

2011

# College of Engineering, QU, Strategic Planning Committee

It is all about collaboration .....

## Strategic Planning Committee 2009-2010 and 2010-2011

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## Strategic Planning Committee 2011-2012

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First Draft 17/12/2009 - Final Draft 6/1/2010

Final Draft revised 7/1/2010 Revised April 3, 2010 Revised May 22, 2010 – Updated

Revised 28 September, 2011 – Updated December 2011.

Quality Assurance

QATAR UNIVERSITY

12/29/2011

## Preamble

In order to develop the college of engineering strategic plan, the college board has established two teams: a core group and a strategic planning committee. The core group has conducted several brain storming sessions and discussions on the college vision and mission, key performance areas, and generated a considerable number of objectives and performance indicators. The strategic planning committee was charged with several tasks including, generating objectives while revising and adding to the established indicators unique to the college, fine tuning, refining and narrowing down the issues explored by the core group.

This document is based on the work of the SP Core Group and the Strategic Planning Committee established within the college of engineering. The strategic planning committee was divided into subgroups/focus groups, each of which was in charge of one area of the three (Teaching and Learning, Research and Scholarship, and Community Service and Industrial Partnership). Overall, the work is based on a series of meetings, workshops, feedback sessions, and email correspondence.

The document includes the following:

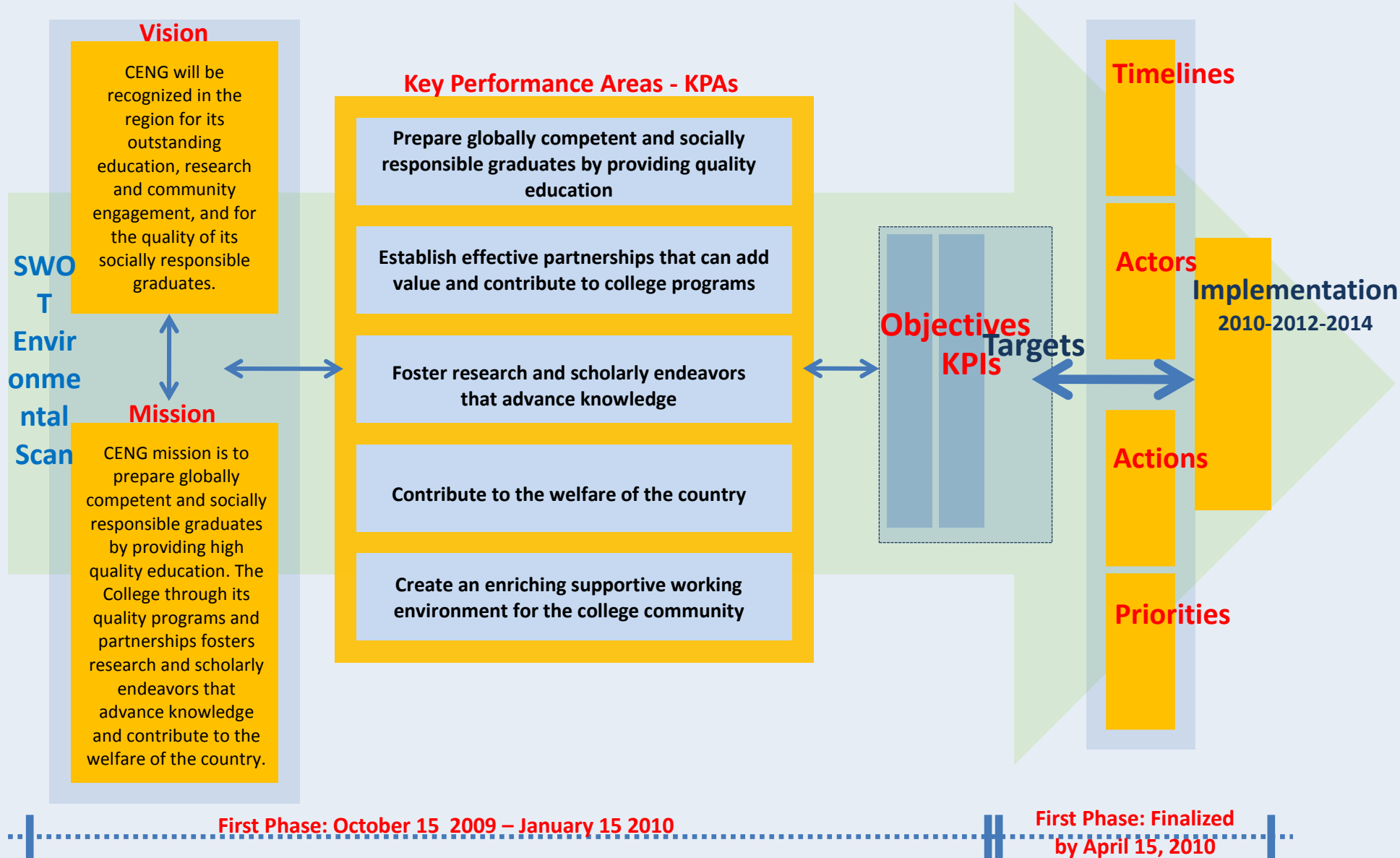
- **College of Engineering Vision and Mission**
- **Key Performance Areas (KPAs), Objectives (OBJs) , and Key Performance Indicators (KPIs)**  
Each focus group has developed a set of objectives and key performance indicators based on their revision of the SWOT analysis and came up with a considerable number of parameters that were developed and rephrased as illustrated in the tables.
- **The final SWOT analysis** as discussed by the focus groups on 1) Teaching and Learning, 2) Research and Scholarship, and 3) Community Service and Industrial Partnership. The outcome of focus groups' work has been **a)** compiled and rephrased (when needed) and **b)** classified and itemized according to the three core areas of the business performed by the College of Engineering.

It is noted that whenever possible the KPAs, OBJs, and KPIs were aligned with the university strategic plan. However, due to the unique peculiarities of the college of engineering and its underlying departments in terms of teaching, research and industry relations, specific areas and indicators are developed in a manner unique to the college's current needs, future needs, and operational mechanisms. It is intended that after the approval of this plan, the strategic planning committee will continue its work and transforms the objectives and KPIs into targets, actions, actors, priorities of implementation over the next three/five years and estimated costs for selected actions.

### **NOTE:**

**The first version of this document was developed in early January 2010. It was presented to VP-IPD (institutional planning and development). It has received interest and was recommended to other colleges as a good example. It is noted, however, that the college core group has worked on revising the KPIs and explored different targets as outlined in this version, which now needs detailing of action projects by the strategic planning committee.**

# CENG Strategic Plan



## **College of Engineering Vision**

The College of Engineering will be recognized in the region for its outstanding education, research and community engagement, and for the quality of its socially responsible graduates.

## **College of Engineering Mission**

The mission of the College of Engineering is to prepare globally competent and socially responsible graduates by providing high quality education. The College through its quality programs and partnerships fosters research and scholarly endeavors that advance knowledge and contribute to the welfare of the country.

## Key Performance Areas (KPA), Objectives (OBJs), and Key Performance Indicators (KPIs)

Key Performance Area 1 – KPA 1	
Prepare globally competent and socially responsible graduates by providing quality education	
Objectives (Objs)	Key Performance Indicators (KPIs)
<b>1.1.</b> Benchmark academic programs against international program accreditation standards. (Aligned with QU)	1.1.1. Insuring that the colleges programs are following ABET standards. <b>T.1.1.1. All CENG programs maintain direct and indirect assessment methods. DEPTS</b> 1.1.2. Achieve other forms of accreditation for the new departments/programs (RIBA for architecture). <b>T.1.1.2. Architecture gets accreditation for five years (when its UG runs in full capacity for the first time). CENG</b>
<b>1.2.</b> Graduate students competent in communication skills, teamwork, leadership, and ICT skills.	1.2.1. Percent of courses addressing the following skills: Percent of courses with communications component. Percent of courses with team work component. Percent of courses with IT skills component. <b>T.1.2.1. At least five core courses per program to have group class projects (with emphasis on communications/teamwork). DEPTS</b> 1.2.2. Number of extra-curricular activities addressing leadership, team work, communication and ICT skills in college disciplines. <b>T.1.2.2. One activity per year per program. DEPTS</b>
<b>1.3.</b> Align existing programs with local and regional market and industry needs and international trends in ENG education.	1.3.1. Percent of graduates in fulltime employment or studies within 6 months of graduation. <b>T.1.3.1. 70% of graduates each year. DEPTS</b> 1.3.2. Number of committees in college where industrial representatives are present (including industrial advisory board). <b>T.1.3.2. Minimum one committee per department. CENG</b> 1.3.3. Number of new and updated courses addressing regional or international disciplinary trends. <b>T.1.3.3. Three courses per program per year. DEPTS</b>
<b>1.4.</b> Enhance active learning by encouraging design-based learning in courses, especially in capstone design and through industrial partnerships.	1.4.1. Number of courses offered in the college that contain: <ul style="list-style-type: none"> <li>a- Field work and/or trips in support of learning objectives:  <b>T.1.4.1.a. Minimum three courses per program. DEPTS</b></li> <li>b- Capstone design project:  <b>T.1.4.1.b. Two projects per program. DEPTS</b></li> <li>c- Industry internships training:</li> </ul>

	<b>T.1.4.1.c. One training program or workshop per program. DEPTS</b>
<b>1.5.</b> Enhance undergraduate research opportunities.	<p>1.5.1. Number of UREP projects submitted. <b>T.1.5.1. On average, one UREP submission/faculty member per year. ADRGS</b></p> <p>1.5.2. Number of UREP projects awarded to the CENG or university internal grants: <b>T.1.5.2. One UREP awarded/two faculty members per year. ADRGS</b></p> <p>1.5.3. Percent of students involved in research projects. <b>T.1.5.3. 10% of college students (UREP and QU internal grants), ADRGS</b></p> <p>1.5.4. Number of courses with research or project work component. <b>T.1.5.4. Five courses per program, at least three of which in the senior level. DEPTS</b></p> <p>1.5.5. Number of students engaged in multidisciplinary research activities. <b>T.1.5.5. Five per department/year. DEPTS ((STOPPED))</b></p>
<b>1.6.</b> Enrich Qatar University's student experience.	<p>1.6.1. Number of activities organized and conducted by students in the college. <b>T.1.6.1. Four activities per year. ADS</b></p> <p>1.6.2. Percent of senior students surveyed who rate college facilities including laboratories as "excellent" or "very good." <b>T.1.6.2. 50% of the students. ADS</b></p> <p>1.6.3. Number of activities shared by faculty and students. <b>T.1.6.3. Two activities per year. IRO</b></p> <p>1.6.4. Active learning is included as a dimension for evaluation in course file/course portfolio Evaluation. <b>T.1.6.4. At least 30% of program courses involve an active learning component DEPTS</b></p> <p>1.6.5. Percent of senior students surveyed who report that the teaching performance of faculty is at the "excellent" or very good" levels. <b>T.1.6.5. At least 60% of senior students report that the teaching performance of faculty is at the "excellent" or very good" levels. ADS</b></p>
<b>1.7.</b> Appoint and retain high-quality faculty.	<p>1.7.1. Percent of faculty who attend conferences and other professional development opportunities outside Qatar. <b>T.1.7.1. 60% of faculty members. CENG</b></p> <p>1.7.2. Percent of faculty who stayed in same rank for more than 8 years. <b>T.1.7.2. Less than 20%. CENG</b></p> <p>1.7.3. Retention rates. <b>T.1.7.3. 90%. CENG</b></p>
<b>1.8.</b> Establish quality graduate programs.	<p>1.8.1. Number of masters' and doctoral programs offered. <b>T.1.8.1. six master programs and one PhD for all programs by 2013. CENG</b></p> <p>1.8.2. Number of graduate students registered.</p>

**T.1.8.2. Ten students per program per year. ADS**

1.8.3. Number of Affiliations established with well reputed universities.

**T.1.8.3. All graduate programs. CENG**

1.8.4. Percent of international graduate students.

**T.1.8.4. 10% of students population in graduate programs. ADS**

1.8.5. Number of publications in international conferences and indexed journals resulting from students thesis work.

**T.1.8.5. Two publications per a graduating senior student. ADRGS**

1.8.6. Percentage of post graduate students successfully completing their graduation requirements within formally specified range of time.

**T.1.8.6. At least 80% of graduate students successfully complete their graduation requirements within formally specified range of time. ADRGS**

## Key Performance Area 2 – KPA 2

### Establish effective partnerships that can add value and contribute to college programs

Objectives (Objs)	Key Performance Indicators (KPIs)
2.1. Foster stronger links between academic departments and local industry	<p>2.1.1. Number of courses involved with industry, government bodies or civil societies.  <b>T.2.1.1. Two courses per department per year. DEPTS</b></p> <p>2.1.2. Number of seminars, workshops and industrial visits.  <b>T.2.1.2. Five events per department per year including internal seminars. DEPTS</b></p> <p>2.1.3. Number of industry representatives assessing students work/projects (physical visits or online).  <b>T.2.1.3. All senior or capstone projects/department involves industry representatives in the assessment process. DEPTS</b></p> <p>2.1.4. Number of senior students internships with local industries.  <b>T.2.1.4. 70% of students in all college programs. IRO</b></p> <p>2.1.5. Numbers of faculty engaged with industry (internship and summer employment).  <b>T.2.1.5. One faculty/department (involvement either in research or summer employment). DEPTS</b></p> <p>2.1.6. Number of joint research projects with industry.  <b>T.2.1.6. One project per department per year. DEPTS</b></p>
2.2. Enhance the activities of the industrial relations office.	<p>2.2.1. Number of activities (seminars, workshops, visits) emerging from the industrial liaison office.  <b>T.2.2.1. Three activities per year at the college level. IRO</b></p>
2.3. Establish and enhance links within other educational institutions.	<p>2.3.1. Number of graduate students exchanged from other institutions (within and outside Qatar).  <b>T.2.3.1. Two per department. ADRGS</b></p> <p>2.3.2. Number of exchanged visiting professors between QU and other institutions.  <b>T.2.3.2. Two per college per year. CENG</b></p>
2.4. Utilize effectively the research centers and chair positions for partnership.	<p>2.4.1. Number of industrial workshops and conferences organized in collaboration with industry and/or other institutions.  <b>T.2.4.1. In addition to the two workshops at the college level, all departments that have chairs would have one conference every 3 years. IRO</b></p> <p>2.4.2. Number of undergraduate/ postgraduate courses offered by industrial chairs.  <b>T.2.4.2. One course per program. DEPTS</b></p> <p>2.4.3. Number of workshops delivered by chair to industry.  <b>T.2.4.3. One per chair per department DEPTS</b></p>



2.4.4. Number of projects brought to CENG from industry by the research centers.

**T.2.4.4.** Two projects per center per year. **ADRGs**

2.4.5. Number of faculty members involved in research center projects.

**T.2.4.5.** 10% of faculty members are involved in research center projects. **ADRGs**

## Key Performance Area 3 – KPA 3

### Foster research and scholarly endeavors that advance knowledge

Objectives (Objs)	Key Performance Indicators (KPIs)
3.1. Improve research infrastructure in the college	<p>3.1.1. A new male building is included in the university Master plan.  <b>T.3.1.1.a.</b> A new proposed CENG building is included in the QU master plan by June 2011. <b>CENG</b>  <b>((STOPPED/Achieved))</b>  <b>T.3.1.1.b.</b> The CENG building is ready for occupancy and use by June 2015. <b>CENG</b></p> <p>3.1.2. Percent of laboratories refurbished to become state-of-the-art facilities each year.  <b>T.3.1.2.</b> 20% of laboratories are refurbished annually. <i>(Until moving to the new building).</i> <b>FAO</b></p> <p>3.1.3. Number of additional research labs allocated for departments.  <b>T.3.1.3.a.</b> One per department by January 2012. <b>FAO</b></p> <p>3.1.4. A well equipped workshop that supports research projects is created.  <b>T.3.1.4.</b> Workshop is ready for use by June 2012 <b>FAO</b></p> <p>3.1.5. Amount of funding available for research equipment.  <b>T.3.1.5.</b> Two Millions per year at the college level (different from education and lab equipments). <b>ADRGs</b></p>
3.2. Attract and retain faculty and supporting staff with proven research record	<p>3.2.1. Teaching load and faculty evaluation system are revised to reflect the importance of research.  <b>T.3.2.1.</b> Average teaching load of 12 ICH/year - Maximum teaching load of 15 ICH/year. <b>CENG</b></p> <p>3.2.2. Average number of indexed journals per CENG faculty member per year.  <b>T.3.2.2.</b> Average number of indexed journals publication is 1. <b>ADRGs</b></p> <p>3.2.3. Percentage of awarded ongoing NPRP projects led by CENG faculty members.  <b>T.3.2.3.</b> 50% concurrent research projects. <b>ADRGs</b></p> <p>3.2.4. Percent of faculty and support staff who indicate that their level of satisfaction with research support services is either “satisfactory” or highly satisfactory” (services including the research office, finance etc).  <b>T.3.2.4.</b> 50% of the college faculty and support staff. <b>ADRGs</b></p> <p>3.2.5. Satisfaction level of faculty and support staff on the maintenance of labs and classrooms, and adequacy of equipment and software.  <b>T.3.2.5.</b> 50% of the college faculty and support staff are satisfied or very satisfied. <b>CENG</b></p> <p>3.2.6. Number of faculty members who score less than 3.5 on the research component of their annual evaluation system.  <b>T.3.2.6.</b> Less than 20% of college faculty members. <b>CENG</b></p>
3.3. Establish quality postgraduate programs in areas of national priorities.	<p>3.3.1. Number of post-graduate programs established.  <b>T.3.3.1.</b> Six Master programs are established by 2012, affiliated to US/UK universities. <b>ADRGs</b></p>

	<p>3.3.2. Number of doctoral programs in partnership with well recognized institutions is established.  <b>T.3.3.2. Maintain qualified post graduate programs. ADRGS</b></p> <p>3.3.3. Number of scholarships and/or sponsorships offered for attracting outstanding research students.  <b>T.3.3.3. Twelve scholarships/sponsorships– average of one per graduate program at any given time. ADRGS</b></p> <p>3.3.4. Number of doctoral students enrolled in the college.  <b>T.3.3.4. Twenty students (approx., three per doctoral program). ADS</b></p> <p>3.3.5. Number of publications/posters/presentation of post graduate students in journals/conferences.  <b>T.3.3.5. Seventy five per year (consider the target number of research assistantships in 3.3.6). ADRGS</b></p> <p>3.3.6. Number of ongoing Research Assistant (RA) positions established.  <b>T.3.3.6. Forty research assistantships. ADRGS</b></p> <p>3.3.7. Number of departments that contribute to post graduate research programs.  <b>T.3.3.7. All 6 departments of the CENG are contributing to post graduate research programs. ADRGS</b></p> <p>3.3.8. Graduate students' level of satisfaction with their research learning experience.  <b>T.3.3.8. At least 75% of students are satisfied with research learning experience. ADRGS</b></p>
<p><b>3.4. Develop strategic research partnerships within and outside of Qatar</b></p>	<p>3.4.1. Number of chair positions (existing and newly established) with support from strategic industries.  <b>T.3.4.1. Six at steady state. IRO</b></p> <p>3.4.2. Number of projects-MOUs-Grants-Contracts in collaboration with industry and with other institutions, civil societies or government organizations, serving the needs of these organizations. (in/out).  <b>T.3.4.2a. Collaboration with industry: Forty including NPRPs. IRO</b>  <b>T.3.4.2b. Collaboration with other institutions, civil societies or government organizations, serving the needs of these organizations: at least one per department at steady state. IRO</b></p> <p>3.4.3. Number of publications resulting from collaborations.  <b>T.3.4.3. Average of one per faculty member per year. ADRGS</b></p> <p>3.4.4. Number of “knowledge transfer” and dissemination workshops between QU and collaborators  <b>T.3.4.4. Twelve per year (2 per department). DEPTS</b></p> <p>3.4.5. Number of funded projects awarded by external funding agencies (outside of Qatar).  <b>T.3.4.5. Two projects funded by external funding agencies outside of Qatar. ADRGS</b></p> <p>3.4.6. Degree of primary stakeholders satisfaction with research activities (workshops, seminars, chair performance, ...etc.).</p>

	<b>T.3.4.6.</b> 80% of stakeholders would be at least satisfied. <b>ADRGs</b>
<b>3.5.</b> Host international academic conferences in priority areas	3.5.1. Number and quality of specialized international conferences hosted or co-hosted annually and in partnership with international organizations both inside and outside Qatar. <b>T.3.5.1.a.</b> Two conferences a year. <b>CENG</b> <b>T.3.5.1.b.</b> Average acceptance rate of these conferences is 60%. <b>CENG</b> <b>T.3.5.1.c.</b> Number of participants in these conferences organizations is 300 participants (150/conference). <b>CENG</b> <b>T.3.5.1.d.</b> 20% of the relevant faculty members present in these conferences. <b>CENG</b>

## Key Performance Area 4 – KPA 4

### Contribute to the welfare of the country

Objectives (Objs)	Key Performance Indicators (KPIs)
4.1. Identify the needs and aspirations of society (relevant to CENG)	<p>4.1.1. Number of visits to different industry groups and government agencies (by department).  <b>T.4.1.1. four visits to each industry or government agencies per year per department (to be coordinated at the college level).</b> DEPTS</p> <p>4.1.2. Number of meetings with society representatives hosted by the college to gather information on societal needs.  <b>T.4.1.2. One comprehensive meeting per year per department.</b> CENG</p>
4.2. Serve community needs by effectively cooperating with civil society and government organizations	<p>4.2.1. Faculty and staff involvement in community support is emphasized in the faculty and staff annual appraisal (at the college level).  <b>T.4.2.1. Guidance document for faculty evaluation is revised by September 2010.</b> CENG  <b>((CLOSED/achieved))</b></p> <p>4.2.2. Number of faculty volunteering in community service activities outside CENG/QU.  <b>T.4.2.2. 20% of faculty members.</b> DEPTS</p> <p>4.2.3. Number of students volunteering in community service activities outside CENG/QU.  <b>T.4.2.3. 5% of the student body, preferably leaders of societies.</b> DEPTS</p> <p>4.2.4. Number of faculty members representing the College in one or more civil society or government organization teams, task forces or committees annually.  <b>T.4.2.4. 20% of faculty members.</b> DEPTS</p> <p>4.2.5. Percent of faculty who participating in at least one college or university committee  <b>T.4.2.5. 30 % of college faculty are participating in one college or university committee</b> CENG</p> <p>4.2.6. Number of faculty teaching in continuing education and specialized training  <b>T.2.4.6. 15% of faculty at steady state.</b> DEPTS</p>
4.3. Foster an educational environment that links service learning with outreach programs.	<p>4.3.1. Number of academic seminars opens to the public.  <b>T.4.3.1. Twelve public seminars or lectures on topical issues per department per year.</b> DEPTS</p> <p>4.3.2. Number of college awareness seminars conducted annually.  <b>T.4.3.2. Two awareness seminars on specific topics per year.</b> CENG</p> <p>4.3.3. Number of college camps and open days.  <b>T.4.3.3. Two events per year in association with a locally based national or international company.</b> CENG</p> <p>4.3.4. Integrate a component of community related work into selected senior courses (community</p>

	<p>design studios).</p> <p><b>T.4.3.4.</b> Minimum of 50% of senior projects should be in association with local industry, government departments or societies. <b>DEPTS</b></p> <p>4.3.5. Number of senior projects involving outreach and service learning components.</p> <p><b>T.4.3.5.</b> 50% of senior projects are based on industry/government needs. <b>DEPTS</b></p>
<p>4.4. Foster an environment that encourages faculty participation in community activities that promote and enhance cultural and professional values of Qatar</p>	<p>4.4.1. Percent of community organizations that indicate that the level of staff and faculty participation in community services is either "satisfactory" or "very satisfactory."</p> <p><b>T.4.4.1.</b> 70% of community organizations are stratified or very satisfied. <b>CENG ((STOPPED/N/A))</b></p> <p>4.4.2. Percent of faculty members and staff involved in community service activities and events.</p> <p><b>T.4.4.2.</b> 65% of faculty members and staff. <b>DEPTS</b></p> <p>4.4.3. Number of faculty who hold affiliations with professional associations.</p> <p><b>T.4.4.3.</b> 50% of faculty members hold affiliations with professional associations in their fields. <b>DEPTS</b></p> <p>4.4.4. Number of faculty who has received external recognition (outside university sphere) for community service.</p> <p><b>T.4.4.4.</b> 5% of the college faculty. <b>DEPTS</b></p> <p>4.4.5. Number of faculty members involved in consultancy services to industrial/external institutional clients.</p> <p><b>T.4.4.5.</b> 25% of college faculty. <b>DEPTS</b></p> <p>4.4.6. Number of faculty who have been engaged in media activities (including TV Interviews, newspaper, public speech, etc.).</p> <p><b>T.4.4.6.</b> 25% of college faculty. <b>DEPTS</b></p>

## Key Performance Area 5 – KPA 5

### Create an enriching supportive working environment for the college community

Objectives (ObJs)	Key Performance Indicators (KPIs)
<p>5.1. Enhance faculty and staff stability and instill the sense of belonging</p>	<p>5.1.1. Percent of faculty who receive recognition and awards for research excellence  <b>T.5.1.1.</b> 50% of faculty receive incentives <b>ADRGs</b> ( maintain distinguished research record (awarded UREP and NPRP proposals, number and quality of publications, involvement in editorial boards of international journals and conferences).</p> <p>5.1.2a-b. Incentives for teaching excellence are established (<i>should be seen as a project rather than an indicator</i>).  <b>T.5.1.2.a</b> a teaching award is established by September 2010. <b>CENG</b>  <b>T.5.1.2.b.</b> 40 % of faculty members are involved in active and collaborative learning in their teaching and/or extracurricular activities. <b>CENG</b></p> <p>5.1.2c. Percent of turnover  <b>T.5.1.2c.</b> Less than 10 percent annually <b>CENG</b></p> <p>5.1.3. Number of college wide social activities/gatherings.  <b>T.5.1.3.</b> Two college social events per year (one college wide and one per department). <b>CENG</b></p> <p>5.1.4. Percent of faculty expressing satisfaction with management and operations.  <b>T.5.1.4.</b> 65% of faculty members express satisfaction through surveys. <b>CENG</b></p>
<p>5.2. Retain high quality people (faculty and staff)</p>	<p>5.2.1. Faculty workload is redistributed according to faculty performance in previous years. (<i>Percent of faculty who receive load reduction because of engagement in other activities</i>).  <b>T.5.2.1.</b> Policy and guidelines are proposed to VPCAO for discussion and approval. <b>CENG</b></p> <p>5.2.2. Percent of faculty who indicate that the college administration, secretarial assistance, academic assistance and workload distribution is either "satisfactory" or "very satisfactory"  <b>T.5.2.2.</b> 50 % of college faculty. <b>CENG</b></p>
<p>5.3. Enhance the operational process</p>	<p>5.3.1. <b>Professional Environment</b></p> <p>a. Average number of professional development activities per faculty member including conferences.  <b>T.5.3.1.a.</b> Three professional activities are available annually. <b>CENG</b></p> <p>b. Percent of faculty who express that the professional environment is "satisfactory" or "very satisfactory."  <b>T.5.3.1.c.</b> 55% of faculty members are satisfied or very satisfied of the professional environment. <b>CENG</b></p>

**5.3.2. Social Environment**

(Meet the dean event is organized twice annually).

a. Percent of faculty who participate in the meet the dean event.

**T.5.3.2.a.** 70% of faculty members participate in the event **IRO**

b. Number of social events (annually).

**T.5.3.2.b.** Total of 7 social events: one at the college level and one per department. **IRO**

c. Percent of faculty who express that the social environment is "satisfactory" or "very satisfactory."

**T.5.3.1.c.** 50% of faculty members are satisfied or very satisfied of the social environment. **IRO**

**5.3.3. Operational Environment**

**T.5.3.3.a.** 50% of faculty members are satisfied or very satisfied of the safety procedures and manuals. **CENG**

**T.5.3.3.a.** 35% of faculty members are satisfied or very satisfied of the business operations, clarity of procedures, clarity of communication mechanisms with other divisions/units within QU, and research support offered. **CENG**



## SWOT Analysis

SWOT From Teaching and Learning Perspective		
Category	Strengths	Weaknesses
<b>Faculty</b>	<ul style="list-style-type: none"> <li>- Highly qualified faculty members with diversified experiences and backgrounds-- with respect to networking, industrial consultancy and training, and research experience.</li> </ul>	<ul style="list-style-type: none"> <li>- High faculty turnover (50% to 60% leave /3-years)</li> <li>- Vague and unrealistic promotion policies</li> <li>- High teaching loads</li> <li>- Shortage of supporting and qualified administrative staff</li> <li>- No career progression for TAs</li> <li>- Salary Scale less than other local universities and poor housing management and conditions</li> <li>- Lack of professional development opportunities</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>- Low student-faculty ratio</li> <li>- Diversity of students</li> <li>- Quality of entry requirement for students of CENG.</li> </ul>	<ul style="list-style-type: none"> <li>- Weak student communication/writing skills</li> <li>- Narrow student view of social responsibility</li> <li>- Lack of student social life within the campus</li> <li>- Lack of student exchange (within and outside)</li> <li>- Unmotivated students</li> </ul>
<b>Resources and Facilities</b>	<ul style="list-style-type: none"> <li>- Good infrastructure</li> <li>- Good lecture rooms (female campus)</li> <li>- Good laboratory and IT facilities (female campus)</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of specialized equipment and facilities</li> <li>- Male student dining areas disgraceful</li> <li>- Lack of social and recreational facilities for faculty</li> <li>- Student facilities(rooms/printers/photocopying) lacking</li> <li>- Office space is poor (in terms of quality or area)</li> <li>- Quality of buildings and services lacking (male campus)</li> <li>- Mail (internal postal) facilities are very poor</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>- Research centers are in place and have industry partners (QUWIC, GPC, MTU)</li> <li>- Capitalize on the success of NPRP projects</li> <li>- Availability of research funds</li> <li>- Flexibility for hiring external graduate students</li> <li>- Good support for conferences</li> <li>- Strong research grants and active research faculty</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of a graduate school/programs/associate deanship</li> <li>- Not aggressive in establishing graduate programs (ones being proposed are developed in a traditional manner)</li> <li>- Lack of graduate studies in many College departments</li> <li>- Lack of recognition of non-faculty involvement in research activity</li> <li>- Lack of applied research</li> </ul>

	members	<ul style="list-style-type: none"> <li>- Small local research</li> <li>- Lack of research culture</li> <li>- No research themes</li> <li>- Research facilities</li> <li>- Lack of integration/Multidisciplinary research</li> <li>- Not enough Research Assistants</li> </ul>
<b>Industry Partnership</b>	<ul style="list-style-type: none"> <li>- Strong links with local industry</li> <li>- Chair positions are available</li> <li>- Provision of seminars in addition to industrial training plus involvement of industry in projects,</li> <li>- Collaboration/links with industry</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of professional societies</li> <li>- Absence of effective industrial liaison office</li> <li>- Chair positions are in (some cases) not fully utilized for the benefits of teaching.</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>- Accreditation and quality assurance</li> <li>- Unique national and largest University in the country</li> <li>- Reviewing Curriculum/Teaching Methods</li> <li>- Largest supplier of Qatari graduates</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of interdepartmental projects/or interdisciplinary teaching</li> <li>- Weak field and practical training</li> </ul>
<b>Category</b>	<b>Opportunities</b>	<b>Threats</b>
<b>Faculty</b>	<ul style="list-style-type: none"> <li>- Working in a highly diverse society</li> <li>- Good access to local business, governmental organization and industry.</li> </ul>	<ul style="list-style-type: none"> <li>- High faculty turnover (attraction of other university packages).</li> <li>- Talented staff leave the University seeking better jobs and benefits/stability</li> <li>- Promotion criteria abruptly increases with unclear policies</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>- Greater demand for COE graduates</li> </ul>	<ul style="list-style-type: none"> <li>- Poor male student enrollment and recruitment</li> <li>- Job opportunities for female engineers difficult</li> <li>- Students tend to lose interest in engineering</li> </ul>
<b>Resources and Facilities</b>	<ul style="list-style-type: none"> <li>- Use of QF and QSTP educational and research resources is available</li> </ul>	
<b>Research</b>	<ul style="list-style-type: none"> <li>- External research fund (NPRP, UREP; EU, USA; etc..)</li> <li>- Opportunities provided by establishments hosted at</li> </ul>	<ul style="list-style-type: none"> <li>- More research funding is available for other educational institutions.</li> </ul>

	<p>QSTP</p> <ul style="list-style-type: none"> <li>- Evolution of new research fields</li> <li>- Governmental support for research and education (higher percentage of GDP committed)</li> <li>- Conference sponsorship</li> </ul>	
<b>Industry Partnership</b>	<ul style="list-style-type: none"> <li>- Industrial links</li> <li>- Expansion of Qatari industry base especially in areas such as gas, oil, utilities such as electricity and water.</li> <li>- Training of people from industry</li> <li>- Ample industrial support in all endeavors</li> </ul>	<ul style="list-style-type: none"> <li>- Reluctance from industry partners (too much dependence on outsiders)</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>- Exploit opportunities favoring QU as the only national university</li> <li>- Qatar Vision 2030</li> <li>- Education City cross linking opportunities</li> <li>- Multidisciplinary projects</li> </ul>	<ul style="list-style-type: none"> <li>- Availability of other institutions offering similar programs and even offering post graduate programs</li> <li>- More focus and expansion of Education City</li> <li>- Regional competition</li> <li>- Requirement to keep up with change in technology and globalization</li> <li>- Qatar University Image</li> </ul>

### SWOT From Research and Scholarship Perspective

Category	Strengths	Weaknesses
<b>Compiled as discussed by the focus group on research and scholarship</b>	<ul style="list-style-type: none"> <li>- Some research centers are in place and have industry partners (QUWIC, GPC, MTU).</li> <li>- Availability of internal/external research fund</li> <li>- Flexibility for hiring external graduate students</li> <li>- Ability to attract the lion share of external research grants</li> <li>- Having research-active faculty members from different research schools</li> <li>- Established links with industry</li> <li>- Having Faculty members with good publication record and experience in reviewing journal papers/being in editorial boards /organizing conferences</li> <li>- Having experience in organizing conferences hosted by</li> </ul>	<ul style="list-style-type: none"> <li>- Existing college infrastructure is not adequate for research</li> <li>- Existing research centers are not fully utilized</li> <li>- Lack of graduate studies in many College Departments,</li> <li>- Lack of enough recognition for involvement in research activity (rethinking teaching loads)</li> <li>- Criteria for QU research awards are not applicable to all colleges (Impact factors, etc)</li> <li>- Lack of clear mechanism for teaching load reduction/replacement for active researchers</li> <li>- Tight QU restrictions on external funds</li> <li>- Loose restrictions on the number of proposals/granted projects</li> <li>- Lack of research culture</li> </ul>

	<p>QU</p> <ul style="list-style-type: none"> <li>- Having Chair positions funded by industry and government.</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of research infrastructure (space, major equipment, workshop, etc)</li> <li>- Lack of integrated multidisciplinary research</li> <li>- lack of RA positions in the CENG (already adopted in QU research centers)</li> <li>- Floating base of College members</li> <li>- Lack of assistance/clear process for hosting Ras and Post Docs involved in NPRP projects</li> <li>- Difficulties in processing requests and managing NPRPs (complex and lengthy procedures).</li> </ul>
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Category	Opportunities	Threats
<p><b>Compiled as discussed by the focus group on research and scholarship</b></p>	<ul style="list-style-type: none"> <li>- External research fund (NPRP, UREP; EU, USA; etc.)</li> <li>- Having establishments hosted at QSTP</li> <li>- Emphasis on research at country level</li> <li>- Large development projects and huge expansion in the country</li> <li>- Allowance for international collaborative research</li> <li>- Willingness of governmental agencies and industry to support scientific events</li> </ul>	<ul style="list-style-type: none"> <li>- Competing graduate schools</li> <li>- Not aggressive in establishing graduate programs</li> <li>- Lack of desire for pursuing graduate studies in engineering</li> </ul>

### SWOT From Community Service and Industrial Partnership Perspective

Category	Strengths	Weaknesses
<p><b>Compiled as discussed by the focus group on community service and industrial partnership</b></p>	<ul style="list-style-type: none"> <li>- Strong Will (links with local industry) from industry</li> <li>    Chair positions are available (ICT-Chair)</li> <li>    Chair positions sponsored by industries</li> <li>    Provision of seminars in addition to industrial training</li> <li>    Involvement of industry in projects,</li> <li>- Collaboration/links with industry</li> <li>- Industrial Focus</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of professional corporations societies</li> <li>- Absence of effective industrial liaison office,</li> <li>- Meaning of partnership is not clear (is it training, consultancy, ?)</li> <li>- Isolated from society</li> <li>- QU not pointing out the challenges that society would face in the future</li> <li>- Low awareness level about the role of the university</li> </ul>

Category	Opportunities	Threats
<p><b>Compiled as</b></p>	<ul style="list-style-type: none"> <li>- Industrial links</li> </ul>	<ul style="list-style-type: none"> <li>- Reluctance from industry partners (too much dependence</li> </ul>

**discussed by the  
focus group on  
community service  
and industrial  
partnership**

- Expansion of Qatari industry base especially in areas such as gas, oil, utilities such as electricity and water.
- Training of people from industry
- Ample industrial support in all endeavors
- Expanding industries that need expertise support
- Huge construction project that need all kind of expertise support
- Need all kind of testing and certification for products
- Possibilities to build up labs efficiently and adapted to actual needs of the society, Qatar and golf countries.

- on outsiders)
- bind with foreign companies stronger than with QU
- Loose trust, credibility
- Perception of QU low quality graduates
- Perception of QU Low quality consultancy and expertise