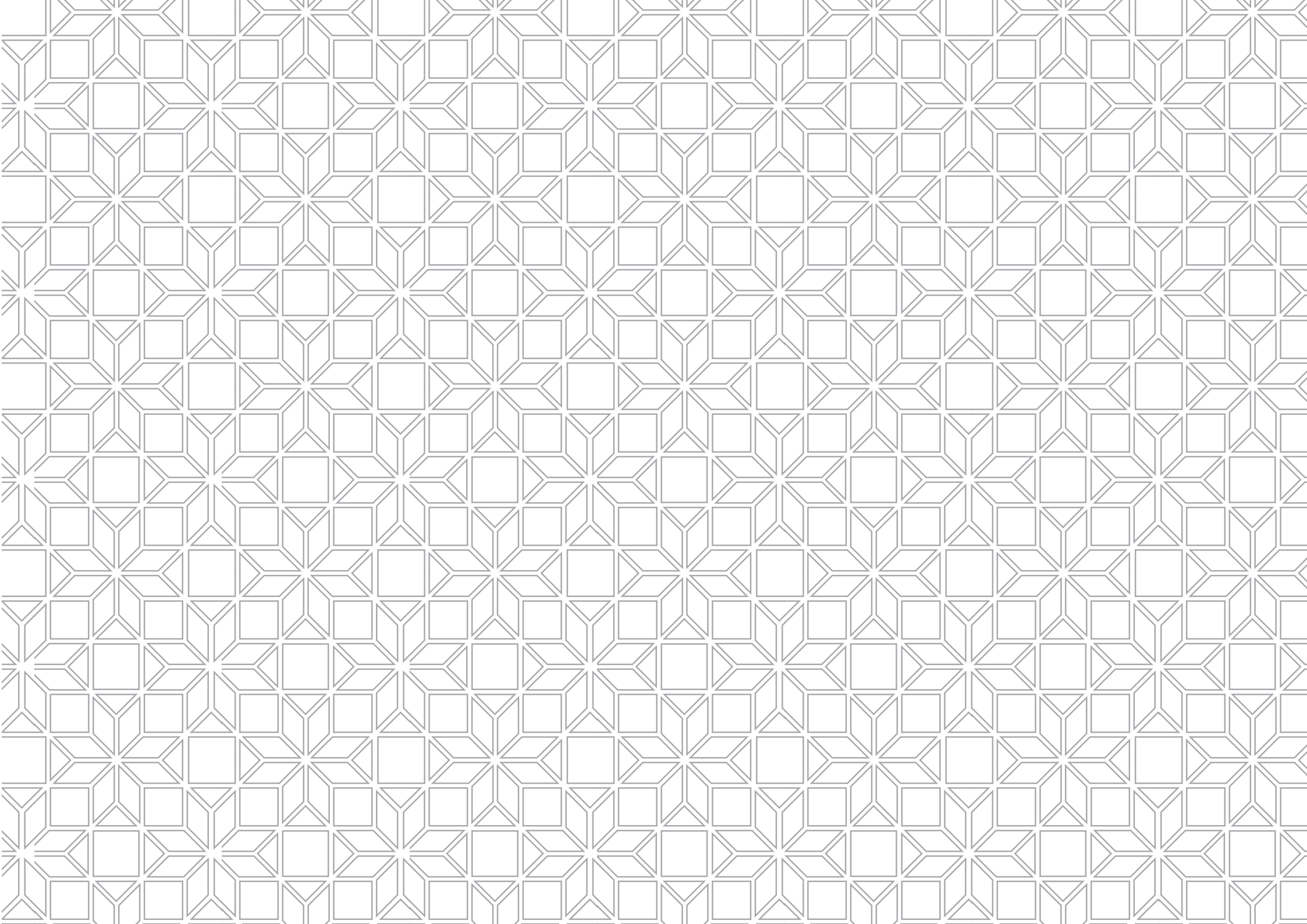
### 3.4.3.6 Inclusion and Special Needs Support Center

In accordance with the Qatari laws regarding persons with special needs and the academic policies of Qatar University, the Inclusion and Special Needs Support Center (ISNSC) welcomes students with physical impairments, visual impairments, hearing impairments, learning disabilities, speech difficulties, psychological disorders, brain and nerve injuries, attention-deficit /hyperactivity disorder, autism, chronic diseases, and temporary injuries.

The center provides many services to about 300 students, all of which revolve around academic support and inclusion, as follows:

- Providing note takers in classes for approximately 91 students during the academic year.
- Coordination for exams for students with special needs (3,103 exams).
- Providing awareness workshops on the rights and issues related to special needs, where (22 workshops) have been held during this year.
- Provide assistive technology services that suit different disabilities and provide appropriate trainings for each student separately. During this year, students were assessed and trained and enabled to take (123 exams) using assistive technology independently.
- Convert books and course materials to readable formats (282 academic content).
- Achieving digital access to all pages of the university's official website while ensuring accessibility to all university buildings and facilities. Digital accessibility: through the application of international standards for digital accessibility in cooperation with the QU Public Relations Department. Physical accessibility: through cooperation with the QU Facilities Department in following up the provision of facilities (elevators, parking, ramps, classrooms) that conform to engineering standards to ensure physical accessibility for students with disabilities on campus.

The University also stresses the importance of maintaining complete confidentiality of the data of students with special needs, and emphasizes that the academic support provided will not affect in any way the academic standards of the university, and there will be no discrimination or difference in the university degree granted to students with special needs.







## 4. STUDENTS

## 4. STUDENTS

### 4.1 Registered Students by College, Academic Level, Major, Nationality and Gender

	Qatari		Non-Qatari		Total
	Male	Female	Male	Female	
<b>Total</b>	<b>3,459</b>	<b>13,449</b>	<b>2,932</b>	<b>5,388</b>	<b>25,228</b>
<b>Arts and Sciences</b>	<b>785</b>	<b>4,221</b>	<b>361</b>	<b>1,451</b>	<b>6,818</b>
<b>Foundation</b>	<b>5</b>	<b>24</b>	<b>35</b>	<b>82</b>	<b>146</b>
Science Foundation	5	24	35	82	146
<b>Undergraduate</b>	<b>757</b>	<b>4,128</b>	<b>232</b>	<b>1,200</b>	<b>6,317</b>
Applied Geography & Geographic information Systems	12	85	1	19	117
Arabic Language	-	61	5	45	111
Biological Sciences	-	34	-	80	114
Chemistry	4	18	16	80	118
English Literature & Linguistics	-	361	-	95	456
Environmental Sciences	4	25	21	36	86
Fine Arts	-	23	-	6	29
General Arts	408	1,175	38	160	1,781
General Science	1	33	69	193	296
History	13	187	-	34	234
International Affairs	180	454	13	35	682
Mass Communication	64	405	43	111	623
Mathematics	1	13	5	53	72
Physics	-	1	-	5	6
Policy, Planning, and Development	62	418	11	35	526
Psychology	-	262	-	99	361
Social Work	3	256	4	65	328
Sociology	-	303	-	33	336
Sport Science	-	7	-	8	15
Statistics	5	7	6	8	26
<b>Masters</b>	<b>17</b>	<b>39</b>	<b>30</b>	<b>76</b>	<b>162</b>
Applied Statistics	-	-	1	8	9
Arabic Language & Literature	3	23	9	25	60
Defense studies	9	-	-	-	9

Environmental Sciences	1	5	8	25	39
Gulf Studies	2	8	4	5	19
Material Science and Technology	2	3	8	13	26
<b>PhD</b>	<b>6</b>	<b>21</b>	<b>28</b>	<b>40</b>	<b>95</b>
Biological & Environmental Sciences	1	2	7	22	32
Gulf Studies	5	19	21	18	63
<b>Certificate</b>	<b>-</b>	<b>9</b>	<b>36</b>	<b>53</b>	<b>98</b>
Applied Statistics	-	3	1	2	6
Arabic Language Study for Non-Native Speakers	-	-	34	42	76
Corrosion Science	-	2	1	5	8
Environmental Sciences	-	4	-	4	8
<b>Business and Economics</b>	<b>1,072</b>	<b>2,863</b>	<b>403</b>	<b>589</b>	<b>4,927</b>
<b>Undergraduate</b>	<b>1,056</b>	<b>2,808</b>	<b>367</b>	<b>550</b>	<b>4,781</b>
Accounting	106	429	51	111	697
Economics	7	34	4	9	54
Finance	37	208	34	58	337
General Business	785	1,554	205	267	2,811
Management	76	277	26	36	415
Management Information Systems	28	102	42	43	215
Marketing	17	204	5	26	252
<b>Master</b>	<b>16</b>	<b>51</b>	<b>24</b>	<b>31</b>	<b>122</b>
Accounting	-	4	4	4	12
Business Administration	8	15	13	9	45
Finance	1	2	5	7	15
Leadership	7	24	-	-	31
Marketing	-	6	2	11	19
<b>PhD</b>	<b>-</b>	<b>4</b>	<b>12</b>	<b>8</b>	<b>24</b>
Business Administration	-	4	12	8	24
<b>Dental Medicine</b>	<b>13</b>	<b>50</b>	<b>20</b>	<b>66</b>	<b>149</b>
<b>Undergraduate</b>	<b>13</b>	<b>50</b>	<b>20</b>	<b>66</b>	<b>149</b>
Dental Medicine	9	36	18	46	109
General-Dental Medicine	4	14	2	20	40

<b>Education</b>	<b>224</b>	<b>2,386</b>	<b>214</b>	<b>771</b>	<b>3,595</b>
<b>Foundation</b>	<b>-</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>16</b>
Education Foundation	-	4	8	4	16
<b>Undergraduate</b>	<b>221</b>	<b>2,334</b>	<b>172</b>	<b>720</b>	<b>3,447</b>
Art Education	-	63	-	10	73
General Education	166	1,020	52	188	1,426
General Education Sciences	-	2	10	14	26
Physical Education	38	112	33	6	189
Primary Education	-	477	-	99	576
Secondary Education	16	595	74	388	1,073
Special Education	1	65	3	15	84
<b>Diploma</b>	<b>-</b>	<b>3</b>	<b>28</b>	<b>14</b>	<b>45</b>
Primary Education	-	2	6	7	15
Secondary Education	-	-	14	3	17
Special Education	-	1	8	4	13
<b>Master</b>	<b>3</b>	<b>45</b>	<b>6</b>	<b>33</b>	<b>87</b>
Curriculum, Instruction & Assessment	1	11	3	17	32
Educational Leadership	2	26	1	5	34
Master of Special Education	-	-	-	1	1
Special Education	-	8	2	10	20
<b>Engineering</b>	<b>728</b>	<b>1,736</b>	<b>1,398</b>	<b>1,007</b>	<b>4,869</b>
<b>Foundation</b>	<b>168</b>	<b>225</b>	<b>37</b>	<b>39</b>	<b>469</b>
Engineering Foundation	168	225	37	39	469
<b>Undergraduate</b>	<b>515</b>	<b>1,469</b>	<b>1,169</b>	<b>821</b>	<b>3,974</b>
Architecture	-	135	-	58	193
Chemical Engineering	27	216	111	137	491
Civil Engineering	98	-	137	-	235
Computer Engineering	86	362	161	136	745
Computer Science	110	218	262	200	790
Electrical Engineering	46	129	177	80	432
General Engineering	53	63	49	47	212
Industrial and Systems Engineering	-	266	-	101	367
Mechanical Engineering	95	-	272	-	367
Mechatronics Engineering	-	80	-	62	142

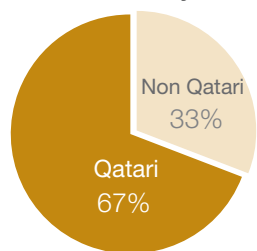
<b>Master</b>	<b>15</b>	<b>17</b>	<b>123</b>	<b>85</b>	<b>240</b>
Civil Engineering	-	-	17	3	20
Computing	1	3	21	28	53
Electrical Engineering	1	1	21	7	30
Engineering Management	13	7	18	14	52
Environmental Engineering	-	2	13	12	27
Gas and Process Engineering	-	1	10	10	21
Mechanical Engineering	-	1	18	2	21
Urban Planning and Design	-	2	5	9	16
<b>PhD</b>	<b>30</b>	<b>25</b>	<b>69</b>	<b>62</b>	<b>186</b>
Architecture	-	7	2	8	17
Chemical Engineering	2	-	4	2	8
Civil Engineering	1	-	14	5	20
Computer Engineering	-	-	7	5	12
Computer Science	2	1	4	10	17
Electrical Engineering	-	1	4	8	13
Engineering Management	22	8	16	3	49
Environmental Engineering	2	2	6	5	15
Industrial and Systems Engineering	1	1	2	2	6
Material Science and Engineering	-	1	3	8	12
Mechanical Engineering	-	-	6	-	6
Urban Planning and Design	-	4	1	6	11
<b>Health Sciences</b>	<b>5</b>	<b>372</b>	<b>32</b>	<b>405</b>	<b>814</b>
<b>Foundation</b>	<b>1</b>	<b>22</b>	<b>1</b>	<b>3</b>	<b>27</b>
Health Sciences Foundation	1	22	1	3	27
<b>Undergraduate</b>	<b>1</b>	<b>333</b>	<b>24</b>	<b>311</b>	<b>669</b>
Biomedical Sciences	-	52	-	98	150
General Health Sciences	1	162	24	83	270
Human Nutrition	-	62	-	56	118
Physiotherapy	-	21	-	63	84
Public Health	-	36	-	11	47
<b>Master</b>	<b>3</b>	<b>11</b>	<b>7</b>	<b>86</b>	<b>107</b>
Biomedical Sciences	2	1	1	28	32
Genetic Counselling	-	1	-	7	8

Human Nutrition	-	-	-	19	19
Public Health	1	9	6	32	48
<b>PhD</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>4</b>
Biomedical Sciences	-	2	-	2	4
<b>Certificate</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>3</b>	<b>7</b>
Biomedical Sciences	-	4	-	3	7
<b>Law</b>	<b>377</b>	<b>836</b>	<b>67</b>	<b>150</b>	<b>1,430</b>
<b>Undergraduate</b>	<b>339</b>	<b>799</b>	<b>55</b>	<b>137</b>	<b>1,330</b>
Law	339	799	55	137	1,330
<b>Master</b>	<b>29</b>	<b>33</b>	<b>9</b>	<b>11</b>	<b>82</b>
Private Law	11	14	5	6	36
Public Law	18	19	4	5	46
<b>PhD</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>18</b>
Law	9	4	3	2	18
<b>Medicine</b>	<b>65</b>	<b>188</b>	<b>117</b>	<b>194</b>	<b>564</b>
<b>Undergraduate</b>	<b>65</b>	<b>187</b>	<b>116</b>	<b>188</b>	<b>556</b>
General Medicine	24	43	26	46	139
Medicine	41	144	90	142	417
<b>PhD</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>8</b>
Medical Sciences	-	1	1	6	8
<b>Nursing</b>	<b>-</b>	<b>40</b>	<b>13</b>	<b>78</b>	<b>131</b>
<b>Foundation</b>	<b>-</b>	<b>19</b>	<b>5</b>	<b>4</b>	<b>28</b>
Nursing Foundation	-	19	5	4	28
<b>Undergraduate</b>	<b>-</b>	<b>21</b>	<b>8</b>	<b>74</b>	<b>103</b>
General Nursing	-	20	6	40	66
Nursing	-	1	2	34	37
<b>QU Health</b>	<b>1</b>	<b>8</b>	<b>18</b>	<b>47</b>	<b>74</b>
<b>Master</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>14</b>	<b>22</b>
Health Professions Education	1	3	4	14	22
<b>PhD</b>	<b>-</b>	<b>3</b>	<b>14</b>	<b>31</b>	<b>48</b>
Biomedical & Pharmaceutical Research	-	1	1	19	21
Clinical & Population Health Research	-	2	13	12	27
<b>Certificate</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>4</b>
Health Professions Education	-	2	-	2	4

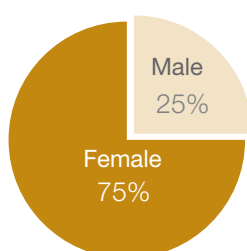
<b>Pharmacy</b>	<b>9</b>	<b>85</b>	<b>48</b>	<b>223</b>	<b>365</b>
<b>Foundation</b>	<b>1</b>	<b>12</b>	<b>2</b>	<b>2</b>	<b>17</b>
Pharmacy Foundation	1	12	2	2	17
<b>Undergraduate</b>	<b>7</b>	<b>72</b>	<b>43</b>	<b>167</b>	<b>289</b>
General Pharmacy	5	45	16	37	103
Pharmacy	2	27	27	130	186
<b>PharmD</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>25</b>	<b>26</b>
Pharmacy	-	1	-	25	26
<b>Master</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>26</b>	<b>28</b>
Pharmacy	1	-	1	26	28
<b>PhD</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>3</b>	<b>5</b>
Pharmaceutical Sciences	-	-	2	3	5
<b>Sharia and Islamic Studies</b>	<b>87</b>	<b>661</b>	<b>235</b>	<b>394</b>	<b>1,377</b>
<b>Undergraduate</b>	<b>72</b>	<b>627</b>	<b>194</b>	<b>353</b>	<b>1,246</b>
Creed and Dawa	-	16	2	10	28
Fiqh and Usul	3	17	21	19	60
General Sharia	63	428	150	245	886
Islamic Studies	4	146	15	63	228
Quran and Sunnah	2	20	6	16	44
<b>Master</b>	<b>10</b>	<b>31</b>	<b>27</b>	<b>34</b>	<b>102</b>
Creed and Religions	1	2	1	2	6
Fiqh and Usul	5	5	9	7	26
Quran and Sunnah	1	2	7	4	14
Quranic Sciences and Exegesis	1	7	4	9	21
Religions and Creed	2	15	6	12	35
<b>PhD</b>	<b>5</b>	<b>3</b>	<b>14</b>	<b>7</b>	<b>29</b>
Fiqh and Usul	3	1	14	4	22
Quranic Sciences and Exegesis	2	1	-	-	3
Religions and Creed	-	1	-	3	4
<b>No College Designated</b>	<b>93</b>	<b>3</b>	<b>6</b>	<b>13</b>	<b>115</b>
<b>Undergraduate</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>13</b>	<b>25</b>
Undeclared	3	3	6	13	25
<b>Certificate</b>	<b>90</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>90</b>
Undeclared	90	-	-	-	90



Registered Students by Nationality



Registered Students by Gender



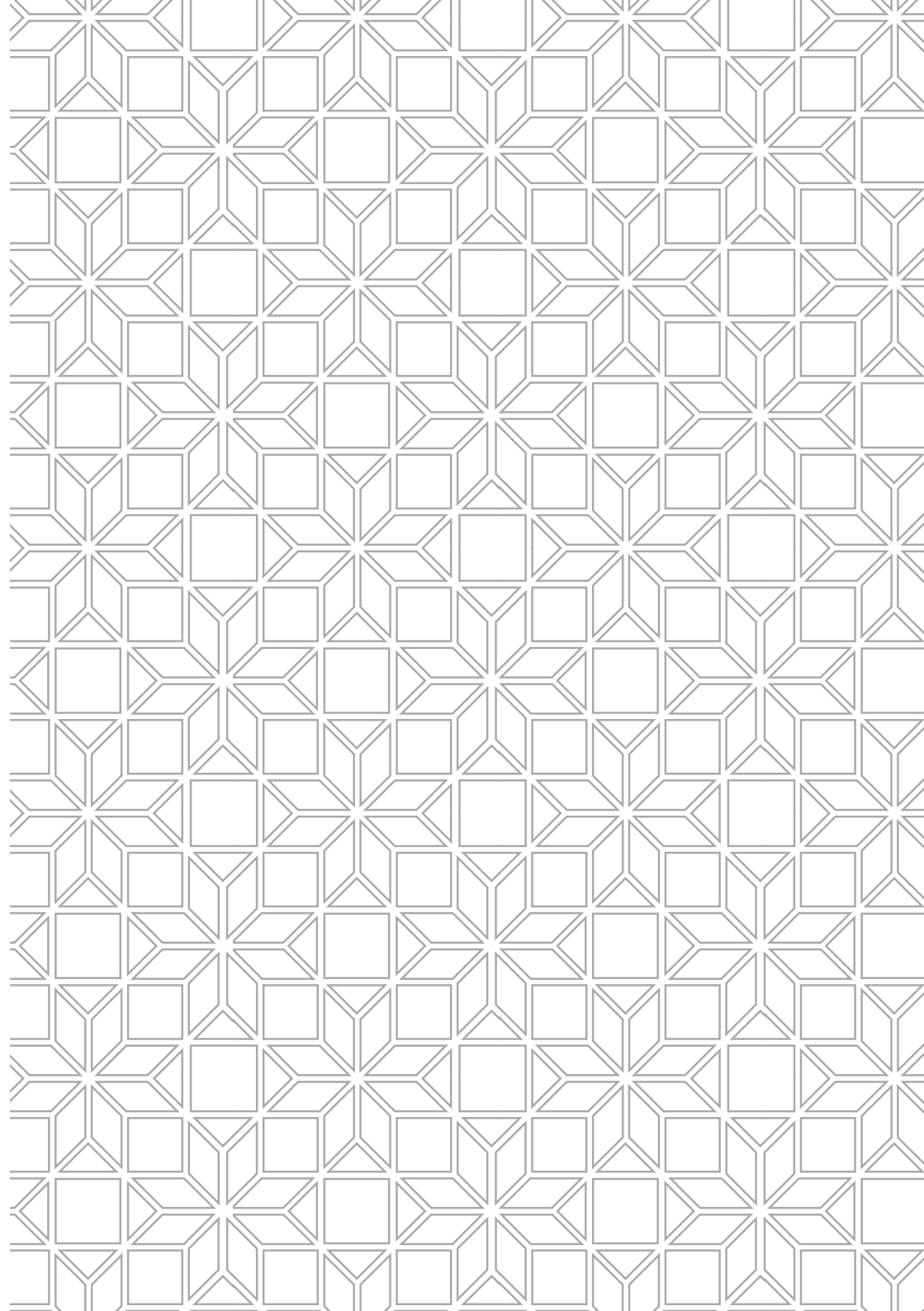
#### 4.2 Registered Students by Nationality

Region/ Nationality	Number of Students
<b>GCC Countries</b>	<b>18,002</b>
Qatai	16,908
Saudi	698
Bahraini	140
Omani	114
Emirati	74
Kuwaiti	68
<b>Arab, Non-GCC Countries</b>	<b>5,398</b>
Yemeni	1,078
Egyptian	1,023
Jordanian	782
Syrian	645
Sudani	557
Palestiniane	511
Qatari Travel Document	166
Iraqi	154
Somali	99
Tunisian	80
Algerian	76
Mauritanian	65
Moroccan	59

Lebanese	50
Libyan	48
Djiboutian	3
Kuwaiti Travel Document	2
<b>Africa</b>	<b>73</b>
Eritrean	15
Ethiopian	12
Nigerian	10
Gambian	8
Malian	7
Kenyan	5
Senegalese	5
Ghanaian	2
Beninese	1
Togolese	1
Cameroonian	1
Chadian	1
Tanzanian	1
Ugandan	1
Burkinabé	1
Mozambican	1
South African	1
<b>Asia</b>	<b>1,483</b>
Pakistani	416
Indiain	293
Bangladeshi	249
Iranian	237
Turkish	119
Fillipino	60
Sri Lankan	36
Indonesian	35
Thai	7
Afghanistani	7

Malaysian	5
Japanese	4
South Korean	4
Vietnamese	4
Nepali	3
Kazakhstani	1
Singapori	1
Uzbekistani	1
Taiwanese	1
<b>Europe</b>	<b>127</b>
British	54
Russian	12
German	9
French	8
Irish	7
Ukranian	5
Armenian	5
Bosnian	4
Greek	3
Albanian	2
Georgian	2
Spanish	2
Swedish	2
Kosovian	2
Hungarian	1
Norwaian	1
Belarusian	1
Finnish	1
Dutch	1
Danish	1
Icelander	1
Cypriot	1
Bulgarian	1

Belgium	1
<b>North America</b>	<b>128</b>
American	69
Canadian	46
Kittitian	4
Dominican (Dominica)	3
Dominican (Dominican Republic)	2
Mexican	2
Panamanian	1
Cuban	1
<b>South America</b>	<b>4</b>
Brazilian	3
Trinidadian	1
<b>Australia/Oceania</b>	<b>13</b>
Australian	11
New Zealander	2
<b>Total</b>	<b>25,228</b>



### 4.3 Average Class Size by College and Level

(For only lecture, lecture/lab, and seminars)

	Foundation		Undergraduate		Master	
	Fall 2023	Spring 2024	Fall 2023	Spring 2024	Fall 2023	Spring 2024
Foundation Program	24.6	17.0	23.2	21.2	-	-
Arts and Sciences	-	-	34.0	33.7	8.7	7.3
Business and Economics	-	-	31.2	30.7	11.5	10.4
Dental Medicine	-	-	24.7	28.5	-	-
Education	-	-	33.4	36.6	11.8	11.8
Engineering	-	-	32.5	32.8	7.8	8.6
Health Sciences	-	-	24.0	31.0	10.5	9.0
Law	-	-	34.7	31.8	10.7	8.7
Medicine	-	-	67.9	61.7	-	-
Nursing	-	-	38.0	35.0	-	-
QU Health	-	-	-	-	14.2	10.0
Pharmacy	-	-	38.8	31.4	7.7	7.3
Sharia and Islamic Studies	-	-	28.1	26.9	4.3	3.7
No College Designated	-	-	27.6	23.4	-	-

### 4.4 Admission Statistics by Academic Level, Nationality, and Gender

	Applied	Admitted	% of Admitted	Registered	% of Registered
<b>Total</b>	<b>19,719</b>	<b>8,510</b>	<b>43.2</b>	<b>6,490</b>	<b>76.3</b>
<b>Undergraduate*</b>	<b>14,641</b>	<b>7,681</b>	<b>52.5</b>	<b>5,791</b>	<b>75.4</b>
Qatari	5,988	4,936	82.4	4,079	82.6
Male	2,178	1,783	81.9	1,240	69.5
Female	3,810	3,153	82.8	2,839	90.0
Non-Qatari	8,653	2,745	31.7	1,712	62.4
Male	3,821	1,185	31.0	663	55.9
Female	4,832	1,560	32.3	1,049	67.2
<b>Master</b>	<b>1,052</b>	<b>462</b>	<b>43.9</b>	<b>376</b>	<b>81.4</b>
Qatari	370	153	41.4	136	88.9
Male	108	42	38.9	38	90.5

Female	262	111	42.4	98	88.3
Non-Qatari	682	309	45.3	240	77.7
Male	297	109	36.7	82	75.2
Female	385	200	51.9	158	79.0
<b>PharmD</b>	<b>37</b>	<b>25</b>	<b>67.6</b>	<b>19</b>	<b>76.0</b>
Qatari	1	1	100.0	1	100.0
Female	1	1	100.0	1	100.0
Non-Qatari	36	24	66.7	18	75.0
Male	2	1	50.0	0	0.0
Female	34	23	67.6	18	78.3
<b>PhD</b>	<b>332</b>	<b>113</b>	<b>34.0</b>	<b>88</b>	<b>77.9</b>
Qatari	63	20	31.7	18	90.0
Male	31	7	22.6	7	100.0
Female	32	13	40.6	11	84.6
Non-Qatari	269	93	34.6	70	75.3
Male	138	43	31.2	32	74.4
Female	131	50	38.2	38	76.0
<b>Diploma</b>	<b>164</b>	<b>47</b>	<b>28.7</b>	<b>42</b>	<b>89.4</b>
Qatari	35	4	11.4	1	25.0
Male	1	0	0.0	0	0
Female	34	4	11.8	1	25.0
Non-Qatari	129	43	33.3	41	95.3
Male	68	28	41.2	28	100.0
Female	61	15	24.6	13	86.7
<b>Certificate</b>	<b>3,493</b>	<b>182</b>	<b>5.2</b>	<b>174</b>	<b>95.6</b>
Qatari	115	101	87.8	100	99.0
Male	92	90	97.8	89	98.9
Female	23	11	47.8	11	100.0
Non-Qatari	3,378	81	2.4	74	91.4
Male	2,191	28	1.3	26	92.9
Female	1,187	53	4.5	48	90.6

\* A student might be admitted to the Foundation Program.

#### 4.5 Newly-Awarded Scholarships by Scholarship Type and College\*

	Arts and Sciences	Business and Economics	Dental Medicine	Education	Engineering	Health Sciences	Law	Medicine	Nursing	Pharmacy	Sharia and Islamic Studies	Total
Admission Scholarship	5	4	5	5	16	4	-	20	-	3	1	63
International Students Scholarship	5	1	-	-	3	1	-	5	-	-	-	15
Amiri Academic Excellence	1	1	2	1	45	-	-	5	1	1	1	58
Amiri Diwan	25	3	1	5	26	2	-	-	-	-	2	64
Board of Regents	-	-	-	-	2	-	-	-	-	-	-	2
Children of QU Employees Scholarship	8	8	6	1	18	5	-	9	1	6	21	83
College of Education Diploma Scholarships	-	-	-	37	-	-	-	-	-	-	-	37
Outstanding Performance Scholarship	7	14	2	12	21	8	3	3	3	7	5	85
GCC States Scholarship -(Embassies)	5	-	-	2	1	-	1	-	-	-	4	13
GCC Qatari Certificate Scholarships	2	3	-	1	1	-	-	-	-	-	7	14
International Partner Scholarships-(UG)	8	4	-	-	-	-	1	-	-	-	14	27
Short Scholarships for Arabic Program for Non-Native Speakers	62	-	-	-	-	-	-	-	-	-	-	62
STEM Sponsorship	3	-	-	-	12	1	-	-	-	-	-	16
Talents Scholarship	1	2	-	6	2	2	-	-	-	1	-	14
<b>Total</b>	<b>132</b>	<b>40</b>	<b>16</b>	<b>70</b>	<b>147</b>	<b>23</b>	<b>5</b>	<b>42</b>	<b>5</b>	<b>18</b>	<b>55</b>	<b>553</b>

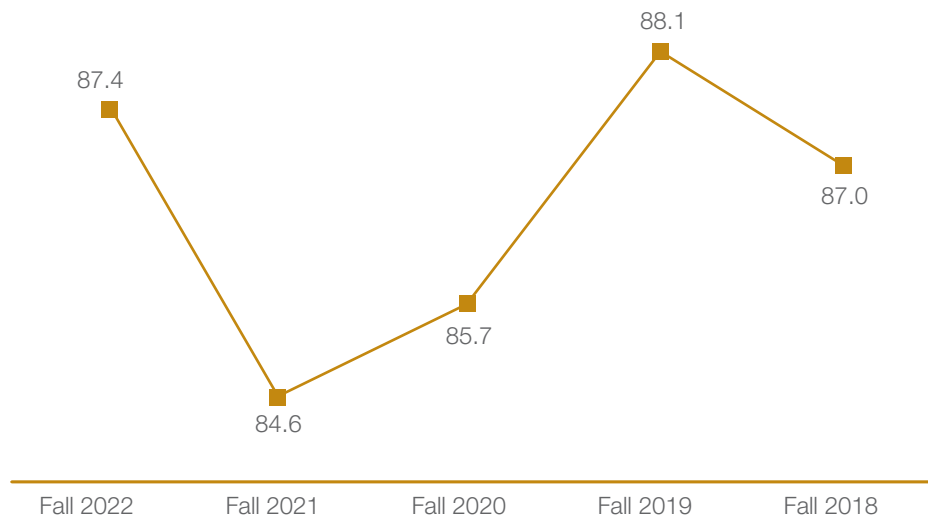
\* The table includes the number of students who benefited from scholarships in the academic year 2023-2024, including students from whom the scholarship was withdrawn or canceled after benefiting from it for one semester (for example: if the student benefited from the scholarship in fall semester and withdrew from the scholarship in the spring semester, then another student benefited from the same scholarship in the spring semester of the same academic year).

#### 4.6 Top 10 Bachelor Programs with Highest Number of Registered Students (By Gender)

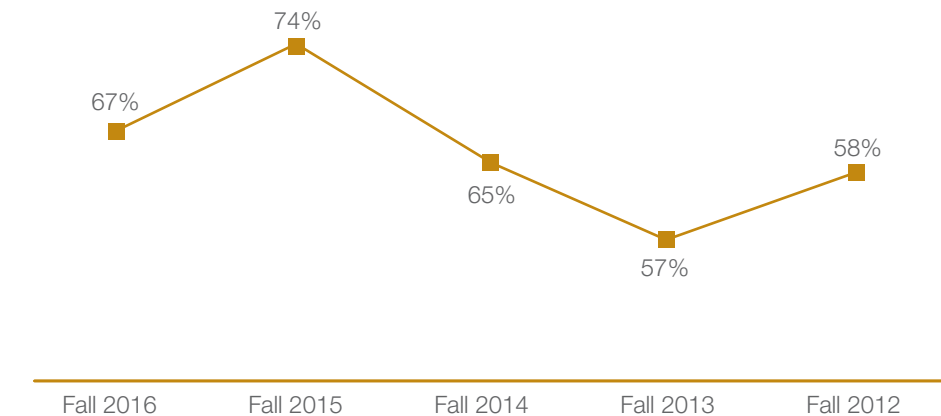
Top 10 Majors, Male	# of Students	Top 10 Majors, Female	# of Students
Law	394	Secondary Education	983
Computer Science	372	Law	936
Mechanical Engineering	367	Primary Education	576
Computer Engineering	247	Accounting	540
Civil Engineering	235	Mass Communication	516
Electrical Engineering	223	Computer Engineering	498
International Affairs	193	International Affairs	489
Accounting	157	English Literature & Linguistics	456
Chemical Engineering	138	Policy, Planning, and Development	453
Medicine	131	Computer Science	418

#### 4.7 Graduation and Retention

##### 4.7.1 Retention Rate in the Second Year (Fall) for First-Time Freshman Degree-Seeking Students



##### 4.7.2 First-Time Freshman Graduation Rate within 150% of Normal Time to Graduate



#### 4.8 Tuition Fees by College and Level

Tuition fees for all admitted non-national students from Fall 2023 and onward:

Level	Course Major	Tuition Fees Per Credit Hour (QAR)
Undergraduate	Arts	1,100
	Business and Economics	1,200
	Education	1,100
	Engineering	1,400
	Foundation Program	1,200
	Law	1,100
	Pharmacy	1,400
	Sciences	1,200
	Health Sciences	1,200
	Nursing	1,200
	Sharia and Islamic Studies	1,100
	Arabic for Non-Native Speakers Program	1,400
PhD	All courses/majors	2,200
Masters, and PharmD	All courses/majors (Except MBA Masters)	2,200
Master	Business Administration (MBA)	2,600
Diploma	All courses/majors	2,000

College of Medicine and College of Dental Medicine Tuition Fees\*:

Academic Year	Total (in Qatari Riyals)
First Year	46,800
Second Year	67,200
Third Year	78,000
Fourth Year	109,500
Fifth Year	133,400
Sixth Year	131,100

\* Tuition fees are approximate and depend on the courses registered from other colleges.

4.9 Student Financial Aid

The Student Financial Aid Section provided various financial services to support the students' personal and academic growth.

The below table shows the number of benefitted students (without repetition) from Financial Aid services during Academic Year 2023-2024. It is worth noting that the table includes 29 male students and 35 female students whom are holding Qatar travel documents.

	Male	Female
Qatari	93	625
Non-Qatari	979	1,674

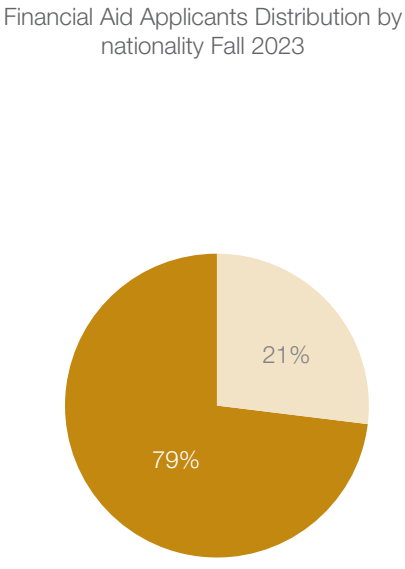
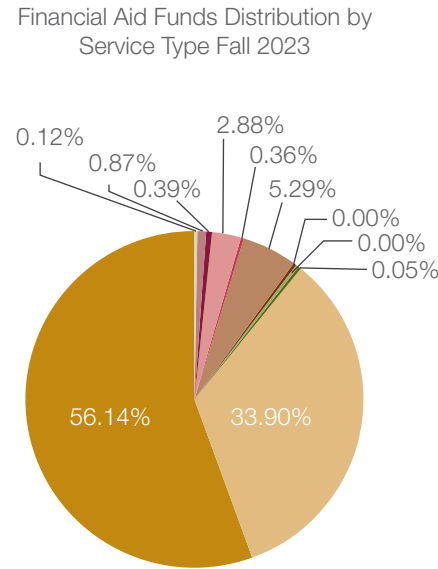
The following table summarizes the number of students benefitted from the financial aid services during Fall 2023 and Spring 2024:\*

	Qatari and Qatari Travel Document		Non-Qatari		Total
	Male	Female	Male	Female	
Fall 2023					
Monthly Financial Aid	95	506	254	425	1,280
Tuition Fees Financed by QU**	-	-	501	923	1,424
Transportation Fees	-	19	-	7	26
QU Housing Fees	-	-	27	27	54
Program financed by AFIF Charity	-	-	4	2	6
Programs financed by Education Above All (EAA)	-	-	21	22	43

Program financed by Nama	-	-	1	5	6
Programs financed by Jassim and Hamad Bin Jassim Charitable Foundation (HBJF)	-	2	36	52	90
Program Financed by QFFD	-	-	1	-	1
Spring 2024					
Monthly Financial Aid	104	571	273	444	1,392
Tuition Fees Financed by QU***	-	-	486	840	1,326
Transportation Fees	-	15	-	46	61
QU Housing Fees	-	-	30	26	56
Laptops	-	2	12	34	48
Program financed by AFIF Charity	-	-	3	3	6
Programs financed by Education Above All (EAA)	-	-	21	21	42
Program financed by Nama	-	-	1	5	6
Programs financed by Jassim and Hamad Bin Jassim Charitable Foundation (HBJF)	-	3	28	46	77
Program financed by Seashore	-	-	6	2	8
Program Financed by AJ Group	-	-	4	5	9
Program Financed by QFFD	-	-	3	-	3

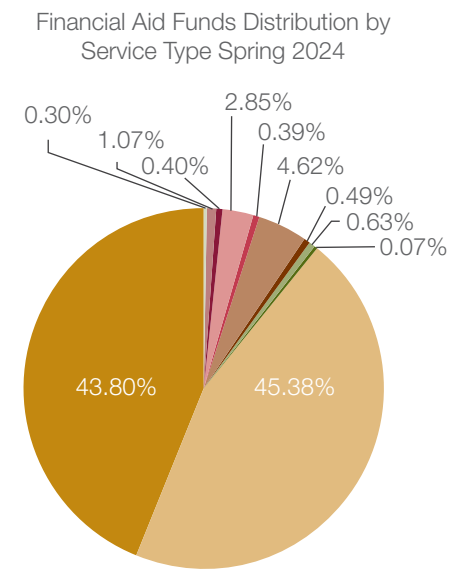
\* Data are as of 1st of June 2024.  
\*\* This service included 53 students financed by external donor.  
\*\*\* This service included 33 students financed by external donor

The charts below show the distribution of student financial aid by service type during the academic year 2023-2024:

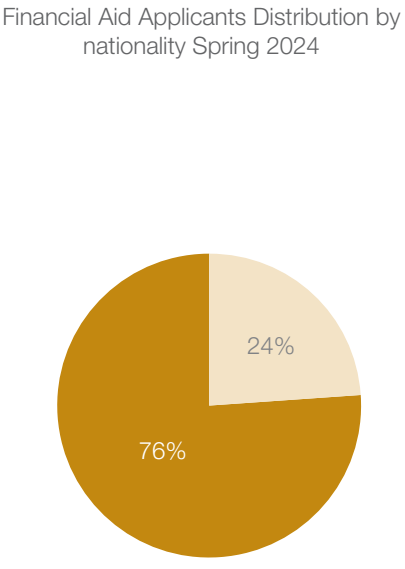


- Monthly Financial Aid
- Tuition Fees Financed by QU
- Transportation Fees
- Housing Fees
- Programs Financed by AFIF
- Programs Financed by EAA
- Program Financed by Nama
- Program Financed by HBJF
- Program Financed by SEASHORE
- Program Financed by AJ Group
- Program Financed by QFFD

- Qatari & QTD
- Non-Qatari



- Monthly Financial Aid
- Tuition Fees Financed by QU
- Transportation Fees
- Housing Fees
- Programs Financed by AFIF
- Programs Financed by EAA
- Program Financed by Nama
- Program Financed by HBJF
- Program Financed by SEASHORE
- Program Financed by AJ Group
- Program Financed by QFFD



- Qatari & QTD
- Non-Qatari

#### 4.10 Student Activities and Engagement

Throughout the academic year 2023-2024, Student Activities Department has provided a wide range of programs, activities, events and Co-Curricular opportunities, all of which have been designed to assist students expand their learning experience beyond the classroom and engage them with the university community and local society as well. Worth mentioning that those programs, events and activities were organized by concerned sections, as follows:

During the 2023-2024 academic year, the **Campus Events and Programs section** continued to enhance the student's experience by organizing and hosting a variety of events and activities on both the Student Activities Department level and the Student Affairs sector level. This year's events were distinguished by collaboration with many internal and external entities and focusing on various aspects, including cultural, scientific, health, and entertainment aspects such as:

- Organized the **Health Cluster Open Day 2023** on September 6, 2023. The Student Activities Department participated in the new student orientation program in Qatar University's health cluster with an introductory booth about the department and its various divisions and the services it offers to students. The event targeted newly admitted students in Qatar University's health colleges. It was an opportunity for students to learn about health colleges, departments and centers that serve students, in addition to the health institutions in the country, the services they offer, future career opportunities, and available care.
- Contributed to the organization of the **TEDx Qatar University Conference** on September 9, 2023, in collaboration with the Student Clubs and Organizations Section under the theme "Continuous Evolution: How the Past Shapes the Future."
- Participated in organizing the **"Discover Your University"** Event from September 18-19, 2023, which aimed at presenting the services and opportunities available within the Student Affairs sector for new students to enhance their university experience.
- Contributed to organizing of the **2nd PD Forum (Connect, Participate, and Launch)** on September 21, 2023, under the title "A Renewed Vision for Student Affairs, Practices Influencing the Enhancement of Qatar University Graduates" Attributes and Enriching the Student Experience." The forum aimed to benefit from the expertise of sector affiliates who presented at regional and international conferences and to raise awareness about the various roles, initiatives, and projects within Student Affairs, enhancing communication, knowledge exchange, team spirit, and teamwork among employees.
- Organized the **Human Papilloma Virus (HPV) Vaccination Awareness Campaign** on September 25 and 27, 2023, in collaboration with the Qatar Cancer Society to increase health awareness about cancer, ways to prevent it, and mitigate its effects in Qatari society.
- Organized the **Purple Island (Bin Ghannam Island) Trip** for students on October 25, 2023. The trip aims to discover and develop students' abilities in field trips and visits, training students in self-reliance, and refining skills such as social adaptation, time management, teamwork, leadership, and more.
- Welcomed and Hosted Student Delegation from Kuwait** on November 5, 2023, enhancing international student relations and cultural exchange.
- Organized the **2<sup>nd</sup> Year Competition Closing Ceremony**, held on November 20, 2023. The competition included a series of questions reflecting students' engagement with their second-year experience and related activities.
- Hosted an **introductory lecture on "Akhlaquna" initiative** by Qatar Foundation on November 27, 2023. This initiative was launched by Her Highness Sheikha Moza bint Nasser, Chairperson of Qatar Foundation, highlighting the comprehensive ethics adopted by the Prophet Muhammad (peace be upon him). The initiative honored several categories of morally influential figures with beneficial initiatives.
- Organized the **International Education Day** the Student Affairs building from January 21-25, 2024, as an initiative presented by a student from the College of Arts and Sciences in celebration of the Cabinet's decision to celebrate International Education Day in schools and universities. The initiative included a traditional booth representing an educational heritage panel from Qatar's past (Al-Muttawa Panel) during the era of Quranic schools to highlight the importance of education in Qatar from its inception to the present day.
- Contributing to the organization of the **Open House Extended Orientation Event** from February 20-21, 2023, an annual event dedicated to first-year students to showcase and explain all the extracurricular services offered to them by the Student Affairs sector.
- Hosed and organized **The 9<sup>th</sup> Cultural and Scientific Week for Universities and Higher Education Institutions in the GCC Countries Event** organized under the umbrella of the General Secretariat of the Gulf Cooperation Council from February 24-28, 2024. University students from various Gulf countries gathered to exchange educational, scientific, and cultural experiences, create a fraternal and cooperative environment among university students, and support and highlight their talents. The event aimed to develop generations intellectually, educationally, and morally. The event was conceptualized around talent development as a gateway to the knowledge economy, hence the theme "Towards a Promising Gulf Knowledge Economy." The week included various competitive competitions, workshops, cultural meetings, an interactive exhibition, and visits and trips for the participating delegations.
- Hosted the **International Women's Day Event** in collaboration with the "Aman" Center of the Ministry of Social Development and Family on March 5, 2024, celebrating International Women's Day, highlighting women's achievements, and emphasizing their role in protecting society, achieving family cohesion, and preserving the Arab-Islamic identity, based on the four main pillars of Qatar National Vision 2030.
- Contributed to organizing of the **Student Life Awards Ceremony 2023-2024**, to honor and reward students who made outstanding contributions to university life at Qatar University on May 1, 2024.



**The Student Clubs and Organizations section** aims to enrich student's life through more than 112 student clubs and organizations with various specializations and interests, many of which established during the academic year 2023-2024, as following:

- Qatari Heritage Club
- QU mappers
- Bssma club
- Microsoft Student Club
- Tamkeen Club
- Traditional Sports Club
- Mechatronics Student Association
- Medad Club
- Chess Club
- Crafty Corner Team
- Nutrition Students Association
- Chinese club
- Bunyan Club for Social work
- Text and Script Society
- Innovation and Entrepreneurship Student Association

**The following summarizes the activities during the year:**

- Organized the annual Student Clubs and Organizations Forum with the participation of 75 student club and organization. The forum was distinguished by the presence of interactive activities and the presence of a large and impressive number of participants. A total number of 8,270 members joining the membership of student clubs and organizations until May 2024, from different colleges and years.
- Various student clubs and organizations initiated to organize 240 diverse student program, event and activity.
- Obtained a license to organize the TEDx International Conference at Qatar University and forming a recognized organization team. Where the expanded version will be organized during fall 2024 semester.
- The number of members of various student clubs and organizations reached 40,903 members, including students, employees, and faculty members.

**A number of events were organized with local, international and Global participation, including:**

- The Arabic Debate Club participated in the 2024 National Championship for University Debates in the Arabic Language and achieved many first-places. In addition, the Club has participated in the 2024 International University Debate Championship in the Arabic language, in which a large number of countries around the world participated.
- Participated in the Annual Ditak Competition 2023, which is an annual competition in public speaking skills and elocution, in which members of the Qatar University Toastmasters Club compete with members of Toastmasters clubs in the country and the Gulf region.
- Toastmasters Club has participated in the 2024 Annual District Competition, which is a

competition designated for the qualified clubs during the year.

- Organized the Future Technology Forum, which is considered the first event of its kind organized to shed light on future technologies, combining two annual events: Artificial Intelligence Week and Cybersecurity Week. This forum included workshops, seminars, panel discussions, and an accompanying exhibition through which participating companies and initiatives presented their relevant applications and solutions in the field of modern technology.
- The Artificial Intelligence Innovation Program is organized by the Artificial Intelligence Association and is a unique opportunity for undergraduate students to learn about the basics of artificial intelligence and develop their skills in the field of entrepreneurship and innovation. This program is designed to help students turn their ideas into successful startups.
- The South Korean Club organizes the City of Wonders Carnival, which is an exhibition that contains many activities related to Korean culture and is distinguished by a large student presence.
- The Fifth Chemistry Festival, organized by the American Chemical Society, aims to introduce students to the specialty of chemistry and encourage them to join it, with the participation of many school students in the country.
- Signed a memorandum of understanding with the Sheikh Abdullah Al Ansari Complex to enhance partnerships with state institutions and student clubs, as through this partnership, both the Astronomy Club and the Meshkat Club will be supported.
- Participated in organizing the annual Charity Week event by the Sanabel Club, as this initiative includes many universities in the country.
- Organized a number of student trips by Astronomy club at the astronomy camp in cooperation with the Qatari Calendar House.
- Organized a humanitarian charitable event by the "Otype" team (Share Khair, seventh edition) in partnership with the Qatar Charity.
- A number of student clubs participated in the Initiatives challenge campaign organized by Qatar Charity, where the Wa3e Club won first place and the Otype team won third place.
- Participated in the "Ghirass" event by the Environment and Sustainability Club, which aims to teach the basics of agriculture and different methods of harvesting crops.
- Coloring bus waiting stations at Qatar University, organized by the Fine Arts Club and in cooperation with the Volunteering Center at the university.
- Organized an interactive cultural exhibition simulating the situation in Gaza Strip and " Al-Aqsa Flood Battle" by Elia Club, entitled "Badr of Gaza". This event was distinguished by many innovative student artworks and received great interaction from visitors and attendees from the university community and visitors from the community.

**The Culture and Arts section**, which was established in September 2019, has organized a set of various training programs and workshops as follows:

- The “University Speaker” competition's first edition was launched in collaboration with the Qatari Writers Forum.
- Collaborated with Qatar Charity in the seventh edition of the “Future Writers” competition.
- Recruited Student poets through the “University Poet” competition, in collaboration with the Arab Diwan at the Qatar Poetry Center affiliated with the Ministry of Culture.
- Worked to establish University Theater by adopting student theatrical works and participating in local festivals.
- Awarded 12 wins in the Fourth Cultural and Scientific Forum for female students at universities and higher education institutions in the Gulf Cooperation Council countries, in a competition between 16 universities and 180 female students.
- Achieved three first places awards in the ninth cultural and scientific week for students of universities and institutions in the Gulf Cooperation Council countries.
- Cooperated with external parties in supporting talented students in the artistic field of fine drawing, ceramics, and Arabic calligraphy. The number of enrolled students in these courses reached 120 male and female students from multiple academic years.
- Organized 12 cultural and artistic trips in the academic year 2023-2024.

**The Section of Global Education and Student Exchange** in partnership with international and local organizations, coordinated over 63 study abroad programs, involving more than 230 students from many academic fields during the 2023-2024 academic year.

#### Highlights of these programs include:

- Five female students attended the University Scholars Leadership Symposium in Bangkok, the capital of Thailand. The conference brought together hundreds of student leaders and innovators from many countries. The conference sought to bolster the leadership aptitude of university students and motivate them to actively participate in philanthropic endeavors and international development undertakings. The event served as a platform for participants to network and learn, engaging in discussions on various topics including environmental sustainability, humanitarian leadership, education and inclusion, social innovation, public health, and economic empowerment. This allowed for the exchange of ideas and collaboration on innovative solutions to global challenges.
- Twenty students from the health sciences and medical sectors participated in the Summer Clinical Training Program at Mater Olbia Hospital in Italy.
- Three female students participated in the first Visit to Princess Nourah Bint Abdulrahman University in Riyadh under the umbrella of the General Secretariat of the Gulf Cooperation Council (GCC).
- Thirty-four students participated in the 8th World Interuniversity Championships held in Paris, the capital of France.

- Three students participated in the Arab Youth Scouting Digital Transformation Forum held in Kuwait.
- Two female students participated in the Sustainable Development Leaders Program in Egypt. This program aims to teach and prepare participants for leadership roles in a community that values sustainable development, providing them with unique experiences. The program cultivated a feeling of affiliation with the Arab country and offered workshops and initiatives to accomplish long-lasting development objectives.
- Four female students participated in the Islamic World Educational, Scientific and Cultural Organization (ISESCO) in Egypt, which included several important events and activities designed to promote cultural and scientific collaboration, bolster education, save heritage, and foster innovation.
- Two students participated in the 30th Student Visit to GCC Universities, with the objective of fostering knowledge and cultural exchange among educational institutions in the Gulf. The visit aimed to strengthen the bonds of brotherhood and camaraderie among GCC students, enhance their skills and knowledge, and facilitate the exchange of experiences to enrich their educational journey.
- Five students attended the United Nations Climate Change Conference (COP 28) in Dubai. The purpose of their participation was to increase awareness about climate change among the university community, improve the skills of the students, and encourage their involvement in initiatives that tackle climate change and environmental problems. The goal was to contribute to the advancement of a more sustainable future.
- Fourteen female students participated in the 4th Scientific and Cultural Forum for Female Students of GCC Universities and Higher Education Institutions in Oman, organized by the GCC General Secretariat.
- Three students engaged in a Model United Nations simulation, where they assumed the roles of delegates in the United Nations to address specific issues in collaboration with foreign representatives. This activity provides an opportunity for students to gain knowledge about diplomacy and international relations. The simulation facilitated the enhancement of participants' research, speaking, debating, and writing abilities, along with fostering critical thinking, teamwork, and leadership qualities. This, in turn, generated student engagement and enabled them to acquire a more profound comprehension of prevailing global matters.
- Fourteen female students took part in the inaugural sports tournament for universities in the Gulf Cooperation Council (GCC), which was held at Princess Nourah Bint Abdulrahman University in Riyadh and emerged as the winners, securing first place.
- A journey was arranged for six students to undertake the Umrah pilgrimage.
- Nine incoming students were hosted by the University for summer training as part of a student exchange program with IAESTE organization.
- Four female students took part in the summer training program at Marubeni Corporation in Japan.
- Four students participated in the Student Exchange Program with IESEG School of Management in Paris. Four students were also welcomed into the program at the university.

During the academic year 2023 – 2024, the **Department of Sports Affairs** organized many events and sports activities, in addition to welcoming the members in the sports facilities, providing courses and fitness programs to Qatar University's members and training for elite students. Moreover, providing many therapeutic services for sports injuries and offering Physical Therapy follow-up to all Qatar University's members.

**Sports Activities and Events:**

Event	Numbers of courses	Number of Attendees
Training courses	1	81
Seminar and forums	2	280
Sports Programs	6	354
Events and Activities	13	1,029
Internal Tournaments	11	479
External Tournaments (International)	2	49

**Services Provided:**

	Number of Attendees
Curative services provided	598

**4.11 Leadership and Civic Engagement Department**

The Student Leadership and Civic Engagement Department seeks to provide a positive university environment that supports students' learning and development for effective participation in both university and local communities. This is done through opportunities that enrich the student experience and contribute to the personal, professional and academic growth of students through extracurricular programs and activities. The department provides and organizes many programs and training workshops that contribute to giving students the opportunity to practice leadership skills in a supportive educational environment. In addition, the department offers many volunteering opportunities inside and outside the university campus, as well as offering learning and community service programs that will provide students with a high-impact community participation.

The tables below summarizes the number of activities provided by the department's sections during the academic year 2023-2024:

**Total Events Provided by the Department:**

	Number of Attendees
Leadership and community engagement events	186

**Events Provided by the Volunteer and Civic Engagement Section:**

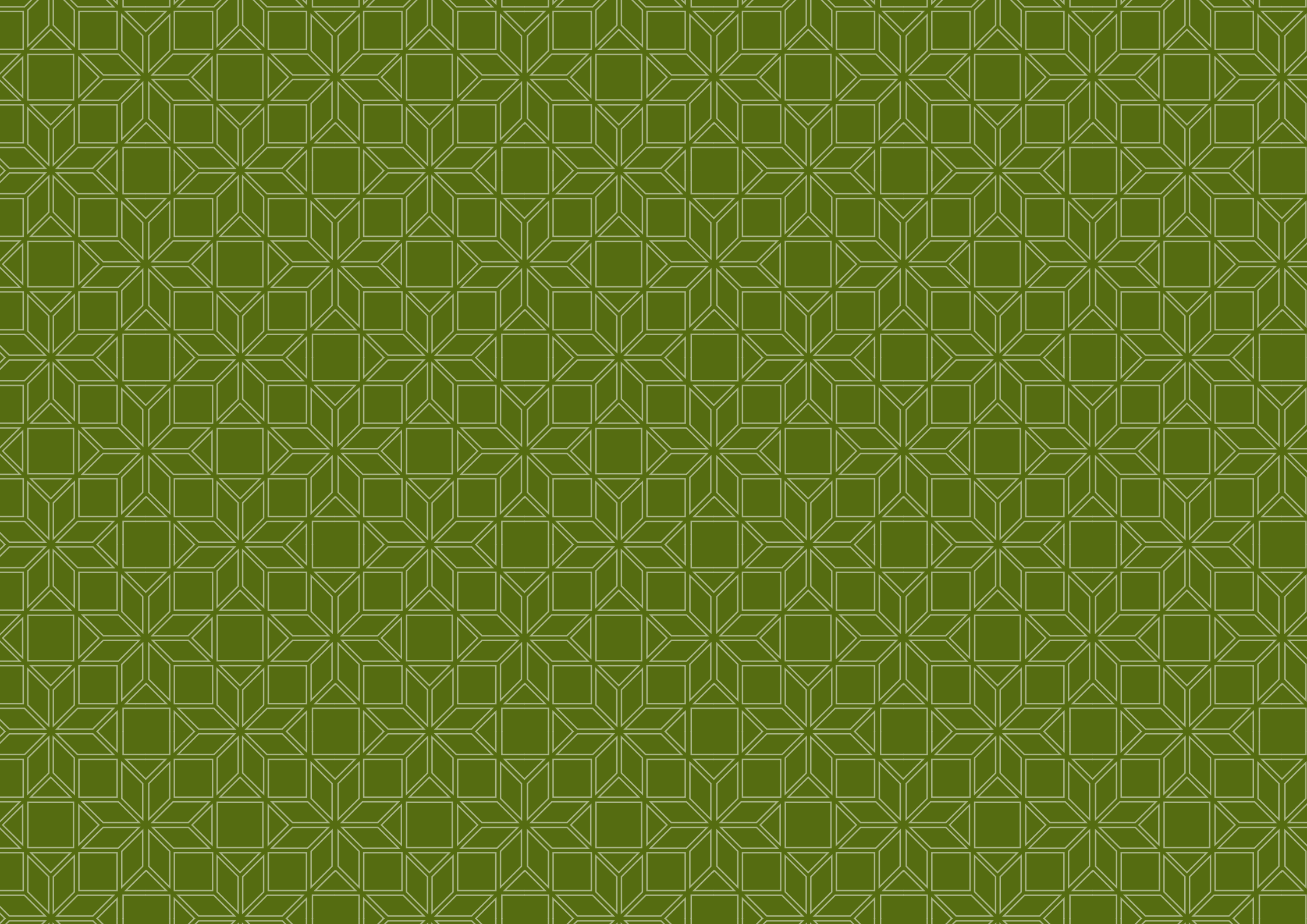
Event	Number of volunteers/ Attendees
Extracurricular Activities-UNIV 200 Course	20
Extracurricular Activities-UNIV 220 Course	115
Volunteer Training Program	355
Mobader Program	15
Different volunteering opportunities inside/ outside the university	117 opportunities (1,567 volunteers)

**Events Provided by the Student Leadership Section:**

Event	Number of Participants/ Attendees
Development Workshop	498
Leadership program	112

**Events Provided by the Co-Curricular Transcript Section:**

Event	Number of Participants/ Attendees
Number of registered members in “Engage” system	11,999





## 5. FACULTY AND STAFF

## 5. FACULTY AND STAFF

### 5.1 Full-Time Employees Summary

QU comprises 3,396 full-time employees as follows:

		Male	Female	Total
Faculty	Qatari	116	140	256
	Non-Qatari	686	201	887
	<b>Summary</b>	<b>802</b>	<b>341</b>	<b>1,143</b>
Teaching Assistant	Qatari	22	67	89
	Non-Qatari	64	88	152
	<b>Summary</b>	<b>86</b>	<b>155</b>	<b>241</b>
Researcher*	Qatari	10	29	39
	Non-Qatari	97	52	149
	<b>Summary</b>	<b>107</b>	<b>81</b>	<b>188</b>
Academic Support Staff	Qatari	5	54	59
	Non-Qatari	68	165	233
	<b>Summary</b>	<b>73</b>	<b>219</b>	<b>292</b>
Staff	Qatari	133	640	773
	Non-Qatari	390	297	687
	<b>Summary</b>	<b>523</b>	<b>937</b>	<b>1,460</b>
Researcher** (on Grants)	Non-Qatari	49	23	72
	<b>Summary</b>	<b>49</b>	<b>23</b>	<b>72</b>
<b>Summary</b>		<b>1,640</b>	<b>1,756</b>	<b>3,396</b>

\* Researcher category includes research assistants.

\*\* Researchers assigned to research grants.

### 5.2 Faculty by Years of Work at QU, Nationality and Gender

#### 5.2.1 College Faculty

	Qatari		Non-Qatari		Total
	Male	Female	Male	Female	
Less than 5 years	18	24	219	77	338
Between 5 and 9.9 years	40	49	203	44	336
Between 10 and 14.9 years	9	28	141	15	193
Between 15 and 19.9 years	6	5	38	11	60
20 years or more	43	34	7	1	85
<b>Summary</b>	<b>116</b>	<b>140</b>	<b>608</b>	<b>148</b>	<b>1,012</b>

#### 5.2.2 Foundation Faculty

	Non-Qatari		Total
	Male	Female	
Less than 5 years	19	19	38
Between 5 and 9.9 years	23	20	43
Between 10 and 14.9 years	17	6	23
Between 15 and 19.9 years	15	6	21
20 years or more	4	2	6
<b>Total</b>	<b>78</b>	<b>53</b>	<b>131</b>

### 5.3 Faculty by Nationality

(Includes college and foundation faculty except TA's)

Region/ Nationality	Number of Faculty
<b>GCC Countries</b>	<b>264</b>
Qatari	256
Kuwaiti	3
Omani	3
Saudi	2
<b>Arab-non GCC Countries</b>	<b>433</b>
Jordanian	117
Egyptian	97
Tunisian	43
Lebanese	30
Yemeni	27
Sudani	22
Algerian	21
Iraqi	17
Moroccan	17
Syrian	17
Libyan	12
Palestinian	10
Mauritanian	3
<b>Asia</b>	<b>106</b>
Turkish	41
Pakistani	23
Indian	14
Malaysian	8
Filipino	3
Iranian	3
Sri Lankan	2
Japanese	2
South Korean	2
Maldivian	2

Kazakhstani	1
Russian	1
Chinese	1
Nepali	1
Bangladeshi	1
Hong Kong	1
<b>Africa</b>	<b>10</b>
Nigerian	4
South African	3
Ghanaian	2
Zimbabwean	1
<b>Europe</b>	<b>136</b>
British	67
French	25
German	7
Greek	6
Swedish	4
Irish	3
Spanish	3
Belgian	3
Bulgarian	3
Italian	2
Dutch	2
Albanian	2
Bosnian	2
Norwegian	1
Portuguese	1
Danish	1
Austrian	1
Ukraine	1
Finland	1

Macedonian	1
<b>North America</b>	<b>159</b>
Canadian	82
American	76
Mexican	1
<b>South America</b>	<b>2</b>
Brazilian	2
<b>Oceania</b>	<b>33</b>
Australian	26
New Zealand	7
<b>Total</b>	<b>1,143</b>

5.4 Faculty by Rank

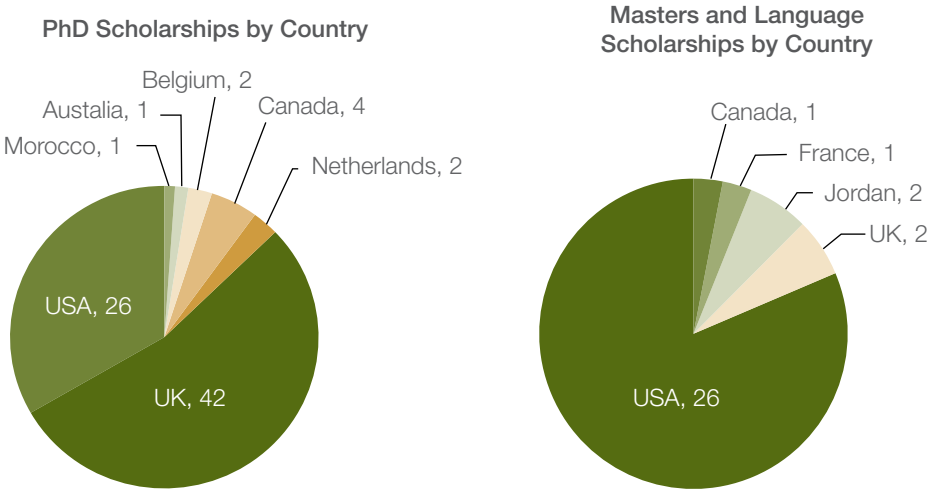
(Includes college and foundation faculty except TA/s)

Rank	Number of Faculty
Professor	251
Associate Professor	309
Assistant Professor	246
Lecturer	337
Total	1,143

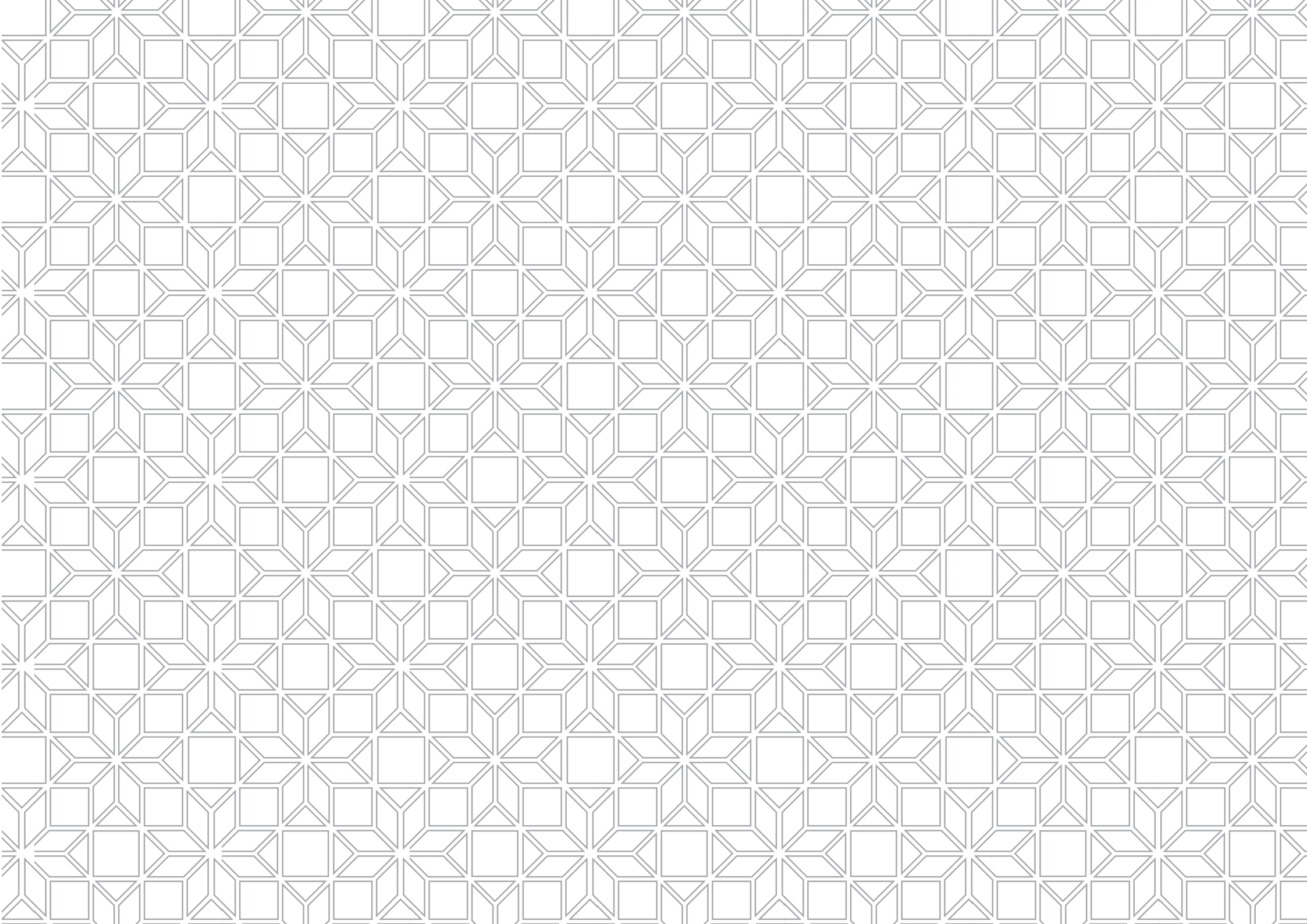
5.5 Graduate Studies, Sponsorship and Scholarship

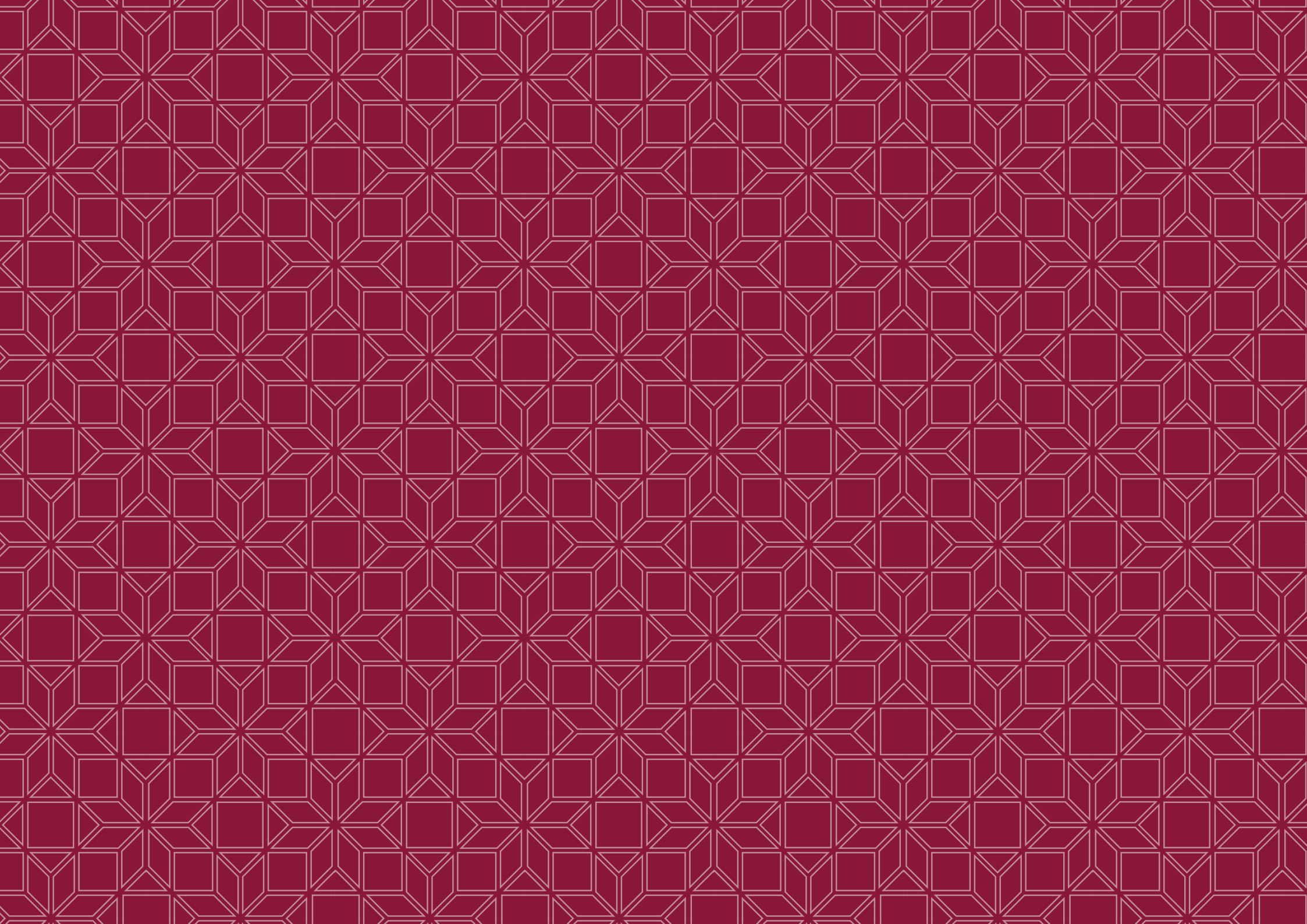
Through its Scholarship and Capacity building Office, QU offers graduate study opportunities to its Qatari faculty and teaching assistants in top-tier universities around the world. There were 152 scholarships (Masters and PhDs) as of 2023-2024 as shown in the below table, in addition to sending two of the Qatari faculty members to a language scholarship.

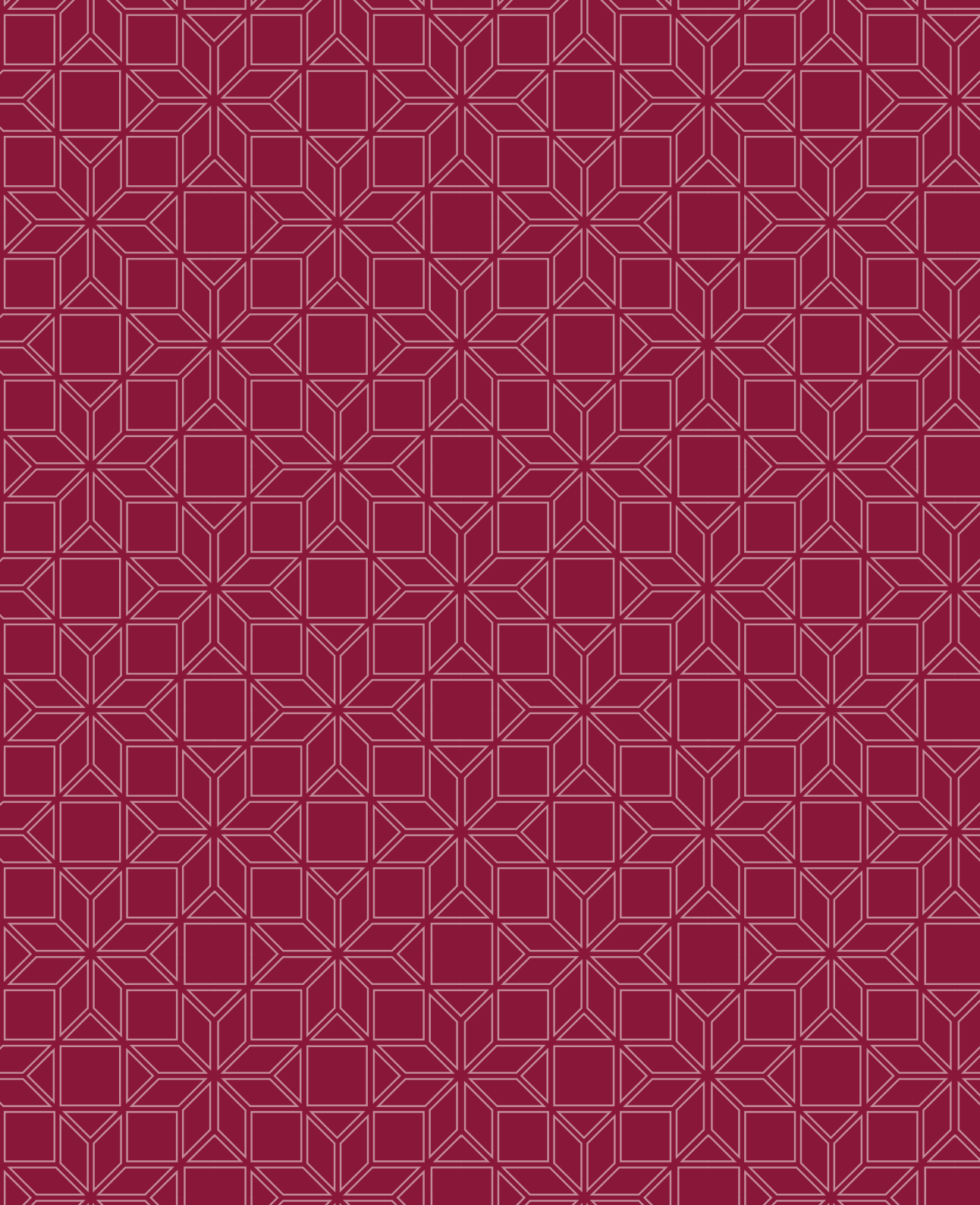
Scholarship	Male	Female
PhD	35	43
Master	9	21
Language	2	-
Total	46	64











## 6. GRADUATION

## 6. GRADUATION

### 6.1 Graduates by College, Academic Level, Major, Nationality and Gender

	Qatari		Non-Qatari		Total
	Male	Female	Male	Female	
<b>Total</b>	<b>330</b>	<b>2,035</b>	<b>430</b>	<b>916</b>	<b>3,711</b>
<b>Arts and Sciences</b>	<b>95</b>	<b>768</b>	<b>39</b>	<b>290</b>	<b>1,192</b>
<b>Undergraduate</b>	<b>88</b>	<b>761</b>	<b>28</b>	<b>269</b>	<b>1,146</b>
Arabic Language	-	14	1	16	31
Biological Sciences	-	4	-	18	22
Chemistry	-	2	2	24	28
English Literature & Linguistics	-	70	-	28	98
Environmental Sciences	1	6	8	12	27
History	1	36	-	5	42
International Affairs	49	128	1	15	193
Mass Communication	19	103	10	48	180
Mathematics	-	3	-	12	15
Policy, Planning, and Development	17	157	5	14	193
Psychology	-	73	-	39	112
Social Work	-	82	1	20	103
Sociology	-	77	-	9	86
Sport Science	-	6	-	8	14
Statistics	1	-	-	1	2
<b>Master</b>	<b>7</b>	<b>5</b>	<b>9</b>	<b>15</b>	<b>36</b>
Applied Statistics	-	-	-	2	2
Arabic Language & Literature	-	2	2	5	9
Defense studies	7	-	-	-	7
Environmental Sciences	-	1	3	4	8
Gulf Studies	-	2	2	-	4
Material Science and Technology	-	-	2	4	6
<b>Doctorate-PhD</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>10</b>
Biological & Environmental Science	-	-	-	4	4
Gulf Studies	-	2	2	2	6

<b>Business and Economics</b>	<b>100</b>	<b>402</b>	<b>57</b>	<b>137</b>	<b>696</b>
<b>Undergraduate</b>	<b>88</b>	<b>371</b>	<b>50</b>	<b>124</b>	<b>633</b>
Accounting	32	132	19	46	229
Economics	1	5	1	5	12
Finance	8	46	11	26	91
Management	33	99	8	18	158
Management Information Systems	8	25	9	13	55
Marketing	6	64	2	16	88
<b>Master</b>	<b>12</b>	<b>30</b>	<b>6</b>	<b>12</b>	<b>60</b>
Accounting	-	1	1	1	3
Business Administration	-	7	4	5	16
Finance	-	2	1	2	5
Leadership	12	19	-	-	31
Marketing	-	1	-	4	5
<b>Doctorate-PhD</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
Business Administration	-	1	1	1	3
<b>Education</b>	<b>16</b>	<b>371</b>	<b>55</b>	<b>119</b>	<b>561</b>
<b>Undergraduate</b>	<b>14</b>	<b>351</b>	<b>26</b>	<b>101</b>	<b>492</b>
Art Education	-	14	-	3	17
Physical Education	12	38	14	2	66
Primary Education	-	151	-	26	177
Secondary Education	2	129	12	65	208
Special Education	-	19	-	5	24
<b>Diploma</b>	<b>1</b>	<b>3</b>	<b>27</b>	<b>11</b>	<b>42</b>
Primary Education	-	2	6	6	14
Secondary Education	1	-	12	3	16
Special Education	-	1	9	2	12
<b>Master</b>	<b>1</b>	<b>17</b>	<b>2</b>	<b>7</b>	<b>27</b>
Curriculum, Instruction & Assessment	1	1	1	2	5
Educational Leadership	-	12	-	1	13
Special Education	-	4	1	4	9

<b>Engineering</b>	<b>47</b>	<b>186</b>	<b>217</b>	<b>139</b>	<b>589</b>
<b>Undergraduate</b>	<b>40</b>	<b>181</b>	<b>182</b>	<b>115</b>	<b>518</b>
Architecture	-	24	-	5	29
Chemical Engineering	5	22	16	20	63
Civil Engineering	8	-	28	-	36
Computer Engineering	6	46	26	28	106
Computer Science	13	29	44	37	123
Electrical Engineering	5	8	31	14	58
Industrial and Systems Engineering	-	52	-	11	63
Mechanical Engineering	3	-	37	-	40
<b>Master</b>	<b>2</b>	<b>2</b>	<b>29</b>	<b>16</b>	<b>49</b>
Civil Engineering	-	-	5	2	7
Computing	-	-	5	5	10
Electrical Engineering	-	-	2	-	2
Engineering Management	2	2	5	3	12
Environmental Engineering	-	-	1	2	3
Gas and Process Engineering	-	-	3	2	5
Mechanical Engineering	-	-	6	1	7
Urban Planning and Design	-	-	2	1	3
<b>Doctorate-PhD</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>8</b>	<b>22</b>
Architecture	-	1	-	-	1
Civil Engineering	-	-	3	1	4
Computer Engineering	-	-	1	1	2
Computer Science	-	-	-	2	2
Electrical Engineering	-	-	1	-	1
Engineering Management	5	2	1	1	9
Materials Science and Engineering	-	-	-	2	2
Urban Planning and Design	-	-	-	1	1

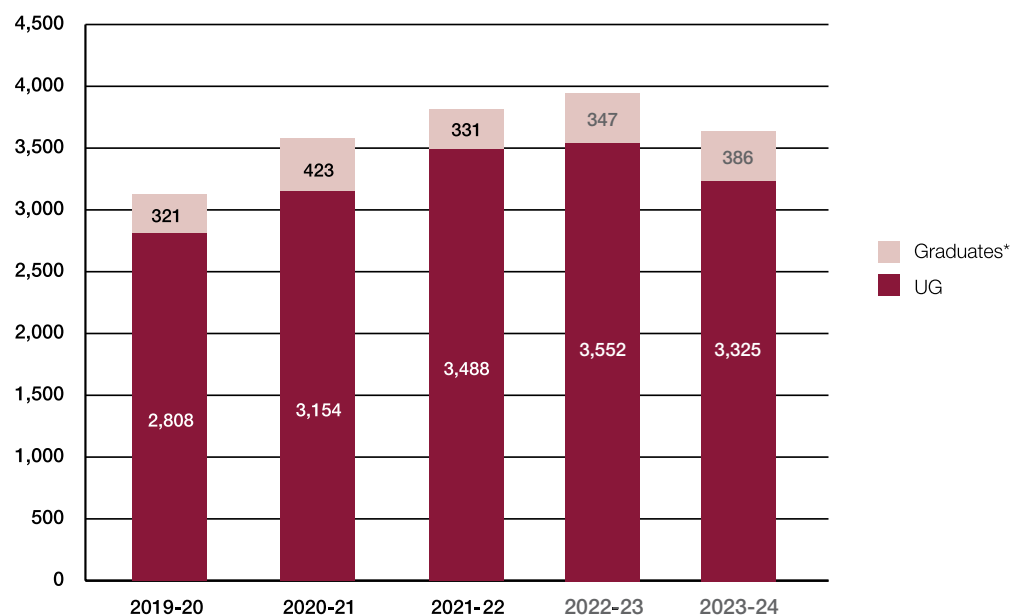
<b>Health Sciences</b>	<b>-</b>	<b>41</b>	<b>2</b>	<b>85</b>	<b>128</b>
<b>Undergraduate</b>	<b>-</b>	<b>39</b>	<b>-</b>	<b>55</b>	<b>94</b>
Biomedical Sciences	-	11	-	19	30
Human Nutrition	-	13	-	11	24
Physiotherapy	-	9	-	23	32
Public Health	-	6	-	2	8
<b>Master</b>	<b>-</b>	<b>1</b>	<b>2</b>	<b>30</b>	<b>33</b>
Biomedical Sciences	-	-	-	11	11
Genetic Counselling	-	-	-	4	4
Human Nutrition	-	-	-	6	6
Public Health	-	1	2	9	12
<b>Doctorate-PhD</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>
Biomedical Sciences	-	1	-	-	1
<b>Law</b>	<b>61</b>	<b>192</b>	<b>19</b>	<b>33</b>	<b>305</b>
<b>Undergraduate</b>	<b>48</b>	<b>176</b>	<b>15</b>	<b>30</b>	<b>269</b>
Law	48	176	15	30	269
<b>Master</b>	<b>12</b>	<b>15</b>	<b>4</b>	<b>2</b>	<b>33</b>
Private Law	3	6	2	2	13
Public Law	9	9	2	-	20
<b>Doctorate – PhD</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>3</b>
Law	1	1	-	1	3
<b>Medicine</b>	<b>3</b>	<b>14</b>	<b>22</b>	<b>29</b>	<b>68</b>
<b>Undergraduate</b>	<b>3</b>	<b>14</b>	<b>22</b>	<b>25</b>	<b>64</b>
Medicine	3	14	22	25	64
<b>Doctorate – PhD</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>
Medical Sciences	-	-	-	4	4
<b>QU Health</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>2</b>
<b>Master</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>2</b>
Health Professions Education	1	-	-	1	2

<b>Pharmacy</b>	-	8	-	49	57
<b>Undergraduate</b>	-	7	-	23	30
Pharmacy	-	7	-	23	30
<b>Doctor in PharmD</b>	-	1	-	16	17
Pharmacy	-	1	-	16	17
<b>Master</b>	-	-	-	8	8
Pharmacy	-	-	-	8	8
<b>Doctorate – PhD</b>	-	-	-	2	2
Pharmaceutical Sciences	-	-	-	2	2
<b>Sharia and Islamic Studies</b>	7	53	19	34	113
<b>Undergraduate</b>	4	42	8	25	79
Creed and Dawa	-	4	-	3	7
Fiqh and Usul	1	3	6	6	16
Islamic Studies	2	32	2	12	48
Quran and Sunnah	1	3	-	4	8
<b>Master</b>	2	11	9	9	31
Creed and Religions	-	1	3	1	5
Fiqh and Usul	1	1	2	1	5
Quranic Sciences and Exegesis	-	3	2	3	8
Religions& Dialogue of Civilization	1	6	2	4	13
<b>Doctorate – PhD</b>	1	-	2	-	3
Fiqh and Usul	1	-	2	-	3

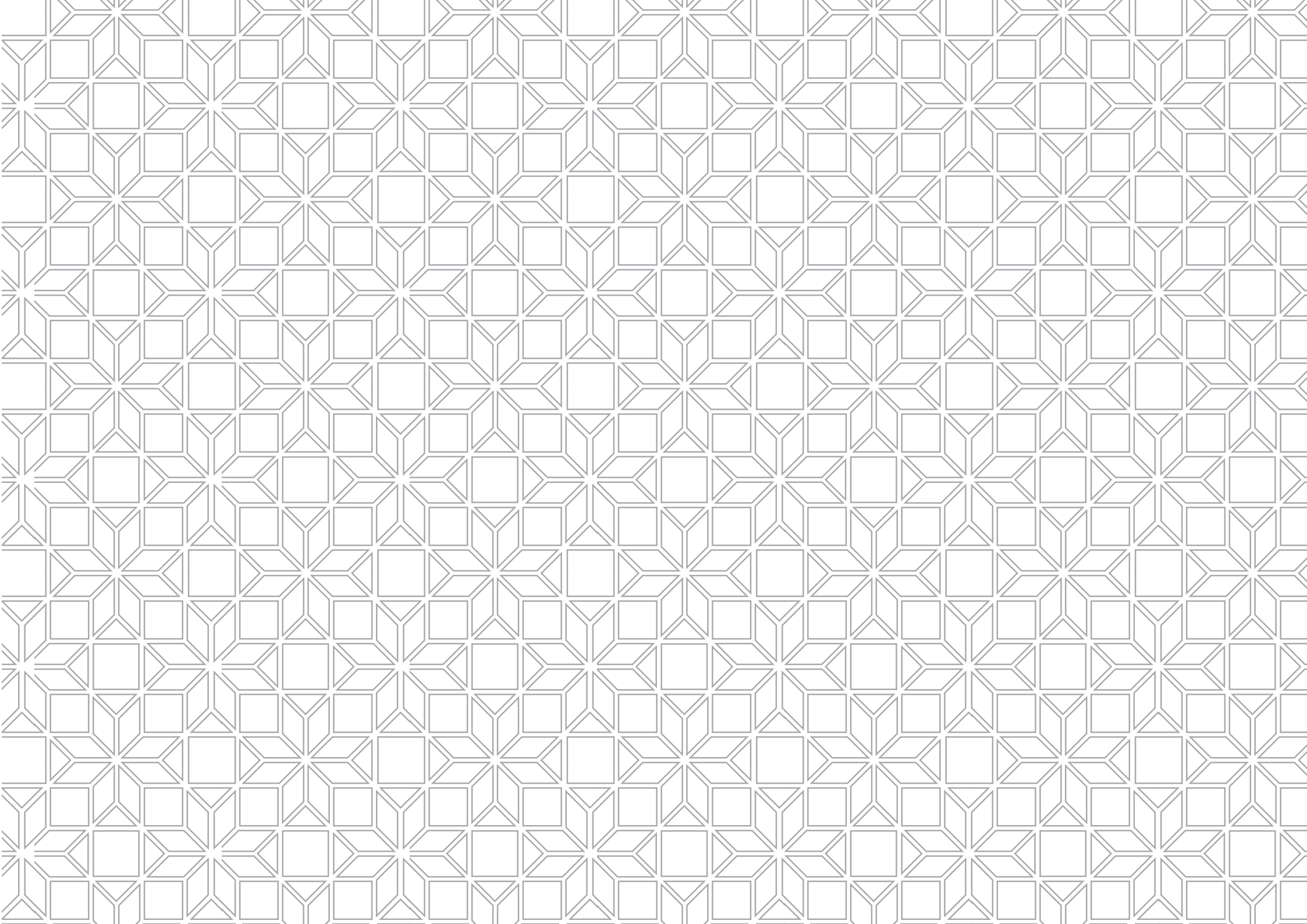
## 6.2 Graduates by Country/ Region

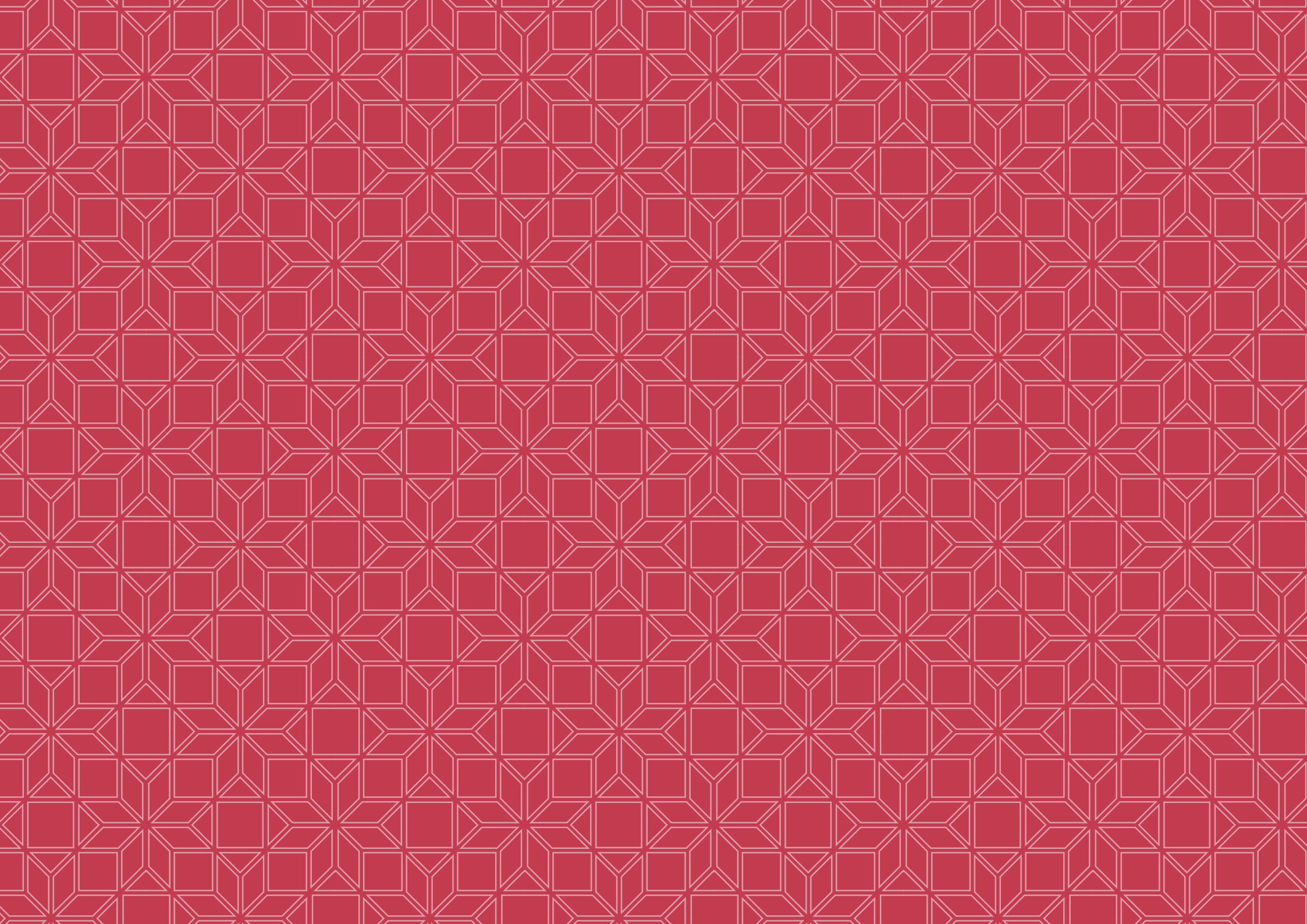
Country/ Region	Number of Graduates	%
Qatar	2,365	63.7
GCC Countries	146	3.9
Arab, non-GCC Countries	951	25.6
Africa	11	0.3
Asia	208	5.6
Europe	4	0.1
North America	21	0.6
South America	1	0.0
Australia/Oceania	4	0.1
<b>Overall-Summary</b>	<b>3,711</b>	

## 6.3 Graduate Trends for the Past 5 Year



\* includes Diploma, PharmD, Masters and PhD









## 7. QU ALUMNI ASSOCIATION

## 7. QU ALUMNI ASSOCIATION

The Qatar University Alumni Association (QUAA) currently counts over 64,000 alumni. It engages alumni, current students, and the Qatari society in a number of activities to strengthen relationships with alumni and to support them. The Association's Honorary Chairperson is Her Highness Sheikha Moza bint Nasser, herself a QU alum – Class of 86.

**QUAA' chapters are categorized according to the following:**

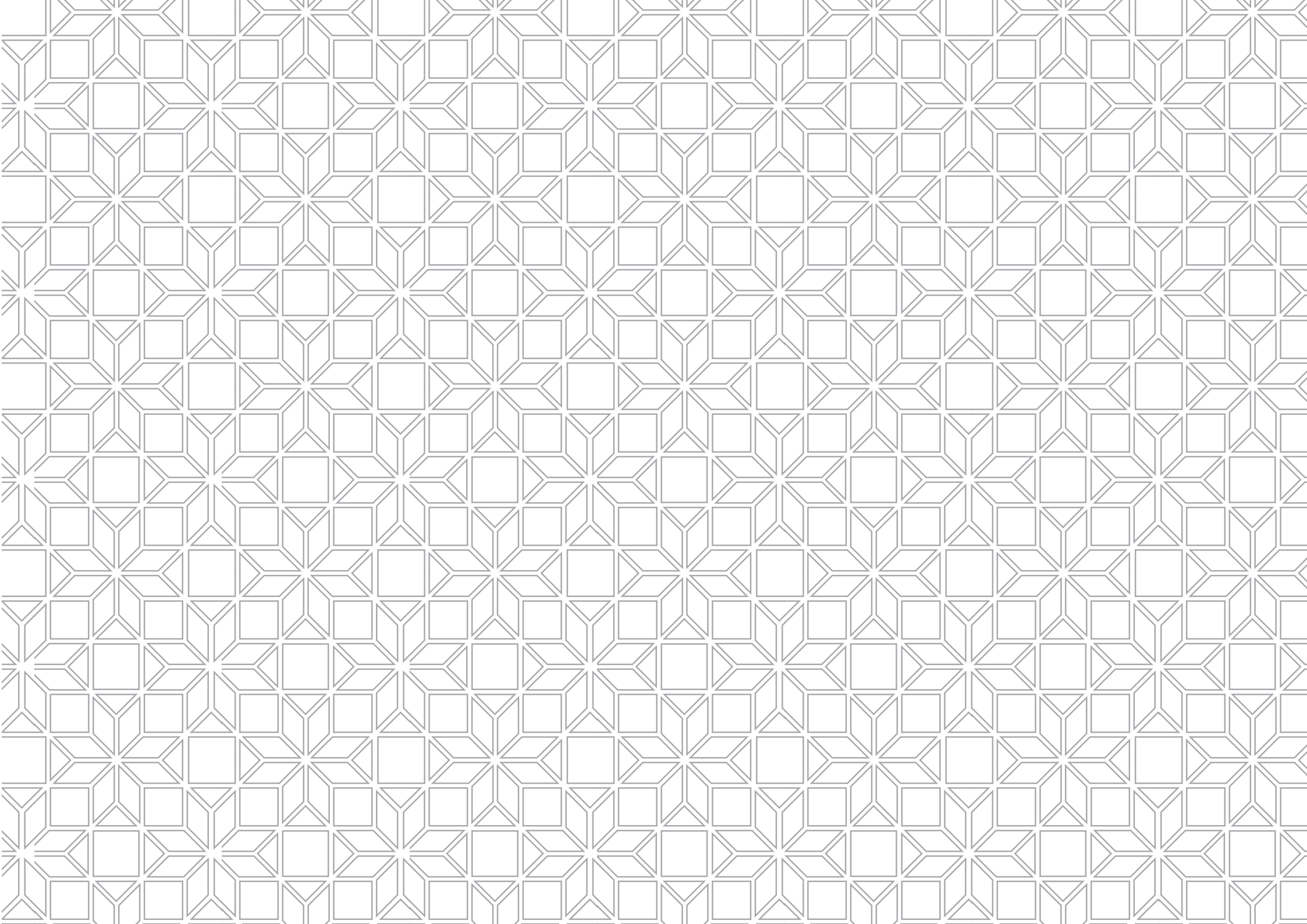
- College of study
- Graduation year
- Professional or career interests
- Geographical location
- Extracurricular interests/hobbies

**How to become a loyal Alumnus/Alumna:**

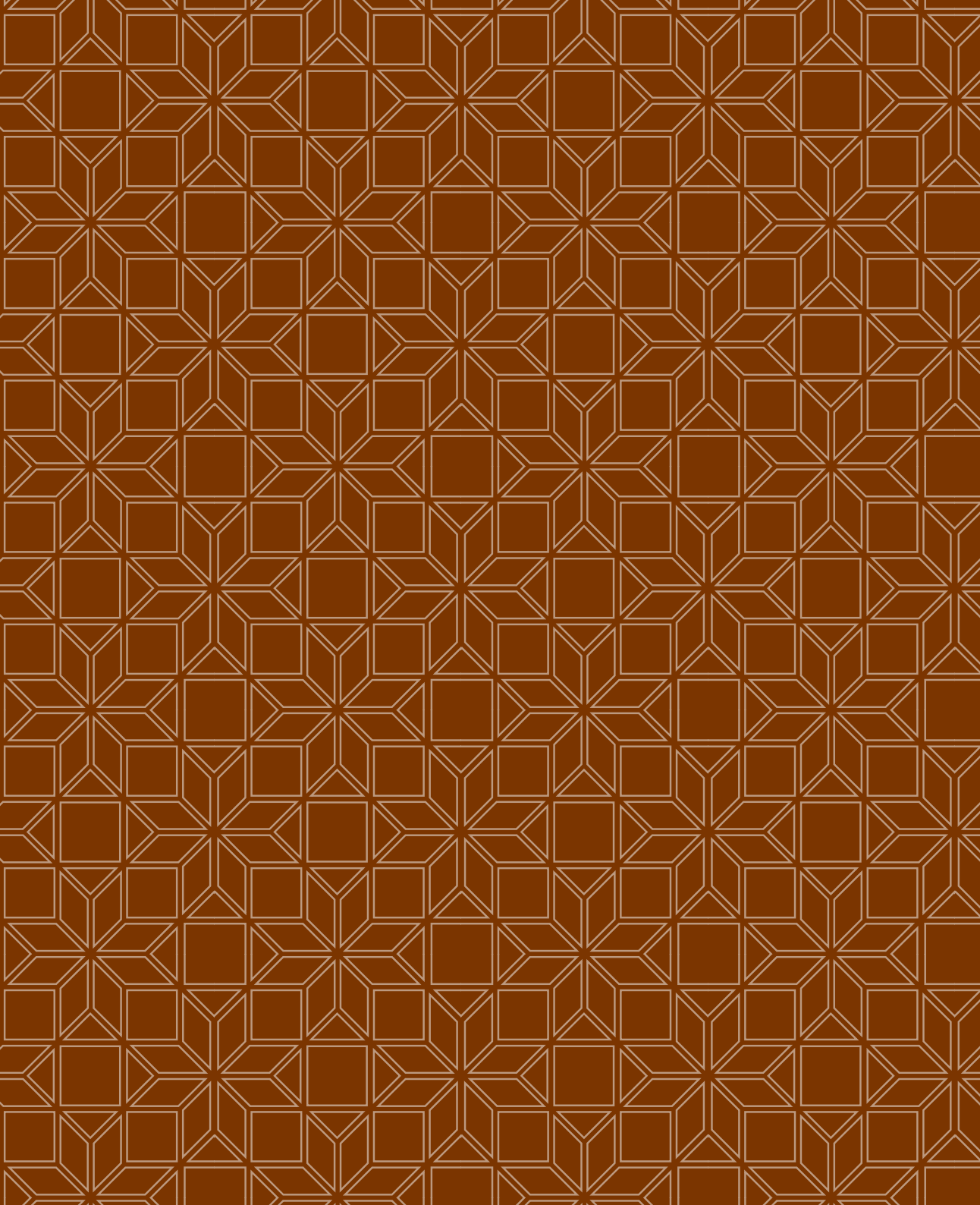
Loyal QUAA members are those who have shown commitment to QU by staying connected to their alma mater following graduation. This is reflected in a number of ways, including subscription to University publications, attendance at University events, as well as advocacy of University programs and activities. QU recognizes loyal alumni who go beyond their usual postgraduate relationship with the University as its most important ambassadors.

**QUAA facts:**

- Total number of loyal and active alumni is over 23,000
- 33 chapters formed since its launch in late 2012, and the currently active branches are 13 branches.
- Around 62 chapter members.
- 82 events and activities organized in the academic year 2023-2024 with more than 8,600 alumni participants.







## 8. RESEARCH CENTERS

## 8. RESEARCH CENTERS

### 8.1 Academic Research

QU encourages its faculty and students to be actively involved in research activities. One of the organization's strategic aims is to develop and enhance research that demonstrates quality and excellence. The table below summarizes the extent to which college faculty were involved in research during the past 2 years (2022, and 2023)\*

College	Total Full-Time Faculty**	Total Full-Time Faculty Involved in Re-search	% Involved in Research	% Involved in Research (excluding Lecturers)
Arts and Sciences	339	216	64%	79%
Business and Economics	127	99	78%	91%
Education	69	56	81%	85%
Engineering	143	120	84%	93%
Health Sciences	45	36	80%	91%
Law	67	46	69%	84%
Medicine	36	30	83%	85%
Pharmacy	32	32	100%	100%
Sharia and Islamic Studies	84	56	67%	71%
<b>Total</b>	<b>942</b>	<b>691</b>	<b>73%</b>	<b>85%</b>

\*As of Activity Insight system. The research Activities are Book, Book Chapter, Conference Proceedings, and Journal Contribution for last 2 years.

\*\* As of Fall 2023

#### Number of patent disclosures for the year 2023:

Colleges\ Departments\ Centers	No. Disclosures
College of Engineering	4
College of Arts and Science	4
College of Pharmacy	1
College of Business and Economics	1
College of Education	1
Center for Advanced Materials	1
Biomedical Research Center	3
Environmental Science Center	1
<b>Total (excluding duplicates)*</b>	<b>16</b>

\* The total number of patent disclosures excludes the duplicates, i.e. for example, if two centers collaborated and had one disclosure; it will be counted for both centers in the number of disclosures but counted once in the total.

### 8.2 Grants and Contracts

The Research Support department serves and supports the university's research community in finding new sources and opportunities for funding through working with industry, government, and international partners. The office manages internal and external grants to support and facilitate research projects.

#### 8.2.1 Internal Grants

There are multiple types of QU internal research fund schemes that are aimed at students and faculty members. These schemes include:

- Student Research Grants (QUST)
- High Impact Grants
- Collaborative Grants
- National Capacity Building Grants
- Transformative Research Priorities Readiness Program (T2RP)
- International Research Collaborative Co-Funds (IRCC)
- National Science Promotion Program (NSPP)
- Post Doc Initiative Program (PDOC)
- Visiting Fellow, Scholar & Researcher Program (VFS & RP)

The below table shows the internal grant categories and the number of grants awarded per each category during the calendar years 2023:

Grant Type	Number of Grants	Amount in Qatari Riyal (QAR)
High Impact Grants	6	3,459,900
Collaborative Grants	26	7,436,590
National Capacity Building Grants	4	1,420,000
International Research Collaborative Co-Funds (IRCC)	16	5,330,579
Student Grants	317	2,923,569
Transformative Research Priorities Readiness Program (T2RP)	6	2,288,000
Concept Development IRCC (CDIRCC) – International track	3	697,639
Concept Development IRCC (CDIRCC) – Local track	4	459,900
Post Doc Initiative Program (PDOC)	10	4,088,000
Visiting Fellow, Scholar & Researcher Program (VFS & RP)	3	98,550
<b>Total</b>	<b>395</b>	<b>28,202,727</b>

## 8.2.2 External Grants

The below table shows the external grant categories and the number of grants awarded per each category during the calendar years 2023:

Grant Type	Number of Grants	Amount in Qatari Riyal (QAR)
National Priorities Research Program (NPRP)	14	24,755,815
Conference and Workshop Sponsorship Program (CWSP)	8	852,275
National Priorities Research Program – Cluster (NPRP – C)	4	6,329,460
National Priorities Research Program (NPRP-BSRA)	2	1,412,225
Food Security Call Program (MME)	7	10,913,423
Undergraduate Research Experience Program (UREP)	40	3,445,859
High School Research Experience Program (HSREP)	11	200,750
<b>Total</b>	<b>86</b>	<b>47,909,807</b>

### 1. NPRP Grants

In 2023, QU achieved significant success in the 14th cycle of NPRP. Despite a success rate decrease to 13.6% (with 14 projects awarded), QU outperformed other institutions in Qatar, securing the highest number of awarded projects in this cycle.

#### NPRP success by field of research:

Research Field	Submitted Proposals	Awarded Proposals	Success Rate
Humanities	1	0	0
Natural Sciences	19	1	5.3%
Social Sciences	20	5	25%
Health and Medical Sciences	18	2	11.1%
Engineering and Technology	45	6	13.3%
<b>Total</b>	<b>103</b>	<b>14</b>	<b>13.6%</b>

## 2. UREP Grants

In the UREP 29th cycle, QU was also awarded 40 of 104 submitted proposals in the UREP 29th cycle, with a 38.46% success rate.

#### UREP success by College\ Research Center in the 29th Cycle:

College/ Center	Number of Submitted Proposals	Number of Awarded Proposals	Success Percentage
Arts and Sciences	21	11	52.38%
Business and Economics	3	0	0.00%
Engineering	21	5	23.80%
Health Sciences	7	3	42.85%
Pharmacy	9	3	33.33%
Medicine	8	5	62.50%
Education	1	0	0.00%
Center of Advanced Materials	9	3	33.33%
Center of Biomedical Research	8	3	37.50%
Center of Environmental Science	8	5	62.50%
Laboratory Animal Research Center	3	1	33.33%
QU Young Scientist Center	4	1	25.00%
Social and Economic Survey Research Institute	1	0	0.00%
Foundation Program	1	0	0.00%
<b>Total</b>	<b>104</b>	<b>40</b>	<b>38.46%</b>

## 8.3 Research Centers under Research and Graduate Studies Sector

As a premier national institution, QU continues to invest and participate in research studies and projects that benefit the society. As both a leader in emerging technologies and an environmentally conscious institution, QU's autonomous research units strive to make an impact on a global scale.

### 8.3.1 Biomedical Research Center (BRC)

In 2024, the World Health Organization officially recognized the Biomedical Research Center as a (Research and Capacity Building Center for Emerging and Re-emerging Zoonotic Diseases) in Qatar and the MENA region. The center also embarked on the same path to expand its services beyond the academic community with the aim of bridging the gap in the country, as the center initiated the initiative to establish a (Resistant and Important Bacteria Bank for Public Health "One Health Approach" at Qatar University). This initiative was supported by the Ministry of Public Health and the Communicable Disease Center at Hamad Medical Corporation.



During the academic year, the Center won external and internal grants, a total of 13 grants, of which a number of the Center's researchers were principal investigators on its projects, including five major QRDl grants (ARG and PPM). The Center's publications amounted to 64 scientific publications, and the researchers participated in 10 contributions as principal researchers. As for patents and intellectual property, the Center was granted one patent during the year 2024, and it has 4 joint submissions during the current period, in addition to attending and organizing several conferences and workshops.

In addition, two important awards were received; the Qatar University Research Excellence Award 2023 in Biomedical, Life Sciences and Health Sciences. This award was given to the Principal Investigator from the Metabolic Diseases Unit, and another award was given to the Principal Investigator for supervising the winning student research project "Identification of Novel Sponge Species from the Marine Environment of Qatar Using Molecular Techniques" at ISEF 2024 at Regeneron, USA.

**Most important achievements of the center during the academic year 2023-2024:**

- 1- Infectious Diseases Unit:** Successfully published over 40 articles, the Principal Investigator of the BRC Virology Unit was named the most cited researcher (for the third year in a row), also contributed to the establishment of a WHO-coordinated center for zoonotic diseases. Finally, the Biomedical Research Center and the Infectious Diseases Department were selected to host a major symposium on respiratory viruses in early 2025.
- 2- Metabolic Diseases Unit:** Numerous conference/workshop lectures and poster presentations were delivered at local and international events (total 18). One graduate level course was also delivered with Hamad Bin Khalifa University, and five public lectures were delivered at various courses at Qatar University.
- 3- Alternative Medicine Unit:** The unit used its advanced laboratories for its research work, which led to publish many publications on the therapeutic properties of medicinal plants from Qatar and other Arab countries, amounting to 10 peer-reviewed publications in high impact factor journals and one chapter in a book. Among the most important research projects of the unit and as an approach to integrative medicine, the unit plans to study the anti-cancer effects of extracellular vesicles from camel milk. In cooperation with the health sector at Qatar University, the "Traditional, Complementary and Integrative Medicine" (TCIM) research group was established at Qatar University.
- 4- Zebrafish Facility:** The Biomedical Research Center has successfully added a new, more

advanced fish housing system, in addition to highly sophisticated equipment to facilitate work in the facility for researchers and students, such as an egg sorter, a sorting device, as well as imaging microscopes and analysis software. Last year, the facility could accommodate no more than 12 projects, but this year the number has increased to 20 different projects (an increase of 66.6%) with the capacity to reach 30 active projects. Finally, research activities in the zebrafish facility have produced 10 publications since 2023 to date.

**5- Biosafety Level 3 (BSL3) Facility:** The BSL-3 laboratory supported four research projects focused on the study of highly infectious pathogens classified as "Risk Group 3". Among these projects was a pioneering study conducted by the laboratory on Brucella bacteria in animals such as camels and sheep in Qatar. In addition, other research projects included the study of dangerous viruses such as Middle East Respiratory Syndrome Coronavirus (MERS-CoV) and Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2).

**The table below summarizes students' research projects, training programs and seminars conducted by the Center as follows:**

2023-2024	Total
PhD students' projects supported by the center	5
Master students' projects supported by the center	7
under graduate students UREP or engaged in or projects at the center	60
Training programs/ workshops organized by the center/Conferences	27
Seminars organized by the center	5

**The following table summarizes the center's activities during the academic year 2023-2024:**

Event	Number of Sessions
Workshop	3
Training Courses	24
Seminars	5
Other Events	3
Total	35



### 8.3.2 Center for Advanced Materials (CAM)

Center for Advanced Materials (CAM) conducts novel research in the field of innovative materials to support technology in various fields such as energy, environment, and water. The Center provides universal knowledge on the four essential elements of materials science and engineering: processing/synthesis, structure, properties, and applications, and conducts research in the following categories: nanotechnology, polymer composites and nanocomposites, biodegradable polymers, corrosion protection, metallurgy, biomedical applications, construction, environmental, desalination, industrial and municipal wastewater treatment, energy, and sustainable materials.

The Center attracts leading international scholars and offers high-level expertise to local industries particularly the oil and gas industry, as well as the tertiary technical education sector in Qatar. CAM provides opportunities to faculty and students to interact with the industry, and actively participate in a range of projects. In addition, some members of the center periodically provide consultation to the small/medium businesses in Qatar. The center has established partnerships with Qatar Petroleum (QP), Qatar Aluminum Limited (Qatalum), Qatar Petrochemical Company (QAPCO), Qatar Fuel Additives Company (QAFAC), Qatar Vinyl Company (QVC), Qatar Steel, ConocoPhillips, Pall Corporation (United States), Maersk Oil-Qatar, Qatar Shell, Oryx GTL, Hydro Qatar, Qatar General Electricity and Water Corporation (KAHRAMAA), international universities, and research institutes around the world. As well as collaborating with QU colleges such as College of Arts and Sciences, College of Engineering, and College of Pharmacy. It also collaborates with QU centers, such as the Environmental Science Center, Center for Sustainable Development, and Gas Processing Center.

The center also organized several seminars and workshops, such as the “Qatari-Korean symposium on sustainable solutions for water and energy”, and a workshop on “Advances in pre-treatment technologies for desalination and water treatment”. It is also worth noting here that the center has obtained two new “chair professor” positions supported by the Qatar Aluminum Company and the Arab League Educational, Cultural and Scientific Organization (ALECSO).

In addition, the Center has one startup company to fabricate water cartridge filters, the appropriate location for the filters has yet been obtained, and work is underway to transport and start operation, and then complete the procedures for establishing the company.

**The following table summarizes the center’s achievements during the academic year 2023–2024:**

The Center’s Achievements	Number
Publishing a research article in a periodical	257
Papers submitted at conferences	51
Edited Books	3
Published Book Chapters	15
Patents	4

**The following table summarizes the center’s activities during the academic year 2023–2024**

Events	Number of Sessions
Workshop	1
Training Courses	1
Research Symposium	1
Seminars	22
Debate	1
Other Events	4
<b>Total</b>	<b>30</b>

### 8.3.3 Central Laboratories (CL)

The Central Laboratories Unit (CLU) at Qatar University has undergone significant development since its inception. Initially established as a small unit within the College of Science, it was divided into two sections: one focusing on electron microscopy, and the other specializing in chemical analyses. On May 19, 1992, the Electron Microscopy Unit was officially inaugurated, equipped with advanced Scanning Electron Microscopy (SEM) and Transmission Electron Microscopy (TEM) facilities. By 2006, the unit evolved into an independent entity, rebranded as the Central Laboratories Unit under the Office of the Vice President for Research and Graduate Studies. The CLU has since played a pivotal role in enhancing scientific research by supporting funded projects, conducting experiments and analyses for faculty, and providing training and educational support to students across various university departments and centers.

CLU offers a wide array of analytical and training services accessible to academia, industry, and the wider community. Utilizing advanced instruments such as atomic spectroscopy, chromatography, molecular spectroscopy, and more, CLU ensures the expertise of researchers, students, governmental, and industrial sectors across Qatar is accessible to all.

CLU is staffed by skilled technicians, chemists, and researchers. Its pivotal role in advancing teaching, research, and development at Qatar University underscores its significance in national scientific and technological progress.

During the academic year 2023-2024, the Central Laboratories Unit (CLU) significantly supported various academic and research activities within the university. The CLU provided extensive services that contributed to the advancement of knowledge and facilitated a range of scientific endeavors. services are shown below, and categorized by the type of community service and the number of samples analyzed. Of these, 8,307 samples were analyzed.

The CLU researchers supervised two M.Sc. theses for College of Arts and Sciences students. Additionally, analytical support was provided for 40 courses for Qatar University students. The number of students who received training during this academic year (2023-2024) reached 43 student research internship and 13 external customer.

The unit achieved significant milestones. Within eight months, affiliates published 29 research articles in periodicals and submitted seven papers to conferences.

**The following table summarizes the center’s activities during the academic year 2023-2024:**

Event	Number of Sessions
Workshop	5
Conference	1
Training Courses	47
Seminars	1
Total	54

**8.3.4 Environmental Science Center (ESC)**

The Environmental Science Center (ESC) at Qatar University is a leading institution in environmental research and sustainable development, aligned with Qatar’s 2030 National Vision. The vision aims to advance scientific knowledge and innovation while building national capacity to address both current and future environmental challenges. The ESC is dedicated to understanding and protecting Qatar’s rich marine cultural heritage and its diverse ecosystems through interdisciplinary research in Marine Science, Atmospheric Science, and Earth & Terrestrial Sciences.

Supported by a skilled team of researchers and technicians, the ESC conducts comprehensive monitoring and modeling of marine, atmospheric, and terrestrial environments to address

environmental sustainability issues. The centre also focuses on establishing strong partnerships with public and private institutions and regional and international collaborations with organizations to build its research capabilities and leverage global expertise.

**The following table summarizes the center’s activities during the academic year 2023-2024:**

Event	Number of Sessions
Workshop	3
Conference	1
Training Courses	3
Seminars	1
Debate	1
Total	21

**8.3.5 Laboratory Animal Research Center (LARC)**

The Laboratory Animal Research Center (LARC) was established in January 2015 to support the conduct of small animal research, education, and training. The center adopted high international operational and ethical standards to provide excellent husbandry and veterinary care programs to support the humane care and use of the animals and ensure excellent welfare and well-being of the animals. LARC has a state-of-the-art specific pathogen-free (SPF) rodent vivarium, diagnostic; ISO 17025 and A2LA accredited laboratory, and animal technicians professionally trained and certified by American Association for Laboratory Animal Science (AALAS). Along with cell culture and micro-injection labs to support advanced cell and molecular biology research protocols needed to develop genetically engineered and xenograft animal models. LARC is committed to assure high quality research data that benefit human and animal health. The center provides its services to support researchers in fields related to biological, biomedical and health sciences at Qatar.

The center has several partnerships with leading local stakeholders and international centers such as Hamad Medical Corporation (HMC), Ministry of Public Health (MOPH), Sidra Medicine, and University of Pennsylvania (USA). In addition, the center collaborates with other research centers and colleges within Qatar University such as, Biomedical Research Center, Center of Advanced Material, Environmental Studies Center, College of Health Sciences, College of Pharmacy, College of Medicine, and College of Arts and Sciences.

The following are the research output generated by the center in the field of research during the period from (August 2023-May 2024):

The center's achievements/activities	Number
Number of Publications	38
Number of ongoing research	15
Number of student research projects	4
Number of students trained in research projects	7

The following table summarizes the center’s activities during the academic year 2023-2024:

Event	Number of Sessions
Workshop	2
Training Courses	7
Research Symposium	1
Seminars	16
Debate	1
Other Events	1
<b>Total</b>	<b>28</b>

### 8.3.6 Social and Economic Survey Research Institute (SESRI)

Since its formation in 2008, the Social and Economic Survey Research Institute (SESRI) has been an active contributor in the creation and shaping of policies in Qatar. Since its establishment, SESRI has conducted more than 100 groundbreaking research projects that address education, public spending, migrant workers and labor, women, marriage, national identity.

SESRI annually publishes “Omnibus” which investigates attitudes of nationals and residents, interviewing them on various topics of importance to the Qatari Society, such as the education system, working conditions, marriage and family, gender roles, and charity among many others.

In 2023-2024, SESRI signed collaborative research agreements with the following national and international entities:

Entity	Project title
Doha International Family Institute	Agreement for the Project 'Child Well-being Indicators in Qatar'
Ministry of Municipality	Agreement to Study the Estimation of Numbers of Unowned Pets
George Mason University	Memorandum of Understanding to Promote and Support Educational Activities and Projects between SESRI at Qatar University and the Schar School of Policy and Government at George Mason University
Ministry of Municipality	Food Waste Project (In preparation)

The following table summarizes the center’s activities during the academic year 2023-2024:

Activity	Number
SESRI Initiated Surveys	4
Externally Initiated Surveys	2
Executive Reports	12
Research Data Revised and Published via the Site	10
Policy Briefs	7

The following table summarizes the center’s activities during the academic year 2023-2024:

Event	Number of Sessions
Workshop	6
Conference	1
Training Courses	1
Debate	2
Other Events	1
<b>Total</b>	<b>11</b>

### 8.3.7 Ibn Khaldoon for Humanities and Social Studies Center (CHSS)

Ibn Khaldon Center for Humanities and Social Sciences is a research Center established in May 2018. The center aims to enhance structural frame of Humanities and Social Sciences and informing them through the collaboration with leading institutions and researchers in the field of Humanities and Social Sciences, in both of local and international ground.

In accordance with the core frameworks of Ibn Khaldon center, its activities and projects have varied to acculturation, relevance, Indigenization, and bridging. The center has organized a number of scientific activities locally and internationally, including: an international conference entitled: "Ibn Khaldon Center's Annual Conference for Bridging," and an open dialogue entitled: "Gaza under bombardment: legal procedures and political dimensions". The Center also organized a course, in collaboration with the Ministry of Endowments and Islamic Affairs, entitled: "Introduction to the Social Sciences, and a workshop entitled: "How did the Gaza War affect Western academic and media freedom?" and a forum titled: "Intersection of political positions after the Gaza War: the debate of interests and principles," in addition to the Tajseer journal symposium and other lectures and symposiums.

The center also conducted a group of projects, including: "Retractions on the Khaldonian paradigm and its Applications in the Current Arab States." The study aims to develop an alternative "theoretical framework" to assist in understanding the structure of the modern Arab state. It reveals the societal (internal) factors that have led to and will lead to its collapse and the emergence of revolutions, as well as the (external) factors that could play a significant role in shaping the trajectory of both the state and the revolution. The center has led another project, in collaboration with the Civil Service Bureau and Government Development, entitled: "Evaluation of an experimental system of reducing the working hours for working mothers" and has reached to a set of important conclusions that revealed broad acceptance of the reduction system by beneficiaries and their managers, and found that the reduction of two hours at the end of the working day is an acceptable option for the majority, with requests for flexibility to accommodate the special circumstances of families. The study recommended continuing the mitigating system and re-applying it with improved procedures to obtain the benefit of reducing working hours for working mothers, and placing it within a time-scheduled plan, and according to clear rules and conditions.

The following table summarizes the center's achievements during the academic year 2023-2024:

Event	Number of Sessions
Workshops	1
Conferences	2
Training Courses	1
Seminars	3
Debates Sessions	3
Other Events	16
<b>Total</b>	<b>26</b>

### 8.3.8 Qatar University Young Scientist Center (YSC)

The Qatar University Young Scientists Center offers many innovative research and educational programs through which students of all levels of schooling (primary, preparatory and high school) are motivated to pursue STEM fields through integrated, innovative and multiple teaching methods such as project-based and learning-based learning. It focuses on research, problem-based learning, and design thinking integrated into interesting and interesting scientific programs and topics. The teaching methods used are important for the development of 21st century skills. The center has great cooperation and effective partnerships with a number of national and international institutions, including the UNESCO Doha office and the Qatar National Commission for Education, Culture and Science.

during the academic year 2023-2024, a novel theoretical model postulating, "Intellectual learning to occur in a dynamic research environment and reciprocal interaction of the individual, environment, and behavior". Using this theory, the center developed and executed various programs at the school and higher education levels, including the AI-Bairaq Program, the I Am Researcher Program and the Outcomes-directed Track of the Summer Research Internship Program. These programs have been tested to be empirically effective in enhancing the students' cognitive and research abilities.

The following table summarizes the center’s achievements during the academic year 2023-2024:

Activities and achievements	Number
STEM Activities and programs offered by QUYSC	13
Undergraduates students enrolled in QUYSC programs	674
School students enrolled in QUYSC programs/workshops	2,126
Students participation in national and international research competitions (from schools and undergraduate students)	84
Workshops organized by QUYSC	72
Awards won by QUYSC	2
Awards won by QUYSC students	9
STEM Research papers	11
Qatari students enrolled in “Gateway to Qatar University Program 2020-2021”	291
New modules created by the center for the students	13
Sustainability of the center (by offering paid workshops)	5
Workshops organized by QUYSC to participate in national and international conferences	4
QUYSC employees and students presentations and poster participated in national and international conferences	23
QUYSC memberships renewal	2
Intellectual Property (IP)	1

The following table summarizes the center’s achievements during the academic year 2023-2024:

Event	Number of Sessions
Workshops	72
Conferences	7
Training Courses	13
Research Symposium	1
Seminars	2
Debates Sessions	37
Other Events	4
<b>Total</b>	<b>136</b>

### 8.3.9 Agricultural Research Station (ARS)

In the center's journey toward establishing ARS as a leading research center, significant progress was made in multiple foundational areas. First, the station advanced in farm restoration and permanent building tasks, including temporary re-landscaping, refurbishment of processing and storage facilities for dates and other farm products, and collaboration with state ministries to upgrade power sub-stations. A notable achievement in this area was the conceptualization, proposal development, and implementation of the new Date Palm Research and Development Program, which sets the stage for long-term impact in date palm agriculture. Second, secured on-campus research labs and faculty/staff offices, a critical phase that required expert consultation for lab designs, equipment listing, tender openings, and procurement processes.

The center's dedicated faculty and researchers set a new record with 29 publications showcasing original research, review articles, and book chapters in high-ranking, peer-reviewed international journals and prestigious publishers. This accomplishment reflects our commitment to advancing agricultural science and contributing to global knowledge on food security, sustainability, and arid agriculture.

The station also demonstrated remarkable growth in research engagement, submitting 20 new external and internal research grant proposals. These submissions are a testament to our team's innovative ideas and forward-thinking strategies. Complementing this, ARS continues to lead impactful research with 9 active projects, each contributing to the advancement of agricultural practices in extreme environments.

The center's commitment to capacity building and networking was highlighted by successfully organizing two significant events. The center's hosted a workshop titled "Agricultural Practice for Food Security in Extreme Environments: Challenges and Opportunities for Sustainability in Changing Climates." This event brought together experts to address key issues in sustainable agriculture under challenging climatic conditions. Additionally, ARS proudly organized a seminar for Nuffield International Farming Scholars on Arid Agriculture, welcoming participants from the USA, Germany, Australia, Canada, Brazil, and the Republic of South Korea. These international scholars, representing both academia and the private sector, engaged in insightful discussions that strengthened global networks and fostered future collaborations.

In line with the center's mission to promote sustainable and high-quality agricultural products, ARS also contributed to community engagement through the distribution of premium quality products cultivated at the station. During Ramadan and other occasions, ARS produced and offered 115 kilograms of sider honey, 4,740 kilograms of dates (of these, 4,325kg were gifted to Qatar Charity), and 275 packets of herbal tea to Qatar University's higher administration. These gifts were extended to the University's board members and other VIPs, exemplifying our commitment to excellence in both research and production.

These accomplishments collectively underscore the Agricultural Research Station's dedication to advancing agricultural research, building global partnerships, and contributing to the sustainable future of Qatar and the broader international community.

## 8.4 Research Centers under Colleges

### 8.4.1 Gas Processing Center (GPC)

Launched in 2007 by the College of Engineering at QU, the Gas Processing Center (GPC) is committed to providing applied solutions to the challenges that face the oil and gas industry. Its research focus targets three main themes: produced and process water treatment, gas production and processing, and process integration and optimization. Additionally, the center hosts three major pilot plants: the CO<sub>2</sub> Capture Pilot Plant (funded by QU), Produced Water FO Pilot Plant (funded by QNRF in collaboration with ConocoPhillips), and Heat Exchanger Pilot Plant (funded by the Qatar Fertilizer Company).

The center works closely with universities worldwide in the field of oil and gas research, such as Texas A&M, Columbia, Missouri for Science and Technology, Houston, Oklahoma (USA); Abo Akademi University (Finland); Delft University of Technology (Netherlands); University of Belgrade (Serbia), American University in Beirut (Lebanon) University of Burgos (Spain), University of Jordan (Jordan), Imperial College London (UK), University of Regina (Canada), National University of Malaysia (Malaysia), Beijing University, Chinese Academy of Sciences (China), University of Queensland, RMIT University (Australia), Istanbul University (Turkey), Wits University (South Africa), Kuwait University (Kuwait), Shanghai University (China), Max Planck Institute of Colloids and Interfaces (Germany), KAUST Upstream Research Center (KURC) (Saudi Arabia) and Sultan Qaboos University (Oman). Along with the mentioned universities, GPC has partnerships with local and international oil & gas companies such as Qatar Energy, QatarGas, Saudi Aramco, (Thawal Saudi Arabia), the Ministry of Environment and Climate Change, Dolphin Energy, Shell, ConocoPhillips, ExxonMobil, ORYX GTL, Al Salam Petroleum Services, Rosneft, VITO Belgium, and Umm El Houl Power.

**The Center is actively engaged in research activities in the following areas:**

#### Gas Production and Processing

The issue of carbon dioxide emission is a global problem causing serious concern and a major contributory factor to global warming. Qatar as a major producer of natural gas has the highest per capita emission rate for carbon dioxide globally. This has dire consequences for the environment. As a result, the Gas Processing Center (GPC) of Qatar University has been engaged in research areas aimed at developing effective methods for carbon capture utilization and storage (CCUS) including the development of novel catalysts for gas conversion as well as looking into gas production areas, such as Enhanced oil recovery (EOR) and Enhanced gas recovery (EGR).

#### Produced and process water treatment

Given that the state of Qatar is located in an arid area with harsh environment and limited natural water resources, the treatment of industrial wastewater does not only address environmental issues associated with water pollution, but also contributes to addressing water scarcity in the country. The oil and gas industries generate considerable amounts of process and produced wastewater, which contain complex organic and inorganic pollutants that need proper treatment before it can be reused or safely discharged to the environment.

## Process Integration and Optimization

Process integration refers to the systematic methodology of designing and optimizing industrial processes to achieve efficient use of resources, reduce energy consumption, minimize waste generation, and enhance overall process performance. Many different research areas involve process integration and optimization, which include CO<sub>2</sub> transportation and storage, considering the entire carbon capture and storage (CCUS) chain, to minimize energy consumption of CCUS processes and ensure cost-efficient storage. Research endeavors to optimize energy utilization and waste heat recovery within gas processing facilities, so as to recover and utilize excess heat from different processes, thereby enhancing energy efficiency and reducing greenhouse gas emissions, are also made.

### Other Activities

- Participating in building research capacity for graduate and undergraduate students.
- Sharing knowledge.
- Producing intellectual property.
- Addressing industrial challenges of stakeholders.
- Developing sustainable and environmentally friendly technologies.
- Designing and building different lab equipment.
- Establishing new research groups related to energy transition.
- Providing needed expertise to national governmental agencies and ministries (e.g. Evaluation of an environmental impact study for the Ministry of Environment and Climate Change).
- Participating in the evaluation of the International Energy Award.
- Participating in national and international workshops and conferences.
- Serving as Editors of scientific journals in the area of energy and environment.
- Serving as internal and external examiners for MSc and PhD theses.
- Providing consultancy to industrial partners.

### Workshops/Seminars/Short Courses

- Offering short courses and workshops for the Center's stakeholders.
- Conducting training workshops for undergraduate and graduate students.
- Organizing seminars involving local and international speakers.

### Workshops/Seminars/Short Courses

- Providing services and lab analysis to Qatar University and other partners.
- Providing services to other external partners through QRDI portal.



**Educational Activities**

- Teaching undergraduate and graduate courses.
- Supervising undergraduate and graduate students.
- Participating in students exchanges programs inside and outside Qatar.
- Co-supervising research activities of high school students (e.g. Amna bint Wahab School students in completing their CO2 Conversion research project; American School of Doha (ASD) student to perform her research paper related to the treatment of polluted water with pharmaceutical products).
- Participating in summer internship programs for QU undergraduate students.
- Organizing awareness programs targeting different segments of society about the importance of the oil and gas industry in Qatar.

**The following table summarizes the center’s achievements during the academic year 2023-2024:**

Event	Number of Sessions
Training Courses	2
Research Symposium	1
Debates Sessions	12
Other Events	1
Total	16

**8.4.2 KINDI Center for Computing Research**

The KINDI Center for Computing Research conducts quality research programs in the vital area of computer and information sciences and engineering, with more focus on cybersecurity and emerging technologies such as Artificial Intelligence. KINDI is a framework to foster collaborative and multidisciplinary research, leveraging existing local and international partnerships and providing supportive infrastructure.

**The following table summarizes the center’s achievements during the academic year 2023-2024:**

Event	Number of Sessions
Workshops	12
Conferences	1
Training Courses	2
Total	15

**8.4.3 Qatar Transportation and Traffic Safety Center (QTTSC)**

Established in September 2012, the Qatar Transportation and Traffic Safety Center (QTTSC) is the leading national center contributing to advancing transportation and traffic safety studies through research, innovation, development, consulting, education, and community engagement. The center’s objective is to foster local and international collaborative and multidisciplinary transportation and traffic safety research by providing guidance and consultation to improve the safety, efficiency, and sustainability of transportation in Qatar.

The center has several partnerships with research institutions, professional bodies and universities worldwide such as International Road Federation (IRF), International Association of Traffic and Safety Sciences (IATSS), Transportation Research Institute (IMOB), Rutgers University, Nagoya University, Tsinghua University, Manitoba University, Hasselt University, Texas A&M University, Hamburg University and University of Central Florida.

**The following table summarizes the center’s achievements during the academic year 2023-2024:**

Event	Number of Sessions
Conferences	1
Training Courses	4
Research Symposium	4
Seminars	1
Debates Sessions	3
Other Events	4
Total	17

#### 8.4.4 Law and Development Center (LDC)

The Centre for Law and Development is the gateway to the achievement of law-related objectives of the Qatar National Vision.

The Centre conducts legal research and capacity building activities for the identified national development needs of Qatar. It is an interdisciplinary law and policy research centre covering fields essential to achieving Qatar's sustainable model for economic and environmental progress as well as human development. It is the connection between academia, government and the private sector for law and policy in Qatar.

The Centre produces law and policy research output related to economic development and environmental development in Qatar. It also conducts capacity building in these areas to produce home-grown talent and expertise necessary for the needs of Qatar.

The CLD has over 100 publications on cutting-edge subjects in high quality indexed journals and books, has won millions of dollars of research grants funding from national and international research funders and scholars to deliver high priority research needs for Qatar, and delivers a high quality Executive Legal Training programme for capacity-building. The CLD hosts the Middle East's first EU Commission funded ERASMUS+ Jean Monnet module in EU Law.

**The following table summarizes the center's achievements during the academic year 2023-2024:**

Event	Number of Sessions
Workshops	1
Training Courses	8
<b>Total</b>	<b>9</b>

#### 8.4.5 Center for Entrepreneurship and Organizational Excellence

In August 2022, the Entrepreneurship Center at the College of Business and Economics was re-established and renamed the Center for Entrepreneurship and Organizational Excellence. It works within these 3 axes at present:

- The **Case Study Unit:** A high-impact platform that supports and enhances experiential learning by publishing local and regional educational case studies and integrating them into curricula. The unit aims to facilitate the creation of novel training modules for students and graduates. These modules will help them gain comprehensive knowledge of business skills and will include real-life examples and materials customized to the local business context. The center has released ten case studies up until now. To date, 10 teaching case studies and 23 training case studies have been published at the Centre. More than 30 case studies have been completed and are now in the process of publication with international publishers, in collaboration with prestigious international organizations such as the International Labor Organization (ILO) and local ones such as the Ministry of Commerce and Industry

- The **Research and Policy Unit:** Dedicated to transformative research and policy work in the Mena region, it remains up-to-date on the latest developments in entrepreneurship and organizational excellence. The goal of the unit is to generate research-based knowledge and offer practical implications to private and public institutions in Qatar that align with current research and innovation trends. Thus far, the unit has published 40 scientific articles and held Qatar's inaugural business policy forum.
- The **Community Engagement Unit:** Acting as a mediator between the College of Business and Economics and the local business community, this unit aims to be a pioneer in entrepreneurship and community engagement in Qatar. It hosts and participates in community engagement programs that add value by sharing knowledge and providing practical business solutions for all interconnected entities, regardless of whether they are a startup, non-profit, large company or public institution. There were also 36 training courses with 283 trainees during the academic year, in addition to holding 2 qualifying tests to practice the auditing profession for individuals wishing to obtain registration in the register of auditors working in the State of Qatar in cooperation with the Ministry of Commerce and Industry.

**The following table summarizes the center's achievements during the academic year 2023-2024:**

Event	Number of Sessions
Workshops	32
Conferences	1
Training Courses	36
Research Symposium	1
Seminars	1
<b>Total</b>	<b>71</b>

#### 8.4.6 Sustainable Development Center (CSD)

The Center for Sustainable Development (CSD) was established during the academic year 2013-2014 under the College of Arts and Sciences. CSD conducts progressive and cutting-edge interdisciplinary research to achieve a balance between human development and conserving natural resources. The center employs its academic and technical expertise for advancing the implementation of the sustainable development agenda in priority areas that include biotechnology, food and water security, renewable energy, waste management, and natural resources governance. The center offers opportunities to graduate students and faculty members to be involved actively in various projects in collaboration with stakeholders.



The center cooperates with various local and international industrial sectors as well as universities and international research bodies. Its main partners are Ministry of Municipality (Qatar), Ministry of Environment and Climate Change (Qatar), QDVC (Qatar), Total (Qatar and France), Shell, Center of Biotechnology of Sfax, Wageningen University, University of Nantes, AlgoSource Technologies, Qatar Airways, and Marubeni.

Event	Number of Sessions
Workshop	2
Conference	1
Training Courses	10
Seminars	7
Other Events	8
Total	28

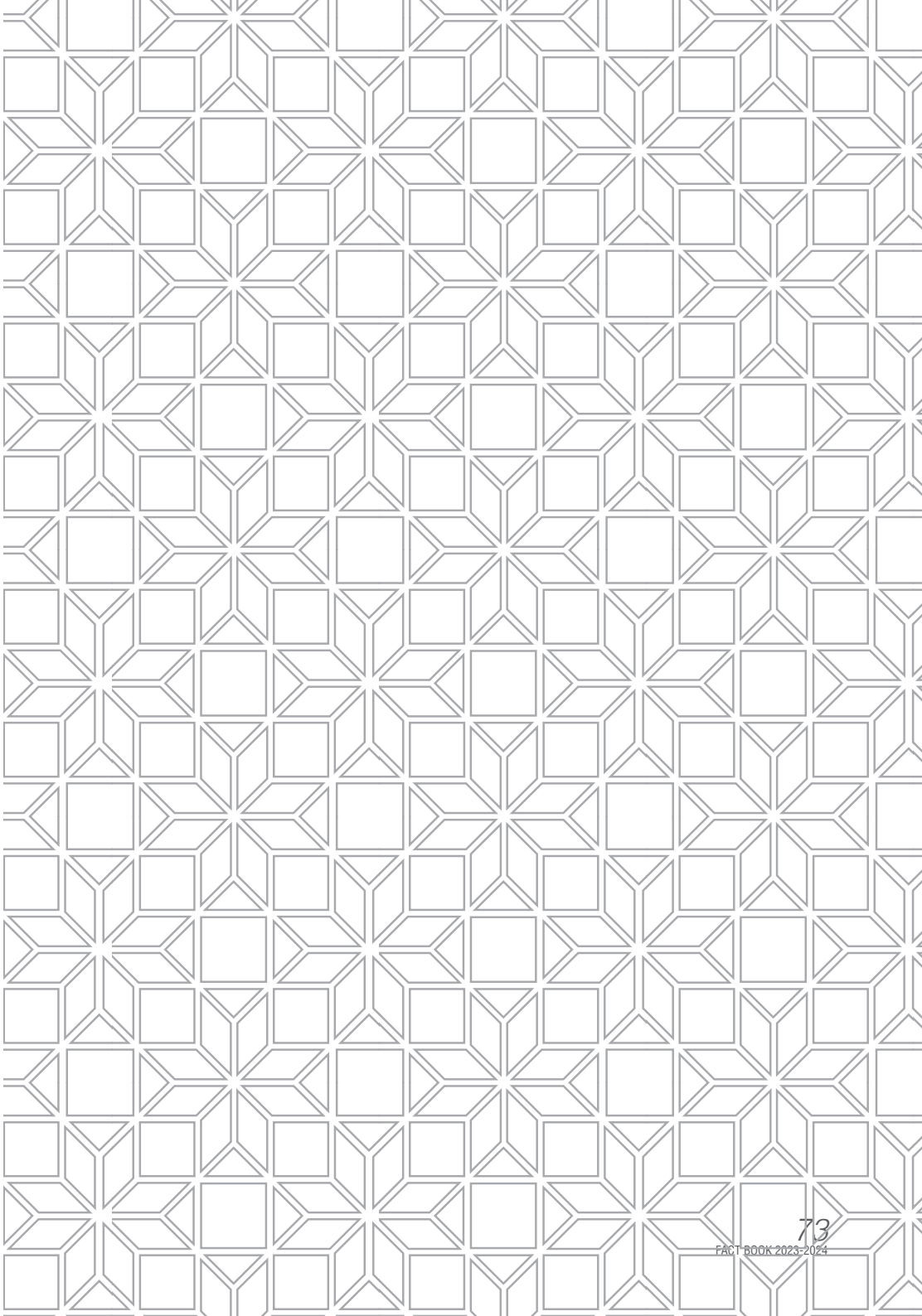
8.4.7 Gulf Studies Center (GSC)

The Gulf Studies Center (GSC) at the College of Arts and Sciences is committed to advancing cutting-edge research on the Gulf region. The center’s research encompasses critical areas of political, economic, social, and cultural dynamics through an interdisciplinary approach. With the solid combination of research and academia, the center offers its community a unique opportunity to engage with leading academics in the field through workshops, seminars, guest lectures and most importantly through the enriching experience of its classes and coursework.

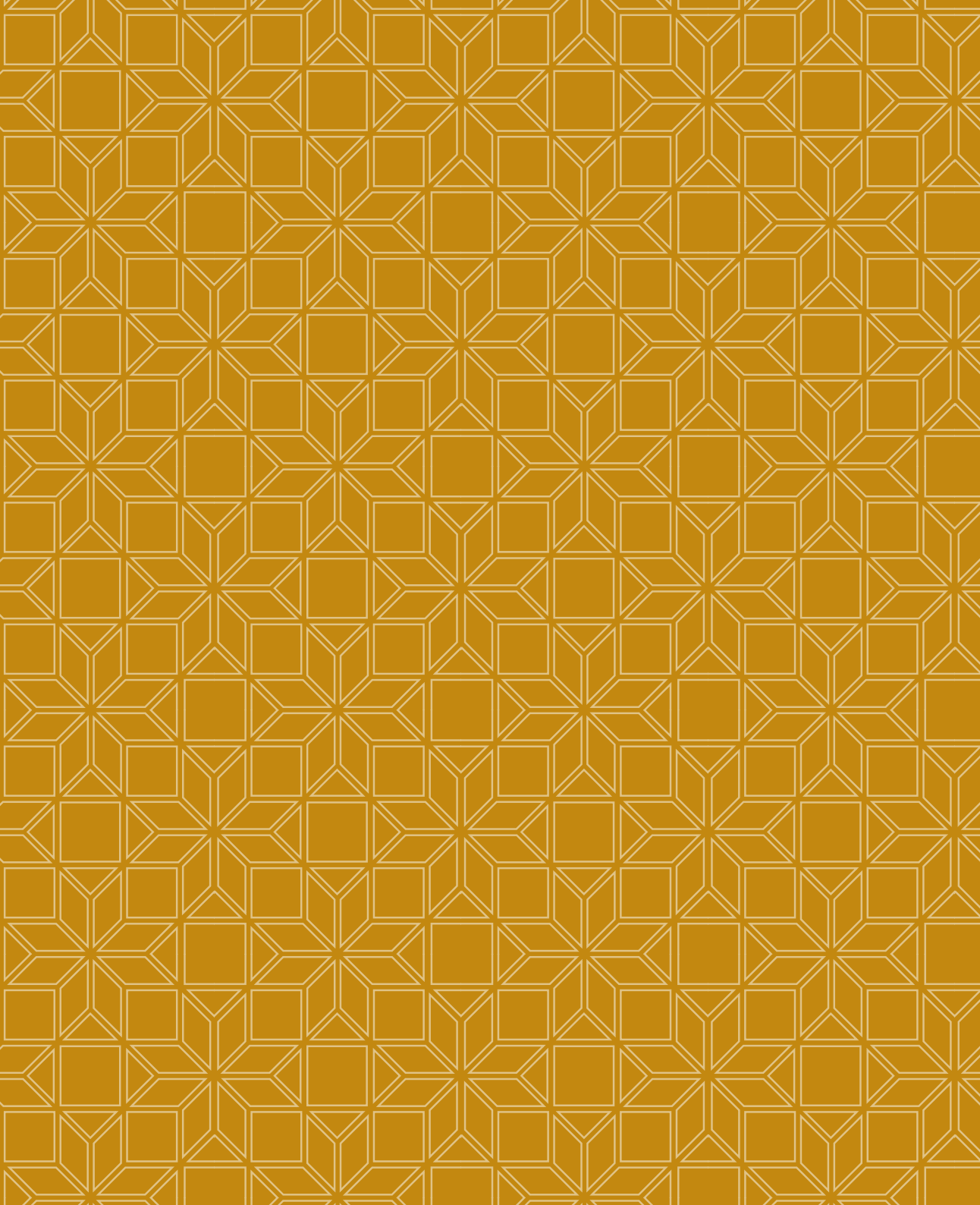
Event	Number of Sessions
Workshop	8
Conference	4
Seminars	14
Debate	3
Other Events	3
Total	32

8.4.8 Educational Research Center

As part of the College of Education’s endeavor to develop an ambitious and future research plan in line with Qatar University’s scientific research strategy, the Educational Research Center was established in the fall of 2020 to build research capabilities and competencies, improve the quality of scientific research, enhance research output, and increase influential research outputs.







## 9. COMMUNITY SERVICE AND OUTREACH

## 9. COMMUNITY SERVICE AND OUTREACH

### 9.1 School Student Projects

#### 9.1.1 Al-Bairaq

Al-Bairaq is an outreach and innovative program carried out by the Qatar University Young Scientists Center. The Qatar University Young Scientists Center offers many research programs and scientific workshops based on the science, technology, engineering, and mathematics (STEM) curriculum for school and university students. This program provides students with an opportunity for a research environment that develops curiosity for scientific research by carrying out a series of scientific experiments. It also generates confidence in their abilities and skills and opens their eyes to different scientific paths that will shape their outlook on their professional future.

	Primary	Preparatory	Secondary	University	Total
Number of Workshops	8	27	34	12	81
Number of Participant Schools	8	27	34	-	69
Number of Participant Students	205	612	635	674	2,126

### 9.2 Empower Generations Consortium for National Capacities in Life Sciences

The Empower Generations Consortium (EGC) is based at Qatar University and operated jointly by QU Health Sector, the Biomedical Research Center and in collaboration with QU Health colleges. The aim of the consortium is to expose youth to exciting possibilities of careers in the life sciences and healthcare. It offers young men and women a dynamic learning environment to support their aspirations and strengthen their confidence to pursue a career in science.

The consortium functions across a broad range of educational and social contexts to connect secondary schools with universities and employers, leveraging national and international partnerships to achieve its goals. The consortium functions in close collaboration with several national partners including; the Ministry of Education and Higher Education (all the schools in Qatar), Ministry of Public Health (MoPH), Hamad Medical Corporation (HMC), Al-Gannas Qatari Society, Sidra Medicine, Equine Veterinary Medical Center (EVMC), Qatar Precision Health Institute (Qatar Biobank, and the sponsors Qatar Genome). International partners include FractalUp for Artificial Intelligence (AI) and Core Africa Project for Research Excellence.

The consortium operates three educational projects:

- Science Education and Human Health Activities (SEHHA) Project for female high schools.
- Qatar Scientists in BioDiversity (QSBD) Project for male high schools.
- Genomics and Precision Medicine (GPM) Project for both genders but separately.

The projects run in parallel annually from October to November, each project has competency scheme from 1 to 4. The instructional locations vary according to the project's operational requirements and the sought level of competency. The core three projects facilitate genuine engagement of high school students with faculty and researchers, providing accessible role models and the chance for hands-on practice of science and healthcare professions.

The first line beneficiaries of the consortium are the high school students grades 10, 11 & 12 who may or may not have considered a career in life sciences and healthcare. In the course of the project, the broader ecosystem of schools, science educators, healthcare sector, and research centers becomes actively and positively engaged in a collaborative effort centered around the students.

So far, 4,200 high school students have participated from 2013 to 2024 and more than 9,500 students were impacted through supplementary career support activities of the consortium. The project has reached almost 100% of the schools in Qatar and achieved a 98% participation rate. There has been about a tremendous increase in the health sciences majors' enrollments at Qatar University from 9% in 2013 to approximately 46% in 2024 (19.6% in 2014, 21% in 2015, 37% in 2016, 46% in 2017 and 49% in 2018, 51% in 2019, 53% in 2020 and 56% in 2021, 54% 2022, 47% 2023, 46% 2024). The most recent data indicate that around 45% of QU Health Sector Qatari students have been previously enrolled in this project at one time. The satisfaction survey average score is 4.7 out of 5. The rate of annual participations in the project has increased by 20% over the past three years.

### 9.3 Community Service and Continuing Education Center

The Center of Community Service and Continuing Education connects QU and the society by identifying and fulfilling the training needs of the community. It provides specialized training and preparedness programs for professional and international certification, enabling the wider community to benefit from the expertise, experience, and resources available at the University.

The Center has collaborated with 38 governmental and private entities in providing courses and training programs especially designed to meet the requirements of those entities. During the academic year 2023-2024, the center was able to provide and implement training courses face to face, distance learning and free courses based on the center's goal to reach all categories of the society.

The following table summarizes the activities conducted during the academic year 2023-2024:

Courses/Programs	Number	Number of Participants
General Programs	97	1,323
Certification Programs	27	223
Tailored Programs	102	1,970
Language Courses	21	225
Test Preparation Programs	5	74
Free Distance Learning Courses	20	635
Distance Learning - IELTS - TOEFL License	14	69
Recorded courses on CCE Platform	96	96
<b>Total programs and training courses</b>	<b>382</b>	
<b>Total Distance Learning programs and training courses</b>	<b>78</b>	
<b>Total training hours</b>	<b>6,923</b>	

Participants programs and training courses	Number	Percentage (%)
Qatari	2,954	64%
Non-Qatari	1,661	36%

Participants by Type	Number	Percentage (%)
Individuals	1,936	42%
Ministry/ Corporate	2,679	58%

Trainers	Number	Percentage (%)
QU Faculty	86	32%
External Trainers	183	68%

#### 9.4 Continuing Professional Development of Healthcare Practitioners Program (CPD-HP)

The Continuing Professional Development of Healthcare Practitioners (CPD-HP) Program ensures the delivery and dissemination of high quality and evidence-based educational programs that meet the existing and emerging educational and professional needs of all healthcare professionals in Qatar to improve the quality of healthcare in Qatar.

During the academic year 2023-2024, CPD-HP provided 190.25 hours of contact time through the delivery of virtual and face-to-face CPD events, in which 7,702 participants attended.

#### 9.5 National Center for Educational Development (NCED)

The National Educational Development Center operates under the vision of Qatar University and the College of Education. It aims to foster positive change in the performance of educators in Qatar, helping them reach their full potential. It also strives to become a center of excellence in educational capacity building locally and a model for regional educational centers. During the academic year 2023-2024, the center developed and delivered a range of in-person and online programs and projects aimed at empowering educators in their areas of expertise and according to their needs. The following section provides information and data on the center's most important activities and programs during the academic year 2023-2024.

##### • Innovators in Education Project

The "Innovators in Education" project was held for the second consecutive year in partnership with the College of Education, represented by the National Center for Educational Development, the College of Engineering, and the Center for Entrepreneurship and Organizational Excellence. The project aimed to promote a culture of innovation, creativity, and excellence in the educational field by encouraging educators and university students to design innovative educational resources and provide effective solutions to challenges in the educational and professional fields. This year, the project received 230 entries in two areas: digital educational tools and non-digital educational tools. Twenty of these projects were qualified for the final stage. Winners were announced at a closing ceremony attended by prominent figures and more than 200 individuals connected with education, including students and educators. An exhibition of the projects that reached the final stage was also held before the ceremony.

##### • Training Program: A Turning Point towards Sustainable Learning

The National Educational Development Center at the College of Education, Qatar University, organized the "A Turning Point towards Sustainable Learning" program virtually via Microsoft Teams during the academic year 2023-2024. The program aimed to discuss issues related to modern and specialized educational trends and transformations through a series of specialized and general educational sessions, which serve the teaching and learning processes at various educational levels. The program sessions covered practical practices and applications based on recent educational studies and research. The center's professional development specialists conducted nine training sessions lasting 15 hours, attended by more than 600 educators from Qatar and beyond.

- **Qatar University ExxonMobil Teacher Training Academy**

The 2023-2024 edition of the academy aimed to build teachers' capacities in using the integrated STEM approach, which links science, technology, engineering, and mathematics, and to enhance their competencies and expertise in planning and applying STEM lessons. The academy seeks to provide tangible learning opportunities for teachers by using teaching and learning models that focus on the teacher's role as a guide and facilitator. Through the inquiry process, students are engaged in active, authentic, collaborative, and reflective learning experiences. Among these models, are the POE (Predict-Observe-Explain) model, the 6Es learning cycle (Engage, Explore, Explain, Evaluate, Extend, Engineering Design), and the Engineering Design Process. Professional development specialists from the National Educational Development Center at the College of Education developed the academy along with educational experts from the American NSTA, and a team of science and mathematics supervisors from the Educational Supervision Department at the Ministry of Education and Higher Education, spanned a week with a total of 35 training hours. Thirty-three science and mathematics teachers from public preparatory schools in Qatar, 10 teachers from the Teach for Qatar organization, and 13 students majoring in secondary education specializing in science and mathematics participated in the academy. During the second semester, professional development specialists in mathematics and science from the National Educational Development Center conducted 27 visits to schools that participated in the academy, to guide and support teachers in their planning and implementation of STEM lessons and projects. This was a follow-up to see the application of the academy's ideas in classrooms.

- **Teacher Development and Empowerment Program**

The program offered a series of specialized workshops for teachers to help them reach their full potential as highly competent and skilled specialists. The in-person workshops were conducted throughout the academic year 2023-2024, at the National Center for Educational Development's facilities. The training program included four specialized training sessions, covering topics in four disciplines: Arabic, English, science, and mathematics. A total of 132 teachers participated in the workshops.

- **Creativity Journey Program**

The "Creativity Journey" program was organized in collaboration with the National Educational Development Center and the College of Education Alumni Chapter. The program aimed at capacity building and improving teaching practices of graduates. The program provided 16 training sessions totaling 48 hours, attended by 57 graduate teachers from the College of Education. The training sessions focused on essential topics, including enhancing planning skills, activating effective teaching strategies, developing classroom management skills, diversifying teaching methods, and integrating technology into the teaching and learning process. One of the focuses was on promoting a culture of professional and personal development among teachers, including developing emotional intelligence, and managing stress and time.

- **Collaboration with the Field Training Unit at the College of Education**

As part of the collaboration with the Field Training Unit, the National Educational Development Center, supervised fourth-year students during their field training semester in schools. The aim was to improve the effectiveness of the educational process and provide the necessary expertise to help develop students competence in various fields in school. Eight specialists from the National Educational Development Center were selected each semester to collaborate with the Field Training Unit at the College of Education. They supervised 38 students in seven public schools for eleven weeks. Additionally, the center's specialists presented six seminars in collaboration with course professors.

- **Action Research Program**

The Action Research Program was offered to students during their field-training in the Fall 2023 and Spring 2024 semesters. The training workshops varied between in-person and online sessions. Approximately 480 students from various specializations in the College of Education benefited from this year's program. The students were from various programs including Bachelor of Primary Education (Early Childhood - Mathematics and Science - Arabic Studies), Bachelor of Secondary Education (Islamic Studies-Mathematics-Science Specializations-English-Social Studies-Arabic), Bachelor of Physical Education, Diploma in Early Childhood Education, and Diploma in Primary and Secondary Education. In addition, several supervisors working with the students in the field attended the training workshops to better follow up and provide appropriate advice to the students. In addition, the "Action Research for School Leaders" program was held from October 1 to 8, 2023, at the Center for Educational Development and Training, comprising 20 training hours, over four days. Twenty-five leaders from public elementary schools participated in the program. The program aimed to empower educational leaders to prepare, implement, and lead action research to improve professional practices in the school community.

- **Collaboration with the Student Support Unit at the College of Education**

In collaboration with the Student Support Unit at the College of Education, professional development specialists from the National Center delivered six virtual and in-person training sessions for College of Education students during 2023-2024 academic year. More than 200 undergraduate and diploma students from the college attended the training sessions, which focused on practical application workshops such as, engaging students in effective classroom dialogue, employing technology in practical lesson plans, exploratory discussions, scientific and electronic documentation skills, and others.



- **Professional Development Programs for Teachers and School Leaders of Al-Andalus Schools Complex**

The Educational Competencies Program was held in the first semester of the academic year 2023-2024 as part of the professional development program for teachers and school leaders at the Al-Andalus Schools Complex from September 15, 2023, to October 27, 2023. The program consisted of nine training sessions totaling 20 training hours. Sixty trainees from the complex's academic staff attended the program, representing elementary, preparatory, and secondary stages for boys and girls. The program aimed at enabling participants acquire the basic competencies of the national curriculum in Qatar so as to improve student learning outcomes while focusing on knowledge and skills to develop positive attitudes among students. The program also offered participants an opportunity to understand educational competencies in depth and implement strategies that develop these competencies in students, contributing to improving the teaching and learning process to achieve a high level of proficiency. The center's specialists also delivered the "Diversifying Assessment Methods and Evaluation" program in the second semester of the 2023-2024 academic year as part of the professional development program for teachers and school leaders at the Al-Andalus Schools Complex from February 15, 2024, to May 16, 2024. The program consisted of six training sessions totaling 12 training hours, with a final follow-up session lasting 4 hours, bringing the total training hours to 16. Fifty-five trainees from the complex's academic staff attended the program, representing elementary, preparatory, and secondary stages for boys and girls. The program aimed to enable participants to acquire an understanding of strategies and tools for evaluating and assessing student learning as per the national curriculum in Qatar. The program also offered participants an opportunity to implement assessment and evaluation strategies that contribute to improving the teaching and learning process.

- **Design Thinking for Teachers Program**

In collaboration with the Training and Development Center at the Ministry of Education, the "Design Thinking for Teachers – Expert Teacher Level" program was held from May 14 to 21, 2024, at the College of Education, Qatar University, with 30 training hours. Fifty educators, including academic deputies, coordinators, and teachers qualified to obtain the professional license at the expert level. Four specialists from the Training and Development Center at the Ministry of Education and Higher Education also attended the program. The program aimed at equipping participants with the essential skills to use design thinking as a strategy in teaching. This would then help enhance learning abilities such as discovery, problem-solving, inquiry, and innovation among students.

- **Program on Developing Higher-Order Thinking Skills**

The "Developing Higher-Order Thinking Skills – Expert Teacher Level" program was held from May 14 to 21, 2024, at the College of Education, Qatar University, in collaboration with the Training and Development Center at the Ministry of Education, with 30 training hours. Fifty educators, including academic deputies, coordinators, and teachers qualified to obtain the professional license at the expert level. Four specialists from the Training and Development

Center at the Ministry of Education and Higher Education also attended the program. The program aimed at providing participants not only with advanced knowledge and skills to develop higher-order thinking skills among students but also at providing specialized practical activities to use higher-order thinking skills in their classrooms.

- **Program for Developing a Culture of Coaching**

The National Educational Development Center presented the training program "Developing a Culture of Coaching" in collaboration with the Educational Development Institute (EDI) of Qatar Foundation. The program included 27 training hours and targeted seventeen teachers, coordinators, and supervisors from Qatar Foundation schools. The program aimed to enhance participants' self-learning culture, ability to continuously monitor and modify performance, and make appropriate decisions in various educational situations. The program covered several key topics, including Metacognitive Skills, The Five States of Mind, Building Trust, Stages and Tools of Cognitive Coaching, and The Role of the Coach as a Thinking Mediator, to name a few. The program also included specialized and practical training sessions where the application of the concepts and tools presented was the focus. In addition, interactive sessions and discussions were held to enable participants to share their experiences and insights.

- **Neurodiversity Program**

Aiming at community engagement, fostering a sense of belonging, and raising awareness about Autism Spectrum Disorder (ASD) among students at the College of Education, support specialists in Qatari schools, and parents, the National Educational Development Center at the College of Education, in collaboration with the Autism Parents Platform and ExxonMobil, organized the Neurodiversity Program titled "Autism: From Early Intervention to the Transitional Stage." This was held during the Fall 2023 semester at the College of Education building at Qatar University. The program was attended by 166 people interested in this field. It provided an overview of autism spectrum signs and the diagnosis process, as well as evidence-based practices that would help students with autism in middle and high school. Additionally, the program explained several inclusive teaching strategies that enhance curricula and introduced educational materials to support diverse abilities. It also included explanations of some evidence-based strategies in early education classrooms.

- **Research Evaluation**

The National Educational Development Center works closely with the Ministry of Education and Higher Education in evaluating research conducted by school teachers. On October 1, 2023 ten candidates out of 30 who participated in action research in the academic year 2023-2024, were shortlisted for the top three positions. In the academic year 2023-2024, 15 action research projects were evaluated in May 2024. Additionally, a group of specialists from the center visited a school in March 2024, to view action research exhibition presented by school teachers and provide feedback on 10 of their action research projects.

9.6 Early Childhood Center (ECC)

The College of Education established the Early Childhood Center (ECC) in 1981, under the name “Nursery School.” In 2007, the center obtained its current name “Early Childhood Center” based on its newly developed vision and mission to be a reference for children, families and the larger community. The center implemented the Creative Curriculum in both Arabic and English, which assures developmentally appropriate practices. The curriculum aligns with Qatar National Curriculum Framework 2015 educational standards and the National Association for the Education of Young Children (NAEYC) educational guidelines.

The new building officially opened on April 17, 2018 with a modern and innovative design that enables providing advanced services in the fields of education, training and research. The construction of the ECC building was sponsored by LNG Japan and facilitated by Qatar Gas and the Japanese Embassy in Qatar.

9.7 Admission and Enrollment (Pre-University Communication)

9.7.1 Visits

In order to educate students about admission standards, colleges, and majors, as well as to highlight the most significant programs and possibilities that Qatar University has to offer, Pre-University outreach worked on individual school visits.

Visit Type	Fall 2023 – Spring 2024	
	No. of Visits	Attendees
Government Female School Visits	22	3,794
Government Male School Visits	31	2,892
International & Private Schools Visits	48	3,968
Virtual Visits	2	295
The National Service Academy (Miqdam Camp)	1	118
	104	11,067

9.7.2 Exhibitions

The Pre-university outreach participates in various exhibitions to introduce the colleges programs and the admission requirement and answering all inquiries received, we participates in internal and external exhibitions organized by different entities, whether in person or virtually.

Exhibition Type	Fall 2023-Spring 2024	
	No. of Exhibitions	Attendees
Internal Exhibitions	4	9,989
External Exhibitions	76	33,602
Virtual Exhibitions	2	289
	82	43,880

9.7.3 Pre-University Outreach Programs and Events

9.7.3.1 Open Day Event

This event provides an overview of Qatar University's academic offerings and Admission process for high school students, parents, and academic advisors. In addition, it highlights student life, Student organizations, and student clubs, offers details on different services, and links users to professionals who may help with career and academic planning.

Open Day 2024 (All Visitors)	
No. of Students	No. of Other Visitors
3,720	973
4,693	

Open Day 2024 (Students)			
Grade 9	Grade 10	Grade 11	Grade 12
11	137	314	3,156
3,720			



### 9.7.3.2 Summer Program

The summer program is held in cooperation with the College of Engineering, It is an annual event under the slogan “I am an Engineer” in addition to the participation of other parties. The program aims to attract and encourage students to explore and study scientific and technological majors through various interactive activities.

Summer Program 2023		
Grade 8	Grade 9	Grade 10
1	15	38
54		

### 9.7.3.3 Winter Program

Through the provision of hands-on experiences in science subjects like biology, chemistry, physics, mathematics, and statistics, the program aimed to acquaint students with the University of Qatar and pique their interest in scientific and essential subjects.

Winter Program 2023		
Grade 9	Grade 10	Grade 11
14	14	2
30		

### 9.7.3.4 Academic Advisors Forum

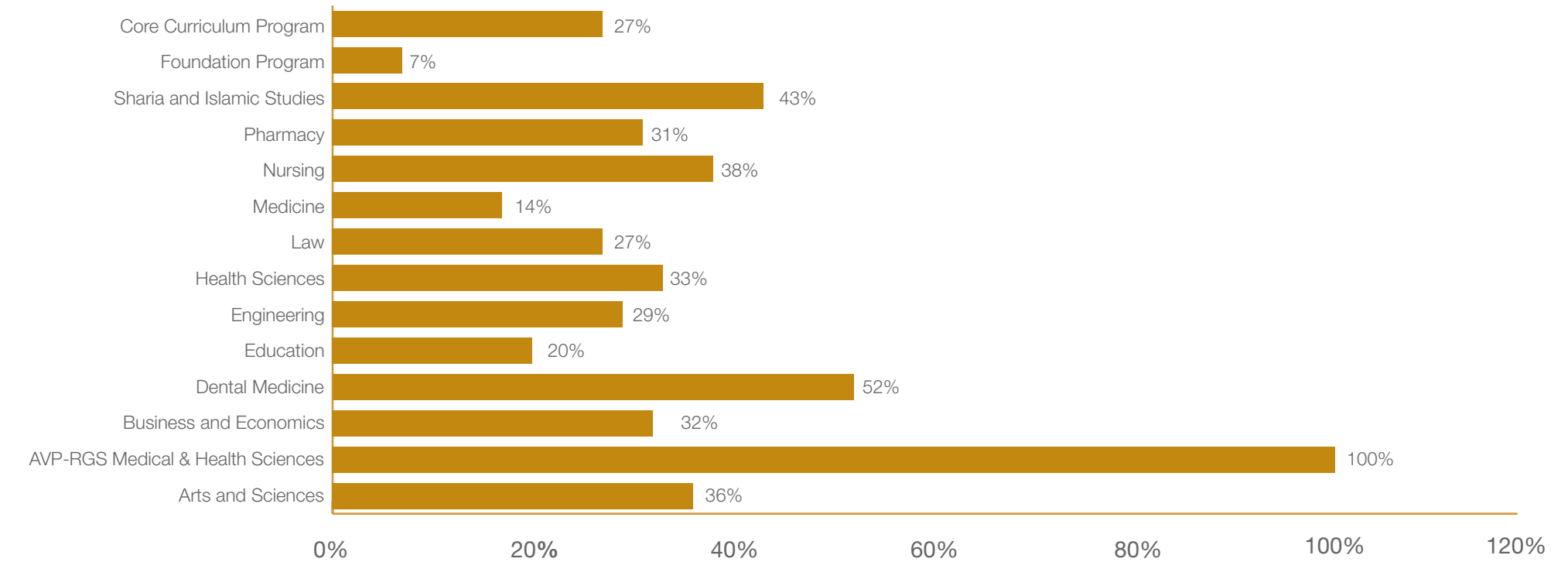
The forum helps academic advisors work closely with Qatar University to guide students in choosing the right majors and ensuring their success. Advisors learn how to identify students' interests through global tests, aiding them in choosing the best academic and career paths. The event also emphasizes the importance of school visits, explores ways to improve them, and answers admissions questions.

Academic Advisors Forum 2023	
Government (Male/Female) Schools	Private and International Schools
85	27
112	

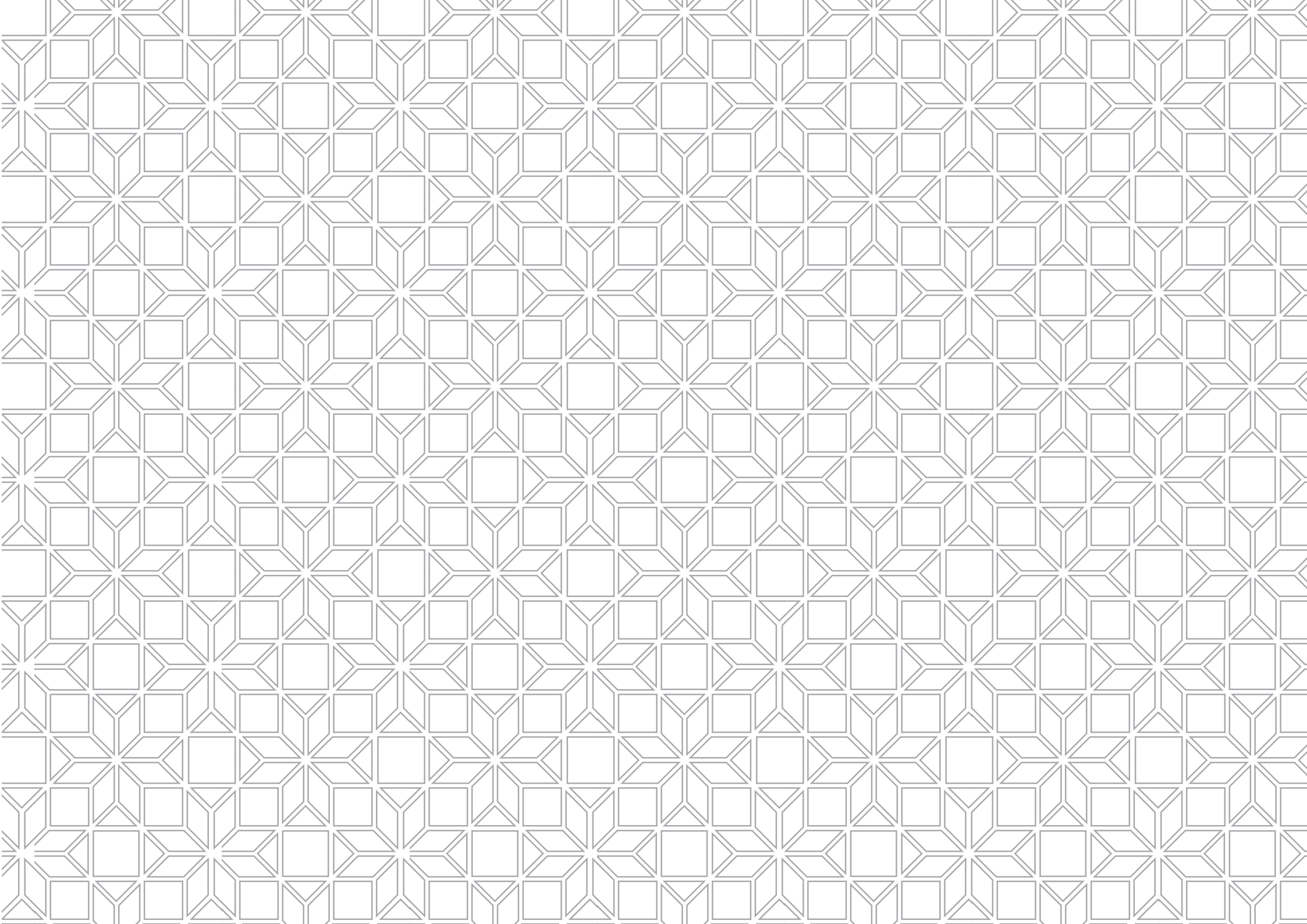
9.8 Faculty Participation in Community Service Activities

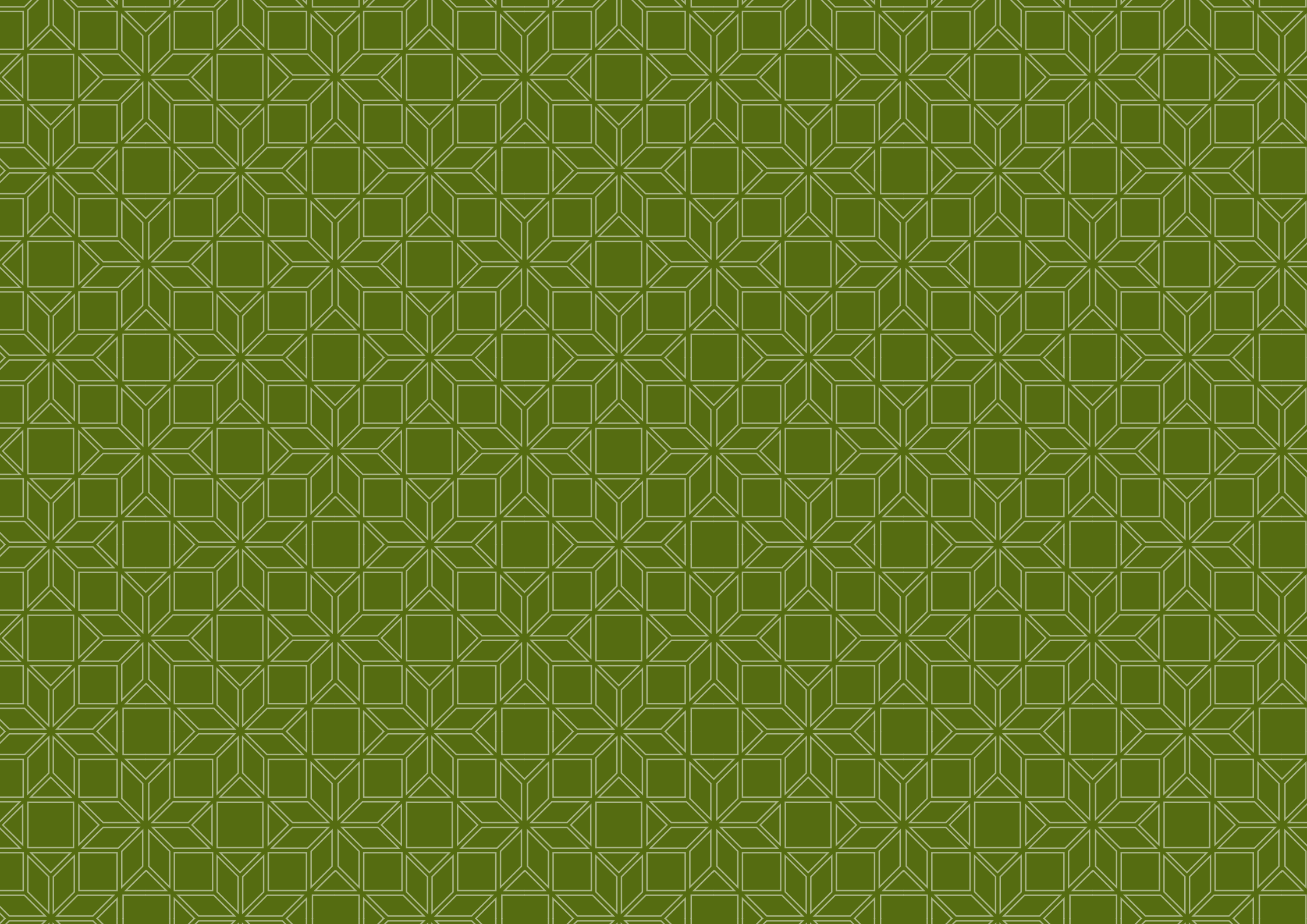
Among many community service activities, QU faculty lend their expertise as consultants to the public and private sectors, and act as mentors and supervisors for student research papers and projects. They also serve as members in academic and social committees and bring their knowledge and experience to bear on their respective committees’ discussions, plans and events.

Percentage of Full-time Faculty (Except for TA's) Involved in Community Service Activities\*



\*Includes consulting, community, professional activities which are pro bono or media engagement as obtained from Activity Insight System.







## 10. PHYSICAL FACILITIES

## 10. PHYSICAL FACILITIES

### 10.1 Buildings

#### 10.1.1 Men's Disgnated Area

##### A01 Arena Pavilion Complex (Men's Sports Facility)

Houses offices, football stadium and encircling track. Accommodates 5,000 people.

##### A02 Main Court Pavilion

Houses offices and other facilities (Padel and basketball). Accommodates 900 people.

##### A03 Tennis Court Pavilion

Houses offices, tennis and handball fields, and security rooms. Accommodates 900 people.

##### A04 Swimming Pool Pavilion

Houses offices, three swimming pools, gymnasium hall, and security rooms. Accommodates 1,500 people.

##### A05 Administrative Affairs Building

Includes Human Resources, Finance and Procurement Departments offices.

##### A06 Men's Foundation

Houses lecture rooms, labs, staff and faculty members' offices, meeting rooms.

##### A07 Sports and Events Complex

Houses halls designated for events, sports halls and the gym in addition to administrative offices.

##### B01 Higher Administration Building

Houses the Office of the President, Vice Presidents, Conference Hall, Reception Hall, and meeting rooms.

##### B02 Men's Activity Center

Houses offices, and food outlets.

##### B03 Information Technology (IT) Services

Houses IT support services, offices and meeting rooms.

##### B04 Research Center

Houses lecture halls, labs, faculty members' offices and meeting rooms.

##### B05 Main Men's Building

Houses lecture rooms, labs, faculty members' offices, meeting rooms and cafeteria.

##### B06 Annex Building

Houses computer labs and offices.

##### B07 Engineering Workshop

Houses several offices, and the Mechanical Engineering workshop.

##### B08 Green House

Houses indoor agricultural experiments under the College of Arts and Sciences.

##### B09 CENG Research Center (Formerly)

Re-layout as 'Qatar University Testing Center' is Ongoing.

##### B10 Qatar National Bank

Serves banking needs of QU community.

##### B11 Ibn Khaldoon Hall

Hosts events at QU.

##### B12 Mosque

Houses prayer hall and service rooms.

##### BCR Corridor A to J

Houses lecture rooms, labs, auditoriums, faculty members' offices and meeting rooms.

#### 10.1.2 Women's Disgnated Area

##### C01 Women's College of Arts and Sciences

It houses lecture rooms, labs, faculty members' offices and meeting rooms.

##### C02- C03 Faculty Office Building-01

Houses College of Arts and Science's faculty offices and classrooms.

##### C04 Main Women's Building

Houses lecture rooms, labs, faculty member offices and meeting rooms.

##### C05 Womens Activity Building

Houses offices, and CAS advising center.

##### C06 Administrative office.

Houses administrative offices.

##### C07 College of Sharia and Islamic Studies (Building B)

Houses lecture rooms, labs, auditoriums, staff and faculty offices, and meeting rooms.

##### C11 College of Sharia and Islamic Studies (Building A)

Houses lecture rooms, labs, staff and faculty offices and meeting rooms.

##### C12 Admission and Registration Building (Formerly)

Re-layout as 'Building for College of Business and Economics' is Ongoing.

##### D01 Al-Bidda Building

Houses offices, labs, and lecture rooms.

##### D02 Women's Car Park Arena

It is considered the main area for female students to access various buildings on the women's campus.

##### D03 Women's Sports Facility

Houses main playing field, sports halls, sport facilities, lecture rooms, and labs.

##### D04 Women's Food Court

Houses Food Court, bookstore and administrative offices.

##### D05 Women's Foundation

Houses lecture rooms, labs, faculty members' offices and meeting rooms.

### D06 Female Classroom Building

Houses classrooms, computer labs, and offices.

### D07- Early Childhood Center

Used as a kindergarten with playing area for kids. It also houses kids' classes and staff offices.

### 10.1.3 General Campus Area

### B13 Library Building

Accommodates reading lounges, study rooms, meeting rooms, auditoriums, display areas, stores, cafeterias and security rooms.

### C08 Facilities and General Services Department

Used as the main office for facilities and general services department.

### C09 Central Services Unit 1 (CSU-1)

Houses service machines such as chillers, main control room that serves area 1.

### F01 Campus Security Office

### F03 Main Control Monitoring Room

### F05 Student Housing (Male)

Residential apartments for male university students.

### F06 – F15 Apartments for faculty members

Residential apartments belonging to the faculty in addition to offices for staff.

### F16 Student Housing (Female)

Residential apartments for female university students.

### F17 Central Services Unit 3

Houses service machines such as chillers, main control room that serves area 3.

### F18 Housing Maintenance Offices Building

Houses offices for the operation and maintenance team.

### F19 Housing Club House

Houses recreational facilities.

### F20 Housing Administration

### H06 Health Cluster Annex building

Houses lecture halls, faculty and administrative staff offices

### H07 College of Engineering

Houses lecture halls, seminar rooms, computer labs, meeting rooms and faculty members' offices.

### H08 College of Business and Economics

Houses lecture halls, seminar rooms, computer labs, meeting rooms and faculty members' offices.

### H09 Central Services Unit CSU2

Houses service machines such as chillers, main control room that serves area 2.

### H10 Research Complex Building

Used for learning, testing, and administrative functions, and has wing divisions for seven research units and a main administration unit. Houses lecture rooms, an auditorium, labs, meeting rooms, staff offices, storage rooms, and security rooms.

### H12 College of Medicine/ Dental Medicine

Houses lecture rooms, labs, student and faculty lounges and meeting rooms.

### H13 Multistory carpark

Houses offices and parking.

### H14 Wind Modeling Research Center

Houses offices and laboratories.

### I02 Central Stores building

### I03 QU Health Headquarter/ College of Nursing

### I05 boat yard building

### I06 Ibn Baitar Building

Houses teaching labs, classrooms, seminar conferences hall, auditorium, faculty members' offices, administrative staff offices, meeting rooms, stores and cafeteria.

### I07 Central Services Unit 4

Houses service machines such as chillers, main control room that serves area 4.

### I08 Tamyuz Simulation Center

Houses labs and offices

### I09 College of Law Building

Houses classrooms, laboratories, staff offices, faculty members, and restaurants.

### I10 College of Education Building

Houses classrooms, laboratories, staff offices, faculty members, and restaurants.

### I11 Students affairs building

Houses classrooms, entertainment facilities, offices and restaurants.

### 10.2 Car Park Facilities

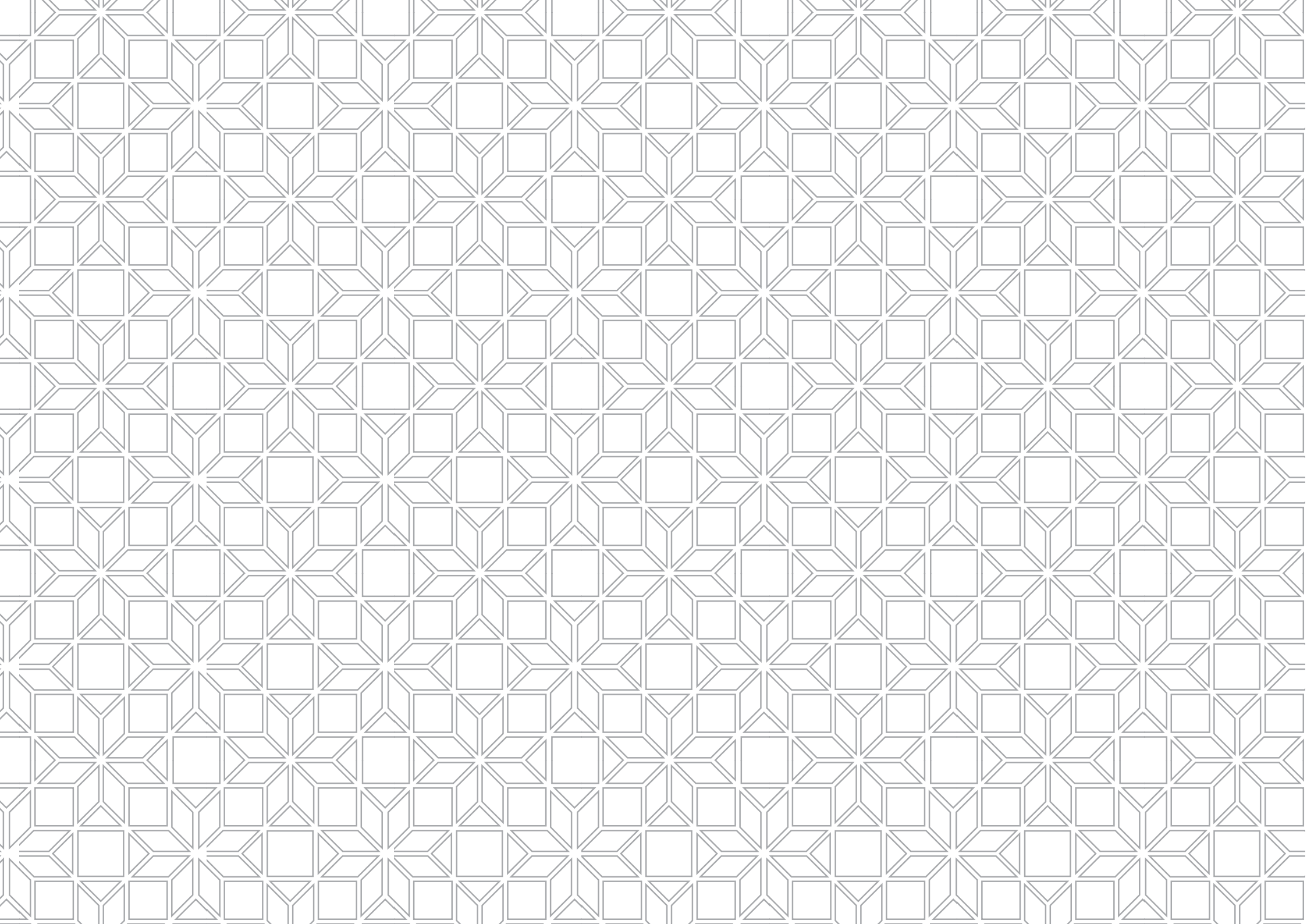
The number of car parking facilities at various locations within QU campus reached 11,548 parking.

### 10.3 Classrooms

Classrooms are distributed throughout university buildings as follows:

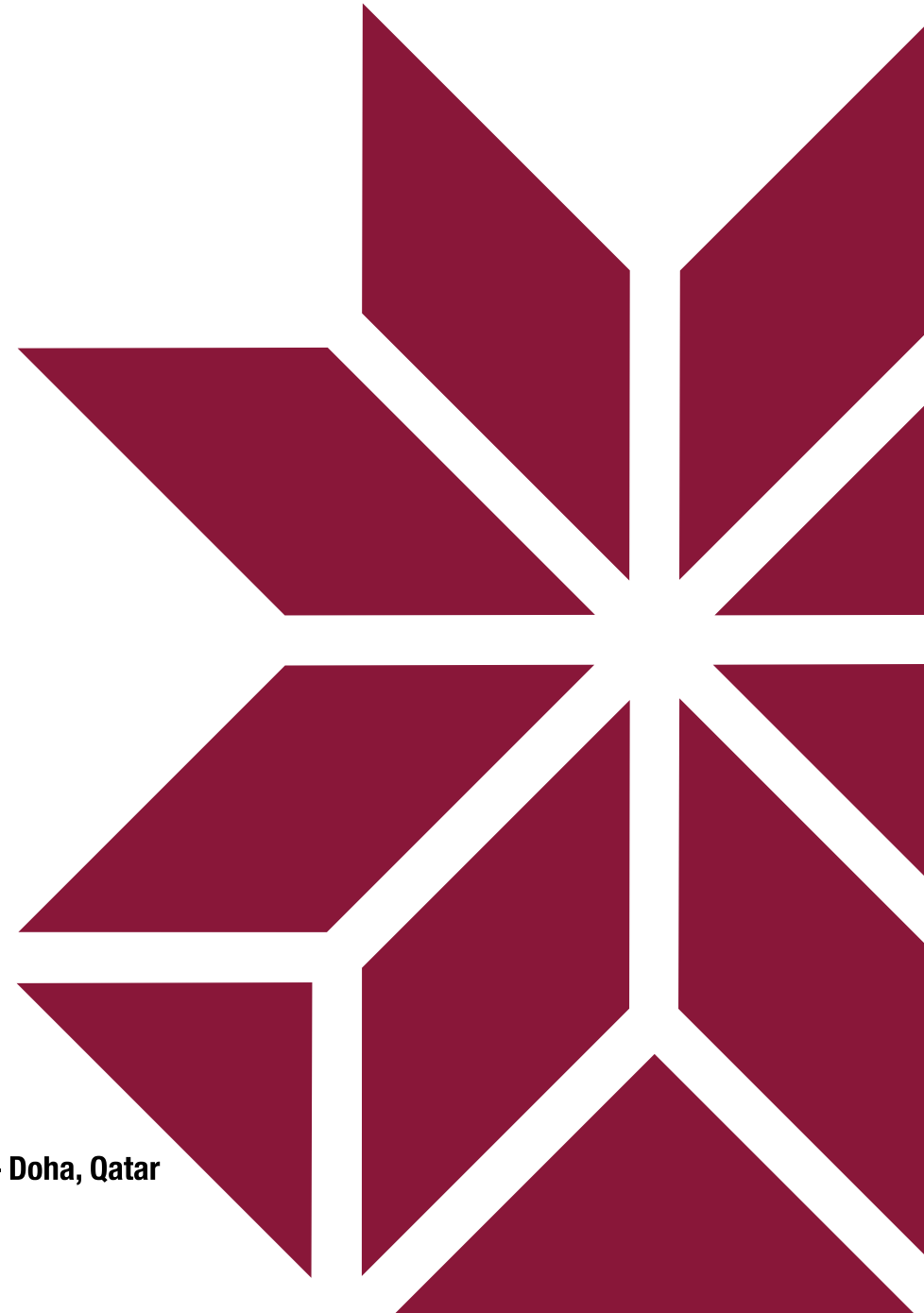
Classroom Type	Number of Rooms
Auditorium	7
Biological & Environmental Sciences Lab	19
Chemistry & Earth Sciences Lab	16
Computer Labs	54
Engineering Labs	54
General Research Labs	2
New Pharmacy Labs	9
Health Sciences Labs	16
Lecture Rooms	366
Medicine Research rooms	11
Old Pharmacy Labs	3
Physics Lab	12
Physiotherapy Lab	6
Art Education Labs	10
Dental Medicine Labs	1
<b>Total</b>	<b>586</b>











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