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# **Doha Institute for Graduate Studies**

## **Diversity Plan**

### **2019-20 Cohort**

**This Diversity Plan has been graciously provided by the Master of Public Policy program at Doha Institute for Graduate Studies. It is intended for reference only.**

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Please see standard 4.4

## **DIVERSITY PLAN**

### **School of Public Administration and Development Economics**

#### **Doha Institute for Graduate Studies**

#### **I. Introduction**

This diversity plan aims to reflect the commitment of the Doha Institute (DI) and the School of Public Administration and Development Economics (SPADE) to provide an inclusive learning environment where all students, faculty, and staff can work, conduct research, develop and serve the Qatari society, Arab World and rest of the World.

The School of Public Administration and Development Economics aims to prepare diverse students to learn and develop leadership and management skills in public service in a culturally diverse environment. SPADE provides students with educational, research and career-oriented training opportunities to serve Qatari society and the Arab World.

It is the policy of the Doha Institute for Graduate Studies to provide equal employment and education opportunities for all individuals without regard to race, ethnicity, color, religion, nationality, gender, age, political attitudes, or disabilities.

In this regard, SPADE is fully committed to DI policies and provides equal opportunities to students and faculty to be part of its academic programs in all domains, including recruitment, hiring, promotion, financial support, etc.

The goals of the SPADE Diversity Plan are:

First, to formally recognize diversity as a fundamental feature of the Doha Institute and SPADE given the underlying institutional context.

Second, to build efforts and implement initiatives that foster an inclusive and supportive environment that sustains diversity.

Third, to identify issues that impact the recruitment and retention of diverse faculty, staff, and students, and ways to promote acceptance of diversity.

Fourth, to include actions and measures that would enable the leadership and faculty to monitor progress toward achievement of objectives outlined in this plan.

These goals are in line with the missions of the Doha Institute, SPADE and its academic programs in public service.

The fundamental components of the SPADE Diversity Plan include:

- The recruitment of students and faculty;
- The retention of students and faculty;
- The development of students and faculty.

The plan emphasizes the coverage of diversity-related materials in the curriculum components of its MPP, MPA and MDE programs, and the need for the preparation of its students for a diverse workplace.

Section 2 of this plan discusses faculty recruitment, development, and retention. Section 3 analyzes student recruitment and retention. Section 4 addresses the issue of diversity across the curriculum.

## **II. Diversity in the Context of the Doha Institute and the School of Public Administration and Development Economics**

Qatar is an international and multicultural society with individuals from several nationalities all around the world and a population having a vast majority of expatriates, working in the public sector as well as in the private sector.

It is important to provide a clear and concise definition of diversity in this specific institutional context. The traditional US and European diversity models may not be very applicable in the case of the Gulf region. This is likely to be the case in the Qatari context at large. Nonetheless, it is less true for the DI context in relation to the aforementioned goals.

In the US system, there exists an Equal Employment Opportunity Commission (EEOC) that enforces laws prohibiting discrimination based on race, color, religion, disability, age etc. By law, there are protected groups. Indeed, affirmative action is a set of laws and programs designed to enhance representativeness and favor access to social services, particularly education and health, for social groups or segments of the population currently or historically associated with discrimination.

In the Qatari societal context societal framework, there is no protected groups based on gender, race, religion or ethnicity and accordingly there are no institutions such as EEOC.

The Doha Institute for Graduate Studies is a Qatari nonprofit academic institution whose mission spans national boundaries, composed of various and diverse players whether students, faculty and staff.

In the context of the Doha Institute and SPADE, diversity is a reality and the inclusion of diverse individuals, coming from a wide array of nationalities and cultures, aims to promote and value diversity and inclusion.

Diversity in the DI setting refers to the set of efforts to have a pool of students and faculty members that best characterize Qatar and the Arab World and create an environment where diverse participants experience inclusion. This institutional framework includes diversity in term of national origin, gender and socio-economic backgrounds.

The existing DI recruitment strategy is to recruit the best students from Qatari, Arab as well as International universities. SPADE is fully committed to the DI recruitment strategy and aims to have a student body that to reflect gender diversity of the Arab World and the Qatari society in terms of the ratio of men to women in the Arab World and Qatar, despite some prevailing cultural and personal barriers to access for women to higher education in the region and the Arab World in general.

Diversity is served by the fact that the Doha Institute offers financial incentives and other forms of support to students joining from Arab countries and other parts of the world providing opportunity, which makes DI the most accessible academic institution of its kind in the Arab World and the region.

The DI selects candidates to their graduate programs based mainly on their academic background, performance, motivation and positive attitude towards study in a challenging learning environment without any regard to their ability to pay.

Indeed, the DI provides enrolled students, particularly internationals, with tuition waivers, monthly stipends, internship transportation assistance, free residence, health service and a two-way airline ticket to their home country.

This deliberate financial support policy indicates that the DI has taken steps, from its inception, to remove structural barriers that prevent quality students, whether local or international or from various socio-economic backgrounds, from joining DI graduate programs.

### **Financial Support to SPADE Students 2015-2018**

Financial Support	Total	Female	Male
<b>Partial Scholarship</b>			
MPP	27	17 (63%)	10 (37%)
MPA	45	23 (51%)	22 (49%)
MDE	7	4 (57%)	3 (43%)
<b>Full Scholarship</b>			
MPP	16	5 (31%)	11 (69%)
MPA	23	8 (35%)	15 (65%)
MDE	37	14 (38%)	23 (62%)

### **III. Faculty and Staff Diversity**

SPADE is a supportive academic institution of highly qualified faculty and administrative staff, who have experience in teaching, developing research and working with a diverse community of adult learners from Qatar, the Arab World and other nationalities.

SPADE is committed to the recruitment, development and retention of a diverse and highly qualified academic faculty and staff members.

#### **A. Recruitment**

##### **- Objective:**

To recruit full and part-time qualified diverse faculty from various academic institutions worldwide such as the Arab World, United Kingdom, United States, Canada, Australia, France, etc.

While SPADE does not intend to allow diversity concerns to override faculty quality concerns, it recognizes that having a diverse pool of candidates is key to success in recruiting qualified faculty from a wide set of recognized universities from various countries without regard to gender, race, nationality, etc.

##### **- Measures:**

##### **Diversity Table of Faculty Applications: 2017-2018 compared to 2018-2019**

Program	2017-2018	Female	Details	2018-2019	Female	Details
MPA	22	9% (2)	Tunisia (1) Malaysia (1)	56	16% (9)	India (3) Tunisia (1) Sudan (2) Jordan (1) Pakistan (1) Egypt (1)
MPP	18	22% (4)	Canada (1) Jordan (1) Algeria (1) USA (1)	42	17% (7)	India (3) Algeria (1) Pakistan (1) Tunisia (1) China (1)
MDE	46	15% (7)	Egypt (1) Belgium (1) Palestine (2) Tunisia (1) Sudan (1) Jordan (1) <b>For Dean Position</b>	120	7% (8)	Lebanon (1) Iran (1) Turkey (1) Tunisia (1) Egypt (1) Sri Lanka (1) India (1)
SPADE	86	16% (13)		218	11% (24)	

There is an increase over time of the flow of applications for academic positions with a similar but less pronounced pattern for female applications. The most important explanatory factors are:

- Increasing academic reputation of the Doha Institute;
- Strong incentives provided by the DI in terms of research and teaching in public service-related areas;
- Effective actions and initiatives made by SPADE and DI to increase job seekers interest and motivation to pursue academic employment opportunities in DI such as various job advertising and recruitment actions.

#### **Diversity Table of Short-Listed Faculty**

Program	2017-2018	Female	Details	2018-2019	Female	Details
MPP	3	33%	Canada (1)	2	0	
MPA	4	25% (1)	Tunisia (1)	7	29% (2)	Pakistan (1) Egypt (1)
MDE	5	80% (3)	Belgium (1) Egypt (1) Jordan (1): For SPADE Deanship Position	4	0	
SPADE	12	42% (5)		13	16% (2)	
SPADE	12	42% (5)		13	16% (2)	

#### **Diversity Table of Faculty Offered Positions**

Program	2017-2018	Female	More Details	2019	Female
MPP	2	50% (1)	Associate Professor from Canada	1	0
MPA	1	0		3	0
MDE	0	0		1	0
SPADE	3	34% (1)		5	0

SPADE current faculty includes full and part-time qualified faculty pool chosen from diverse academic institutions and nationalities. SPADE attempts to reach the right equilibrium between diversity concerns and faculty quality features. In all cases, the desired equilibrium does not allow diversity concerns to override faculty quality characteristics.

### **Diversity Table of Current Faculty by Rank and Gender 2019-2018**

Full/Part Time Faculty	Number	Gender	Nationality
Full Professor	2	0 (female)	2 males (Egypt, Tunis)
Associate Professor	4	75% (3) females	3 females (Qatar, Canada, Morocco) 1 male (Palestine)
Assistant Professor	8	12.5% (1) female	1 Male (Palestine), 2 Males (Egypt), 2 Males (Canada), 1 Male (Jordan), 1 Male (Tunis) 1 Female (Egypt)
Adjunct Professor	5	20% (1) female	1 Male (Sudan), 2 Males (Egypt), 1 Male (France), 1 Female (Tunisia)

As the above table shows, SPADE recruit qualified faculty from diverse set of countries and universities without regard to gender, race, and nationality is in line with the mission of the School and DI.

SPADE aims to increase the presence of female faculty in the three programs particularly in the MPA and to enhance female faculty contribution and value added to the School teaching and research production, and committee participation and other administrative and institutional engagement.

A merit-based diversity strategy will support SPADE objective to build a strong and sustainable academic reputation, best train its students and fulfill its social responsibility and commitment to serve the community as well as the individual.

One MPP female faculty member has been promoted to associate professor rank in 2018. Last year, an external female candidate was considered, for the position of the Dean of the School.

## **B. Efforts to Enhancing Diversity in SPADE**

### **Objective:**

SPADE will utilize recruitment strategies that result in more diverse and qualified set of applicants for faculty positions. SPADE consider that obtaining a diverse applicant pool for faculty openings will require some activities that go beyond traditional advertising strategies. SPADE will consider recruitment strategies and additional efforts through colleagues in academia and representatives of organizations who could help reach and recruit a diverse pool of candidates to enhance gender, nationality and rank diversity.

### *C. Screening and Hiring*

Every academic cycle, SPADE seeks applications for faculty positions at different academic ranks in public affairs and related fields.

The School searches hunts for candidates who will make significant contributions in public affairs and related areas of teaching, research and community services based on the development of the academic requirements of the MPA, MPP, MDE master programs.

Moreover, the School looks for faculty who will teach graduate level courses in Arabic and/or English and supervise graduate students in all aspects related to fulfilling their graduation requirements and thus in accordance with the DI and School mission.

Accordingly, SPADE follows a screening and hiring process as per the DI standard procedures and requirements in terms of planning, creating job description, posting and promoting job opening on the DI website and on professional pages, screening and interviewing by a program committee.

All applications are reviewed and screened by a program job committee to determine if there exists a close match for the openings and propose to DI presidency a short-list of candidates for the job interview.

Often the hiring process includes organizing public lectures by potential candidates for immediate or for future job vacancies (Guest Speaker) with the attendance and involvement of SPADE students, faculty and staff.

This step provides hiring committees with more insights into the academic and communication skills as well as other faculty career related aspects. Most importantly, this practice enables faculty, students and staff from various programs to be part of the recruitment process.

### **D. Retention and Development**

#### **- Objective:**

To recruit promising diverse faculty by rank and gender and national background with the potential to develop in teaching, research and career as faculty members capable of serving and advancing the instructional, research, and outreach missions of the School.

To retain diverse faculty several measures are deployed such as faculty promotion, research funding, low teaching load, faculty compensation through periodic reviews as well as providing necessary support by colleagues.

This academic year 2019-2018 three academics and two administrative staff were rewarded for performance. Two of the academics were of young age. One was male and the other female. As far as the administrative staff are concerned, one was male and the other female.

- **Measures:**

In this context, SPADE recognizes that promotion is a major faculty retention factor and a key to Program and School stability, development and success.

In accordance with the DI Promotion Policies, applications for promotion are considered based on research achievements, taking into consideration originality, consistency of output and value added. Faculty Promotion is also based on excellence of teaching as well as administration and community service.

The promotion process mainly involves internal and external assessment as well as an appraisal by the DI promotion committee.

The DI values quality and excellence in research, teaching and community service and provides equal promotion opportunities for all applicants without regard to race, ethnicity, color, religion, national origin, gender, age, political attitudes, or disabilities.

SPADE recognizes that development and retention go hand in hand. This is particularly true for faculty seeking promotion. One MPP female faculty has been promoted to associate professor after going through DI promotion process involving internal and external reviewers as well as dossier examination by promotion committee at the Institute level.

To that end, SPADE will seek to maintain a pool of faculty diverse by gender, rank, and national backgrounds and provide professional development processes that value their participation and assure their inclusion through a variety of retention and development measures:

- SPADE and DI budget will continue to support travel to conferences and events to help build faculty skills and abilities in terms of both research and teaching.
- SPADE and DI will hold special conferences, seminars, and events that aim to develop faculty pedagogical skills, provide joint research programs with international research-oriented universities, program administration; and grant-writing.
- Senior faculty in SPADE and Program heads will provide active support for new faculty members through mentoring, as well as providing feedback on teaching and research. Frequent interaction between senior and junior faculty members will be part of the retention and development process.

The MPP program is currently composed of associate and assistant full-time professors

### **Yearly Publications by MPP Faculty Rank and Gender**

Rank Full Time Faculty	2015		2016		2017		2018	
	Total	Female	Total	Female	Total	Female	Total	Female
Associate Professor	<b>5</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>14</b>	<b>14</b>	<b>5</b>	<b>5</b>
Assistant Professor	<b>6</b>		<b>7</b>		<b>6</b>		<b>5</b>	

### **E. Faculty Governance Diversity (Councils and Committees)**

Diversity planning and assessment will be incorporated in SPADE faculty governance activities on a regular basis.

Issues related to both faculty and student diversity will be a regular topic for consideration at monthly faculty meetings and SPADE will designate a faculty member to oversee issues and outreach activities related to diversity progress and assessment.

SPADE Dean and Program Chairs will be heavily involved in governance issues related to diversity and inclusion, especially those governance activities in relation to faculty, curricula, and student body composition.

Assessment benchmarks in the SPADE mission indicators will include an annual review of diversity planning and activities for the academic year.

Needed adjustments to this Diversity Plan, if any, will be made on an annual basis.

## **IV. Student Diversity**

### **- Objective:**

To attract, retain and graduate students with relevant representation by gender, nationality and socio-economic backgrounds.

### **- Measures:**

This Diversity Plan aims to sustain efforts to recruiting and maintaining a diverse student body that sustain the School mission of providing education and training in a welcoming and supportive learning environment.

The existing SPADE recruitment strategy is to recruit the best students from Qatari, Arab and other internationally recognized universities.

The following table shows the composition of SPADE student body by nationality and gender.

#### **SPADE Applicants Composition by Nationality and Gender**

Country	2016-2017		2017-2018		2018-2019	
	Total	Female	Total	Female	Total	Female
<b>Qatar</b>	61	86% (54)	99	55% (55)	85	74% (63)
<b>Arab Countries</b>	374	25% (92)	398	28% (111)	392	26% (102)
<b>African Countries</b>	21	0	40	8% (3)	39	13% (5)
<b>Other Nationalities</b>	4	50% (2)	10	30% (3)	6	33% (2)
<b>Percent Female</b>	460	32% (148)	547	31% (172)	522	33% (172)

The flow of applicants to SPADE programs tends to be stable since the creation of the programs, with an overall 33% female candidacy. The female applications to SPADE various programs is even more pronounced within the Qatari applicants ranging from 55% to 86% over the past three years. This trend has a variety of personal, cultural and societal complex reasons.

There is a very pronounced social demand for graduate education in Qatar and possibly in the Gulf region. The fact that there are societal factors at work in allowing women to travel abroad for education in Arab countries, it may be the case that not many Arab women apply to study at the DI, this may explain their smaller percentage in comparison with Qatari women in SPADE programs. This is likely attributable to family, cultural and risk aversion behavior.

However, the fact that Qatari women do not have to travel for study at the DI, which is a Qatari institution in Qatar, may explain their higher percentage in comparison with other women in SPADE courses.

The three programs display almost the same student composition pattern with a slight variation for MPP and MPA program given their popularity and attractiveness for the Qatari applicants. This is likely due to the economic importance of the public sector in the state of Qatar, constituting an important source of demand for graduate education.

### MPP Applicants Composition by Nationality and Gender

Nationality	2016-2017		2017-2018		2018-2019	
	Total	Female	Total	Female	Total	Female
Qatar	12	67% (8)	20	75% (15)	24	67% (16)
Arab Countries	36	20% (7)	46	26% (12)	38	32% (12)
African Countries	6	0	7	15% (1)	10	10% (1)
Other Nationalities	0	0	3	0	2	50% (1)
Total	54	28% (15)	76	37% (28)	74	41% (30)

### MPA Applicants Composition by Nationality and Gender

Nationality	2016-2017		2017-2018		2018-2019	
	Total	Female	Total	Female	Total	Female
Qatar	40	53% (21)	66	52% (34)	48	73% (35)
Arab Countries	199	23% (45)	253	27% (66)	245	26% (62)
African Countries	6	0	24	9% (2)	10	0
Other Nationalities	1	100% (1)	5	40% (2)	2	0
Percent Female	246	27% (67)	348	30% (104)	305	32% (97)

The MDE program remains the main attraction for international students largely coming from Arab countries with a very minor representation from local students.

### MDE Applicants Composition by Nationality and Gender

Nationality	2016-2017		2017-2018		2018-2019	
	Total	Female	Total	Female	Total	Female
Qatar	9	45% (4)	13	46% (6)	13	93% (12)
Arab Countries	139	29% (40)	99	33	109	26% (28)
African Countries	9	0	9	0	19	21% (4)
Other Nationalities	3	33% (1)	2	50% (1)	2	50% (1)
Percent Female	160	28% (45)	123	33% (40)	143	32% (45)

SPADE expresses its commitment to retain and graduate students while giving the highest consideration for quality of education and training. The School stresses the importance of the impact of retention and graduation rates on the cost of education and students' expectations about education duration and thus on how long it takes to graduate.

The following table shows retention and graduation rates at the SPADE level.

### **SPADE Retention and Graduation**

	2015-2016	2016-2017	2017-2018	2018-2019
Students Enrolled	42	65	70	70
Students Retained	40	55	59	66
Retention Rate	95.24%	84.61%	84.28%	94.30%
Students Graduated	40	54	-	-
Graduation Rate	95.24%	83.10%	-	-

Retention rate ranges from 84 to about 95% with tiny drop-out rates. Almost all retained students graduate as planned, with graduate rates varying from 83% to 95%.

In this context, it is important to notice that retention and graduation do not vary with gender or nationality. Retention and graduation do vary slightly particularly for Qatari students. This is mainly attributable to their in-service status and the difficulty for full time students to allocate time and effort between work and study in conjunction with family commitments

The School provides guidance and support to in-service Qatari students to combine work and study and thus minimizes and avoids drop-outs.

DI policies allow students to extend their graduate study beyond two years or to defer this opportunity into the future as indicated by DI policies.

### **MPP Program Retention and Graduation**

	2015-2016	2016-2017	2017-2018	2018-2019
Students Enrolled	11	13	16	10
Students Retained	10	10	13	10
Retention Rate	90.90%	76.92%	81.25%	100%
Students Graduated	10	9	-	-
Graduation Rate	90.90%	69.23%	-	-

### **MPA Program Retention and Graduation**

	2015-2016	2016-2017	2017-2018	2018-2019
Students Enrolled	21	20	17	24
Students Retained	20	17	12	24
Retention Rate	95%	85%	70.58%	100%
Students Graduated	20	17	-	-
Graduation Rate	95%	85%	-	-

### **MDE Program Retention and Graduation**

	2015-2016	2016-2017	2017-2018	2018-2019
Students Enrolled	10	16	11	13
Students Retained	10	13	10	12
Retention Rate	100%	81.25%	90.90%	92.30%
Students Graduated	10	13	-	-
Graduation Rate	100%	81.25%	-	-

### **EMPA Program Retention and Graduation**

	2015-2016	2016-2017	2017-2018	2018-2019
Students Enrolled	-	16	26	23
Students Retained	-	15	24	20
Retention Rate	-	93.75%	92.3%	87%
Students Graduated		15	-	-
Graduation Rate	-	93.75%	-	-

## **V. Diversity across the Curriculum**

### **- Objective:**

To prepare students for a diverse workplace.

### **- Measure:**

SPADE seeks to prepare its graduates to work in diverse work environments. Therefore, faculty will be expected to cover issues of diversity in many core and elective courses. Diversity issues are viewed as fundamental to MPA education and at least as important as decision making and research skills.

Course readings cover a variety of relevant topics from Qatari and international contexts. A recent paper published by one of the faculty members about women participation in the political life in Tunisia has been added to Public Policy Analysis and Formulation course MPP 611 readings. This research has provoked an interesting discussion in class about women's roles in society and encouraged students from this region in the Arab world to participate in the discussion because they felt represented. The emphasis on presenting a global perspective in class helps students appreciate and respect diversity.

Students are encouraged to work on a policy issue of their choice in the MPP 611 course, by selecting issues and real cases from their home countries. Students express their appreciation that they have the opportunity to learn and work on issues and cases that are relevant to them and enrich their professional experience.

Given the diverse pool of students in our programs, students are randomly assigned to work groups in presentations or assignments to support work with peers from a variety of backgrounds to ensure higher levels of exposure to various cultures through group work.

The Comparative Public Policy MPP 621 course involves teaching local diversity cases such as the experience of a high-profile Qatari woman recently, nominated as “spokeswoman for the Qatari Foreign Ministry”.

The Ethical and Legal foundations in Public service MPA 647 course addresses ethical issues from an institutional and legal perspective and was taught by two female faculty, one of them an adjunct professor of Law at Qatar University to cover the Legal part of the course.

The MPA 612 introductory statistics with applications offer students the possibility to analyze a database on the implementation of a public program intended to reduce social disparities by providing financial support to poor families in rural areas. Students were asked to compare the rate of participation of women and men as well as poor and less poor families to program help and draw recommendations aimed at reducing discrimination against women and improve poor families' access to funding.

Several research works have been published by SPADE current faculty members on issues related to gender and women empowerment through entrepreneurship and investigation of factors fostering and inhibiting female entrepreneurship in the Arab countries.

A SPADE faculty member published a paper that focuses primarily on the social determinants of health and how they influence health outcomes, and how to design policies to address inequities in health in turn. She also has published on the relationship between sociodemographic factors and reporting having terminated a pregnancy among Ghanaian women.

## **VI. Conclusion**

This Diversity Plan provides goals and insights into the diversity strategy of the School. It also reflects the commitment of SPADE to provide an inclusive learning environment where all education partners whether students, faculty, and staff can serve, learn and produce knowledge in public service.

This plan includes indicators and measures deployed that sustain diversity and inclusion. SPADE will consider and treat the Diversity Plan as a “living document” and continue to update and revise it as necessary in order to ensure that SPADE commitment to diversity is realized. Moreover, SPADE will name a Diversity Coordinator and Diversity Committee who will coordinate SPADE’s diversity outreach activities.

Please see standard 4.4.1

## **Ongoing “Diversity” Activities**

- Guest speakers:

The MPP program also invited a number of speakers to give lectures on the topics of diversity, inclusion and understanding across cultural boundaries. The following list explore the diversity of themes treated so far:

<b>List of Practitioner-Engagement( Guest speakers) activities in the classroom 2018/2019</b>	<b>Brief Summary</b>
Dr. Hamid Ali, American University in Cairo	The dilemma of natural resources and ethnic discrimination
Dr. Ahmed Fayed, Doha Institute For Graduate Studies	What Egyptians think about private tutoring? Is it a social phenomenon or a form of corruption?
Dr. Ahmed Al Anzi, Ministry of Culture and Sports, Qatar	Conceptual cultural policies and problems
Dr. Gamal Haider, Postdoctoral Research Fellow, Harvard University	Have political relations affected the creation of jobs in Lebanon?
Dr. Eric Chaney, Oxford University	Religion and the rise and fall of Islamic science
Dr. Kaddour Mehiriz, Doha Institute for Graduate Studies	Methods of innovation in local communities: results of a field study on municipalities in Quebec, Canada.
Dr. Gouda Abdel-Khalek, Former Minister for Supply and Domestic Trade, Egypt.	Social justice: the missing obligation in the Arab world
Pierre Mouganie , American University of Beirut	High performing peers and female STEM choices in school
Dr. Marwan Khawaja, Chief officer, Demographic and Social Statistics Section, UN-ESCWA	The impact of state coercion on intimate partner violence (IPV): evidence from Palestine using propensity score matching
Dr. Nabil Khattab, Professor of Sociology and Quantitative Methods, Doha Institute for Graduate Studies and Research Fellow at the University of Bristol (UK)	Measuring ethnic disadvantages in the labor market

<b>List of Practitioner-Engagement( Guest speakers) activities in the classroom 2018/2019</b>	<b>Brief Summary</b>
Mr. Khalid Al-Muftah: Director of Projects and Programs Faysal Center for Social Responsibility Qatar	Social responsibility: reality and challenges (the lecture reviewed the experience of the Faysal Center for Social Responsibility and its role in reviving social initiatives and their link with sustainable development)
Dr. Nader Kabbani , Director of Research, Brookings Doha Center and senior fellow in the Global Economy and Development Program at Brookings	Measuring the social impact of public projects
Dr. Abla Amawi, Deputy Country Director/Program UNDP/Pakistan	Governance and public administration reforms in the Arab region: challenges and opportunity