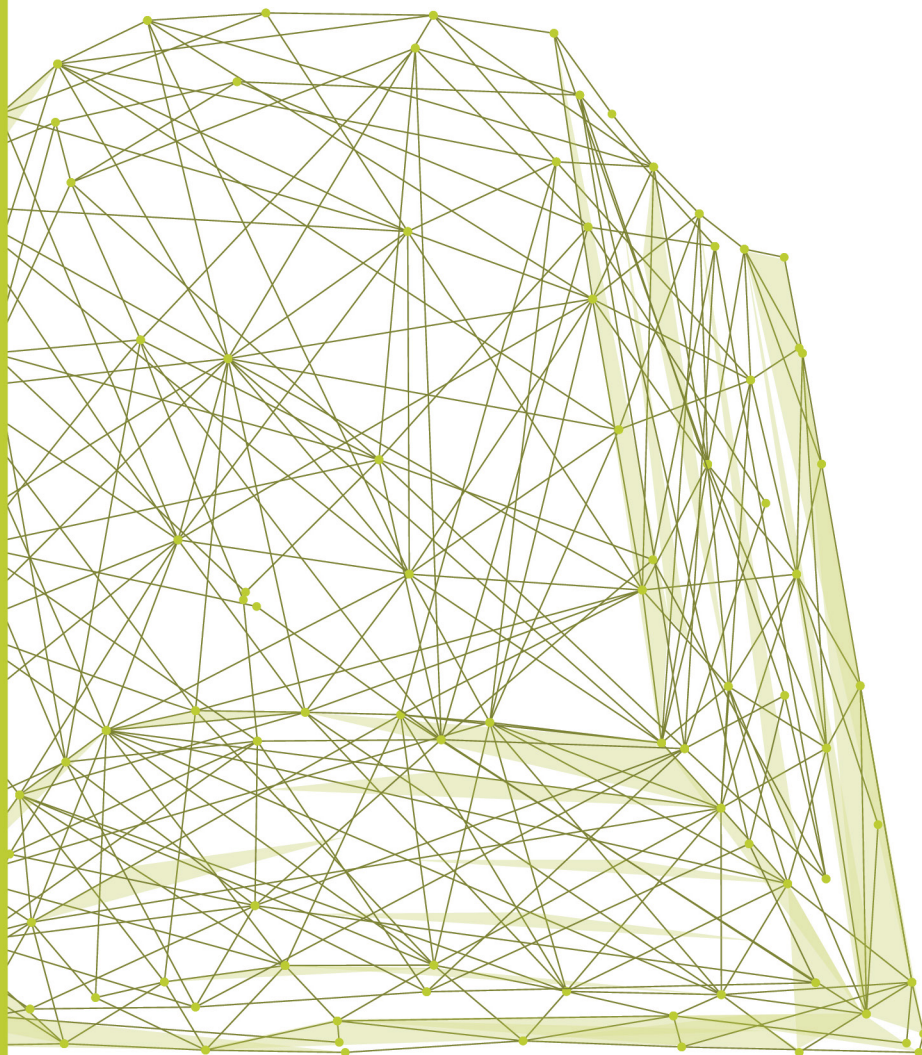


THE PURSUIT OF INSTITUTIONAL EXCELLENCE: CASE STUDIES FROM QATAR



Matthew Hartley
Alan Ruby
Ahmed Baghdady



RR.8.2019

The Pursuit of Institutional
Excellence: Case Studies from
Qatar

Matthew Hartley
Alan Ruby
Ahmed Baghdady

Contents

Foreword

Foreword

In our dynamic and unsettled world, established standards and conventional curricula of higher education among the most developed economies inevitably face increasing scrutiny around relevance and purpose. In emerging societies where governments embrace higher education as a highway to broad socio-economic growth and prosperity, the dialogue takes on a special urgency, and presents opportunities for a creative reframing among education leaders. This WISE Report gathers and critiques a variety of responses among higher education leadership in places where priorities are oriented to local needs and cultural authenticity, as well as to global competitiveness.

The case studies presented by our colleagues at the University of Pennsylvania's Graduate School of Education include Qatar University and Georgetown University in Qatar. The intention of these selected portraits is to understand the missions of the institutions in supporting student success, and to examine the unique organizational cultures that provide fertile ground for alternative approaches. The case studies form part of a larger project that examines the nuances of education priorities in non-western contexts.

The value of this research is partly in the challenge that these alternative approaches pose to established models that are often fixated on international rankings and other narrow concerns. These universities face unique pressures and are not likely to conform to practices that do not fit their needs. Higher education systems emerging in these environments have embraced the role of 'stewards of place,'

putting a premium on a broad set of values and needs that are distinctly local, defined and perceived by those who live there.

The research considers how universities navigate tensions that emerge around management and leadership challenges. It suggests a process of design and implementation that is often more chaotic than linear and straightforward. Yet the universities can play a hopeful role in cultivating cultures of excellence and civic contribution within greater communities that share a commitment to authenticity. The worthy goal of cohesive, effective implementation requires leadership that is attentive to diverse perspectives, and able to build a unified vision among teams.

Perhaps most valuable and intriguing is how these approaches infuse a spirit of creativity into the greater dialogue around education in our interconnected world. We believe this research can spark important continuing exploration of profound benefit for educators and communities everywhere.

Asmaa Al-Fadala, PhD

Director, Research and Content
Development

World Innovation Summit for
Education (WISE)

EXECUTIVE SUMMARY

Universities around the world compete for talented faculty and researchers, for promising students, and for resources and research funding. One element in that competition is where institutions appear in the various university rankings. For around two decades, university ranking schemes have claimed to be relatively objective measures of institutional quality that can help faculty, prospective students and their parents, policy-makers, funders and industry make decisions about where to work, study, invest or recruit.

The various ranking schemes tend to value institutional wealth, selectivity, research productivity (as measured in numbers of high impact peer-reviewed articles in reputable journals as well as grant monies secured), and reputation among peers. This makes these schemes relevant to a fraction of the global higher education student population and about 15% of the more than 17,000 universities globally. Rankings do not engage the majority of higher education institutions including many which demonstrate excellence and have a strong impact on their local communities and in pursuit of their mission. For example, research that addresses local challenges and aims to improve the lives of people in a specific locale can impact the wellbeing of many similarly, teaching that leads to improving specific skills required for a regional labor market can address local economic and social problems. Other forms of institutional excellence can be manifested in how the beliefs and values of an organization influence its effectiveness in teaching students and guiding their development as future citizens.

This report attempts to provide an understanding of how some universities, which do not appear among the top ranked institutions, pursue and achieve excellence in their local contexts and serve their local and regional communities.

Qatar University (QU) and Georgetown University (GU-Q) Qatar are two cases that demonstrate excellence in distinctive ways. These two case studies are part of a larger study of several universities in different parts of the world led by scholars at the Alliance for Higher Education and Democracy (AHEAD) within the University of Pennsylvania's Graduate School of Education (Penn GSE). The institutions in this study, and the two profiled in this report, are not household names in Boston, Bangalore, Bonn or Beijing. They do not sit atop most international ranking schemes. But, they are engaged in work that matters to their community. These institutions have a great deal to teach us about what it means to pursue excellence without the deep pockets of a "world-class university" or 600 hundred years of history.

The research team collected data by interviewing senior faculty and administrators from both institutions in Spring 2019 using a semi-structured interview protocol to understand how each institution's mission and vision are articulated and enacted; how faculty and administrators view the institutions' roles in serving the needs of their local communities; and how the institutions address the challenges they encounter in their trajectory. Data collected from interviews were supplemented by a review of institutional documents including annual reports, fact sheets, and strategic plans, among others. This report should be relevant for university leaders, policy-makers, funders, and international organizations engaged in developing higher education systems.

Both Qatar University and Georgetown University-Qatar engage in a variety of practices that reflect high international standards. Faculty and administrators understand why these practices are being implemented and how they are aligned with the institution's larger mission. QU and GU-Q

have both cultivated institutional cultures that promote excellence. The norms and values embedded in their institutional cultures can be expressed as four shared commitments.

The first element is a commitment to understanding, supporting, and challenging students who will become Qatar's future leaders. Both institutions offer more than degrees—they aim to offer an education that prepares students for jobs and for meaningful lives as good citizens and leaders in their communities.

A second belief that informs the work of both institutions is an unwavering commitment to academic excellence and innovation. These institutions have systems which pursue high academic standards through strict adherence to relevant policies and practices. Whether these standards, policies and practices are mandated by the home campus in the case of GU-Q or developed internally in the case of QU, the goal in both cases is to provide an excellent education that caters to the needs of students and employers as well as impactful research that addresses the challenges of Qatar and the region.

The third element that the institutions share is a commitment to pursuing excellence in a manner which balances the desire to meet international standards of quality with the need to remain relevant to the local context. A commitment to continual improvement and pursuit of a larger public purpose is the fourth element underpinning a culture of excellence in both institutions. What drives this concern for continuous improvement is the understanding that they are contributing to a larger project—the development and the future of Qatar.

This study points to alternative approaches to established models of institutional excellence, including those pursuing wealth, selectivity and research productivity. The two case universities face unique challenges and pressures but do not respond to these challenges by conforming to international practices that do not fit the needs of their communities. Instead, they are trying to strike a balance between rigorous international academic standards and relevant policies and practices.

CHAPTER ONE

Introduction

There are over 17,000 universities globally (and many thousands more colleges). Of these perhaps 200 have name or brand recognition that extends beyond their localities or regions. These universities, and perhaps 1,500 other institutions (a mere 10% of the total worldwide), have sufficient resources and stature to compete for prestige, revenue, and talent. Rankings schemes offer various methodologies for comparing these institutions, and one can appreciate why prospective students, university leaders, and policy makers refer to such hierarchies. But what really sets the universities at the top apart are concentrations of talent (selectivity) and wealth (Salmi, 2009)—characteristics that few universities can emulate.

The institutions in this study, and the two profiled in this report, are not household names. They do not reside atop any international ranking scheme. They are, however, engaged in impactful work in their own context. These institutions have a great deal to teach us about what it means to pursue excellence without the deep pockets of a “world-class university.”

These institutions are grappling with how best to serve their societies and their regions. This means making choices at times that run counter to the international prestige game. For example, most rankings favor institutions that can demonstrate their contributions to knowledge by the volume of peer-reviewed research, preferably in high-impact academic publications. Such assessments ignore alternative notions of what it means to positively impact society through research (Birnbaum, 2015; Douglass, 2015, 2016). In writing about the national university in Jamaica, Ivey, Oliver, and Henry (2014) argued that rather than judging the institution solely on peer-based metrics of publications and citations, its impact should take into account “fidelity to mission”—how well the research it produces serves the people of that nation.

In a similar vein, the American Association of State Colleges and Universities has argued that public universities should be judged by how well they address regional and community interests—that is, whether they are being effective “stewards of place” (AASCU, 2002). Few ranking schemes seek to measure the impact a university has on its local community or region through community engagement. Approaching the work of the university in a way that puts the community first requires institutions to understand the communities of which they are a part and to shape their core activities—teaching, learning, and research—in ways that advance the purposes of the university and benefit the community. It is a challenging task.

At the heart of this study is an effort to document how higher education institutions in several different national and economic contexts are defining and pursuing their missions. Institutional mission is important because it can help align people’s efforts and thereby promote organizational cohesion (Wilkins & Ouchi, 1983). Mission also can give people in an organization a sense of meaning about their work—help them see how their efforts contribute to a larger purpose and a larger common goal (Bart, 2001; Hartley, 2003).

Our emphasis on context and mission means that we are not proposing a particular universally held profile or assessment rubric that might measure excellence or quality. Rather we seek to understand how different institutions define their missions, how they align institutional behaviors to advance that mission, and how they navigate the inherent tensions that emerge in this work. The two case studies presented here, Qatar University and Georgetown University Qatar, show both the possibilities and the complexities of this important work.

Finally, we would like to express our gratitude to WISE and the Qatar Foundation, whose support made this research possible.

CHAPTER TWO

Background and Context

Qatar is a small peninsula in the northeast coast of the Arabian Gulf region with a total population of about 2.6 million as of September 2019 (MDPS, 2019a) and a total land area of 11,437 square kilometres (Al-Fadala, 2015). The nation was a British protectorate from 1916 to 1971, when it declared independence. Historically, Qatar's economy was based on camel breeding, fishing, and pearl diving (Gonzalez et al., 2008). The discovery of oil in the 1940s resulted in a major shift in the economy and the beginning of the country's modern history of prosperity, welfare, and remarkable social progress (Stasz et al., 2007).

Massive revenues from oil and gas enabled Qatar to initiate major development projects, including expanding the private sector and providing education, health, and social services. To meet the increasing workforce and labor market needs required for such projects, the country recruited skilled and unskilled foreign workers in large numbers (Tok et al., 2016). These recruitment efforts have coincided with the establishment of new government and semi-government organizations to improve services provided to the society, such as the Supreme Council for Family Affairs in 1998, the Supreme Education Council in 2002, and the Supreme Council of Health in 2005.

In 2008, the government launched Qatar National Vision (QNV) 2030 to mark a new era of development. QNV set ambitious development goals in four main areas—economic, social, human, and environmental development (MDPS, 2019b)—and has been guiding all development efforts in the state since its launch. More specific shorter-term development strategies (National Development Strategy [NDS] 2011-2016 and NDS 2018-2022) were established to encompass plans of the various sectors in the state, including the education and training sector (MDPS, 2019c). The Ministry of Education and Higher Education currently leads the governments' efforts in improving education with

a clear strategy for the education and training sector (MOEHE, 2019a).

Qatar has a high literacy rate compared to other developing countries. In 2017, the literacy rate for the population age 15 and older was 93.5% (UNESCO Institute of Statistics, 2019). It is important to note that literacy rate covers both citizens and expatriates, which can be misleading since the size and literacy rate of the expatriate population varies from one year to another. In 2018, there were only around 2,500 children and around 3,500 adolescents out of school. Although the net enrollment rate in pre-primary education was around 60% for both male and female children, the rate in primary education reached 93% and 95% for male and female children respectively. The enrollment rate in tertiary education was surprisingly low (18% in 2018), but a closer look reveals that the rate was over 50% for females and only 7% for males, which can be attributed to the large expatriate population of male construction workers, some of whom are at tertiary education age (UNESCO Institute of Statistics, 2019).

The massive revenues from oil and gas are an obvious benefit to Qatar, but they also pose significant challenges. Although income from oil and gas exports enables major developments in several fields, the high standard of living it provides for the small population of citizens has influenced the behaviors and attitudes of many young people. The government provides employment to the majority of its citizens and provides generous benefits, including free education, health, and social services. This has resulted in low motivation of students at the K-12 level. Many male secondary school graduates choose to take on well-paying jobs in the military and police (Stasz et al., 2007). Those who pursue higher education usually receive full scholarships from the government. Upon graduating with advanced degrees, they are rewarded with high-paying jobs within the government or semi-government sectors.

Qatar's Education System

Formal education in Qatar started in the 1950s with a small number of primary and secondary schools. Since then, the education sector has grown remarkably with the expansion of public schools and the introduction of private and community schools that serve the expatriate populations. As of November 2018, Qatar had 602 international, private, and community schools in addition to 303 public schools, with student enrollments of 205,409 and 121,248, respectively (MOEHE, 2019b).

Higher education in Qatar started with the establishment of the College of Education in 1973, which later became the first college of Qatar University (QU) in 1977 as part of a wave of new universities set up in the Gulf Cooperation Council (GCC) region after independence of these states (Findlow, 2008). For over two decades, QU was the only higher education institution in Qatar, until a number of international branch campuses (IBCs) were established to offer high quality programs of study in diverse areas. The IBC phenomenon in the Gulf region started in the mid-1990s but has grown remarkably in the early 2000s across the region. Currently, Qatar hosts 11 university branch campuses, some of which are branches of prestigious institutions such as Georgetown University and Texas A&M University. The country also has a home-grown research and graduate institution (Hamad Bin Khalifa University) and a community college.

All higher education institutions in Qatar charge fees for international and local expatriate students but offer free education to Qatari citizens who meet the requirements of scholarship schemes administered by the government or some quasi-government organizations, such as Qatar Petroleum and Qatar Airways. Scholarships are also available for Qatari citizens to study abroad if they meet certain criteria. Those who do not meet these criteria pay for their education.

Qatar's Education Reform

Over the past 25 years a number of major education reform projects were implemented in Qatar, driven primarily by the need to move from a carbon-based economy to a knowledge-based economy in which graduates have the knowledge, skills and competencies to compete globally.

Qatar Foundation and Education City.

An early effort to reform education began 1995, when Qatar's former Emir, Sheikh Hamad bin Khalifa Al-Thani and his Consort, Sheikha Moza bint Nasser established Qatar Foundation for Education, Science and Community Development (QF) to offer world-class education at both K-12 and university levels (QF, 2019a). The first educational institution established within QF was Qatar Academy, a modern co-educational K-12 school that offers the International Baccalaureate (IB) curriculum and uses English as the medium of instruction. Over the course of the ensuing two decades, QF has become the host of several more institutions in its Education City, including eight branches of world-class universities such as Georgetown University, Texas A&M University, Carnegie Mellon University, and University College London (see the next section for details on these campuses).

Education for a New

Era. In 2002, Qatar embarked on a major reform of its K-12 public school system called Education for a New Era. A key facet of this reform was the creation of a new public school model that followed the charter school model of the United States but was adapted to fit the local context. Called Independent Schools, these schools are government-funded but independently operated (Brewer et al., 2007). Other aspects of this reform included improving

the quality of teaching to raise student achievement, introducing curriculum standards, and enhancing teacher and leadership professional development. The main objective of this reform was to help Qatari students succeed along international, and particularly Western, benchmarks (Nasser, 2017). The concept behind this reform was to transform the education system from a traditional centralized model to a decentralized and results-based model (Brewer et al., 2007). The Education for New Era reform transformed all public schools into Independent Schools over the course of seven years. By 2010, all government schools had become Independent Schools (Romanowski & Amatullah, 2014).

Establishing International University Branch Campuses (IBCs)

Starting 1998, the leadership of QF began inviting reputable universities to establish international branch campuses (IBCs) of well-known U.S. and U.K. universities in Qatar and to offer the programs they are well-known in Qatar's Education City (Stasz et al., 2007). This initiative came at a time when the branch campus phenomenon emerged in the Middle East, especially in the GCC region (Naidoo, 2009; Lane & Kinser, 2009). According to an education scholar, the main drivers behind the creation of Education City were "the region-specific tradition to import 'best practice', regional and global competition, local education reform and policies, national liberalization initiatives, and globalization, internationalization of education, and transnational education" (Khodr, 2011, p. 514).

Qatar Foundation adopted a model that ensured financial viability of the IBCs, thus addressing the universities' main concerns about internationalizing and even providing an incentive for doing so. The Foundation agreed to cover all costs of the campuses, including

the infrastructure, equipment, and operational costs, and provided a legal status for them under the Education City entity of the Foundation. The IBCs, in turn, are responsible for providing the agreed-upon programs and hiring faculty from their home universities or from the region who meet the quality standards of the home universities. All campuses have been growing in terms of student numbers and graduates as well as program offerings. Most have renewed their ten-year contracts with QF, although the University College London plans to leave Education City in 2020 when its first ten-year contract ends (Sarwar, 2016).

In addition to the IBCs inside Education City, Qatar established branch campuses of colleges and universities to serve specific human resources needs in such areas as technical, nursing, and service industries. College of the North Atlantic established its campus in Qatar in 2002 to provide associate's degrees in various technical fields. In the same year, Stenden University Qatar, a branch campus of Stenden University of Applied Sciences in the Netherlands, was established to provide degree programs in business and management. In 2007, the University of Calgary started its campus in Qatar to provide undergraduate and graduate programs in nursing (Cross-Border Education Research Team, 2019).

Establishing a New Home-grown University

In what seems to be a response to societal calls for local, home-grown institutions that can capitalise on the presence of the branch campuses, QF established Hamad Bin Khalifa University (HBKU) in 2010 as a research and graduate university. It builds its foundation upon innovative and unique collaborations with local and international partners. HBKU offers over 30 graduate programs through its various colleges (Science and Engineering, Humanities and Social Sciences, Law, Public Policy,

Health and Life Sciences, and Islamic Studies) in partnership with the branch campuses or with other international institutions (HBKU, 2019a).

Although HBKU is a new university, enrollment in its programs seems reasonable given the small pool of graduate students in Qatar. The University leadership clearly focuses on establishing strong connections and partnerships with the IBCs, other international partners and the local industry and government (HBKU, 2019b). A number of research institutions that had been established by QF before HBKU was established have been annexed to the University to strengthen its research capacity and complement its graduate programs. As of 2019, the branch campuses and HBKU combined offer more than sixty degree programs at the undergraduate and graduate levels spanning such areas as technology, engineering, business, information systems, medicine,

arts, international relations, media, communications, archaeology, and translation. These institutions have a combined enrollment of more than 3,000 students at postsecondary levels and more than 4,000 graduates (QF, 2019b), many of whom now hold positions in various public and private sector organizations in Qatar and the region.



CHAPTER THREE

Qatar University ¹

Introduction

Qatar University, the country's first and largest national university, embodies the hopes and aspirations of the Qatari people. The University was founded in 1973 as a teaching college to prepare K-12 teachers, one of the most pressing needs for the country after independence. Today, its ten colleges offer *“the widest range of educational programs in the country”* (Qatar University Strategy 2018-2022). The University employs more than 1,000 faculty members, approximately 70% of whom have an earned doctorate. As of the 2017-2018 academic year, more than 20,880 students are enrolled in its undergraduate, graduate, and Foundation programs (the latter prepares students for college-level work).

Graduates of the University are among the most influential people in society. Most of the ministers in the government are alumni. As the institution as evolved, administrators, faculty, and other stakeholders have grappled with a persistent tension regarding its mission: who it should serve and how it can best serve society.

| Degree | Qatari | Non-Qatari | Total |
|--------------------|--------|------------|--------|
| Foundation Program | 287 | 253 | 540 |
| Undergraduate | 12,862 | 6,264 | 19,126 |
| Graduate | 398 | 816 | 1,214 |

Source: Qatar University Fact Book 2017/2018 (summary figures calculated based on detailed figures provided in the Fact Book for each program).

¹ The information from this case is drawn from interviews with seven senior faculty members and administrators from Qatar University that were conducted in the spring of 2019 as well as an analysis of institutional documents, including its current strategic plan and fact book.

Key Points in the Evolution of Qatar University

Qatar University's mission evolved over the years to support emergent societal needs. It began as a teaching college. In 1977 the University established the colleges of science, humanities and social sciences, as well as the college of Sharia. At the time, most faculty members were expatriates from other Arab countries. Qatar provided funding for talented students to study abroad, and a number of graduates who had earned PhDs came back to the University to work as faculty and administrators. The University's expansion continued with the founding in 1980 of the college of engineering. In recent years, the need to develop effective infrastructure for healthcare led to the establishment of the colleges of health sciences, medicine, and pharmacy. And in the 2019-2020 academic year, the college of dental medicine became Qatar University's tenth college.

From its origins Qatar University's role has been to serve all of society—both the children of Qatari citizens and the children of expatriates who live and work in Qatar. What has been contested is the degree to which the university should seek to mirror conceptions of excellence based on international standards or develop its own conception of excellence. Prior to the early 2000s, the University functioned largely as a teaching-centered institution, and its expansion reflected the specific needs of Qatari society (e.g., education, health care, engineering.) However, there were concerns that simply helping students obtain degrees was not enough. As one administrator explained, "there was a feeling that Qatar University was not fulfilling the duties of injecting the needed human resources for the job market." Further, there were questions about whether the quality

of education was sufficiently high to serve the needs of graduates and society. One administrator recalling that time said, "the quality—especially in the late 1980s and 1990s—started to fall down."

In 2003, Professor Sheikha Abdulla Al-Misnad became Qatar University's fifth president. She had a PhD in Education from the University of Durham and, in addition to being a prolific scholar, had served as the vice president for research and community development at the University. President Al-Misnad presided over a series of major reforms that sought to make Qatar University the leading institution of higher learning in the region. One administrator describing her said, "she was passionate about fixing—about upgrading—the University to really a different level." In 2003, The Emir of Qatar, through the Emiri Diwan, commissioned the RAND Corporation, represented by its Qatar office—the RAND Qatar Policy Institute (RQPI), to evaluate the university and its structure and examine the conditions and resources needed to turn Qatar University into a model national university (Moini et al., 2009). To lead the reform effort, RAND helped Qatar University leadership establish a Senior Reform Committee (SRC), composed of experts from around the world. SRC recommendations included restructuring the University to reflect international norms by creating a college of arts and sciences that could provide general education for the entire university. The SRC also recommended making English the language of instruction across all areas except for Arabic and Sharia. Additionally, faculty were encouraged to actively engage in research in addition to teaching. These reforms enabled the University to recruit faculty from a far wider pool of potential applicants. It attracted faculty able to write and publish in English, the lingua franca for many international scholarly journals.

From 2003 until 2011 there was a strong push to improve the quality of the institution. As one administrator explained, "In Qatar, a small country with a small population, we need to focus on quality, not only quantity. We can't afford to produce mediocre students. That's not good for society, especially if you want nationals to be at the forefront of leading the development of Qatar—the economy and Qatari society."

One administrator characterized quality-improvement efforts as "drastic measures." These efforts involved either shoring up internal quality assurance or even, when necessary, creating new systems. Admissions criteria were elevated. Students now had to perform well in English. One person who was a member of the faculty during those years recalled, "the quality of students changed, and I noticed that [in the classes I taught.]" The plans of study for many programs were updated. A number of programs began to seek international accreditation; today 40% of all programs are accredited. While the goal was greater rigor, another result was greater attrition. One administrator said, "Qatar University was admitting a lot of students. Many students got kicked out after one or two years. They weren't prepared. The University tried to prepare them through a foundation program. Many of the students could not finish the program in two years." This engendered a measure of societal discontent from parents whose children either were not admitted or who had not been able to succeed.

There were also changes in administrative structures. According to a person who graduated from the institution several decades ago, returned in the early 2000s for a time, and now serves in an administrative position, "before 2002 the University's structure wasn't similar to the common structures you see around the world. There were no vice presidents.

There was no research and no graduate programs." The new president established structures to allow for more effective and shared governance, including an executive management council (cabinet) and an academic council.

President Al-Misnad also found an institution whose resources were insufficient to allow the pursuit of excellence. One administrator explained, "When Dr. Sheikha [Al-Misnad] got the job she found a university in name with students and new buildings. She found classrooms but no infrastructure. There were no research centers. There was no interdisciplinary work being done. The change process she launched resulted in a comprehensive review of all programs to see whether they should continue, be expanded, or be eliminated. It was a time of great change and many enthusiastically joined the effort." Recalling that era, another administrator said, "I remember those times we began meetings at 6:30 in the morning." This period also saw an increasing emphasis on research.



These quality-improvement efforts were not embraced by everyone. Some faculty members disliked the changes because restructuring meant they were no longer in the same small unit they had been in for years. Others felt the change effort was an implicit critique of what the University had already achieved—that their efforts hadn't been good enough. As one administrator explained, a small group of Qatari academics felt efforts to remake the university according to international standards was the wrong way forward. Over time, however, organizational culture began to shift, with more people espousing a desire to pursue excellence and a growing confidence that such a goal was within their reach. As one administrator explained, "The University has grown in the past seven to ten years, and the mission has changed—it's become research focused as much as undergraduate and graduate teaching focused. . . . The University is a catalyst for national development."

All this changed in 2011, as the Arab Spring swept across the Middle East and protests erupted in neighboring countries as a way to voice discontent over a range of political and societal issues. In Qatar the government sought tangible ways to demonstrate its willingness to be responsive to the desires of its citizens. At the University of Qatar, a decision was made to pull back on reforms that had, in the words of one senior administrator, resulted in "mixed feelings in society." English was eliminated as the required language of instruction in many programs across the institution, although engineering, science, medicine, pharmacy and dental medicine programs continue to be offered in English at both undergraduate and graduate levels. Graduate programs in education and business are also offered in English. Further, admissions requirements were somewhat loosened, most notably for English proficiency, which is now required only for programs taught in English.

Administrators and faculty members have had varying responses to this decision. Many saw it as a retreat from a bold vision of becoming an internationally competitive university. Some felt it was an appropriate course correction, a way to ensure that the University, first and foremost, serves the people of Qatar. The decision did have important implications. It made faculty recruiting somewhat more challenging, since the pool of Arabic speakers with PhDs is far smaller than the pool of English speakers with PhDs. "I think the University is still struggling with this. But I think it has been a good challenge—to try to teach in Arabic with the same standards that you would find in an American counterpart, or anywhere," one administrator said.

One enduring feature of these reforms has been the ongoing development of robust processes aimed at ensuring academic quality. The first is the curriculum enhancement program. Committees at the departmental, college, and university levels review all new courses and programs of study. As one member explained, "we ensure the curriculum is up to date and in line with the best practices and recent trends." A second is the learning outcomes assessment process, which is overseen by academic affairs. Each program is required to define its outcomes. They must annually assess whether they are achieving them and describe what efforts are being made to adjust and improve the program. Finally an academic program review process requires each program to undertake a self-study every five years, which includes the participation of an external visitor. The office of academic affairs gathers data about all programs across the University, which is a key support to department chairs and deans when they undertake the self-study.

In addition the University is in the process of defining core graduation competencies, which include communication skills, teamwork, lifelong learning, and integrity. The idea is for the specific learning outcomes of programs to connect to these overarching competencies. In addition to these processes, there is a university-wide academic planning committee with seventeen representatives from the ten colleges, the seventeen research centers, student affairs, academic affairs, and graduate studies. This committee focuses on the big picture and reviews proposals for new colleges or degree programs. As one administrator explained, "We intended it really to ensure that we have a global view of where the university is going to grow or maybe some programs actually have to be downsized in the future." There is also an institutional effectiveness committee that reviews nonacademic departments.

The University also gathers data by regularly surveying students and faculty to understand their perspectives. It also conducts surveys of employers to learn how graduates are performing. The culture of the institution seems to be one where there is a continuous desire to improve. As one administrator put it, "Are we happy? We need to improve like any institution! We've never been happy and we always want to continually improve our graduates' attributes."

The Institution's Current Mission and Vision

Qatar University, as the national university of the country, sees its mission as nothing less than helping shape the future of the country. Its stated vision is "to be regionally recognized for distinctive excellence in education and research, an institution of choice for students and scholars and a catalyst for sustainable socio-economic development of Qatar"

(QU, 2019a). Qatar University's strategic plan (QU, 2019b) was developed in concert with Qatar's National Development Vision (QNV) 2030 (GCO, 2019) and the National Development Strategy (NDS) 2018-2022. Indeed, elements of the Qatar government's national strategy depend on the active involvement of the University. The strategic plan lays out four key pillars of emphasis: education, research, effective governance, and engagement with the broader society, which means addressing pressing societal problems or as the document puts it, "maximize the institution's impact on stakeholders." It also has two cross-cutting goals: fostering innovation and effectively using technology.

The institution sees as a central purpose the cultivation of creativity and innovation among its students. The strategic plan states that the University seeks to "foster and nurture a culture and mindset of entrepreneurship and innovation. . . ." In Sheikh Tamim bin Hamad Al Thani's introduction to the plan, he makes the following observation: "We require diligence, creativity, independent thinking, constructive initiatives and interest in academic achievement in all disciplines, self-reliance and fighting indolence and dependency." In short, a key aspect of the mission is to foster students' agency, so that they are able to lead their communities and country forward to a brighter future.

While the lofty goals laid out in the strategic plan are clear, the University is still in the process of operationalizing these aspirations. The institution is currently

developing its own framework to ensure quality. Each area of the University is establishing its own key performance indicators. The institution seeks to provide an excellent formative education for its students through specific academic programs and through co-curricular activities that allow students to develop leadership skills and encourage them to develop initiatives on their own. The office of student affairs is in the process of defining desired graduate attributes. One student affairs administrator remarked, "We want them to be leaders in their community and in society . . . that doesn't mean only in the job market but being a good citizen in general." The University offers ample opportunity to practice soft skills. There are now student representative councils (one for men, one for women) in each college. Student affairs has launched a leadership development program and recently held its fourth annual student leadership conference with student leaders from a number of different countries. The number of student-led clubs is also expanding. The institution has seen an increase in student volunteerism. Describing the rapid changes that have occurred in recent years, one administrator remarked, "Usually things happen incrementally, but if we are able to achieve even 60 to 70% of our ambitious strategy, we would be in a much different place than we are now."

Qatar University is both a teaching- and research-centered institution. Faculty are expected to research and publish, but teaching remains a significant focus in their daily lives and a key standard by which they are judged. As one administrator put it, "teaching is still the major component of the university." Of course, the University rewards faculty who conduct research, too. There is an internal grants process.

Colleges are able to adjust the workload of faculty to play to their strengths. One faculty member might choose to spend more time and effort teaching while another may focus a greater portion of his or her energies on research. The institution especially values research that focuses on addressing pressing real-world problems for Qatar and the region. The college of engineering has had a good deal of success partnering with industry. According to a faculty member from that school, it has received 20 million riyal (\$5.4 M) from industry over the past ten years. It recently brought together more than a hundred representatives from industry along with faculty to discuss potential joint ventures that would draw on the expertise of both industry and the university. As the professor put it, "The point of the new strategy is to increase the impact on society and the economy." The University is also launching an office of technology transfer to help faculty establish consulting arrangements with industry. Engineering is looking to integrate emerging areas of study, including artificial intelligence, cyber security, and big data mining into the curriculum to foster expertise that will better serve industry. It is actively seeking to partner with others across the university to address pressing problems such as sustainability, cyber security, and biomedical engineering. As one administrator involved in this effort explained, "Who should work on sustainable development? Physics? Ecologists? Social scientists? Everybody! It's all linked. But that requires a change of mindset."

Developing exemplary researchers from Qatar is a vitally important aspect of its mission. An administrator, describing research being done on parenting and family relations, explained, "You can't have a team from America come and investigate these things . . . if you don't have good knowledge about society, you probably will miss the point." One implication of eliminating English as the required language of instruction for many programs is that it leads to the hiring of some faculty who do not speak and write academic English fluently and therefore are at a significant disadvantage when trying to publish research in internationally influential academic journals. As the University continues to grow, it is an open question in the minds of some whether it will be able to find enough well-trained Qataris to lead the institution. As one senior administrator explained, "It will be a challenge in the long run to have enough Qataris actually among the faculty and staff members. As we grow, we may grow in numbers, but proportionally we become less."

The kinds of people who thrive at Qatar University as faculty are individuals who are committed not only to the traditional work of a faculty member (teaching and research) but also to improving the institution itself. It is a place where people must be able to deal with rapid change. The University is a place that rewards creative thinking. As one faculty member explained, "This is an institution that seeks ideas from all over—it's not just coming from the top." While the opportunity to help shape the future of a program, college, or even the University itself appeals to some faculty, others find the idea daunting and exhausting.

Today, despite a shared commitment to pursuing excellence and quality, there are differences of opinion about what Qatar University's mission ultimately should be. Some harbor hopes of becoming a top-ranked international university. As one faculty member said, "I'd like to see this university in the top—to be honest in the top twenty universities in the world. I think this is achievable. I think this is feasible." Others question whether such a goal is realistic or even desirable. In describing a vision for the institution, one administrator said, "We're not going to compete with Harvard or Cambridge. . . . We're focusing on being a good model for the region—a good model for a national university." Rising to the top of the rankings would mean dramatically reshaping faculty work and dramatically increasing institutional resources around research. One senior administrator remarked, "Even if we are not getting higher rankings we should focus on our own model. This is the challenge that Qatar University is facing now, whether to continue as a traditional university or to convert ourselves into an institution that's best for the country in a way that is academically acceptable while maintaining academic quality. . . . A university in the U.S. or the U.K. have a department of computer sciences, so I should have one too? No. That's not right." According to this line of thinking, the institution should ensure that its practices and its activities are aligned with the most pressing problems facing the country and the region. This approach may require rethinking certain practices. For example, might the university hire people with deep expertise in certain areas even though they do not hold doctorates? One administrator even called into question the efficacy of pursuing accreditation. "Accreditation is killing us because they do not let us introduce courses that are tailor made and culturally relevant. Courses must fit into someone else's model as opposed to being able to create your own."

Distinctive Qualities

Qatar University's current structure reflects the values of the wider culture. In a real sense, the institution operates as two parallel universities—one serving men and one serving women. This situation can be compared with that of Ivy League institutions in the United States—including Harvard, Brown, and Columbia—prior to the late 1970s, when women were either served separately or not admitted at all. The institution is seen as a university for all of Qatar, not just Qatari citizens. Non-Qataris constitute between 35% and 40% of the student body at any given time, a fact that has garnered Qatar University the number one ranking in internationalization by *Times Higher Education*.

The University admits all applicants who score 70% or higher on the national secondary school exam, which means that they enroll a student body with a wide range of academic abilities. One administrator said, "the University is not selective. We really are obliged to serve the needs of the country and society. If a student wants to come to Qatar University, we accept them. So [the University's] output is shaped by the input." The University has approximately 6,000 applications annually and accepts 4,000, 60% to 70% of whom are Qatari citizens. Another administrator noted, "If you have twenty students in class, you're teaching to ten different levels [of academic preparedness]." Qatari students also come to the University with certain advantages that some worry can inhibit ambition. One senior administrator in describing the situation explained, "Society is giving them mixed messages. High school gives them mixed preparation. Many people blame students for a lack of motivation. I don't blame them. They're young.

And they're affected by society. If you live in a society where your material needs are met, you don't feel as big a motivation. 'Why should I work hard if I'm getting everything?'" Serving this population well requires an exceptional commitment to student development. Student affairs is developing programming that asks students to define their own life purpose. As one senior administrator explained, "We need to hit them with a plan for the future—one that is meaningful to them, where their drive and motivation can come from. We want them to expand their horizon beyond getting a degree and landing a job. 'I want to be this kind of person, this kind of member of society.'"

Supporting students requires a strong commitment to teaching and learning. The institution has employed a variety of strategies to promote student success. There are learning zones—programs that prepare first-year students to complete college-level work. Student affairs is developing a scaffolded system of student support that focuses on the critical first two years but is being expanded to include the third and fourth years as well. There is extensive use of peer mentoring as well as professional tutoring and advising. Overall retention at the University is strong. In the Fall semester 2016 (the last year for which retention data was available when this report was written) the retention rate was 88.3% and had risen steadily since 2012. The institution also monitors student progress and has an early warning system if a student begins to falter. As one administrator put it, "If you compare yourself with an American institution, I think we are doing very well. But being a national university, even one or two additional percentage points of attrition is a real loss." Average time to degree is 5.6 to 5.7 years, including the foundation year for students whose majors require the use of English.

The institution faces a particular challenge attracting Qatari men. Out of the 13,500 thousand Qataris enrolled, only around 2,500 are men. Men, both Qataris and non-Qataris, constitute about 25% of the overall student population at the University. Young Qatari men have excellent employment options. With a high school education they can enter the military, police, or civil service and enjoy a very good quality of life. Also, a good number of Qatari men choose to study abroad on governmental scholarships. This makes activities such as outreach to local high schools important for encouraging young men to pursue higher education. An additional challenge is encouraging Qatari students to enter some of the more academically challenging fields of study, especially in the STEM area. In engineering, for example, the most popular major is engineering management. A Qatari student who graduates with any degree is virtually guaranteed employment. So it is incumbent on the institution to take on the challenge of explaining to young people why preparing experts in these rigorous areas of study are important for the long-term strength of the nation.

Ongoing Tensions and Challenges

One tension Qatar University continues to struggle with is the role of the College of Arts and Sciences. There is pressure by the University to ensure that all academic programs have robust enrollments. However, a number of majors in the social sciences experience low enrollment. Nonetheless, expertise in these areas is critically important if the University is going to lead the way in addressing intractable societal problems. Engineering students need the expertise of sociologists or psychologists to grapple with issues such as environmental sustainability. As one member of the college put it, "don't ask [the college] to freeze hiring in physics or chemistry or math. Don't count the students. Why? Because

these are the spices—the salt and pepper of research." However, it remains unclear whether this vision of a College that serves as an intellectual resource to other schools is viable.

Qatar University's position as the first national university is uncontested. However, the higher education landscape in the country and in the region is changing. Once it was a given that high school graduates who performed well would apply to Qatar University. Now prospective students have choices. Hamad bin Khalifa University (HBKU), a Qatari home-grown research and graduate studies university, was established in Education City in 2010. A number of universities from around the world have established branch campuses in Education City as well between 2000 and 2010. In short, there is now competition. One administrator remarked that Hamad bin Khalifa University has systematically created graduate programs that mirror undergraduate majors offered by Qatar University. The Community College of Qatar has also had an impact on the local higher education market. There is no question that it has provided an opportunity for less academically talented students to attend college. The College was recently given permission to offer two baccalaureate degrees, however, and there is some concern that it will eventually compete with Qatar University for students.

The institution's committed to responding to the evolving needs of the country has called into question the traditional conception of a university—a collection of established academic disciplines. One administrator remarked that perhaps the institution would be better served by not assuming it is going to offer all the majors people expect to see at a university but instead focus on those areas that best serve the current needs of the country. He said, "we need to be nimble . . . [and] by logic graduate programs shouldn't stay forever."

The significant challenge now is to sustain and continue these efforts to continually improve the institution. As one administrator put it, "If we can produce these changes and make them part of the culture and part of institutional practices—so they are not changed once this administration leaves—that would be good. If we produce a culture that's focused on the students and their experience and producing really excellent citizens and excellent individuals that can contribute to society based on a shared sense of mission, based on data and evidence, I can then go back to teaching happy."



CHAPTER FOUR

Georgetown University in
Qatar

Georgetown University in Qatar ²

Introduction

Georgetown University in Qatar (GU-Q) is part of Education City, a bold endeavor launched by the Qatar Foundation for Education, Science and Community Development to offer high-quality higher education to Qatar and the region. Located in Doha, Education City encompasses approximately 5.4 square miles and is also home to Hamad Bin Khalifa University as well as eight international branch campuses, six of which are U.S. institutions, in addition to several schools and other educational institutions.

Drawing on the legacy of Georgetown's renowned Edmund A. Walsh School of Foreign Service, which celebrated its 100th anniversary in 2019, GU-Q offers a four-year Bachelor of Science in Foreign Service degree focused on international affairs. According to its 2017-2018 annual report, that year GU-Q enrolled 249 students, of whom 111 were Qatari and 138 were non-Qataris, including children of expatriates living in Qatar and international students. Of these, 181 students were female and 68 were male. (Sixty-four students graduated in May 2019, and a new cohort of 111 joined in August 2019, bringing the total student body to around 300 for the 2019-2020 academic year.) The diversity of the student body is impressive, with students hailing from 45 different countries. In the school's atrium hang more than sixty flags that represent all of the countries of students who have attended. Highlighting this diversity, one administrator remarked, "Why are we teaching non-Qataris? Because that's how we best serve Qataris—by bringing them into contact with people from all around the world, because that's what diplomacy is all about."

The core curriculum focuses on history, economics, politics, and culture. Students build on this foundation through one of four majors: culture and politics, international economics, international history, and international politics. Students may pursue a minor in Arabic or in one of the five fields introduced in the fall of 2019: economics, government, history, philosophy, and theology. Students may also configure courses so that they qualify for certificates in the areas of American studies, Arab and regional studies, and media and politics. The certificate in media and politics is offered in conjunction with Northwestern University in Qatar, another U.S. branch campus in Education City.

In addition to the Bachelor of Science in Foreign Service program, GU-Q offers executive and professional training programs that are open to the public as well as to corporate clients from Qatar and the region. Recently, GU-Q started offering an executive master's program in emergency and disaster management. One of the principle markers of success for the institution is the success of its graduates. The majority of its 300-plus alumni are employed or pursuing further graduate education in Qatar and elsewhere.

Historical and Cultural Context

Founded in 2005, Georgetown University in Qatar (GU-Q) is the fifth of eight international branch campuses to establish a presence in Education City, Doha. Since its independence, Qatar had provided opportunities for many students to study abroad. However, there was a desire to provide further opportunities for excellent higher education closer to home. With the support of Sheikh Hamad bin Khalifa Al Thani, then the ruling

² The information from this case is drawn from interviews with seven faculty members and administrators from Georgetown University in Qatar that were conducted in the spring of 2019 as well as an analysis of institutional documents.

Emir of Qatar, and his wife, Sheikha Moza bint Nasser, who founded the Qatar Foundation in 1995, Education City was conceived as a way to draw to Qatar branch campuses of pre-eminent universities that could prepare students to make important contributions in business, engineering, and medicine.

In 1998, Sheikha Moza bint Nasser visited the United States to begin seeking potential institutional partners. The plan was visionary and bold. Early discussions with a few high-profile university partners were rejected. The University of North Carolina, Chapel Hill sent a large contingent of faculty and staff to engage in discussions only months after the tragedy of September 11, 2001. However, North Carolina newspapers reported that the venture ended when an agreement on financial support for the venture couldn't be reached. Indeed, the uncertainty in the world in the aftermath of September 11 raised important questions about faculty recruiting.

Efforts to identify partners in the venture eventually paid off. In 1998 Virginia Commonwealth University established its Qatar School of the Arts. A number of partnerships followed over the next few years, including Weill Cornell Medicine (est. 2001); Texas A&M University-Qatar, Engineering (est. 2003); Carnegie Mellon University-Qatar, Business, and Biological and Computational Sciences (est. 2004); Georgetown University-Qatar School of Foreign Service (est. 2005); and Northwestern University-Qatar, Communication and Journalism (est. 2008). In 2010 HEC Paris was launched to provide executive training programs in business and an executive MBA, and University College London (UCL) opened a campus focused on library sciences and museum and gallery practice.

An attractive financial package was provided by the Qatar foundation for all branch campuses to ensure their financial viability. All of the property in Education City belongs to the Qatar Foundation. Each branch campus receives an mutually agreed-upon annual budget to

cover faculty and staff pay and benefits in addition to operating costs. Additionally, home institutions receive an annual fee for operating the Qatar branch. The degrees at the branch campuses are identical to those at their home institutions. Classes are taught in English, with the exception of a few majors, such as the Arabic minor offered at GU-Q. A senior administrator explained, "We're all private universities in the U.S., but we operate here as if we're part of a national university system because we're funded by the government."

The campus of Education City offers an array of facilities and activities for its students. The national library is located on the campus, as is Mathaf, an Arab museum of modern art. Oxygen Park is a 130,000 square meter area for activities and exercise. There is a botanical garden that preserves Qatar's indigenous plants. Each branch campus is housed in buildings designed by renowned architects. In addition, the campus has two residence halls, NorthNest for women and SouthNest for men, as well as two sports and recreational centers (one for women, the other for men). A stadium is currently being built on campus.

Key Points in the Evolution of Georgetown University in Qatar

The Qatar Foundation approached Georgetown School of Foreign Service in 2002 about establishing a branch campus. The negotiations lasted two years. During that time a number of concerns had to be addressed, including whether a branch campus might overtax or compromise the Foreign Service school on Georgetown's home campus. Despite these concerns, the Qatar Foundation's resources and military ties between the United States and Qatar made it seem like a promising partnership in the region during the difficult post 9/11 era. Ultimately, a ten-year contract

was developed in which Qatar Foundation provided the majority of salaries of faculty and staff as well as a substantial management fee for the University. The contract also provided a contribution of \$15 million (U.S.) for three endowed chairs to be named for the royal family. The timeframe for the launch was tight. One administrator who was present during the beginning said, "the agreement was signed in April . . . and had to get up and running and try to get a class and start it in August." The first class had twenty-five students and twenty-five faculty and staff. Classes were held in a small number of rooms at Qatar Academy. The school moved to the Liberal Arts and Sciences building and then, in 2010, to its state-of-the-art campus building.

While the institution focused on foreign service, it intended to do so through a broad-based liberal arts approach. Georgetown wasn't interested in producing narrow technocrats; it wanted graduates who would understand the cultural, social, and economic nuances that shape national policies and lead to effective diplomacy. Therefore, classes drew from many disciplines—history, humanities, philosophy, and the social sciences. There also was a clear intent to mirror the Georgetown experience in Qatar. As one senior administrator explained, "That was something that was self-consciously articulated from the very beginning—that what we were doing here wasn't separate . . . the idea was to replicate what we do on the main campus here in Doha." Indeed, GU-Q has remained tightly linked to the main campus. It is connected to Georgetown University's human resources systems and, more importantly, adheres to policies and practices developed over Georgetown's long history as a first-rate research university. As one senior administrator explained, "We work very hard to replicate exactly the processes that we have on the main *campus*." Indeed, a key marker of success for GU-Q is its fidelity to

the Georgetown standard and care not to use its unique context as an excuse to adopt a different standard despite minor variations in some processes to fit the requirements of the local context.

The partnership was conceived as a mutually beneficial endeavor. The intent was not for Georgetown to offer its expertise in Qatar in a one-way exchange of information but for the intellectual life of the home campus to be enriched as well. Having a base in Qatar opened new doors to research and inquiry for faculty of the School of Foreign Service who already did research in the Gulf region. The partnership also was a powerful visible symbol of the University's commitment to having a global presence and becoming a global university.

From the beginning GU-Q was committed to rigorous academic standards. An early strategy for ascertaining the progress of students was to bring them to the home campus for a semester to assess their progress. Another strategy was to rely on faculty and staff from the home campus to operate the branch campus in its early years. Finding sufficient faculty members willing and able to leave home for a semester or a year initially proved a challenge. Faculty were offered incentives, including one-and-a-half-times pay plus free housing and education for children. Early on it was decided that junior faculty who had not yet earned tenure could not participate, for fear that the demands on their time would hinder research productivity. For much of the first decade, GU-Q operated with a relatively small number of full-time faculty members. Today GU-Q's approximately sixty faculty members come from Europe, the United Kingdom, Asia, Africa, the Middle East and the United States. The total number of faculty and staff is approximately 100.

GU-Q recruits faculty through open searches that are advertised in various outlets (e.g., the *Chronicle of Higher Education*, *Times Higher Education Jobs*) as well as more targeted outlets for disciplines. The standards for hiring are the same as the ones used on the main campus. New faculty at GU-Q are required to visit the Georgetown campus for a one- or two-week orientation, during which they learn about the institution's history, its Jesuit mission, and the University's expectations about teaching and research. In addition, one GU-Q faculty member each year spends a semester on the home campus. These exchanges allow faculty to share ideas and develop closer ties.

Although GU-Q does not have a tenure system, it uses a similar promotion process to ensure the quality of its faculty. All faculty members are expected to be effective teachers and to be active and productive scholars. As one senior administrator explained, "If you don't publish, if you don't excel as a scholar, and as a teacher, you don't make it." Mirroring the standard tenure timeline and process, junior core faculty have a six-year clock with an annual evaluation by the chair of their department and a comprehensive three-year reappointment review. Upon successful promotion, which involves review of senior faculty at GU-Q as well as the main campus, faculty can become "senior qualified."

The institution is proud of the scholarly output of its faculty and of providing an environment that fosters research productivity. The incoming dean of GU-Q, in a review of scholarly output, found that since GU-Q's founding in 2005, the faculty (current, former, and affiliated) have collectively produced 100 books. It is a remarkable indicator that underscores the institution's

commitment to building a faculty that not only is deeply committed to teaching but is also contributing new knowledge to the world through scholarship.

Some practices that define campus life at Georgetown have been adapted to suit the new environment. For instance, one early challenge was navigating concerns about a residential campus. Qatari students are accustomed to living at home and commuting to campus. The idea of students living with other students, even in gender-segregated residence halls, was new to parents. Georgetown staff had to explain that a residential experience is an important element of a holistic liberal arts education, where students are deeply involved in campus life through co-curricular activities as well as classwork.

One important aspect of the undergraduate experience for many students at Georgetown is community service. The idea of people coming together and volunteering to address social needs is common in the United States. (Indeed, nineteenth-century French political philosopher Alexis de Tocqueville saw volunteerism as a defining characteristic of the American people.) Volunteerism was not widely practiced by students in Qatar, however, and there were questions about what might serve as appropriate sites for student volunteerism. This led to the development of HELP, the Hoya Empowerment and Learning Program, which offers classes and mentoring to laborers on campus, such as those working in food service and construction, in areas such as English-language instruction and financial and computer literacy.

One curricular feature at Georgetown, part of the University's theology requirement, is a course entitled *The Problem of God*. The course originally came from a series of lectures at Yale by John Courtney

³ <https://theology.georgetown.edu/about/problem-of-god>

Murray, SJ. The course aims to help students understand religion from a variety of perspectives and to see faith and reason as both essential aspects of the human experience.³ The concept raised concern among partners in Qatar as well as some parents. The title seemed excessively provocative, and GU-Q faculty were asked to change it; however, Georgetown viewed the course and its title as non-negotiable. After a great deal of dialogue, a fuller understanding emerged that the aim of the course is not to indoctrinate but rather to explore the concepts of religion and faith as integral to the human experience.

The year 2015 brought to an end a decade of work by the institution and a new contract negotiation. One feature of the renegotiation was a significant budget reduction by the Qatar Foundation. According to one long-time administrator, the reduced budget led to a lengthy deliberative process about how GU-Q could continue in this new, leaner fiscal reality. "It required us to take a very close look at everything we do, every element of everything we do, and figure out how we would continue to deliver the same education to our students, the same quality of faculty. . . . We came out the other side of it a much leaner organization on the staff and administrative side." Reflecting on that period, the administrator said, "Those were hard times. But I'm proud to say that at no time in the process did the quality of education suffer." The process also led to an important shift in mission—an openness to moving beyond degree programs currently offered by the School of Foreign Services. It even led to a shift in name. "We used to be the Georgetown University School of Foreign Services Qatar, which was a mouthful. . . . In order to better reflect our desire to branch out, we changed our name to Georgetown University in Qatar."

A key moment for the institution, and for all of Education City, was the crisis that began in June 2017 when Saudi Arabia, the United

Arab Emirates, Bahrain, and Egypt severed diplomatic ties with Qatar and established a blockade banning Qatari airplanes and ships from using their airspace and sea routes and the land crossing from Saudi Arabia. The Saudi-led coalition accused Qatar of sponsoring terrorism, an allegation it has vigorously denied. GU-Q administrators wondered if the blockade would disrupt operations. There were concerns it might impede faculty or international student recruitment or cause faculty to decide to leave Qatar. None of this happened. As one administrator said, "You can't interview a potential faculty member without talking about it. It is frankly the elephant in the room. But it doesn't seem to faze people very much."

In 2018 Dr. Ahmad Dallal arrived to serve as dean of the school. Dr. Dallal received his PhD in Islamic Studies from Columbia University. He was professor of history and provost at the American University of Beirut from 2009 to 2015 and chair of the department of Arabic and Islamic Studies at Georgetown University from 2003 to 2009. Dr. Dallal has many connections with the region. He serves on the Board of Trustees of the Doha Institute, a local graduate studies institution that is part of the Arab Center for Research and Policy Studies, and has close connections with the College of Islamic Studies at Hamad Bin Khalifa University. One administrator said, "He's brought a very deep knowledge of the region to the place, and I think that knowledge and his insights have opened doors that we previously did not know were there." Many hope that he will be able to build closer ties to partners in the area. Although GU-Q faculty have done work for the government and local employers, and the institution has offered professional development trainings, some of these relationships, especially with the Ministry of Foreign Affairs, have grown attenuated over time. "We hope, under his leadership, to rebuild on the foundations that were developed in the past."

GU-Q is in the process of engaging in a series of strategic discussions. While people are quick to note that this is not a full-fledged strategic planning process, the goal is to brainstorm about ways for the institution to leverage its special place in the region. The institution is considering launching new graduate degree programs. It is rethinking its founding vision as a second School of Foreign Service in Qatar equal to the main campus towards a more expansive vision of an institution that may offer degree programs not offered by the Edmund A. Walsh School of Foreign Service. GU-Q is also considering growing, perhaps expanding the size of the student body to around 400 students, assuming it is given sufficient space to do so. The institution is continuing the process of refining its internal procedures and processes. As one administrator put it, "we are trying to model institutional integrity . . . what does it mean to be an institution as opposed to an ad hoc operation."

A key issue facing the institution is how best to take advantage of the truly unique ecosystem that is Education City. In their first decade of operation in Education City, many of the international branch campuses understandably focused on developing their own internal operations. Now that the second decade is underway, the Qatar Foundation has made it clear that it expects GU-Q and other branch campuses to leverage the proximity of experts from premier universities in a range of disciplines and professional fields and the unparalleled opportunities for interdisciplinary collaboration. Some of this work is beginning to occur. For instance, GU-Q and Northwestern University in Qatar have created a joint program in Media and Politics; the program confers a certificate at Georgetown and a joint minor at Northwestern. Additionally, GU-Q is developing deep expertise and conducting research in a number of areas on the Indian Ocean. For the past five years it has held an annual conference dedicated to

understanding the challenges facing this area from political, cultural, and historical perspectives. These are the kinds of areas of expertise one administrator referred to as "steeples of excellence . . . a way to create distinctiveness."

Even in Doha, such collaborations among neighboring institutions can prove challenging in the face of disparate institutional policies and practices. As one senior administrator put it, "We are not yet taking full advantage of this special ecosystem. We've all taken it for granted but as we move forward we'll be taking advantage and drawing on this particular advantage . . . this is something very unique."



Georgetown University in Qatar's Mission

Georgetown University is an internationally recognized Jesuit university known for its deep commitment to a broad liberal arts education. As one administrator explained, "a liberal arts education is more needed now than ever given the types of complex problems we face." The institution has a special commitment to fostering productive and respectful intellectual dialogue among people of different backgrounds, faiths, and cultures. It is also committed to global engagement. As one senior administrator explained, "Not every institution is interested in global education. Right now it's articulated at Georgetown as one of its strategic priorities." Georgetown's mission is significantly shaped by its sponsoring order, the Society of Jesus (Jesuits.) The imperatives of a Jesuit education include the desire to help people develop deeper self-understanding and an understanding of God through discernment; to walk alongside others, especially the oppressed, in order to build a just world; to help young people create a hope-filled future; and to collaborate in the care of "our common home"—the institution, community, and the greater world (<http://www.ajcunet.edu/missionexamen>).

GU-Q's mission statement echoes these core beliefs and values:

Georgetown University in Qatar (GU-Q) is dedicated to fulfilling Georgetown University's mission of promoting intellectual, ethical, and spiritual understanding through serious and sustained discourse among people of different faiths, cultures, and beliefs. Embodying this spirit of the University, Georgetown's Qatar campus undertakes education, research, and service in order to advance knowledge and provide

students and the community with a holistic educational experience that produces global citizens committed to the service of humankind. We demonstrate the values of Georgetown University; seek to build upon the world-class reputation of the Edmund A. Walsh School of Foreign Service; and work with our partner, Qatar Foundation, in its endeavors to achieve the Qatar National Vision 2030 and help develop Qatar's knowledge economy.

GU-Q's mission can best be understood as a commitment to providing students with the same educational experience as they would receive on the home campus. This means having uncompromising standards of academic excellence. Georgetown refers to itself as a "student centered research university." It is an institution committed to teaching and one that believes that active scholarship produces the best faculty. A Georgetown education entails shaping the values of students. As one administrator explained, "We equip them with the values of a Georgetown University education, which are steeped in our Jesuit values and mission . . . women and men for others, educational excellence and so forth." Yet, people are quick to point out that while these values originated from a particular faith tradition, they are universal. "We expect our graduates to go out into the world and try to make the world a better place." This expansive ethic of service is tempered with a narrower and more pragmatic vision. "Put more practically, we are here to serve Qatar. We're here to serve the ambitions of the Qatar state as currently expressed in the 2030 vision . . . to prepare Qatar for ultimately what will become of the post-carbon, post-petrol, post-natural gas economy."

Distinctive Qualities

One of the distinctive qualities of GU-Q is its small size. It has a student body of approximately 300 students with a goal in the near term of growing closer to 400. There are approximately 60 faculty members. This means small class sizes and a low faculty-to-student ratio. "The entire faculty is the size of a department [at Georgetown]," one administrator observed. GU-Q's size provides a far more intimate academic experience for students, akin to small elite liberal arts colleges in the United States. It also fosters interdisciplinary collaboration. One administrator explained, "It creates an environment where you, as a faculty member, interact on a daily basis with colleagues from very different disciplines, and I think that creates an environment that just enhances the potential for creativity." The flip side of intimacy is that the school sometimes takes on the characteristics of a small town, where everyone knows everyone else's business. Cliques can form. However, the GU-Q faculty and staff are extremely attentive to such dynamics and work hard to help students smooth over misunderstandings. As one person remarked, "I think you have to have the right temperament and the right personality, and I think a healthy sense of humor to work in an environment that's this small sometimes."

GU-Q is notable for the diversity of its talented student body. There is diversity in terms of national background, race and ethnicity, and culture, and there is also a diversity of educational backgrounds. As one former faculty member explained, "We have kids from the American system, the IB curriculum, the British system, the Bangladeshi system, the Australian system—you name

it. . . . They all have different pots of knowledge—some students know European history, some people had absolutely none. That does kind of make it challenging in the classroom." Another faculty member noted, "You can't say 'oh, I assume you went to a college prep, English-based school.' No, you might have come from Algeria where you had Arabic in school, and your high school in French, and now you're working in English." Successful faculty are able to traverse cultural boundaries. Many faculty are attracted to this sort of environment and, in the words of one administrator, are "aware that this is the type of environment in which they would operate well and are happy to work in the environment like this. If they don't, they quickly realize that they are in the wrong place." Those who stay find it to be a rewarding and invigorating place to teach and conduct research.

Over time, GU-Q's unique environment has led it to thoughtfully adapt certain institutional policies and practices. For example, SAT and ACT scores are critically important to the admissions process at the main campus, but they are less definitive as a tool when examining applicants with such a diversity of backgrounds. For the majority of applicants, English is a second language. Therefore, the institution has augmented its admissions process. A written dossier is produced for each applicant and is scrutinized by a team of twenty faculty and administrators. Team members scrutinize high school transcripts more closely. They ask applicants to do controlled writing samples to assess their abilities. Most students who end up being admitted are interviewed. Each year admissions representatives from GU-Q visit every secondary school in Qatar and some high schools elsewhere in the world.

The institution made another adjustment after realizing that it made an erroneous assumption at the school's founding. The School of Foreign Service requires each student to be proficient in at least two languages as a requirement for graduation. The founding administrators and faculty of GU-Q assumed that students applying to the school would be fluent in Arabic as well as English. However, many students had attended English-speaking schools and had little training in speaking and writing Arabic for academic or professional purposes. This led to the development of the Arabic program, which teaches students who are new to the language as well as those who are heritage learners.

Ongoing Challenges

GU-Q is grappling with defining a close relationship with the parent campus while being open to evolving in ways that suit its unique circumstances. The relationship with the home campus was an important touchstone in the early years, as a means of upholding the highest quality standards in admissions, academic offerings, and faculty promotion. However, the experience of GU-Q demonstrates that not all ideas are readily transplanted to other contexts. One administrator explained these efforts as "taking Georgetown's ethos, its standards and its commitment to excellence. Let's take the seed and let's plant it here and let's see what grows. As long as people are tending it are true and the seed is good when you plant it, then something beautiful is going to grow out of it . . . something different than our main campus but that is still recognizable as our main campus in all of the important components."

One aspect of cultivating this relationship is through encouraging intellectual exchanges between the branch and main campuses. This has met with some success. A number of GU-Q students have chosen to take a semester at the home campus, although many fewer came to Qatar. Some courses have brought students together virtually.

Although GU-Q has enjoyed a great deal of autonomy during its first decade, the Qatar Foundation has begun to strongly encourage the institution to leverage the fact that it is located in Education City. But joint programming can be challenging, as one administrator involved in the GU-Q/Northeastern collaboration explained: "there's a lot of talking and negotiating and administrative roadblocks that need to be gradually shifted." Further, collaborations cannot move forward without active faculty support and involvement. "I don't see any similar pressure in D.C. on the part of the administration at Georgetown saying 'you need to create more joint programs with Catholic University or American University in D.C.'" An open question in the minds of at least some at GU-Q is whether demands from the Qatar Foundation for specific kinds of initiatives (for example, cross-university collaborations) will increase in future years. Such pressures, they fear, could potentially have negative effects on the morale of faculty and administrators who have other ideas about how best to move the institution forward. At least one person wondered if such pressures were part of a longer-term strategy: "Are they trying to convert this into a single integrated university? If they do, that would change the calculation for Georgetown." Despite some concerns about external pressures, the leadership at GU-Q also recognizes the power of the old saying, "Whoever pays the piper calls the tune."

GU-Q also will need to continue to demonstrate its success in tangible ways. It has undergone accreditation through the Middle States Commission on Higher Education. It has data that speak to the number of graduates who have found employment or are pursuing graduate work. Throughout its first decade, GU-Q administrators and faculty could closely monitor the development of its students because the small size of the institution. An open question is whether, as GU-Q grows, this kind of monitoring of student success will adequately demonstrate its impact on its students and in the region.

A related challenge is the need for GU-Q to demonstrate and explain its larger relevance in Doha and the region. As one administrator explained, "These are two big challenges—to remain engaged on one hand and to be relevant to the community in which we serve and on the other hand to maintain our standards, which are international." This is a tension many universities experience today. They seek both to provide a supportive environment for faculty to undertake original research, a specific kind of work that is valued by academic disciplines, while also addressing pressing real-world problems. This is keenly felt at any institution—whether public or private—that receives substantial government funding.

CHAPTER FIVE

Conclusions

The profiles of Qatar University and Georgetown University in Qatar offer important insights into the institutional qualities that foster excellence. Both institutions engage in a variety of practices that reflect the highest international standards. But as the literature on policy borrowing tells us, transplanting institutional activities from one context to another without intentionality and without adapting them to suit the new context tends to produce form without function. What gives new practices life is a deep understanding of why they are being implemented and clear alignment with the institution's larger mission. QU and GU-Q have both cultivated institutional cultures that promote excellence. The shared norms and values that represent their institutional cultures can be expressed as four shared commitments, which we detail below.

The first element of a culture of excellence is *a commitment to understanding, supporting, and challenging students*. Qatar's future depends on preparing future leaders—Qataris as well as students from abroad who will spend their careers contributing to the country's development. Although Qataris are fortunate to have such a strong system of social benefits, a challenge is motivating young people to undertake the hard labor of academic work. So universities must make the value proposition for this work clear to students. Both QU and GU-Q offer more than degrees—they offer an education that prepares students for jobs but also for developing meaningful lives as leaders in their communities and as good citizens. There are opportunities for leadership through student-led organizations. QU is developing a comprehensive co-curriculum that allows students to develop those "soft skills" that make effective employees and lead to full lives. Both institutions understand the students who come to them from a wide array of backgrounds and disparate levels of rigor in their schooling. They have developed systems of support through

advising and peer mentoring. GU-Q created a program in Arabic when it realized its false assumption that students could fluently use that language in their academic work (students must demonstrate fluency in two languages as a graduation requirement). Along with this support, both institutions are also committed to challenging their students. This means offering rigorous degree programs. Despite some initial concerns, GU-Q required the course *The Problem of God* to challenge students' thinking. Balancing support with rigorous academics is one of the central features of these institutions.

A second belief that informs the work of these institutions is *an unwavering commitment to academic excellence and innovation*. Both institutions have put in place systems to ensure high academic standards. In its first decade GU-Q has adhered assiduously to academic policies and practices from the home campus. QU has worked hard to develop its own systems for reviewing proposed courses of study and for systematically assessing existing programs through a review process. The University gathers data on a range of metrics and provides these data to programs and colleges to assist them in monitoring their work. QU is in the process of defining graduation competencies across all of its programs. Currently 40% of QU's programs are accredited. GU-Q accreditation is linked to Georgetown University's periodic accreditation process. Both institutions are clear that they want faculty members who are actively involved in research *and* committed to excellent teaching. This commitment to teaching means having a desire to work with a highly diverse student body and being flexible and creative enough to serve students with disparate levels of academic preparation.

The academic leaders and faculty at these institutions are also asking important questions about the future work of the university. Both are pursuing interdisciplinary research projects that draw together expertise from a variety of fields, whether they are addressing the multifaceted challenges of cybersecurity or the socioeconomic factors influencing the well-being of the Indian Ocean. GU-Q is collaborating with Northwestern University's branch campus in Education City to develop a joint certificate in Media and Politics. The academic offerings at these institutions do not simply mimic the work of the home campus or the expected array of offerings based on international standards. They reflect academic communities that are actively working to address the challenges facing the society in which they are located.

Universities face pressures to conform to international norms of behavior. In some cases these pressures are beneficial. Universities see what institutional pursuits produce excellence and seek to emulate them. These pressures become problematic when they force universities to conform to practices that do not fit their needs. Both institutions profiled here demonstrate **a commitment to pursuing excellence by balancing the desire to meet international standards of quality with the need to remain relevant to their own context.** The significant reforms that occurred at QU earlier in the decade challenged an institution that had perhaps become somewhat complacent. However, some of the changes (increasing admissions standards, requiring all courses of study to be taught in English) led to societal and governmental concerns about the shift in mission.

The institution responded by adapting its practices to alleviate these worries. While QU has pursued accreditation, some leaders have raised important questions about the efficacy of adhering to guidelines that do not take into account local needs. Similarly, for its first decade in operation, GU-Q followed the academic offerings of the home campus. Mirroring those practices was the gold standard. More recently, GU-Q has expanded its offerings and moved beyond the courses of study that are offered at the School of Foreign Service on the D.C. campus. This attentiveness to international norms while also making intentional decisions about when to deviate from them allows these institutions to uphold quality while creating something of lasting value in their own context.

Perhaps the key element in upholding a culture of excellence is **a commitment to continual improvement and a larger purpose.** Academics at QU and GU-Q are actively thinking about how to improve the institution and the educational opportunities for their students. This quality mirrors the concept of "positive restlessness" that Professor George Kuh and his colleagues from Indiana University surfaced from their large study of institutional effectiveness and student success in the United States (Kuh et al., 2005). This commitment is reflected in the attention to student success and to developing effective academic processes, as described above. What drives this concern for continuous improvement is the understanding that they are contributing to a larger project—the development and the future of Qatar. Both institutions, in their respective fields, are preparing leaders who will be able to help the nation navigate complex sociopolitical terrain. Both are encouraging research that addresses pressing

challenges facing the country. This work requires the institutions to understand the context in which they work. It requires them to be responsive to emergent needs. What these cases underscore is the importance of creating a culture that cultivates commitments that foster excellence. As an administrator from QU aptly put it, "If we produce a culture that's focused on the students and their experience and producing really excellent citizens and excellent individuals that can

contribute to society based on a shared sense of mission, based on data and evidence, I can then go back to teaching happy."



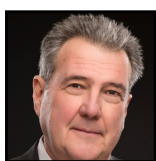
ABOUT THE AUTHORS

Matthew Hartley



Matthew Hartley is Professor of Education and Associate Dean of Academic Affairs at the University of Pennsylvania's Graduate School of Education. His research explores how university leaders respond to major education reforms. With colleague Alan Ruby he is examining universities in a variety of national contexts whose work reflects conceptions of excellence beyond the “*world class university*” model. Dr. Hartley has served as an expert for the World Bank and has worked with the Council of Europe in Strasburg, France. His master's and doctoral degrees are from Harvard University's Graduate School of Education.

Ala Ruby



Alan Ruby has a substantial career in government, business, philanthropy, and education. His experience includes being a classroom teacher, the Australian Deputy Secretary of Education, and chair of the Organisation for Economic Co-operation and Development's (OECD) education committee. At the University of Pennsylvania, Mr. Ruby is a senior scholar in the Alliance for Higher Education and Democracy (AHEAD) and studies the effects of globalization on universities. He is also director of the school's Global Engagement Office

Ahmed Baghdady



Ahmed Baghdady is an education and research management professional with over twenty years' experience. He is Research Manager at the World Innovation Summit for Education (WISE), an initiative of Qatar Foundation. Ahmed has held research and program management positions in the RAND Corporation and the Institute of International Education (IIE) in Qatar and in AMIDEAST/Egypt. Ahmed has master's (MSc) and doctor of education (EdD) degrees in Educational Leadership from the University of Leicester. His research focuses on the internationalization of higher education.

ABOUT WISE



The World Innovation Summit for Education was established by Qatar Foundation in 2009 under the leadership of its Chairperson, Her Highness Sheikha Moza bint Nasser. WISE is an international, multi-sectoral platform for creative, evidence-based thinking, debate, and purposeful action toward building the future of education. Through the biennial summit, collaborative research and a range of on-going programs, WISE is a global reference in new approaches to education.

The WISE Research series, produced in collaboration with experts from around the world, addresses key education issues that are globally relevant and reflect the priorities of the Qatar National Research Strategy. Presenting the latest knowledge, these comprehensive reports examine a range of education challenges faced in diverse contexts around the globe, offering action-oriented recommendations and policy guidance for all education stakeholders. Past WISE Research publications have addressed a wide range of issues including access, quality, financing, teacher training and motivation, school systems leadership, education in conflict areas, entrepreneurship, early-childhood education, twenty-first century skills, design thinking, and apprenticeship, among others.

ABOUT PennAHEAD



The Alliance for Higher Education and Democracy (AHEAD) is dedicated to advancing higher education policy and practice that fosters open, equitable, and democratic societies.

Drawing on the intellectual resources of the University of Pennsylvania and a global alliance of higher education and academic leaders AHEAD achieves its mission by:

- Creating Knowledge
- Improving Practice
- Building Capacity

Through our engagement with policy-makers, institutional leaders, scholars and practitioners, AHEAD produces research and applies research-based knowledge to address the most pressing issues pertaining to the public purposes of higher education in the U.S. and around the globe.

About Penn GSE



A world-class school of education in a dynamic Ivy League setting, the University of Pennsylvania Graduate School of Education (Penn GSE) is a national leader in education research and preparing talented educators. With 40 tenured and tenure-track faculty and just under 1,300 students, Penn GSE is a small school with remarkable scholarly productivity and influence.

ACKNOWLEDGEMENTS

The authors would like to thank Her Highness Sheikha Moza bint Nasser, Chairperson of Qatar Foundation, and Her Excellency Sheikha Hind bint Hamad Al-Thani, Vice Chairperson and Chief Executive Officer of Qatar Foundation, whose vision and guidance have supported the World Innovation Summit for Education (WISE). They continue to believe in the power of education to create better lives for people around the world.

The authors would like to acknowledge members of the WISE team for their assistance and support throughout the report writing process, in particular, Dr. Asmaa Al-Fadala, Director of Research and Content, and Malcolm Coolidge, who proofread the report and provided support for various parts of this process. We also thank Jennifer Moore from Penn GSE for her editorial support and the Frazil House Advertising for the report design and layout formatting.

References

Al-Fadala, A. (2015). *K-12 reform in the Gulf Cooperation Council (GCC) countries: Challenges and policy recommendations*. Doha, Qatar: WISE.

Al-Misnad, S. (2007). *The development of modern education in the Gulf*. England: Norfolk, UK: Biddles Ltd.

American Association of State Colleges and Universities. (2002). *Stepping forward as stewards of place: A guide for leading public engagement at state colleges and universities*. Washington, DC: AASCU.

Augustine, C., & Krop, C. (2008). *Aligning post-secondary educational choices to societal needs: A new scholarship system for Qatar*. Santa Monica: RAND Corporation.

Bart, C. K. (2001). Measuring the mission effect in human intellectual capital. *Journal of Intellectual Capital*, 2(3), 320-330.

Birnbaum, R. (2015). No world-class universities left behind. *International Higher Education*, 47, 7-9. <https://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/7964/7115>

Brewer, D., Augustine, C., Zellman, G., Ryan, G., Goldman, C., Stasz, C., & Constant, L. (2007) *Education for a new era: Design and implementation K-12 education reform in Qatar*. Pittsburgh, PA: RAND.

Cross-Border Education Research Team. (2019). *Branch campuses*. <http://cbert.org/resources-data/branch-campus/>

Douglass, J. A. (2015). Considering national context and other variables." In J. A. Douglass, (ed.), *The new flagship university: Challenging the paradigm from global ranking to national relevancy* (pp 103-112). London: Palgrave Macmillan.

Douglass, J. A. (2016). How rankings came to determine world class. In J. A. Douglass (ed.), *The new flagship university: Changing the paradigm from global ranking to national relevancy* (pp. 3-29). London: Palgrave MacMillan.

Findlow, S. (2008). Islam, modernity and education in the Arab states. *Intercultural Education*, 19(4), 337-352.

Gonzalez, G., Karoly, L., Constant, L., Salem, H., & Goldman, C. (2008). *Facing human capital challenges of the 21st century: Education and labor market initiatives in Lebanon, Oman, Qatar, and the United Arab Emirates*. Santa Monica, CA: RAND.

Government Communications Office. (2019). National development vision 2030. <https://www.gco.gov.qa/en/about-qatar/national-vision2030/>

Hamad Bin Khalifa University. (2019a). *Our programs*. <https://www.hbku.edu.qa/en/academics/programs>

Hamad Bin Khalifa University. (2019b). *About HBKU*. <https://www.hbku.edu.qa/en/about-hamad-bin-khalifa-university>

Hartley, M. (2003). "There is no way without a because": Revitalization of purpose at three liberal arts colleges. *The Review of Higher Education*, 27(1), 75-102.

Ivey, P. W., Oliver, G., & Henry, M. (2014). Evaluating the impact of research produced by a mission-directed emergent university. *The Journal of Research Administration*, 45(2), 73-88.

Khodr, H. (2011). The dynamics of international education in Qatar: Exploring the policy drivers behind the development of Education City. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(6), 514-525.

Kuh, G., Kinzie, J., Shuh, J. H., & Whitt, E. J. (2005). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.

Lane, J., & Kinser, K. (2009). The private nature of cross-border higher education. *International Higher Education*, 53, 11-13.

Ministry of Development Planning and Statistics-Qatar. (2019a) *Monthly Figures on Total Population*. Available from <https://www.psa.gov.qa/en/statistics1/StatisticsSite/Pages/Population.aspx>

Ministry of Development Planning and Statistics-Qatar. (2019b). *Qatar national vision (QNV) 2030*. <https://www.psa.gov.qa/en/qnv1/Pages/default.aspx>

Ministry of Development Planning and Statistics-Qatar. (2019c). *About national development strategy*. <https://www.psa.gov.qa/en/nds1/Pages/default.aspx>

Ministry of Education and Higher Education-Qatar. (2019a). *Education and training sector strategy 2017-2022 executive summary*. <http://www.edu.gov.qa/Ar/about/Pages/Strat.aspx>

Ministry of Education and Higher Education-Qatar. (2019b). *Statistical bulletin of education- November 2018*. http://www.edu.gov.qa/Ar/structure/deputy/MonthlytStatisticsIssues/For_Publishing.pdf

Moini, J., Bikson, T., Neu, C. R., & DeSisto, L. (2009). The reform of Qatar University. Santa Monica, CA: RAND Corporation. <https://www.rand.org/pubs/monographs/MG796.html>

Naidoo, V. (2009). Transnational higher education: A stock take of current activity. *Journal of Studies in International Education*, 13(3), 310-330.

Nasser, R. (2017). Qatar's educational reform past and future: Challenges in teacher development. *Open Review of Educational Research*, 4(1), 1-19.

Qatar Foundation for Education, Science and Community Development. (2019a). *About Qatar Foundation*. <https://www.qf.org.qa/about>

Qatar Foundation for Education, Science and Community Development. (2019b). *Higher Education*. <https://www.qf.org.qa/education/higher-education/>

Qatar University. (2019a). *Vision and mission*. <http://www.qu.edu.qa/about/vision-and-mission>

Qatar University. (2019b). *Qatar University strategy (2018-2022): From reform to transformation*. http://www.qu.edu.qa/static_file/qu/about/documents/Qatar%20University%20Strategy%202018-2022%20Booklet%20-%20EN.pdf

Romanowski, M., & Amatullah, T. (2014). The impact of Qatar national professional standards: Teachers' perspectives. *International Journal of Research Studies in Education*, 3(2), 97-114.

Salmi, J. (2009). *The challenge of establishing world class universities*. Washington, D.C.: World Bank.

Sarwar, S. (2016). UCL Qatar to leave Education City by 2020. *The Daily Q* <https://thedailyq.org/5900/top-news-stories/ucl-qatar-to-leave-education-city-by-2020/>

Stasz, C., Eide, E., & Martorell, P. (2007). *Post-secondary education in Qatar, employer demand, student choice, and options for policy*. Santa Monica, CA: RAND.

Tok, M., Alkhatir L., & Pal L. (Eds.). (2016). *Policy-making in a transformative state: The case of Qatar*. London: Palgrave Macmillan.

UNESCO Institute of Statistics. (2019). *Qatar: Education and literacy*. <http://uis.unesco.org/country/QA>

Wilkins, A. L., & Ouchi, W. G. (1983). Efficient cultures: Exploring the relationship between culture and organizational performance. *Administrative Science Quarterly*, 28, 468– 481.

