

## Group of 9 Demand SGA Step Down

By Nur El-Huda Abdelhalim

On December 4, 2008, a proposal was submitted to the Student Government Association by 9 students who are acting or former presidents of AUK student organizations. The students (Ghazwan Al-Hosseini of the Patriots Club; Nizar Meshal of the Cooperation Club; Nasser Al-Jamea of the E&B Club; Abdulrahman Al-Farhan of the Abdullah Al-Salem Club; Haya Al-Qassar of CAB and B.E.L.L.E; Mahdi Al-Own of the Marketing Club; Abdulmohsen Al-Hashem of the Media & Cinema Club; Bader Al-Bader of the Spice & Sugar Club; and Dana Shamlawi, former president of MUN and former SGA member) have elected themselves to speak on behalf of the entire student body and request the immediate resignation of the SGA.

One major concern of the aforementioned 9 students is that the SGA's role on campus is unclear, resulting in the Student Government's initia-



tion of various student activities, which allegedly is the role of the Campus Activities Board. It is believed that because of this, the SGA is too busy to address major student concerns, such as the issues

of segregation and parking. One other major concern is the election of the SGA in the first place. The 9 students maintain that the entire election was illegitimate due to the fact that only 23% of the

student body voted for the SGA, leaving 77% of students who, for whatever reason, did not vote.

The 9 students seem to be unhappy with the SGA because they believe that its

members have failed to communicate effectively with the administration or address the major student concerns in an effective way, despite various suggestions as to possible courses of action from students. SGA is meant to represent the student body, which the 9 students believe means that they must voice student concerns to the right parties even if they cannot actually change any government laws.

The proposal specifically outlined 8 areas in which the SGA has failed. The first is the constitution, which is believed to be too vague and ineffective in addressing student issues. The General Assembly is also mentioned, but only as repetitive, biased, and inclusive of faculty, which it does not represent, and exclusive of some students who do not belong to any of the sects represented in the GA. The second area addressed is SGA's agenda (published in the No-

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## What Can SGA Do Anyway?

By Alia Mustafa Aref

This past December, a group of 9 students demanded in writing that the current members of SGA resign their positions. Among the other concerns put forward by the 9 students were segregation, parking, the monthly allowance delay, poor representation of the SGA at important events, the double major issue, and a potential conflict of interest in having a member of the administration advising SGA.

And yet most AUK students seem to think nothing of it. So the Student Government Association will be dissolved; what do they care it doesn't affect their education? But the fact of the matter is it affects the environment in which they get their education. The SGA have a huge responsibility towards the students of this university. It's their job to give them a voice, to be heard. Since the very beginning when AUK first opened its doors in 2004, there has always been dissatisfaction with the SGA. Students have always criticized the SGA; within months of AUK's opening, an alternative association was independently formed called IAUK. They got their 15 minutes and were never heard from again. SGA are still here though.

Students were undecided as to what the SGA could provide for them that they could not provide for themselves. SGA was accused of not doing anything productive for the student body. One student suggested they change their name from the SGA to the "SLA", or "Student Leisure Association" because as he said, "[organizing leisure activities] is what they are best at doing" (*Voice of AUK*, May 2005). Another student comes to their defense, and what I found particularly interesting was her statement that, "AUK students are meant to be brainstorming projects for the SGA to do, not the other way round" (*Voice of AUK*, Summer 2005). In other words, the SGA are working for you! If Students think the SGA aren't doing their jobs, maybe it is because the students aren't doing theirs. The SGA work towards achieving the students' objectives, and many of those issues take time to achieve.

Given this long-standing dissatisfaction not just with the current SGA but with SGA as an institution, one must ask, "What can SGA actually do?", or more precisely, "What has SGA been empowered to do?" The answer it appears is "Not

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## MUNAUK Team Shines in Bahrain

By Farah Al-Shamali

The American University of Kuwait has announced the success of the Kuwaiti delegation to the Model United Nations conference held in Manama, Bahrain that fundamentally allows for its participants to address world crises and propose plausible solutions to them.

Norah Al-Hilaly and Abdulaziz Al-Mossalem were both presented with the Diplomacy Award—the highest possible mark of distinction given to participants for exemplary negotiation and debate skills, and the ability to approach issues with impartiality and focus. It is also an indication of students that will lead Kuwaiti society to greatness.

Yousef Al-Kandari, Dalal Al-Sharhan, and Nada Al-Hudaïd were given honorary mentions for positively contributing to the atmosphere of debate during the conference and continuing to pose intelligent questions and raise notable points regarding their country's policies on the issues at hand. Mustafa Abu Hawilli and Hala Al-Qabandi received secondary honorary mentions.

In total, the entire group employed their acquired skills of diplomacy whether during the sessions or outside of them. The delegates mastered the art of lob-

bing and having someone conform to your idea using logical arguments. They all exhibited leadership qualities and gave performances that were indicative of how successful they will all be as key decisionmakers in the future.

Other participants and judges ex-

our university and country with formality and self-assurance and secured a positive reputation that MUNAUK will always uphold.

Honorary Results:

Abdulaziz Safi Al-Mutawa, the current president of MUNAUK, made sure to train the delegates

all times. The delegates would also like to thank each of Dr. Shoma Munshi, Dr. Jeremy Cripps, and Dr. Craig Loomis for sponsoring the trip.

Kuwait's ambassador to the State of Bahrain, Sheikh Azzam Al-Sabah, made a notable appear-

delegates would like to express immense gratitude to him and commend him for representing the State of Kuwait so perfectly.

As an MUN member who was not able to attend the BUMUN conference this year, I would like to express her joy and pride in this year's delegation, for they have upheld the reputation that was built last year, and which MUNAUK has secured for a period of three years. They have represented AUK and Kuwait in the best possible manner.

Other than fostering a spirit of diplomacy in members, MUNAUK has become a very tight-knit group. From its very humble beginnings in 2005, MUNAUK has achieved much both on the AUK campus and at international conferences. I believe that MUNAUK members will construct the bright future that awaits us. I would like to thank everyone who helped to make this trip possible and I assure everyone that MUNAUK will continue to participate in BUMUN for many years to come.

On a final note, I know that our deceased honorary member, Rosemary Santizo, would be equally proud of the delegates and their performance. Though she is greatly missed, Rosemary will live on in every step MUNAUK takes for she has given it so much.



pressed content at the performance of MUNAUK's delegates, and referred to them as leading examples of potential diplomats. As a result of this overwhelming success, the American University of Kuwait is regarded as one of the most successful at this conference, and will surely be so for years to come because of the instilled qualities of diplomacy that can be seen from the delegates. They represented

well in preparation for the conference. Long hours were spent as training sessions were carried out allowing students to practice being in a United Nations assembly and debating several topics that pose a threat to world security. Also, the professors that accompanied the students, Dr. Christopher Ohan and Dr. Conerly Casey, provided a tremendous amount of support and encouraged them to do their best at

ance at the conference and met the delegates. He expressed his delight to meet a group of students from one of the most prestigious educational institutions in Kuwait. The students thanked him heartily for his continuous promotion of their participation in this conference. It must be mentioned that Sheikh Azzam had welcomed the Kuwaiti delegation last year and had visited them then as well. The



## SGA Remembers the Less Fortunate

By Nada Al-Hudaid

Eid is a communal event where every individual in the Muslim society is an important contributor to the holiness of this celebration. It is a day of celebration where Muslims around the world perform certain religious practices then visit family, relatives, and friends. Eid is a time to come together as a community and renew friendship and family ties. Eid has a spiritual and social significance as happiness is observed by dressing up in holiday attire.

For Muslims, Eid is an enjoyable celebration that is enhanced by goodness. It is a day of forgiveness, of remembering others, and of unity where not only the living are involved but the dead as well, as it is preferable to visit cemeteries and recite some Qur'an for their souls.

Luckily, SGA, along with some non-SGA AUK students, decided with the aid of their PR Officer, Essa Al-Boloshy, a Red Crescent member, to spend the second day of Eid with special people that are less remembered



by the community in this occasion's happiness. They are people with disabilities like Down syndrome, the elderly and the orphans who reside in special care centers.

The visit started early in the morning to an elderly home where the blessings and prayers of our wisest group in the community greeted the visitors with joy. The smiles and happiness seen in their faces and reactions were moving as they eagerly received some modest gifts.

The feelings among the AUK

group were a combination of happiness and pain. Happiness was due to the joy they felt from those special people and pain was from the fact that the other side of life was exposed to remind us of what we will be like someday in the future and how hard it is to be in need of others' compassion.

The next program of the visit was a festival that was celebrated in the auditorium of the center where different departments joined with some of their members such as the orphans, Down

syndrome, the elders, etc. There was a DJ who played various songs that made all the audience stir in happiness and everyone was involved in most activities. The program had various competitions, dances, games, and songs that turned the air into real happiness not just to those special people but to SGA and their friends as they were deeply involved with everyone in the auditorium, notably the children.

Special thanks go to Essa Al-Boloshy and the volunteers of the Red Crescent who granted us this exceptional involvement with real, unique people. This experience was significant as it made us sense actual happiness and meet a lot of new individuals. If anyone seeks happiness or wants to give happiness then the best place to think of is to be around those beautiful souls. "When we feel love and kindness toward others, it not only makes others feel loved and cared for, but it helps us also to develop inner happiness and peace" (The Dalai Lama).

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member issue of the *Voice*), which once again is believed to be entirely too nebulous. Third, the double major issue has not been addressed effectively or discussed clearly with the administration. Fourth is the segregation issue, which gave birth last year to an Anti-Segregation Committee which does not exist anymore, purportedly because the current SGA has failed to revive it. Fifth is the monthly allowance, which has not been investigated by the SGA despite the fact that all other private universities in Kuwait have followed up with the PUC about this issue. Sixth is the fact that SGA does not show up to "important events" held by other clubs, which puts AUK in a bad light. Seventh is the lack of professionalism the SGA displays by mixing work with personal feelings. And, finally, the last point mentioned is that the SGA as an organization controlled by an advisor who is actually a member of the administration.

The *Voice of AUK* has conducted interviews with SGA president, Norah Al-Hilaly, and Nasser Al-Jamea, speaking on behalf of the 9 students. Each side was asked different questions relating to the proposal that was submitted at the beginning of December. The difference in the way the answers were provided is noticeable, but only because Norah Al-Hilaly answered the questions by email, giving her time to craft her answers, and give as much detail as possible, while Nasser Al-Jamea's interview was conducted verbally, with no recording, giving him less time to think and a smaller word limit.

Both sides gave extremely diplomatic answers, which comes as no surprise, but unfortunately means that the answers were somewhat lacking in substance. When Nasser was asked if his entire club agreed with him completely in demanding SGA's resignation, the answer was not a

simple yes or no but rather a vague, "I was chosen by the members to be president and therefore represent them in whatever way I see fit. They have faith my judgment, and even if they do not necessarily agree, they gave me the right to sign on their behalf." Also, the proposal mentions that the SGA is taking over the role of the Campus Activities Board, yet Nasser maintains that Norah Al-Hilaly explicitly stated that CAB should be responsible for organizing student activities, which results in the disappointment of the 9 students because CAB is doing everything which means the SGA has more time to address student concerns.

Norah Al-Hilaly, on the other hand, mentioned that she respects the 9 students, and that is the reason why the SGA refused to publicize the existence of the proposal despite the fact that the student body has a right to know if a group of students has raised important issues with the SGA, especially when that group of students claims to be representing the student body.

The president of the SGA also repeatedly stated that SGA members' own opinions do not matter, and that they immediately address all student concerns. She argues that changes come with time, and the students should wait and not rush to demand that things happen. Therefore, students should keep in mind that although the SGA has failed to do a lot of things about a lot of issues, there is still time to act. Does it matter that the SGA is only there for one year and 7 months have already passed? Perhaps, perhaps not. They were elected for one year and that one year has not quite ended yet. It is up to each individual in the student body to decide if more patience and trust of the SGA needs to be shown, or if it is finally time to get involved and stand with the 9 students to make a difference.

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much." According to SGA's constitution—which, according to SGA's advisor, Mr. Damian Medina, stands as yet unratified after more than 4 years—SGA's purpose is, among other things, to "represent the student body by providing a forum for expression, discussion, and most importantly action concerning student rights, privileges, and opinions". Yet the constitution does not claim or assert any type of authority to act on students' concerns.

The *Voice* also asked Mr. Medina about the level of authority AUK has granted SGA, and he suggested that "They do have authority but it depends on the issue." He went on to cite as an issue where SGA has no authority whatsoever is segregation. "SGA doesn't have the power; AUK doesn't have the power, and parliament does; it's the

law." All SGA can do as an institution is "provide a forum" for students to discuss the issue, and it seems that they are doing just this. To students who do not agree with the segregation law, SGA's doors are always open; give your opinion on the situation. Discuss with SGA members how to rectify the situation, what needs to be done, and what can you do to aid them. But remember change takes time; whatever the change, AUK students need to learn to be patient. The law is not going to be overturned easily, not for the current SGA or any SGA for that matter. In the end, it is the Kuwaiti parliament that makes these decisions not students at private universities.

Mr. Medina went on to explain that student government organizations in other universities in Kuwait do have more authority than AUK's SGA,

but that this was because "no other institution in Kuwait has a Student Affairs department, or a Student life office that advocates and promotes for students as we do, and to handle the administrative issues as we do. So many institutions across Kuwait...have given [SGA-like organizations] certain powers to have more authority." He was quick to add, however, "we are not saying we're not giving that authority to SGA; that's not what we're saying, but the reality of it is SGA is here to represent the voice of the students." In the end, Mr. Medina claimed that AUK is "committed to creating an SGA that [is] an American model of student government," although he did not explain clearly what sort of authority an "American model" SGA would have.

Thus, it would appear that

many of the concerns raised by the 9 students appear to be ill-founded. The SGA are doing what they can, what is within their power, and that is to voice the students' concerns to the administration. The SGA are a medium between the students and the administration; some people may find their existence unnecessary, but can the student body effectively organize itself without the SGA? In the end, only AUK's administration and owners can resolve the concerns raised by the 9 students. Perhaps both SGA and the group of 9 students, or any other students who want to see change, should appeal directly to AUK's administration and owners to allow a Student Government Association worthy of the name—one that has the authority to effect real change, not just to talk about it.

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## You Call This Leadership?

An open letter to the Dean of Student Affairs

By the Editorial Board of the  
Voice of AUK

We have unanimously decided to refuse to participate in the so-called “Student Leadership” program, administered by Student Life and involving the provision of stipends to executive members of student organizations, as part of a larger budget scheme allocated to three student organizations. Our decision comes in light of how the program does not respect decisions made by students, and how it imposes its arbitrary terms and conditions with little regard for student input and approved budgetary and structural decisions.

Last spring, the *Voice* was asked to draft and submit a budget plan for the academic year 08/09, which was subsequently defended at a Budget Committee meeting in May 2008. No questions or concerns were raised about it nor any decisions announced in June as expected until the exact same budget appeared on banner towards the end of the summer break, indicating it was approved as is.

Weeks into the fall semester, we were asked to submit a detailed spreadsheet that included the responsibilities of each board member as well as the amount that each would receive. The repetitive explanation for this is that the budget was accepted only in terms of the figure but not the way in which it would be distributed. This left us perplexed. Nevertheless, we went forward and submitted the same stipend structure that we had finalized last spring.

Our organization is based on its five board members having *different but equal* responsibilities that complement each other, with occasional rotation of offices so that each member acquires hands-on experience and thus know everything it takes for the organization to function. Given that our responsibilities are equal, it's only logical that we receive equal payments. However, this basic feature of our stipend structure was deemed unacceptable on the grounds that equal responsibilities and equal payments are somehow “inequitable.”

After a series of formal and informal meetings and many e-mail exchanges that brought up ever more criticism of our proposed budget and our organizational structure, we could not make ourselves heard. We asked for a set of written guidelines so that we could avoid the ongoing back-and-forth and draft a budget that was in accordance with documented requirements, but the Office of Student Life was unwilling or unable to provide such guidelines, insisting instead that we meet to explain ourselves over and over again.

The outcome of the last such meeting was that we could not be paid on a per-issue basis and that the amount per individual had to be reduced so that no one board member would end up receiving more than the SGA president (which again, was never mentioned during the budget development process last spring). Nevertheless, we adjusted our stipend structure yet again to accommodate the demands of Student Life, but without avail, for after

the adjusted stipend structure was submitted in accordance with almost forced “suggestions”, it was rejected again.

Upon this rejection, we realized that further negotiations would be a futile, and in order not to hold up the two other organizations we proposed to reallocate the stipend amounts from the Student Labor line of our budget to Special Events. Once again, this was considered unacceptable. In the end, Student Life unilaterally imposed a budget on the *Voice*, explaining that we really had no say in how our budget would be allocated, but that Student Life had listened to our input merely as a “courtesy.” Needless to say, the final stipend structure differed considerably from the one we had initially proposed.

To our offense, decisions were made persistently behind closed doors and our experience-based judgments regarding the best interests of the *Voice* were undermined and conveniently swept under the rug. Although this was presented as a scheme to encourage student leadership, we have in effect been told that we're not competent to lead our organization, and have been under pressure to comply with what Student Life alone thinks fit. We fail to see how such treatment “creates lifelong leaders” as per AUK's mission statement.

We feel offended by the obstacles created by Student Life with regards to stipends, especially since the current board members have worked to keep the *Voice* running efficiently and successfully without any financial incentives since they took office. There is no willingness on the part of Student Life to take into account the different needs of different student organizations. One must be sensitive to the unique features of a newspaper as compared to other organizations, whose activities are not tied to monthly deadlines, for example. We are not about to compromise our integrity and the efforts of previous board members to create a well-established organization for the sake of monetary rewards.

On one hand, we have been explicitly told that the Division of Student Affairs is “not here to mandate what clubs do”. On the other hand, we're being asked to change not only the budget that was approved last spring, but also our organizational structure which has been in place for more than two years because these are not in accordance with the rules. These rules, if existent, have been brought into effect without consultation with the student organizations they effect.

In conclusion, we will neither seek nor accept any compensation under this program as it is now quite clear that these “leadership stipends” come with many strings attached, strings which will have the effect of undermining the operational procedures and organizational culture that we and our forbears have worked so hard to build. Instead, we hereby request a reversion to the previous status quo, whereby the *Voice* managed its own budget effectively and responsibly (as demonstrated over the past two years) without interference.

By Nur Soliman

On 17<sup>th</sup> December, the Arab Times published an AFP-wired article covering an exhibition by Sydney artist Phillip George, who had designed and painted 30 surfboards in traditional Persian, Ottoman, or Islamic arabesque and geometric designs, displaying them in an exhibition called “Borderlands” in a Sydney gallery, Casula Powerhouse Gallery, Australia. The article informs us that aside from George's affection and interest in the Middle East, which he has traveled often, the motivation for painting these 30 surfboards, called the “*Inshallah* (God Willing) surfboards” which have taken him years to complete, was the Cronulla Race Riots of 2005, one of the worst of its kind in recent history. This was where mobs of white Australians flocked to the Cronulla area of New South Wales to attack the growing Lebanese Australian population. They felt that this group was impinging on their rights of land ownership, and that they needed to “reclaim the beach.” Both the Lebanese Australians and the white Cronullans who had not been involved felt outraged and hurt at the incident, and a gulf has opened up between the two groups over these past three years.

Among the artistic projects inspired by the race riots to make amends was George's “Borderlands” exhibition, combining the symbol of Australian beach culture, the surfboard, with the spirit of Islamic artistic designs as the symbol of Eastern, Mus-



lim culture. Other sources indicate that to reinforce the spirit of reconciliation, George had the surfboards directed to face Mecca. The stunning surfboards are remarkably beautiful, a surprise considering the designs are not etched or painted onto marble walls or copper plates, but seaborne surfboards. Some of them have lovely arabesque, or abstracted floral or vegetal patterns strewn across the front of the board in a network of jade-green and gold leaves, branches and bright blossoms in traditional crimsons or scarlets, or pearly white and mint flowers over geometric designs that sprawl over cobalt and turquoise grounds. If anything was ever eclectic, George's art surely is, earning it a place in what is called “contemporary oriental” in today's art world.

George assured AFP that the works of art will never touch the water, nor will it be permitted for anyone to step onto the boards with their feet considering the epigraphy on some of them and simply the spirit in which they were made. AFP quotes George as saying that “It's a way of getting an Australian iconic image like a surfboard and putting it together [with Islamic artwork] as a new Australian icon,” presenting the new art as something that com-

bines all the religious and ethnic groups of Australia without leaving any part of any group out, but instead intelligently melding them together.

In this case, you have the aesthetic pleasure of a surfboard buoyant and wandering over infinite stretches of sea, and the infinite treasure trove of line and leaf in the cosmic, “metaphysical” Islamic art, in a way that truly represents an east-west connection on a transcendental level.

But why are you reading this here? I think the important part of exploring exquisite and very unique work as George's reflects a culture that is growing steadily across the Muslim world, from North Africa (designers like Hicham Lahlou and Nada Debs) to Turkey (ceramic artist Defne Koz), and indeed, here in the Gulf, with artists like Mohamed Abdul Latif Kanoo or Hussein Al-Mohasen, both of whom combine modern Western art forms and styles with Arab motifs, colours, or heritage, creating forms of what Lisa Ball-Lechgar, editor of the Gulf arts magazine *Canvas*, calls “dynamically hybrid identities” that we seem to identify with.

One tires so easily from the now hackneyed “clash of civilizations,” “East and West con-

nections,” and other cleverly put catch-phrases that seem to reverberate everywhere. Instead, what we find here is simply very interesting eclectic experimentation in the effort to create something which reflects the dynamism of our cultures today, which are not as remote and polar as they once were, or as polar as people think they still are. They can be enmeshed and intertwined with one another to create some very interesting contemporary art that challenges the way we think about culture, art media, and the like.

There is something truly fresh and dynamic in the artist, visual or otherwise, who decides to experiment with different forms to create something meaningful, to express feelings that also encompass different cultures. Sometimes, it results in something a little disturbing or not too pleasing, such as rap sung in Arabic, and sometimes, it is thoroughly enjoyable and new, like some recordings of jazz played on the *nayy* and *tabla* that I've heard. Of course, the significance of any of these is when the combination is approached intelligently and with purpose. It is not in the author's place to define that, but one can sense it, and when done well, it brings ideas closer in a way that is exciting to experiment with.

## Let's Have Cooperation, Not Conflict

By the Editorial Board of the  
Voice of AUK

On December 4, 2008, the last day before the winter break, a ‘proposal’ was submitted to the representative of the Student Government Association and Fatma Hayat at the third Clubs and Organizations Council Meeting requesting the immediate resignation of the Student Government Association on account of their “...lack of understanding as to their role in the AUK community and a lack of commitment to upholding student rights and fighting for student concerns”. This proposal was signed by nine students who claim to represent their respective club members and “the students”. This has resulted in apparently lots of hushed tension and conflict, while putting SGA on the defensive. Up until this point, no official response has been made to the proposal.

Upon examining the proposal, we have concluded that it actually does more harm than good. At this time, it has been more than a month since the so-called proposal was presented. The proposal calls for re-elections in January, which would waste a considerable amount of the academic year considering that the new SGA would begin office in February, giving

them only three months to do anything before the 09-10 SGA elections. That being said, we also believe that the underlying theme of the document points to shortcomings that surpass any specific group of individuals. The make-up of the SGA as an institution and the power it has been allocated does not allow *any* elected students to exercise enough influence to bring about changes that will resolve issues such as segregation, parking, double majors, monthly allowances—the four issues raised in the said proposal.

To illustrate that the power vested in SGA cannot possibly enable it to meet outrageous expectations like changing national law, consider what Student Government Associations in prominent North American universities can do. Believe it or not, their decision-making power extends all the way to firing and hiring faculty members, and the promotion of the same, which is something that AUK's SGA cannot quite think of playing any role in. However, SGA could take into consideration suggestions that other students might have as to how they might effectively approach some of these issues, working towards changes in light of what they *can* do.

As members of the AUK community and leaders of a well-established student organization, we find it offensive that nine students self-proclaim themselves as the “most active student leaders on campus” and the representatives of at least 1,600 students at AUK. Signing on behalf of the members of the clubs without their consent (each of the signatories printed their titles below their names) is not, by any means, a trait of good leadership. Furthermore, the signatories argue that a 23 percent voting turnout deems the elections illegitimate, which in turn undermines the validity of the current SGA. In a democracy, anyone voted into position is by definition qualified, regardless of the percentage of the electorate who cast a ballot. Therefore, a small percentage should not call into question their legitimacy as holders of SGA positions.

Additionally, this low turnout was not a random event. Recall that in the course of the elections last spring, a number of students associated with the “Infamous 8” directly persuaded students to boycott the elections. As a matter of fact, many students were seen to be wearing badges saying “I WILL NOT VOTE”. Is it a coincidence that the names of

at least two of the “Infamous 8” are among the signatories?

The only criticism of the SGA we agree with is that relating to the organization's independence. In our opinion, the fact that the director of Student Life is also the advisor of the SGA creates a clear conflict of interest. Also, the SGA is not as transparent as we would like it to be in communicating to the student community, which it represents, its current and future activities with regards to resolving, among others, the four issues mentioned above. Every AUK student has the right to be kept in the light about the SGA's plan of action.

To sum up, we believe that the said signatories should have voiced their concerns about SGA's mode of operation in a more constructive and professional manner to yield more productive results. Those nine students should rather direct their frustration at the source of the problem, not how it manifests. This proposal is an attack on individuals who, to our knowledge, are struggling to stay on top of everything they have been charged with, regardless of how successful they have been. The only thing left to do is wait and see how events will unfold.



# Scoliosis



By Walah Al-Sabah

Have you ever seen someone who has one higher shoulder than the other? Perhaps, their backs are not straight but are always bent? If you have, then that person might be suffering from a condition called scoliosis.

Scoliosis is not a disability, nor a disease. It is simply a term that describes an abnormal lateral curvature of the spine. It is a common condition that affects people of all ages, whether infant, juvenile, adolescent or adult. It does, however, affect women more than men. The most common form of this condition is prevalent among children between 10 and 12 years of age.

Approximately 80% of scoliosis cases are idiopathic. That is, they have no known cause. The three other types of scoliosis are congenital, neuromuscular, and degenerative. Congenital scoliosis occurs due to incomplete formation or segmentation of the spine during fetal development. Neuromuscular scoliosis occurs as a result of muscular weakness or underlying neurological disorders, while degenerative scoliosis occurs in older adults whose arthritis might affect their spine. When this occurs, the ligaments and the tissues of older adults start to weaken and soften, which, in turn, leads to an increase in the curvature of their spine. Note that scoliosis is *not* caused by poor posture, diet, exercise, or the use of backpacks.

Symptoms of scoliosis include one shoulder being lower than the other, appearances of a raised hip, an uneven waist, and a leaning of the body towards the side. People who have this condition might experience uncomfortable back pain after prolonged periods of standing, walking, or exercising. They must not carry heavy weights that might increase the curve in their spine and are strongly recommended to exercise regularly in order to maintain a healthy body weight. There are both non-surgical and surgical procedures to correct this condition. Of the former, light exercise such as 30 minutes of walking or swimming can help lower the risk of an increased spine curvature. Another non-surgical procedure is bracing. However, if the person who suffers from this condition is at severe risk, then surgery is necessary. A simple way to find out

whether one has this condition is from an x-ray, on which the spine of an individual with scoliosis looks more like an «S» or a «C» than a straight line. One of the medical methods to measure the curvature of the spine and its severity is the Cobb Method. Scoliosis is defined as a spinal curvature of greater than 10 degrees. According to one source, if the curve is greater than 20 to 30 degrees, it requires attention and physical therapy. Moreover, if the curves are greater than 30 degrees, they are considered severe and require immediate surgery. Nonetheless, readers ought to keep in mind that people who suffer from this condition will never be able have a straight spinal cord; rather, they have to make sure their spinal curve does not increase. The best solution to this condition is swimming and exercises that strengthen the arm and back muscles so as to prevent the spine from curving more.

The condition is rarely life-threatening; however, if people who have this condition do not watch what they consume and practice no exercise whatsoever, the weight they gain as a result will worsen their condition.

Scoliosis has no cure because its cause has not been discovered yet. Nonetheless, this does not mean hopelessness for those who have this condition because there are certain measures that if followed will greatly facilitate this spine difference and prevent it from developing into a riskier condition. So far, these measures have been extremely successful and scoliosis has not seemed to greatly affect the people who have it so long as they have maintained their exercise and eaten healthily. Once again, scoliosis is not a disability or a disease; it is only a condition that has no known cause. Nevertheless, I would like to remind people who have this condition or who know someone with scoliosis that if that person's curve is to the right, then that person should not bend his or her back to the left and vice versa.

The National Scoliosis Foundation, Scoliosis Research Society, and the Scoliosis Association are but a few of the institutes where one can read about research done on scoliosis. One can also explore more about this condition from the Internet, books, or articles.

# Are Finals Stressing You Out?

By Dina El-Zohairy

Your to-do list is a mile long, yet you're only on number three. Papers are piling up, your room is a mess, and finals are just around the corner. It's also past midnight and you're battling the urge to sleep. Sound familiar?

Early on in our collegiate lives we learn to juggle many things: school, friends, family, work, and extracurricular activities. Not to mention trying to find some quiet time for yourself. Although you cannot avoid feeling overwhelmed at times, here are five simple but effective things you can try doing to help combat environmental, physical and mental stress.

**1. Identify sources of stress in your life and work on avoiding or altering them.** If being late for class makes you agitated, try leaving home 15 minutes early to avoid traffic and give yourself time to find a parking spot. If you're unhappy at work, consider searching for alternatives. Start a stress journal to identify stressors.

**2. Set aside 10-20 minutes of your daily schedule for relaxation techniques** to relieve stress and recharge your batteries. Get a massage, practice deep breathing, join a yoga class, or contract and relax your various muscle groups starting at your feet and working all the way to your face to ease muscular tension.

**3. Adopt a healthy lifestyle.** Your body cannot function properly and continue to meet your demands if you don't take care of it. Treating your body well involves getting enough sleep, exercising regularly (30 minutes every day), reducing caffeine and sugar in-

set yourself unrealistic goals for work or your personal life.

**6. Take a stand against over-scheduling.** If you're feeling stretched, consider cutting out an activity or two. Learn how to say 'no' when you already have lots to do.

**How does your body react to stress?**

Your body is equipped with a self-regulating stress response mechanism, commonly referred to as the "fight-or-flight" reaction. Your hypothalamus, a tiny region at the base of your brain that has a variety of important functions, is responsible for setting it off. When you encounter perceived "threats" as a result of your responsibilities and typical demands of living, a combination of nerve and hormonal signals prompt your adrenal glands, located above your kidneys, to release a surge of hormones, including adrenaline and cortisol. Adrenaline (or epi, as it is called in the ER) increases your heart rate, elevates your blood pressure and boosts energy supplies. Cortisol, the primary stress hormone, increases glucose in the bloodstream, enhances your brain's use of glucose and increases the availability of substances that repair tissues. However, higher and more prolonged levels of cortisol have negative effects, including lowered immunity, impaired cognitive function, and increased abdominal fat. In short, it is important to keep tabs on your stress levels and actively seek to alleviate it to allow your body to mostly operate in normal mode rather than emergency mode.

**Source:** MayoClinic.com

### Is stress controlling you?

If you can answer yes to most of these questions, you're probably in control of stress.

	Yes	No
When I feel agitated, do I know how to quickly calm and soothe myself?	<input type="checkbox"/>	<input type="checkbox"/>
Can I easily let go of my anger?	<input type="checkbox"/>	<input type="checkbox"/>
Can I turn to others at work to help me calm down and feel better?	<input type="checkbox"/>	<input type="checkbox"/>
When I come home at night, do I walk in the door feeling alert and relaxed?	<input type="checkbox"/>	<input type="checkbox"/>
Am I seldom distracted or moody?	<input type="checkbox"/>	<input type="checkbox"/>
Am I able to recognize upsets that others seem to be experiencing?	<input type="checkbox"/>	<input type="checkbox"/>
Do I easily turn to friends or family members for a calming influence?	<input type="checkbox"/>	<input type="checkbox"/>
When my energy is low, do I know how to boost it?	<input type="checkbox"/>	<input type="checkbox"/>

Source: The Language of Emotional Intelligence by Jeanne Segal, Ph.D.

take, and eating a healthy diet.

**4. Prepare as well as you can for occasions you think might be stressful,** such as job interviews, social events, and family gatherings.

**5. Take baby steps.** Try not to

**7. Watch what you're thinking!** Is your cup half full or half empty? Negative thoughts and attitudes will only add to your stress. A dose of optimism may be what you need to pull off those seemingly unachievable tasks.

# Stress Test

Are you stressed? Check out the list of warning signs and symptoms below to find out.

## Behavioral Symptoms

- ☐ Eating more or less
- ☐ Sleeping too much or too little
- ☐ Isolating yourself from others
- ☐ Procrastinating or neglecting responsibilities
- ☐ Using alcohol, cigarettes, or drugs to relax
- ☐ Nervous habits (e.g. nail biting, pacing)

## Emotional Symptoms

- ☐ Moodiness
- ☐ Inability to concentrate
- ☐ Agitation, inability to relax
- ☐ Feeling overwhelmed
- ☐ Sense of loneliness and isolation
- ☐ Depression or general unhappiness

## Cognitive Symptoms

- ☐ Memory problems
- ☐ Inability to concentrate
- ☐ Poor judgment
- ☐ Seeing only the negative
- ☐ Anxious or racing thoughts
- ☐ Constant worrying

## Physical Symptoms

- ☐ Aches and pains
- ☐ Diarrhea or constipation
- ☐ Nausea, dizziness
- ☐ Chest pain, rapid heartbeat
- ☐ Loss of sex drive
- ☐ Frequent colds

Source: Helpguide.org



# An Evening of Genuine Baroque and Classical

By Nur Soliman

You hear it from people who listen to both the authentic recording of a Swing Big Band from the early 1940s and then to a live concert performance of the same tune, or even a recording done by a modern ensemble: “It just isn’t the same; you lose some of the spirit of it.” Not so here, *at all*. Listening to the five distinguished members of the Austrian ensemble *Concilium Musicum Wien*, invited by the Austrian Embassy, returned us all to the Europe of old, of glorious, opulent days of transitory High Baroque and the elegant, noble days of Classical Austria, performing with sound that was, to our imagination and thanks to their authentic instruments, most accurately evocative of those beautiful compositions.

*Concilium* is an ensemble that began in 1982, established by highly distinguished musicians, father-and-son pair Paul and Christoph Angerer, dedicated to performing music ranging from baroque to 19<sup>th</sup> century dance, faithful to the style of the respective periods and performing on instruments of the time. Indeed, first violinist and leader Christoph Angerer performed on a violin that dated from 1722; second violinist Gerlinde Sonnleitner’s beautiful violin was made in 1666; Roland Spindler played on an 18<sup>th</sup> century viola from Bohemia; and Günter Schagerl played on a violoncello dating also from 18<sup>th</sup> century Vienna.

Ernst Schlader performed on two instruments, the first being a bass horn which is among the surviving exemplars of an instrument which disappeared from use in the 19<sup>th</sup> century. It is a variation of a clarinet with an angled brass bell, as Schlader showed the audience, explaining that Mozart, introducer of the clarinet to the orchestra, loved



this instrument whose range is remarkable for its size. His second instrument was the bass clarinet, another instrument that disappeared in the 19<sup>th</sup> century and another favorite of Mozart. It lacks a bell, but has a brass “apple” at the base of the instrument—a closed receptacle with an opening at the top, where the sound collects before being released.

Performing to another packed audience at the Dar Al-Athar Cultural Center, *Concilium* performed 4 pieces from their 500-strong repertoire. The first among these was *Cassation in C-major for 2 violins, villa, and bass*, with four movements. Immediately, we were thrust into the very heart of High Baroque, a long-gone movement by the time composer Joseph Haydn was still young and experimenting with the music of his forebears Bach and Handel. The first movement, *presto assai*, evoked the joy of the spirited dance-hall, the counterpoint bouncing back and forth between the sensitive, furiously fast violins and the long-drawn deeper notes of the viola and violoncello, evoking a spring-time of Baroque in the brilliantly escalating scales of the violins over the beautiful harmony supplied by the chords of the violoncello and viola. The cheery, scintillating poly-

phonic melodies and trills were carried on over to the *Menuetto*, followed by a softer, more melancholy melody in *Adagio* that drew over the plaintive first violin, and was sustained by the tension of the *staccato* harmony of the second violin, the violoncello, and the viola, which often paused to pluck their strings in a very evocative *pizzicato*, followed by a cheerful, quick *Menuetto-Allegro*.

Ernst introduced his first instrument, the bass horn, with the *Quintet in F-major, op. 9 for Bass Horn, 2 violins, viola, and violoncello* by Johann G. H. Backofen, himself a clarinetist. This was a beautiful, Classical piece, whose first movement was stunning; the bass horn performed full and rich scales, paving the way for an introduction by the pair of passionate violins, then drawing all five instruments together in sparkling scales, rising like laughter and descending again brilliantly. The horn’s melody was lovely, rising and falling, sometimes *staccato*, sometimes *legato*, spirited and cheerful sounding, a beautifully-constructed melody under which the violins played gentle cut chords. At times, the bass horn rumbled low, bubbling deep beneath the rising first violin; at others piping high, cheery over the undulations of the strings.

The other pieces included the delightful *Quartet in G-minor for 2 violins, viola, and violoncello* by Joseph Haydn’s lesser known but very accomplished brother Johann Michael Haydn and W. A. Mozart’s *Quintet in A-minor for Bass Clarinet, 2 violins, viola, and violoncello*.

*Concilium* must have thrilled the rest of the audience as it did the author, for they received a warm, standing ovation, their enthusiastic applause lasting well after the group had charmingly bowed and left the stage, bringing them back to perform the triumphal, robust, and very cheerful “Wiener Landler” by 19<sup>th</sup> century composer Joseph Lanner.

The aesthetics of the stage further evoked the spirit of dazzling 18<sup>th</sup> century court Europe. The technicalities were perfectly attuned to the performers: a mellow orange-gold light shone warmly over them, the latter flanked by the usual rows of candles on the side-stairwells, leaving the audience-hall in almost complete darkness. The light that shone from above on the mellow, well-worn wood, affectionately oiled and moving up and down, on the softly-dulled bright brass, brought back with the thrilling scales, the sparkling age of the Baroque, with its glint of bright gem earring and its spirit of opulent church and dazzling royal halls. Even the light that showed darker the sharp black suits and dresses of the performers, combined with the theatrical, elegant air of Christoph Angerer, his attire complete with gold watch chain, and the flawlessness of their performance convinced us that *Concilium* had summoned every element of the Classical world, making this one of the Dar’s more dramatically beautiful evenings.

## Conversations on Strings

By Nur Soliman

New-Age style, or alternative experimental instrumental music is not popular at the Dar, but with Jason Carter performing two nights after *Concilium* group, the audience was treated to a night of beautiful, experimental guitar music. Jason was accompanied by the very gifted, famous Kuwaiti ‘*ud* player, Fauzi Al-Lingawi, for the third portion of the concert.

Introducing himself in his charming Portsmouth accent, Jason explained that he wished to bridge cultures where different groups might have difficulty connecting with one another, be they East and West, Kuwait being neatly cushioned within the difficult Middle East.

This resulted in his first piece being “A Tale of Three Cities,” (Kabul, Tehran, and Baghdad). With thick, passionate strumming, distinctly reminiscent of Iranian *maqams*, impassioned, rambling scales, and energetic yet melancholic fervor, Carter played a romantic tribute to the three cities once lively centers of culture, but now centers of growing tension and difficulty. For most of the time in this piece, Jason remained faithful to the spirit of Eastern and Arab meters, concentrating on releasing furious, passionate bursts of strumming amid rapid, meditative melodies; however, he would occasionally revert to a beautiful, markedly Western guitar strain, evoking the chords of Windham Hill guitar groups, something he did throughout the entire concert.

“Colours of Silence” was one that was inspired by the Emirati deserts, the first Jason ever visited. He began by remarking, “I don’t know whether any of you know the real meaning of silence,” but that he had first encountered it in those deserts camping out under the stars. He found the silence loud and too intense for him, as he had been living for the past few years in London, but he soon came to take it in, and expressed the same with his Spanish guitar. In it, there was a lovely flowery run of sounds, Jason slapping cheerfully over his frets, and plucking a lovely melody with robust energy, in a style reminiscent of Andreas Vollenwieder’s, reaching a cacophony of frenetic colour, loud, happy chords and melody, reflecting the overwhelming spirit of silence.

Following his many pieces on the Spanish guitar, Jason then selected his harp-guitar for the next group of songs. A curious instrument, it has not been in current use for well over 200 years, losing popularity after the post-Baroque period.

“Utö,” one of the pieces on the harp-guitar, was a tribute to the small island in the Baltic Sea off the coast of Finland. Only 44 people inhabit the small, beautiful island, Jason informed us, as he had once traveled to the island to play a concert. Indeed, evocative of the sharply cold winds that must blow over the boat-surrounded, forested island of Utö, Jason used a bow for this piece, running it very slowly up and down over the harp strings, creating a deep, rough double-edged sound, similar to a violoncello

but with clearly wintry, Celtic strains, soft and gentle with occasional discordant squeaks as he made long, rising sweeps up and down the strings.

For the final section of the concert, Jason summoned Fauzi Al-Lingawi to the stage. This brilliantly talented Kuwaiti completely bowled over the Dar audience with both his duets with Carter and his own totally impromptu solo. Performing something they had worked on together the afternoon before, called “Friends,” Jason played on his Spanish guitar while Fauzi played on his ‘*ud*, the mingling of those two sounds curious and very new, in that the distinctly modern, clear sound of the Spanish guitar rang beautifully with the rich, wholly Eastern tone of the ‘*ud*. What was truly friendly and mutual about this composition was that one after the other, the pair would alternately play a lovely, catchy melody, supported by the other. Sometimes, Jason would drive into a passionate burst of energy during his own melodies, while Fauzi would pluck at his ‘*ud* strings with a remarkably bluesy tone, plucking it like a bass to support Jason’s improvisations that were Brazilian or Spanish in sound. Fauzi, then, would take the same melody up, giving it a deep Gulf melody, the sound robust, yet at the same time plaintive and sad, running over Carter’s bright acoustic chords. After their individual renditions, they would play the exact same melody together in absolutely flawless timing.

Fauzi then was invited to play a solo of his own, since Jason had sharply cut a fingernail which needed attention while Fauzi entertained the audience. This was so different to anything the audience had heard; it was a lovely stunning piece, truly evocative of the spirit of Gulf string music, meandering and rambling, now quickening to passionate bursts and strumming, now slowing down to deeply wistful, almost *staccato* murmurs, all from that rich, robust metallic ring of the ‘*ud*.

Another thing that made the evening unique was Jason himself; a natural performer, Jason casually spoke to the audience between every performance, explaining his preference for either the Spanish guitar or the harp guitar, and relating stories, humorous or pleasant, about his stay in North Korea, Finland, Germany, or Afghanistan, and his exciting experiences in all of these nations, also explaining the story behind the very performed compositions himself.

Jason is praised often, by people as important and as varied as British ambassadors to Afghanistan in Kabul, director of the British Council of Tehran for successfully bridging cultures. By performing, drawing from the East and West for inspiration, and by performing with gifted artist Fauzi al-Lingawi who drew from the same worlds for his own performance, one can agree with the other critics in saying the Jason proved an appreciative, respectful artist who truly interacted with an audience which was in turn truly responsive to his connections.

## Al-Awadh Exhibition at the Bousheri Gallery

By Nur Soliman

We certainly do not get as many exhibitions on plastic arts as we do paintings or pencil drawings, for instance, but they are there. One of the most recent was an exhibition of prize-winning Kuwaiti artist Ali al-Awadh’s latest works in clay and wood at the Boushehri Gallery, which opened on 20<sup>th</sup> December.

It was interesting to wander the elegant little hallways where Al-Awadh’s work was mounted on the walls, and stood on dark wooden tables, and podiums clustered in the corners. It certainly is different to see three-dimensional objects in the gallery where one is accustomed to looking at large painted canvases. Al-Awadh’s art is very contemporary Arab, or Kuwaiti, in that it explores very Dali-esque disturbing depths of the human psyche, cutting things apart in rather Cubist fashion, where things look half-developed, disjointed, or dismembered.

Unglazed, muddy-black bowls stood lopsided,



one side relatively flat, the other flared upwards, inset with plastically applied, dirty-ivory-coloured, glazed strips and bubbles both in clay and metal, which Al-Awadh has been experimenting with for some years, now, calling it the pain and “anxiety” of reaching the “touch,” that genius that is hewn from despair and suffering which many Kuwaiti and Gulf artists have so passionately tried to discover. Some of Al-Awadh’s surfaces were very natural, earth-colored like the natural clay and rough; he explains that this is due to his love of the natural topography of Kuwait’s rocky, desert landscape which he means to recapture.

Some works had a strange, iridescent turquoise, cobalt, or dark green glaze that was either poured on the top, allowing it to drip, or painted only in some sections of the work. On some flat waves of burnt-brown clay works, the beautifully formed neck and mouth of a turquoise-glazed bottle simply burst out of the surface. Some might call it beautiful, daring, among other things, though the author certainly found it difficult to take in, like the ambiguous pseudo-tribal masks that constituted some of the more complex, multi-coloured works.

Al-Awadh made interesting use of dark, cleaned driftwood to irregularly frame some of the clay sections, almost forming box-like structures to contain some of them. In one case, deep muddy-grey dice-like units dotted with metal or turquoise glazed applied bits were boxed in with driftwood, straight-cut on most edges, then

broken and jagged on the other, reinforcing that theme of semiotic half-development in progress.

On a final, unrelated note, a real treasure in progress is Boushehri Gallery’s little library, hidden at the end of one meandering corridor. I can’t think of another place in Kuwait, that devotes a



large room to shelves upon shelves of books, newspapers, magazines, and catalogues on art. The library, developed by a kindly librarian, is a small collection that she explains is “only the first step,” as they mean to develop an exhaustive collection on the arts. For now, however, they have colourful, glossy books on Hungarian porcelain, Expressionist painters Franz Marc and Auguste Macke, huge coffee-table books on Matisse and beautiful Orientalist art, copies of famous art magazines, “Canvas” among these, dozens of books on Arab formative art and the philosophy of Arab, or Gulf art, catalogues of European art collections, and others.



New Year Activities at AUK  
Get Involved

Office of Student Life

The Office of Student Life hopes all members of the AUK Community had a restful winter break and a Happy New Year. We are excited to announce with the start to the 2009 New Year, come New Activities... So Get Involved!!!

Find below what is available for you to get involved with during the next month!!! For questions on these events or anything on how to Get Involved, please contact the Office of Student Life at studentlife@auk.edu.kw or come visit us in A-004 in the Sciences Building!

Event	Date
4 <sup>th</sup> Annual Art Exhibition	January 12 <sup>th</sup> -15 <sup>th</sup> , 2008
2 <sup>nd</sup> Annual Dessert	January 17 <sup>th</sup> , 2008
Food for Finals	January 21-27 <sup>th</sup> , 2008
Welcome Back BBQ	February 10 <sup>th</sup> , 2008
Spring Clubs & Organizations	February 10 <sup>th</sup> , 2008

Student Allowance  
Application

Eligible students who **HAVE NOT** submitted their **NEW** Student Allowance Application for **Fall 2008** may do so on

Thursday\*  
January 8, 2009  
from 8:00am till 12:00pm

- Eligible **current** & **new** students **MUST** submit:
- ☒ The NEW application form completed and signed ([http://www.auk.edu.kw/registrar/student\\_forms.jsp](http://www.auk.edu.kw/registrar/student_forms.jsp))
  - ☒ Copy of your civil ID
  - ☒ Your bank statement (indicating your personal account number & bank branch).
  - ☒ For children of Kuwaiti mother, a copy of your mother's civil ID.
  - ☒ For Kuwaiti male students married to Kuwaiti women, a copy of your spouses' civil ID.

\*The second Thursday of each month will be the day to submit late Student Allowance Application forms.

SSC Welcomes Amy Kushner

Amy Kushner earned her Masters of Arts in Counseling degree in Florida, and a BA from UCLA. She has also studied in France, China, and the Palestinian Authority. She speaks 5 languages and loves to travel. Amy has joined the SSC as a Career Counselor to help students choose the best career, find interesting internships and

jobs, write amazing CVs, develop outstanding interviewing skills, and apply to top-quality graduate schools. She will also help students prepare for the 5<sup>th</sup> Annual Career Fair in April. Stop by the Student Success Center on the 5<sup>th</sup> floor of the Liberal Arts Building to welcome Amy to Kuwait and take the career assessment quiz!



Ever missed a deadline?

Is everyone talking about something you have no idea about?

Do you feel disconnected?

Get connected by checking your **AUK E-mail!**

It is **IMPORTANT** to make a habit of checking your

**AUK e-mail** at least once a day!

You don't know how to use your

**AUK e-mail** account?

Go **NOW** to the **IT Department** to activate your account & learn how to use it

Don't miss anymore deadlines. Stay in the loop.

AUK e-mail is one of the official forms of communication at AUK. Students are responsible for ensuring their AUK e-mail account is always active with sufficient space to receive various announcements and communications, in addition to checking their AUK e-mail regularly.



Undergraduate Final Exam Schedule – Fall 2008					
Exam Time	Exam Dates				
	Wednesday 28 January 2009	Thursday 29 January 2009	Sunday 01 February 2009	Monday 02 February 2009	Tuesday 03 February 2009
8:00 - 10:00 AM	8:00 AM MW	11:00 AM UTR	9:30 AM MW	9:00 AM UTR	8:00 AM UTR
11:00 - 1:00 PM	11:00 AM MW	1:00 PM UTR	10:00 AM UTR	12:30 PM MW	12:00 PM UTR
2:00 - 4:00 PM	3:30 PM MW	2:00 PM MW	5:00 PM MW	3:30 PM UTR	2:00 PM UTR
5:00 - 7:00 PM	5:00 PM UTR	7:00 PM UTR	6:30 PM MW	6:00 PM UTR	

IEP Final Exam Schedule – Fall 2008					
Morning Students					
	Wednesday 28 Jan 2009	Thursday 29 Jan 2009	Sunday 1 Feb 2009	Monday 2 Feb 2009	Tuesday 3 Feb 2009
Level 1 Listening	9:00 - 12:00				
Level 1 Presentations		9:00 - 12:00	Exit Exam 9:00 - 12:00		
Level 2 Listening	9:00 – 12:00				
Level 2 Presentations		9:00 - 12:00			
Level 3 Listening		9:00 - 12:00		Exit Exam 9:00 - 12:00	
Level 3 Presentations	9:00 –12:00				Exit Exam 9:00 - 12:00

IEP Final Exam Schedule – Fall 2008					
Afternoon Students					
	Wednesday 28 Jan 2009	Thursday 29 Jan 2009	Sunday 1 Feb 2009	Monday 2 Feb 2009	Tuesday 3 Feb 2009
Level 1 Listening	1:00 - 4:00				
Level 1 Presentations		1:00 - 4:00	Exit Exam 1:00 - 4:00		
Level 2 Listening	1:00 - 4:00				
Level 2 Presentations		1:00 - 4:00		Exit Exam 1:00 - 4:00	
Level 3 Listening		1:00 - 4:00			Exit Exam 1:00 - 4:00
Level 3 Presentations	1:00 - 4:00				

IEP Final Exam Schedule – Fall 2008					
Evening Students					
	Wednesday 28 Jan 2009	Thursday 29 Jan 2009	Sunday 1 Feb 2009	Monday 2 Feb 2009	Tuesday 3 Feb 2009
Level 1 Listening	5:00 - 8:00				
Level 1 Presentations		5:00 - 8:00	Exit Exam 5:00 - 8:00		
Level 2 Listening	5:00 - 8:00				
Level 2 Presentations		5:00 - 8:00		Exit Exam 5:00 - 8:00	
Level 3 Listening		5:00 - 8:00			Exit Exam 5:00 - 8:00
Level 3 Presentations	5:00 - 8:00				

Registration Date Schedule

Spring and Summer Semesters 2009

Advance Registration for Spring and Summer 2009 semesters begins on Tuesday, January 6, 2009 for all currently enrolled AUK students by assigned registration dates through their AUK Self Service account. All currently enrolled AUK Undergraduate and Intensive English Program stu-

dents will be able to register, add, and drop Spring and Summer 2009 courses starting at 8:00 a.m. on their assigned registration date through the end of the advanced registration deadline on Thursday the 15th of January. Students are encouraged to consult with their Academic Advisor and/or the Student

Success Center prior to registering for the Spring and Summer semesters.

The registration date schedule is based on the hours that you have already earned (including transfer credit). This does not include the hours that you are currently enrolled in.

4 January 2009 Sunday Advising	6 January 2009 Tuesday 90+ earned hours	8 January 2009 Thursday 75-89 earned hours	12 January 2009 Monday 40-60 earned hours	14 January 2009 Wednesday 0-9 earned hours
5 January 2009 Monday Advising	7 January 2009 Wednesday 90+ earned hours	11 January 2009 Sunday 61-74 earned hours + IEP Level I and Level II Only*	13 January 2009 Tuesday 10-39 earned hours	15 January 2009 Thursday Advance Registration Ends

You can view your earned credit hours via your AUK Self Service account at (<http://server3.auk.edu.kw:9000>) by selecting Student Records and then selecting the View Your Transfer Credit/Aca-

demic Transcript link.  
\* IEP Level III students who wish to continue their studies at AUK as an Undergraduate student must apply for admission through the Office of Admissions. All

newly admitted Undergraduate students must attend Placement Advising and Registration (PAR) in order to meet with their Academic Advisor and register for Spring and Summer courses.

SENIORS

Deadline to complete all missing documents is January 7<sup>th</sup>, 2008. The following Fall Graduates [STILL](#) have missing documents:

S00001014  
S00001066  
S00001090  
S00001254  
S00001268  
S00001315  
S00001386  
S00001453  
S00001465  
S00001506  
S00001515

S00001538  
S00001581  
S00001588  
S00001606  
S00001673  
S00001684  
S00001688  
S00001759  
S00001795  
S00001862  
S00001879

S00001956  
S00001963  
S00001970  
S00001971  
S00002013  
S00002169  
S00002277  
S00002328  
S00002334  
S00002358  
S00002404

S00002425  
S00002432  
S00002470  
S00002473  
S00002520  
S00002525  
S00002622  
S00002768  
S00004317  
S00005186  
S00005187

SENIORS - Please see your Academic Advisors before Spring & Summer Registration!



## You are What You Do in Your Free Time

By Nada Al-Hudaib

Her dream is to work in Tim Burton's group as an animator and character designer! Tim Burton is an American film director, screenwriter, and film producer. Some of his works are: Batman (1989), The Nightmare Before Christmas (1993), and Batman Returns (1992). Sepideh M Behbehani, born in the south-western Iranian city of Ahvaz, is double majoring in Graphic Design and Communication Studies at AUK in order to realize her dream. It is rare to find students who are enrolled in certain fields in order to achieve a dream that seems impossible, though they continue restlessly to work for it. Interestingly, such people are the ones who have unique experiences and remarkable achievements whether or not they've reached their. Therefore, it gives me great pleasure to have the opportunity to write about a person, simple in appearance, but who may soon transform into a brilliant artist.

Sepideh's passion to learn and be exposed to all form of art started as a hobby which, over time, developed and became a serious interest. In her free time, she gets involved with several art materials to produce paintings, sculpture, drawings, and designs. When she learns the basics of one form of art, and starts producing artwork in that form, she stretches her hand to learn another new form such as mosaic art, fabric design, wood carving, and so on. Her expressions of how she feels when exploring a new form resembles that of a person who does not fear change and can master anything on hand!

Creativity is the main element to Sepideh's keen interest in art. Those forms that pro-



vide the greatest opportunity for creativity, and that challenges her ability are the ones she would love to master and work with in the future. Wood carving, mosaic, and fabric design are some of those new art challenges that she expressed her serious intention to work with in the future.

What I found interesting about Sepideh that many others lack is how she manages to develop independently once she has been exposed to something she likes, such as web-design. Having taken just one course in website programming, she had the confidence to continue learning by herself in order to produce quality work.

Away from the art world, Sepideh's interests and hobbies vary greatly as she spends some of her free time playing the songs she loves with her guitar, reading books—notably psychological ones—and listening to her favorite Persian music. She stated that when the Psychology major is introduced into AUK's curriculum next year, she'll shift her second major from Communication to Psychology. So, what we do in free time does actually affect what we will be in the future, and that can be seen through Sepideh's interest shift.

Her future is undetermined as yet. She wants to master wood carving and web design and to learn film production and photography. Jewelry making and miniature are other fields she wants to learn as well. Therefore, she has decided not to choose her masters degree and PhD just yet because with time, her perspective may change as new things float her way opening unique doors for professionalism. Her ability to multitask is impressive and for this reason she gives herself some time to explore before making a solid move towards future goals.

Furthermore, Sepideh told me that some of her artwork had been chosen for an exhibition in Teheran when she was just 9 years old, and that in high school, she participated in a practical painting competition where from more than a hundred competitors, Sepideh won first prize.

It is clear that this young lady is moving gradually towards creating a unique art sphere for herself that will make her stand out soon. With such enthusiasm and drive, Sepideh will continue stretching from her binderies forever because once the mind has been tickled by challenges that encourage curious scratching of the surface, it will never be satisfied until it touches the depths. It is refreshing to know people with such motivation, who do not speak the language of failure or hopelessness but instead, are filled with dynamic ideas to consume all possible knowledge. For this reason, I would kindly request Sepideh to remember AUK once she signs her name with gold as the world's best artist in whatever form she masters.

## AUK's Resident Linguist

By Nada Al-Hudaib

*"Kindness is the language which the deaf can hear and the blind can see"—Mark Twain*

Dr. Rizwan Ahmed was born in a remote village called Dumri in North India where he received his early education. He went to Patna to study engineering but he realized that humanities and social sciences were his passion, so he changed his major. He went to Jawaharlal Nehru University in New Delhi for a B.A. in Arabic and Linguistics, then continued his higher education at the University of Delhi and at the University of Michigan, where he gained his PhD in Linguistics in 2007. Today, Dr. Rizwan is an Assistant Professor in the English department at AUK.

Dr. Rizwan's intellectual ability is astonishing as he spoke to me in a pure Yemeni dialect which is not easy to master. His interests are many and very intellectually stunning such as sociolinguistics, language and ethnic, religious, and national identities, language ideology, multilingualism, language policy, language movements, sociolinguistics of orthography, diglossia, and discourse analysis. Furthermore, his field of specialization is South Asia with focus on North India, and his field of interest is the Arabic-speaking World. He



speaks Urdu, Hindi, English, Arabic, and reads Persian.

His teaching experience started ten years ago, when he was asked to join the University of Science and Technology in Hodeidah, Yemen, to teach English. His intellectual dynamics are evident from his various publications and the numerous grants, fellowships, honors, and awards he has received. He has participated in many conferences as a guest speaker or presenter.

Aside from his intellectual interest, Dr. Rizwan has other interests such as music which he enjoys enormously. He likes to listen to Urdu Ghazals and classical Arabic music such as Abdulhalim Hafiz, Om Kulthum, Majida Al-Rumi, Mayyadah Al-Hinnawi, and Kadhim Al-Sahir.

In addition to music, he likes classical and modern Urdu poetry and his favorite poets are Mirza Ghalib, Mir Taqi Mir, Dagh Dehlavi, Mohammad Iqbal, and many others.

Dr. Rizwan is an interesting person to talk to. His friendly attitude and easygoing style makes him a flexible intellectual who encourages students to voice their opinion and participate. If there is something students should feel grateful to AUK for, it should be for the quality professors they provide who bring their knowledge and share it with students.

It has been my pleasure to get to know Dr. Rizwan more through this article as I strongly believe that for students, professors are the second-most important people after family and friends. To have professors that carry valuable qualities other than academic knowledge is a blessing because these are often the qualities that determine the success of their students. A professor who is down to earth, simple, understanding, and encouraging yet has enough wisdom to balance between leniency and strictness is a diamond that students should benefit from before he disappears. These are some of the many qualities that Dr. Rizwan possesses. Dr. Rizwan: Thank you for the person you are!

## How to Take a Test

By Tebyan Al-Nawasreh

Why do we have tests? Tests are one of the assessment tools that instructors used to measure your knowledge of subject matter. When you take a test you are demonstrating your ability to understand course material or perform certain tasks.

So, since tests are needed, how can you do well?

Test taking process can be divided in to three phases and each phase required certain skills that will help you to score high and proceed well.

**Study time:** remember to FOCUS:

Focus on the syllabus and study guide.

Open your text and notes daily and become familiar with the content.

Condense notes to form study sheets.

Understand, review material you are unsure of.

Study in a quiet place, with a partner, or in a group and quiz one another.

**Before the test:**

Be rested and comfortable. If you are hungry, tired, or dressed uncomfortably you won't perform well.

Learn a head of time the kind of test it will be, where and when it will be held, and what additional materials to bring in (ID, calculator, pencils). Put this information in your calendar.

Arrive 5- minutes before time to avoid last minute pressure.

Remember that test anxiety is normal. Being concerned will help you perform better, but being terrified will distract from learning and recalling information. Breathe deeply and tell yourself that you are going to do well on the test.

**During the test:**

Read the instructions carefully. Following the instructions is crucial to give the right answers and get the points. If you don't understand, ask questions.

Scan the test material to insure you have the right number of pages; you don't want

to lose points because you didn't answer all the questions on the back of a page or a missing page.

Start with the easy questions. This will help you to relax and concentrate, feel confident, and reduce your anxiety.

If you are worried that you will forget dates or terms, then write them on the back of the test. That way you can focus on the questions instead of worrying about forgetting.

**Before you turn it in:**

Slow down. Give yourself time to review and check your answers instead of running out of the room as fast as possible.

Make any changes you think are important and can raise your grade.

Don't leave anything blank, since guessing won't hurt.

For more test taking help, see Tebyan and the tutors across from Starbucks in A008, or the counselors in Student Success Center on the 5<sup>th</sup> floor of the Liberal Arts Building.

## Call it Understanding

By Nada Al-Hudaib

Understanding is the most crucial and fundamental component which allows change to happen in our life. Understanding is the means by which we can change situations. The mind houses many means and understanding is the basis of them all. Below are some basic facts about understanding to help us:

**Understanding is Subtle**

When we truly understand something properly, it becomes like a tangible thing that we can handle with ease. This happens because the way we think about a certain thing has changed; therefore, the way we handle it will change as well. With understanding, we look at the world from a different perspective, and incorporate that understanding within that particular view.

**Understanding is the Way to Achieve Anything**

If something seems undoable, it is due to the absence of understanding of that particular thing. If there are other people who can do it, then we can do it; all we need is to attain the same level of understanding they have reached.

**Understanding is a Gradual Process**

Understanding does not come straight away. It comes



over time. In fact, it is less likely that we will understand anything said to us straight away, even if we think we've understood it. It is only after some time that we start to apply ideas to our path in order to achieve our goal. Along this path, our understanding will begin to increase and we will notice many things which were previously unknown to us.

**Understanding Requires Action**

No matter how many times we have heard something, or how well we think we understand it, actual understanding can only occur when relevant

action is taken. Through action, we can experience the true subtleties that make up understanding. Therefore, whatever we think we understand is minor until we put it into action.

**What to Expect**

Anything that is achieved by someone can be achieved by anyone. It does not matter how big, complicated or far-fetched a person's goal may seem. The key to all success and manifestation simply lies in understanding. As long as we have the understanding and are able to apply it, we can achieve anything we want.



# President's Progress Report

## December 2008

Dear AUK Community:

AUK started this academic year with a record-breaking Fall admissions class: 957 applicants, 720 admitted, and 536 registered. The Intensive English Program yield was 258, while Undergraduate admissions yielded 278 new students. Among them are 153 government-scholarship students (28% of the entering class as compared to 23% in Spring 2008). This is an outstanding success of our admission strategy, and we congratulate the Admissions Office team on their achievement. Despite increased competition created by the opening of another private university (AUM), AUK is in a very sound position, with both healthy enrollment growth and improved attrition rates (The attrition rate of the students who were expected to continue from Spring to Fall 2008 is 5%).

### Student Success

Our students have done very well during this semester, which will end in late January due to some unusual features of this year's academic calendar. AUK postponed the start of classes until September 21 in respect of Ramadan, and then was closed for the week of Eid al-Fitr holiday. Then the Executive Committee of the Board of Trustees recommended canceling classes from the Eid al-Adha holiday to the New Year. The Committee also authorized a staff holiday from December 25 to New Year's Day. Regular class schedule and work hours resumed on January 4. The Board of Trustees meeting will take place on January 10-11, 2009. AUK Trustees will have an opportunity to attend the Dean's List and President's Honor Roll ceremony at 6 pm on Sunday January 11, celebrating students who earned this distinction last semester.

We are proud of notable student successes achieved this semester on the regional level: in November, senior Graphic Design students traveled to Zayed University in Dubai (UAE) for a design portfolio show, and five French students travelled to Abu-Dhabi to attend a conference on French-Arab relations hosted by the Sorbonne University branch campus in Abu Dhabi. Also in November, the Model United Nations team participated in the Bahrain Annual MUN conference with overwhelming success, winning several awards: Norah Al-Hilaly and Abdulaziz Al-Mossalem each won the Diplomacy Award, the highest possible mark of distinction given to participants, while Yousef Al-Kandari, Dalal Al-Sharhan and Nada Al-Hudaid received honorary mentions for positively contributing to the atmosphere of debate and Mustafa Abu Hawilli and Hala Al-Qabandi received secondary honorary mentions. On November 19-20, three AUK students participated in the 8<sup>th</sup> intercollegiate public speaking competition hosted by the Emirates Environmental Group. Team members Haya Al-Qassar (English major) and Mahdi Al-Own (Marketing) each won first place in their categories, marking the first time AUK representatives achieved such distinction in three years of participation in the competition. Moreover, this was the first time any university won firsts in two categories of the EEG competition. The group, which also included Ghazwan Al Attar (Computer Science) who assured the team's logistics, competed against 13 universities from the Middle East. It was coached in Kuwait by Dr. Rawda Awwad and supported during the competition by Mr. Don Prades.

Here on campus, students were engaged in a number of rewarding academic and extra-curricular activities. On December 1, the "Women and Literature" class taught by Dr. Rawda Awwad welcomed famed Kuwaiti author Leila Al-Uthman, giving the students a rare opportunity to personally meet the author of books they had analyzed in class. Another class taught by Dr. Rawda this semester is the "Rhetoric's of Cultur-

al Dissonance" where students connected with the Anthropology class taught at Dartmouth by Dale Eickelman via the Digital Video Conferencing link provided to AUK with support from the U.S. Embassy in Kuwait. Seven students in the French class taught by Mr. Joseph Fiannaca earned the DELF A1 proficiency certificates from the Voltaire Institute, accredited in Kuwait by the French Government. They were presented with their Common European Framework of Reference for Languages (CEFR) at the French Embassy in the presence of the French Ambassador. The American Corner (Coordinator Dr. D. Roman Kulchitsky) hosted the former member of the European Parliament Dr. Philippe Herzog (France) and combined efforts with the Gulf Studies Center (Director Dr. Hesham Al-Awadi) to organize a panel discussion by AUK faculty on the prospect of a nuclear Gulf. Class meetings with local and regional leaders of the industry and culture have been well publicized on our website and noted in the press. Our own Voice of AUK has also been successful in providing a student forum, affording our students an increasingly sophisticated journalism outlet, and keeping the readership informed about the numerous events on and off campus.

Student clubs have been exceptionally busy this Fall, organizing a great number of activities, notably the Annual Social Awareness Week, where each day focused on a specific social awareness topic. Events surrounding the week provided students with the chance to obtain knowledge on social responsibility issues, learn to make socially responsible decisions, establish positive networks and encourage involvement with key organizations in Kuwait. In the framework of the Week, Mrs. Valerie Cliff, the Kuwait United Nations (UN) Resident Coordinator, gave a campus lecture on November 25. She presented an overview of the Mission of the United Nations in Kuwait in light of the global agenda or the millennium goals set forth by the UN in 2000. The week also allowed for fundraising to be donated to the Direct Aid Society.

### Academic Concerns

Accreditation. At the November 18 Town Hall student meeting organized by the AUK Student Government, students expressed a number of concerns. Apart from the perennial issues of parking and campus food services, they had questions about AUK accreditation and about the recognition of double majors. Accreditation is Goal One of our Strategic Plan for 2008-2013.

As many of you know, the Council for Private Universities has granted AUK re-accreditation through AY 2010-2011. The Kuwait accreditation is a prerequisite for international AUK accreditation, whether at the institutional or programmatic level. Last spring, AUK applied for U.S. institutional accreditation to the Northwest Commission on Colleges and Universities (NWCCU). After its July meeting the Commission deferred its decision on AUK's application in view of their concerns over the degree of academic freedom and women's rights in Kuwait. We hope that at their January 2009 meeting NWCCU will be able to arrive at a positive conclusion with regards to AUK. If successful, we will be invited to submit an institutional "self-study for candidacy" and proceed to the next phase of the regional accreditation process which will take up to five years.

At this time, AUK is a candidate for specialized accreditation of two programs by US-based international bodies. As a result of a successful submission of the IEP self-study conducted under the leadership of Margaret Combs, the Commission on English Language Program Accreditation (CEA) is planning its first site visit to Kuwait in February 2009. If successful, the visiting team's report is likely to lead to IEP accreditation as early as AY 2009-2010. The Bachelor of Business Administration program holds

candidacy at the **Association of Collegiate Business Schools and Programs (ACBSP)** who are planning their first site visit to AUK in March 2009.

Double Major. This spring we encountered, for the first time, the problem of recognition of second majors by Kuwaiti authorities. The concept of second majors and second Bachelor's degrees earned at the same institution, very common in the United States, is new to Kuwait. Even though every AUK Catalog since we first opened in AY 2004-2005 listed the policies on second majors and second degrees the Council for Private Universities declined to certify them. This circumstance only came to our attention now because we have started to graduate seniors who have earned two majors. Despite the stated Kuwaiti acceptance of the American model of higher education, students requiring Kuwaiti authentication of their AUK degree would only have one major recognized despite having completed the required coursework for the second major. AUK has been working with PUC assiduously on this issue since it first arose; we also have sought, and received support from Dartmouth. As a result, we have achieved PUC's acceptance of two majors within one degree program: Bachelor of Arts, Bachelor of Business Administration, and Bachelor of Science. These students may be able to accomplish the second major without taking more than the 120 credit hours required for the Bachelor's degree. Students earning two majors in programs fulfilling two different degrees (such as BA and BS, or BA and BBA), will have to take a minimum of 150 semester credit hours to earn a second degree. Academic advising is going to be of paramount importance in helping our students achieve their desired goals.

### Dartmouth Connection

In recent months, AUK has followed up on its re-signed general MOU for continued cooperation with Dartmouth College with a visit to Dartmouth by Dean Nizar Hamzeh and Dr. Shereef Abu AL-Maati, Head of the Division of Science and Engineering. They met with faculty and administrators at the Thayer School of Engineering and the College of Arts & Sciences. An important discussion focused on the possibility of AUK students to participate in the Sophomore Summer Program at Dartmouth by taking summer courses in Engineering and Science. AUK students participating in the program and who earn the AUK Engineering degree may be eligible for admission into the fifth-year Dartmouth Program resulting in a Bachelor of Engineering degree from Dartmouth. AUK admitted first pre-Engineering students this Fall, with major certification to be based on their college GPA earned over the first two semesters at AUK. The first engineering major offered at AUK is Computer Engineering.

Since the June visit to AUK by the Dartmouth Provost Dr. Barry Scherr, who spoke at our Commencement, Dartmouth College has raised the level of support for the American University of Kuwait Project by assigning it a centrally located office suite and appointing an Executive Director, Ms. Laurel Stavis, who has visited Kuwait twice. On our side, AUK marked the renewed MOU with the announcement of the new Dartmouth Fellowship program. The program will support a faculty or senior administration member for a summer month's stay at Dartmouth for purposes of research, consultation, or creative activity. The first competition is currently underway, and the first Fellow will take up residence in Hanover, New Hampshire in July 2009. Apart from these new developments, regular consultations with the Relationship Coordinator Dr. Dale Eickelman have continued, including early November interviews in Washington, DC for faculty job candidates, reviews of semi-finalist applications for faculty and administrative appointments, and consulta-

tion on academic and student affairs. Continuing the tradition of our intern exchanges, Sally Saleh from AUK spend one month during June-July at Dartmouth, while the Dartmouth intern Evan Greulich spent several months at AUK from September-November. (See more on the DVC Dartmouth connection elsewhere in this report).

### International Outreach

In addition to Dartmouth and our students' academic and extra-curricular travel abroad, AUK continued to build its institutional networks by participating in international meetings and visiting other institutions overseas. AUK is an institutional member of the Association of American Colleges and Universities (AACU), Council of Colleges of Arts & Sciences (CCAS), and the Middle East Studies Association (MESA). This year CCAS held its annual meeting in Portland, OR; I attended the meeting with Dr. Shereef Abu Al-Maati. AACU's annual meeting will take place in Seattle, WA in January 2009 and will be attended by Dean Nizar Hamzeh with Dr. Craig Loomis, Division Head of the Humanities & Arts. Dr. Marjorie Kelly represented AUK at the MESA meeting held in late November in Washington, DC. The institutions visited this semester include Virginia Tech, Boston College, U.S. Naval Academy (USNA), Seattle University, San Diego State University, and the University of California – Los Angeles.

Next semester we are expecting to host new Fulbright scholars at AUK, among them Dr. Gregory Gause, a political science professor from the University of Vermont. We also are working with AMIDEAST on laying the foundation of an AUK-based program for study-abroad students from the US that would add to our curriculum a new course in Kuwaiti Arabic. Conversations are continuing with Sciences-Po in France, USNA in Annapolis and the U.S. Military Academy at West Point about hosting their visiting students at AUK. Plans are being laid for the Summer 2009 session when we hope to host two faculty members from the USNA and Ph.D. student instructors from Virginia Tech.

### Transitions

This semester marks a transition at a number of AUK offices. Dr. Kathryn Kleypas is the new English Literature coordinator in the Division of Humanities & Arts, and Dr. Hesham Al-Awadhi is Director of the Gulf Studies Center. Ms. Jeanne Failakawi has been hired as Director of the Center for Continuing Education, and Ms. Jill Allgier has assumed the position of Interim Registrar. November interviews of U.S.-based faculty applicants in Washington, DC have resulted in several offers, while regional candidates are being scheduled for Kuwait interviews. The new round of advertising has been launched, and the spring interviews will be conducted in Washington in early April 2009. Staff changes took place in the Center for Continuing Education, in Student Affairs, and in the office of Public Relations and Marketing. Several staff employees have been upgraded or promoted, and a large cross-campus group took part in the recent SunGard convention in Dubai.

The Undergraduate faculty promotion review cycle entered the formal review stage this Fall. Two Intensive English Program instructors were promoted to the rank of Senior Instructor: Kimberly Al Suffi and Steven Jacques. At the Faculty Recognition Dinner held on December 3 at the Six Palms restaurant in Marina Hotel we celebrated the many achievements of our faculty in research, creative activity, and academic and extra-curricular work with students. For more information and photos of the event see the January 2009 issue of the AUK Chronicle or the "News" section of the AUK website."