

HIGHER EDUCATION



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GULF TIMES Special Supplement

Generations build the nation,shape the future

Higher education in Qatar is a cornerstone of human development and the knowledge-based economy, as it aims to prepare national cadres with the required skills, promote scientific research, and meet labor market needs. It also fosters cultural diversity and international exchange through scholarships and by attracting international universities and students, thereby providing a global educational experience.

The State of Qatar and its wise leadership's growing attention to higher education and the continuous development of its quality reflect the country's strong commitment to human development. By recognizing education as a key driver of economic and social progress, Qatar has established numerous universities, colleges, research and training centers, while attracting international schools and universities, fostering successful global partnerships, and encouraging private educational institutions through continuous support.

The establishment of the College of Education for male and female teachers in 1973, in cooperation with the United Nations Educational, Scientific and Cultural Organization (UNESCO), marked the foundation of the country's first national university, Qatar University (QU), which was officially established in 1977. The institution later witnessed remarkable expansion in terms of colleges, academic disciplines, student enrollment, faculty members, and infrastructure, marking the beginning of a long and successful journey for Qatar's higher education system. Today, the country's higher education landscape includes a diverse range of universities, colleges, and institutes totaling around 27 entities, including eight public institutions and 19 private ones.

The latest university was established this year. The Tamim Bin Hamad University for Military and Technology Sciences serves as an advanced academic umbrella integrating the expertise of military colleges while combining field professionalism with advanced technological knowledge. The move represents a strategic leap in military education by consolidating military educational institutions under one umbrella to enhance efficiency and professionalism.

In the same context, HH the Amir Sheikh Tamim bin Hamad Al-Thani issued Amiri Decision No. 51 of 2022 establishing and regularizing the Police Academy. The Academy aims to train security personnel according to international standards, consolidate training and academic units under one umbrella, and integrate the Police College into its structure to advance legal and police training.

The academy is part of the Ministry of Interior's efforts to modernize and develop Qatar's security system within the broader framework of advancing the ministry's education and training system.

The expansion of higher education institutions in Qatar coincides with the continued increase of academic programs, reaching nearly 350 accredited programs covering diploma, bachelor's, master's, and doctoral degrees.

Within this framework, Qatar University offers 115 academic programs, while the University of Doha for Science and Technology (UDST) provides 60 programs across various disciplines. Education City partner universities and Hamad Bin Khalifa University (HBKU) offer highly specialized programs such as nuclear engineering and clinical psychology. Meanwhile, the Community College of Qatar (CCQ) continues to provide diplomas, bachelor's, and professional programs, in addition to offering cross-registration services in coordination with Qatar University for this academic year.

According to data from the Higher Education Affairs Sector at the Ministry of Education and Higher Education, Qatar's higher education institutions currently accommodate 52,564 students, including 47,326 undergraduate students and 5,238 postgraduate students.

In remarks to Qatar News Agency (QNA), Assistant Undersecretary for Higher Education Affairs at the Ministry of Education and Higher Education (MOEHE), Dr. Hareb Mohamed Aljabri, said the rapid development of Qatar's higher education system aligns with Qatar National Vision 2030, supporting the pillars of a comprehensive national development. He stressed that higher education contributes directly to human development, community development, environmental sustainability, and economic diversification, in addition to transforming scientific research outputs into startups and projects incubated within Qatar's entrepreneurial ecosystem, thereby supporting the national economy.

Dr. Al Jabri added that higher education forms the foundation for preparing qualified national cadres capable of meeting labor market demands in terms of both specializations and skills. He noted that higher education institutions also play a prominent societal role through research and studies addressing social challenges and contributing to sustainable solutions.

Regarding the extent to which higher education institutions meets the aspirations of Qatari youth, Dr. Al Jabri explained that the state provides a broad range of academic options catering to different interests and capabilities, whether in engineering, medical, and applied sciences, military and security studies, humanities and social sciences, or the creative economy, in addition to overseas scholarship opportunities at leading international universities. He pointed out that establishing higher education institutions is subject to strict criteria, including the need for the institution to be ranked among the world's top 300 universities and that the proposed academic specializations correspond to actual national needs.

He also revealed that a series of coordination workshops with higher education institutions in the country had been launched last November with the aim of aligning policies and legislation governing these institutions with national priorities and labor market requirements.

He said that these workshops focus on bridging the gap between educational outcomes and labor market needs through discussions on student admissions, coordination mechanisms with national service, and attracting international students in support of economic diversification. He affirmed that the workshops will continue on a regular basis to strengthen integration between higher education and national development needs.

Meanwhile, graduation ceremonies were held throughout May, marking the end of the academic year, celebrating student achievements, and preparing graduates for a new chapter as they began their professional careers.

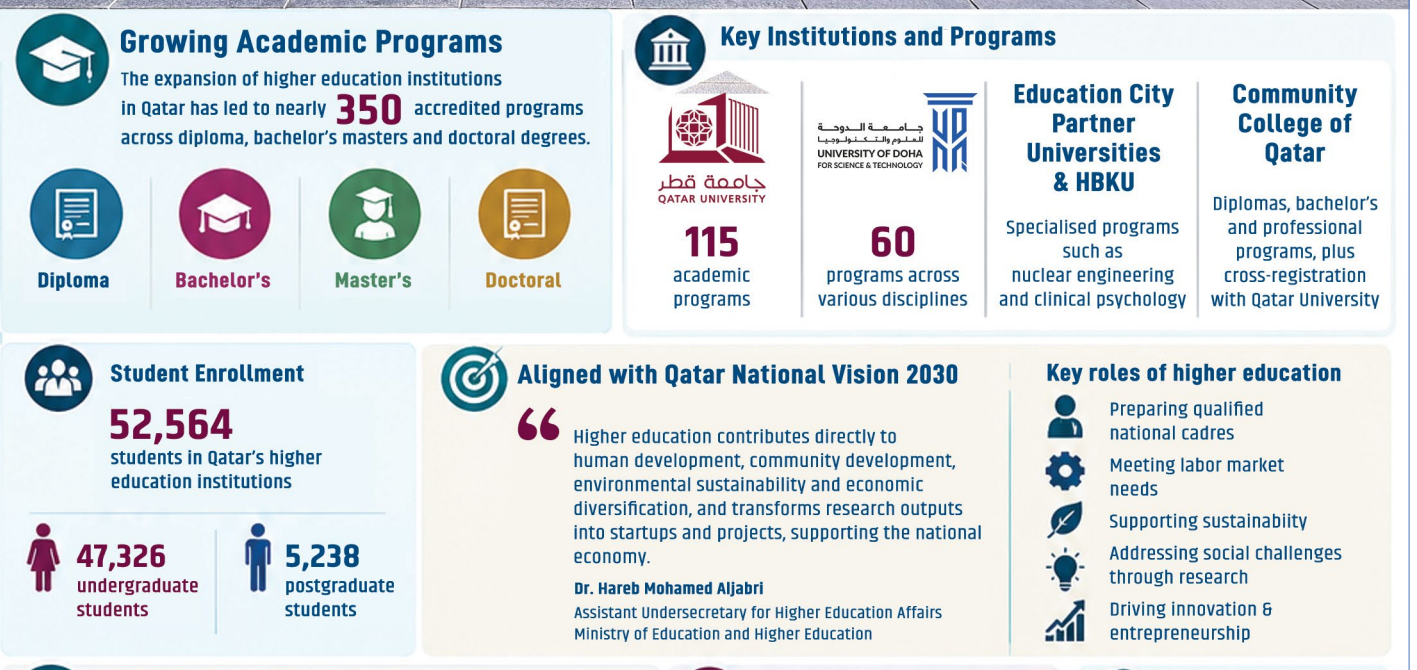
In this context, Qatar University celebrated the graduation of its 49th cohort, comprising 4,024 students, including 3,122 female students and 902 male students.

In similar remarks to QNA, Vice President for Student Affairs at Qatar University Dr. Mohammed Diab said this year's graduation ceremony carried a significant milestone with the graduation of the first cohort from the College of Nursing, reflecting the evolution of academic programs and their responsiveness to national priorities, particularly in the healthcare sector.

He added that the large number of graduates this year reflects the scale of Qatar University's impact on society, noting that more than 2,500 graduates are Qatari nationals, underscoring the university's central role in preparing national competencies, alongside nearly 1,500 non-Qatari graduates, which further enhances academic and cultural diversity within the university.

In a related context, the eight partner and local universities of Education City celebrated the graduation of the Class of 2026, the largest in its history, with 1,100 graduates from the various universities that make up the institution's system, including 444 Qatari graduates representing 40% of the total number of graduates, and 660 graduates from 78 countries.





HIGHER EDUCATION

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Education City was officially inaugurated on Oct. 13, 2003, under the supervision and initiative of the Qatar Foundation for Education, Science and Community Development (QF), which was established in 1995, to become a global center for higher education. It now includes 8 prestigious international partner and local universities, including Hamad Bin Khalifa University (HBKU). All of these universities offer diverse and specialized academic programs in various fields of knowledge, which has provided ample opportunities for Qatari students and other resident and international students to pursue their higher education in universities that are among the best of their kind in the world.

President of Higher Education and Education Advisor at QF Francisco Marmolejo explained in a statement to Qatar News Agency (QNA) the role that QF plays in supporting graduates after graduation, noting that each university within the system, along with QF, works through specialized teams to follow up with them and support them in their career path.

Marmolejo said the QF Alumni Office is keen to provide graduates with up-to-date information about available job opportunities, as well as the necessary guidance to prepare for job interviews and develop various professional skills. He noted that a survey conducted during the Education City Job Fair 2026 showed that about 70% of graduates feel highly confident in their readiness to enter the labor market in Qatar, while employer surveys indicated that QF graduates have a high level of competence, particularly in communication skills, professional conduct and leadership.

Regarding the sectors that attract the most graduates in Education City universities, he explained that artificial intelligence (AI) fields are witnessing increasing demand at the present time, as QF is working in cooperation with its various universities to provide diverse educational opportunities in this field and others.

He pointed out that Carnegie Mellon University in Qatar will offer an advanced AI program ranked among the best in the world during the next academic year, and Virginia Commonwealth University in Qatar will offer a new program in motion photography, while the Media and AI major at Northwestern University in Qatar is one of the most popular majors among students.

The President of Higher Education and Education Advisor at QF said AI and sustainability are among QF's priorities, noting the establishment of an institutional committee for AI at the Board of Directors level to follow up in various administrative, educational and research aspects. He explained that QF's sustainability strategy aims to transform Education City into a living environment for experimenting with innovative solutions, in addition to integrating sustainability concepts into all stages of education, from kindergarten to postgraduate studies.

Regarding the future of higher education, Marmolejo said that this sector is witnessing a significant transformation globally, which carries with it both challenges and opportunities. He explained that the rapid development in AI technologies provides great opportunities to accelerate the learning process and knowledge acquisition, but on the other hand, it is reshaping many traditional concepts related to higher education and its delivery methods.

Institutions that can adapt to these transformations and take the initiative in leading them will be best positioned to meet future needs, including unforeseen requirements, he added. He pointed out that the comprehensive university model is the most capable of facing these challenges, given its reliance on integration between different disciplines and institutions, and its combination of international universities, international students, and faculty members with diverse experiences.

Amid the momentum Qatar was witnessing with the graduation of new batches of students, Doha University of Science and Technology (UDST), which replaced the former College of the North Atlantic in 2022 to become Qatar's first national university specialising in applied and technical education, celebrated the graduation of more than 1,200 students on May 19 across various technical and professional disciplines. In a similar statement to QNA, Dr. Salem bin Nasser Al Nuaimi pointed out that the university currently has more than 9,000 students in various programs belonging to more than 86 nationalities, which reflects a diverse international educational environment.

He noted that Qatari students constitute 25% of the total university student body, a figure that is an essential part of the student community, in support of national talent. He pointed out that this cultural diversity reflects the richness of the educational experience and enhances the exchange of experiences among students.

Lusail University, Qatar's first private national university, also celebrated the graduation of its third batch of students on May 18 and 19. The first ceremony was dedicated to male graduates and high achievers, while the second was dedicated to female graduates.

All who gave statements to QNA emphasized the successful and well-thought-out expansion of higher education institutions in Qatar, and the great flexibility, opportunities, and academic and professional options it has provided for Qatari students, which enhances their motivation to learn. This results in continuous growth in qualified national cadres, in line with the state's strategy aimed at supplying the labor market with specialized competencies.

Considering the development of Qatar's higher education system and its remarkable local and international scientific achievements, the State of Qatar occupies advanced positions in the Education Quality Index issued by the World Economic Forum (WEF) in Davos, as well as in other competitive indicators and prestigious Arab and international rankings.

In this regard, Qatar University has maintained its position as one of the best universities in the region and the world, according to the 2026 QS World University Rankings, rising to 112th globally and second in the Arab world. This reflects excellence in the quality of its higher education and scientific research, its comprehensive learning environment, continuous progress in its academic reputation, and the efficiency and relevance of its curricula to the demands of the labor market and innovation.

This ranking brings Qatar University much closer to joining the ranks of the top 100 universities in the world, especially considering its jump of 61 places compared to the 2024 ranking, in which it held the 173rd position globally.

According to this ranking, some universities within Education City, such as Hamad Bin Khalifa University (HBKU) and Weill Cornell Medicine-Qatar, were also among the top-ranked institutions.

Furthermore, scholarships play a pivotal and strategic role in strengthening the higher education system in Qatar. They are key tools for developing national talent and building a knowledge-based economy, in line with Qatar National Vision 2030 and national development strategies, while also meeting a significant share of the needs of the Qatari labor market.



In this context, the Ministry of Education and Higher Education announced on April 21 the government scholarship plan for the upcoming 2026/2027 academic yea. This plan is based on four overarching strategic objectives: economic growth, equal opportunities, diversity and inclusion, and talent development, in alignment with the country's national vision and the Third National Development Strategy. The plan marks a significant shift in the country's strategy for building national competencies, introducing new features, most notably the Disability Track, which guarantees the right to higher education globally for this group through scholarships to universities that provide accessible environments and specialized programs that support their independence and academic excellence.

Amidst this scientific and educational development and openness, through national curricula, international schools, Education City universities, and public and private higher education institutions with their diverse programs and scholarships, Qatari students have not lost their culture and national identity despite this global scientific attraction. This interaction has not even affected Qatari students studying at universities in other countries, who have remained committed to their identity, culture, and national traditions.

Therefore, higher education in Qatar is no longer limited to awarding academic degrees. It has become a vital tool and driving force behind efforts to create high-quality local jobs, actively contributing to strengthening Qatar's leading regional position in this crucial sector, and building a generation capable of shaping the future and effecting positive change for the better.

Higher education community shapes future of student support

Higher education institutions across Qatar have signalled a shared commitment to providing the nation's university students with the services and support systems that help them excel, at the inaugural edition of a conference held under the patronage of the Ministry of Education and Higher Education (MoEHE) and hosted by Qatar Foundation (QF).

The Qatar Higher Education Student Affairs and Services Conference, which took place at Multaqa (Education City Student Centre), saw university leaders and representatives explore how their students are currently supported beyond the lecture hall and the laboratory – from wellbeing and accessibility to leadership and career development opportunities – and how collaboration can elevate their university experience even further.



The Qatar Higher Education Student Affairs and Services Consortium was formed this year, with the QF instrumental in its establishment, and its board represents 11 institutions.

Its goal, outlined at the conference, is "to help us serve our students better, and together".

Speaking at the conference – which saw a panel of students share their experiences and perspectives – higher education leaders from the QF emphasised how Qatar can create its own model for ensuring its students have the best university experience possible, rather than importing practices from elsewhere, if ideas and knowledge are shared across its education landscape.

Dr Abdulnassir al-Tamimi, executive director of Student Services within the QF's Higher Education division and newly appointed chair of the consortium, spoke about how students' needs are changing rapidly beyond the classroom as well as within it, whether it is mental health challenges, artificial intelligence (AI) changing the way they learn, financial pressures, or uncertainty about whether jobs will be available when they graduate.

He emphasised how these challenges extend far beyond the classroom, meaning the work of those involved in student affairs and services matters more than ever.

"Qatar has invested significantly in education, bringing together a remarkable diversity of institutions, people, and ideas," Dr al-Tamimi told the conference. "We should not simply look elsewhere for good ideas or best practice. We should collaborate, innovate, and help to create the next best practice here in Qatar."

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>
> **DR ABDULNASSIR AL-TAMIMI**
> Executive director of Student Services, QF's Higher Education division

"However, we cannot do that effectively if we work in isolation," he said. "There is tremendous knowledge across all our institutions. Imagine what becomes possible when we can connect all that knowledge, experience, and creativity."

"That is why this consortium matters," Dr al-Tamimi added. "It gives us a platform to learn from one another, develop our professionals, share research and good practice, create communities of practice, and find solutions to challenges we all share."

Among the aims of the Qatar Higher Education Student Affairs and Services Consortium is to provide year-round professional development and a professional certification for those working in the field of student affairs in Qatar, with the practices it develops and enables potentially being shared with higher education institutions elsewhere in the region – reflecting Qatar's role as a regional driver of educational quality and innovation.

"A student's university experience is shaped by much more than what happens in the classroom," said Francisco Marmolejo, president of Higher Education and Education at the QF. "It is shaped by whether they feel they belong, whether they are supported when they face challenges, whether they have opportunities to discover their strengths, develop their leadership, build relationships, and prepare themselves for life beyond university."

"Creating that experience requires committed professionals across many areas of our institutions, and it requires collaboration," he said.

"Collectively, there is an extraordinary amount of knowledge, experience, and creativity across Qatar's higher education institutions," Marmolejo added. "And when we come together around issues that affect students across our campuses, our collective impact can be far greater than anything we can achieve individually."

"Qatar has created a unique higher education environment," he said. "We now have an opportunity to make it even more connected, collaborative, innovative, and student-centred. Because, while our institutions may be different, our purpose brings us together: our students, our community, and the future of Qatar."

In his keynote address, Dr Hassan Rashid al-Derham, founder and vice chairman of Barzan University College in Qatar, positioned student affairs and student services as integral to education and the development of human potential.

His central message is the importance of learning from global experience while building an approach rooted in Qatar's values and context, with students being active partners in shaping their educational experience so that it is designed with them, not simply for them.

THE CONSORTIUM'S KEY AIMS

- Build a lasting professional community
- Share practices and develop common frameworks
- Invest in Professional Development and Wellbeing
- Establish a shared evidence base on the student experience in Qatar

Dr al-Derham proposed four commitments for the Qatar Higher Education Student Affairs and Services Consortium: build a lasting professional community, share practices and develop common frameworks, invest in professional development and wellbeing, and establish a shared evidence base on the student experience in Qatar.

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YEAR IN REVIEW

A Defining Year for City University Qatar

For City University Qatar (CUQ), 2026 has been a year of significant milestones. From its fifth graduation ceremony to new initiatives that connect academic learning with industry, the university continues to show how higher education can respond to the ambitions of a rapidly evolving nation.

The strategic partnership between CUQ and Ulster University gives CUQ students a chance to study in Qatar and graduate with the same degree that Ulster awards in the UK. The portfolio runs from a foundation programme and Higher National Diplomas through undergraduate and postgraduate degrees.

THE PRINCIPLE IS SIMPLE

A CUQ degree prepares graduates to work, in Qatar and internationally.

Student development is built around practical learning, industry projects and industry-relevant skills from the first year, not the last.

GRADUATION & ACHIEVEMENT

Celebrating the Class of 2026



On 26 September 2026, 171 students graduated across 11 academic programmes during CUQ's 5th graduation ceremony at the Pullman Doha West Bay, attended by more than 500 guests. The occasion was particularly significant as it celebrated the first-ever graduating cohorts of five programmes, including Artificial Intelligence, Computer Science, Global Business with Data Analytics, International Commercial Law and Artificial Intelligence at master's level.

Among these achievements was a milestone of national significance: the graduates of the Bachelor of Engineering (Hons) in Artificial Intelligence became the first students in Qatar to earn an undergraduate engineering degree in Artificial Intelligence.

INDUSTRY & INNOVATION

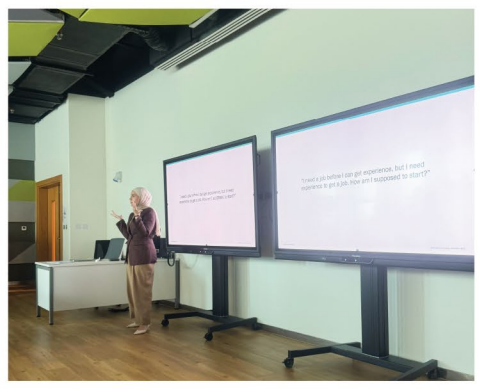
Where Academic Knowledge Meets Practical Experience

The industries driving Qatar's future require more than academic knowledge; they demand graduates who can innovate, adapt and solve complex problems. That is why CUQ offers programmes in areas of national priority, including artificial intelligence, engineering, computer science, cybersecurity and data analytics, while placing strong emphasis on experiential learning.

Across the Lusail campus, students apply their knowledge in specialised laboratories, studios and simulated professional environments, including a fully equipped Moot Court. By combining academic rigour with practical experience, the University prepares graduates to enter the workforce ready to contribute to Qatar's economic diversification and the long-term objectives of Qatar National Vision 2030.

SKILLS & EMPLOYABILITY

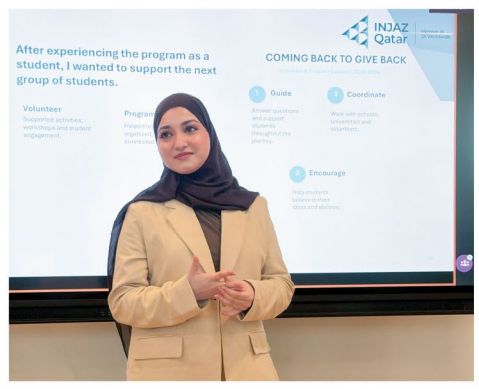
Beyond the Degree: The Skills Matrix Initiative



A degree demonstrates academic achievement, but employers increasingly look for more than subject knowledge alone. Communication skills, adaptability, professional judgement, teamwork and resilience are often what determine whether a graduate succeeds in the workplace and progresses in their career.

To support this transition, CUQ's Student Services developed the Skills Matrix Initiative, a structured post-curriculum programme that runs alongside academic study from a student's first year through to graduation. Through workshops, industry-led sessions and practical activities, students develop the professional and interpersonal competencies that complement their academic learning and prepare them for the realities of modern workplaces. A distinctive feature of the initiative is the involvement of CUQ alumni and industry professionals, who share their experiences, insights and lessons learned with students. Recent workshops, including sessions with professionals from leading corporations in Qatar, have provided students with valuable real-world perspectives, practical career advice and a deeper understanding of employer expectations.

This commitment to industry relevance is further strengthened through CUQ's Industry Advisory Board. Comprising senior business leaders and sector specialists, the Board provides strategic guidance on emerging trends, workforce requirements and industry expectations. Their insights help ensure that academic programmes remain aligned with market needs and support the University's mission of producing graduates who are ready not only for their first job, but for long-term professional success.



SPORT & STUDENT LIFE

Champions Beyond the Classroom



In October, CUQ's men's padel team won the Qatar Collegiate Sports Federation (QCSF) Men's Padel Tournament 2026-2027. Hadi Abbas Sabbah, BSc (Hons) Business Studies, and Diego Pedrero Munoz, BTEC HND in Business, beat teams from universities across Qatar to take the title.
Led by CUQ Student Services - sport, clubs, workshops and student-led events are an integral part of the CUQ experience. Confidence, discipline and the ability to work with others are developed on the court as much as in the classroom.

EDUCATION EXPO

Meet Us at Najah Expo 2026



CUQ will be at Najah Expo 2026 at the Qatar National Convention Centre from 14 to 16 November. Prospective students and their families can meet the admissions team and academic staff, go through the programmes, ask about entry requirements and study routes, and hear what studying for a UK degree in Lusail involves.

CAREERS & CONNECTIONS

Career Fair, 17 November

On 17 November 2026, the CUQ Lusail campus will host its Autumn Career Fair, bringing students and alumni face to face with employers from across Qatar. Participating organisations include Malomatia, Alfardan Corporation, HSBC Bank, Snoonu, Nakilat, the Qatar Financial Centre Regulatory Authority (QFCRA), Qatar Post, Cisco and beIN MEDIA GROUP, representing sectors ranging from technology and finance to logistics and media.

FUTURE OUTLOOK

Looking Ahead: Education with Purpose

The achievements of 2026 reflect a university continuing to develop its academic offering while strengthening the connections between education, industry and student opportunity.

From its graduating class and advances in Artificial Intelligence education to the Skills Matrix initiative, sporting success and expanding industry engagement, CUQ is building on a clear commitment to academic quality and graduate development.

CUQ continues to align its academic portfolio with the evolving needs of Qatar's and the wider region's labour markets. By responding to emerging industries, technological advancements and changing workforce demands, the university aims to ensure its programmes remain relevant and its graduates are equipped with the knowledge and skills sought by employers.

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Choosing where to study art and design is about more than selecting a degree. It is about finding a place where ideas are taken seriously, experimentation is encouraged and creative interests can grow into meaningful careers.

At Virginia Commonwealth University School of the Arts in Qatar (VCUarts Qatar), students learn in an environment shaped by nearly three decades of creative education, research and engagement with Qatar's cultural and design sectors. Founded in 1998 through a partnership between Qatar Foundation and Virginia Commonwealth University School of the Arts in Richmond, Virginia, VCUarts Qatar combines the close-knit experience of a specialized art and design school with the opportunities of Education City and the reach of an international university.



Students come to VCUarts Qatar with different interests and ambitions. Some want to become artists or designers. Others are drawn to animation, game design, museums, cultural heritage, technology, research, entrepreneurship or emerging creative fields. What connects them is a desire to make, question and contribute, and to discover where their creativity might lead.

Opening doors to exceptional talent

VCUarts Qatar's new scholarship program is intended to ensure that exceptional students can pursue their ambitions. By investing in high-performing local, regional and international talent, the program provides a fully supported pathway to a rigorous, US-accredited education and an internationally recognized degree.



The scholarship reflects the university's commitment to building an inclusive, merit-driven creative community. It also recognizes that an art and design education can lead in many directions, from creative direction and cultural practice to digital innovation, entrepreneurship and global design. By widening access to this education, VCUarts Qatar is investing not only in individual students, but in the future cultural and creative landscape of Qatar and the wider region.



A place to learn by making

VCUarts Qatar offers undergraduate degrees in Art History, Graphic Design, Interior Design, Kinetic Imaging, and Painting and Printmaking, as well as a Master of Fine Arts in Design. Across these programs, students develop strong disciplinary skills while learning to work across media, technologies and other areas of knowledge.

That learning is supported by specialized on-campus facilities. The Art and Design Library holds one of the region's broadest collections of art and design resources. The Materials Library, the first of its kind in an academic institution in the region, gives students access to thousands of material samples from around the world. Digital Design + Fabrication facilities and Innovative Media Studios support work in areas ranging from model-making, 3D fabrication and immersive media to sound, video, animation and emerging technologies.

These spaces are not simply campus amenities. They are places where students test ideas, solve problems and learn through making. A project might begin with a sketch or question and develop through research, prototyping, critique and revision into an exhibition, publication, spatial proposal, film, interactive experience or new material. The process is rigorous, collaborative and central to preparing students for professional creative practice.

Learning connected to the world

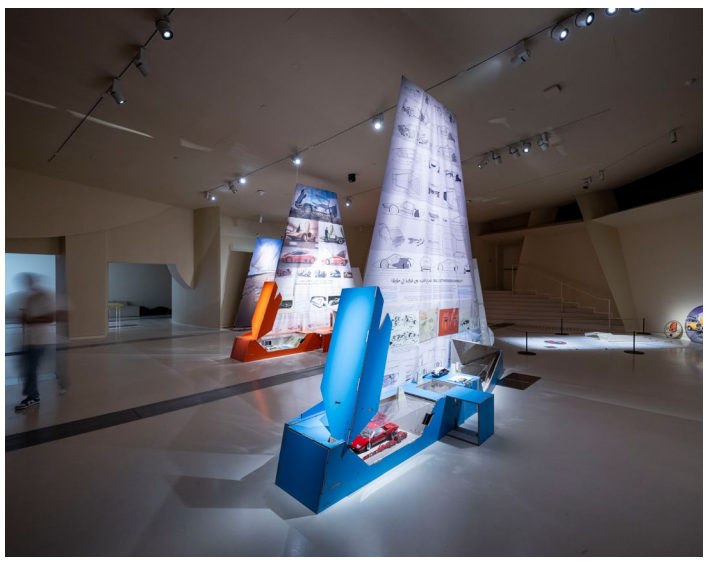
Education at VCUarts Qatar extends well beyond the classroom. Students encounter artists, designers, scholars, curators and industry leaders through exhibitions, lectures, workshops and major public programs. Signature events such as Tasmeem Doha and the Hamad bin Khalifa Symposium on Islamic Art bring international conversations onto campus while creating opportunities for students to participate in them directly.

VCUarts Qatar's international presence also reached a new milestone in 2026 with "Aghrab Idrāk: Thresholds of Perception," an official collateral event of the 61st International Art Exhibition of La Biennale di Venezia. The exhibition brought together interdisciplinary, faculty-led creative research developed through the university's Institute for Creative Research. Its projects moved across film, photography, sound, artificial intelligence, kinetic sculpture, Arabic typography and material experimentation, addressing subjects including migration, memory, heritage, ecology and human relationships with technology.

For students, this international activity matters not only because of where the work is shown, but because of what it brings back into their education. They learn in a community where research and creative practice are active and evolving, and where local knowledge can contribute to global cultural conversations.

Ideas with real-world impact

At VCUarts Qatar, art and design are understood as ways of responding to real human needs. During the past year, a multiversity research collaboration led by VCUarts Qatar with Weill Cornell Medicine–Qatar and colleagues at VCU in Richmond combined interior design, neuroscience, virtual reality and behavioral science to study how lighting conditions affect autistic learners. Using immersive virtual classrooms and EEG technology, the researchers examined how design decisions can influence attention, stress and cognitive processing.



The project demonstrates the breadth of contemporary creative practice. Design is not treated as decoration added at the end of a process; it is a form of inquiry capable of improving learning, health and wellbeing. For prospective students interested in the space between creativity, science and technology, this is the kind of interdisciplinary environment in which new possibilities can emerge.

VCUarts Qatar also continued to strengthen its links with Qatar's creative and professional sectors. A new partnership with Doha Design District will establish a multifunctional creative hub in Msheireb Downtown Doha, extending academic, research and community activity into the heart of the city's design community. The initiative is intended to create further opportunities for students, alumni, practitioners and industry partners to meet, experiment and collaborate.

Preparing students for what comes next

Students begin building professional confidence before they graduate. Through critiques, exhibitions, competitions, internships, collaborative projects and contact with working professionals, they learn how to present their ideas, respond to feedback and carry a project from concept to completion.

In 2026, four Graphic Design and Interior Design students were recognized through the Arab Engineering Bureau Design Excellence Award and Creative Achievement and Potential Award. The honours acknowledged both graduating students ready to enter the profession and junior students already demonstrating exceptional promise. One



recipient described developing a versatile toolkit spanning brand identity, motion graphics, sound design, game design and user-interface and user-experience design, an example of how students can shape an education that crosses traditional disciplinary boundaries.

A creative community in Education City

VCUarts Qatar's location in Education City gives students access to a wider academic community unlike any other. Cross-registration and collaborative opportunities allow students to encounter different fields and perspectives, while partnerships with cultural institutions and organizations across Doha connect academic work to the life of the city.



Just as important is the daily experience of studying in a diverse, supportive creative community. Students work closely with faculty and alongside peers from many backgrounds. They learn to articulate their ideas, take creative risks, work through uncertainty and see familiar questions from new points of view.



STUDY AT VCUARTS QATAR

Bachelor of Arts in Art History

The Art History program offers a distinctive concentration in Islamic art within a global perspective. Students learn from scholars and practitioners working in art history, museums and cultural heritage in Qatar, the region and internationally.

Bachelor of Fine Arts in Graphic Design

Graphic Design students work across print, digital, interactive, moving-image and three-dimensional forms of communication. The program develops conceptual thinking, visual literacy and technical skills for careers wherever ideas need to be communicated clearly and imaginatively.

Bachelor of Fine Arts in Interior Design

The Interior Design program is accredited by the Council for Interior Design Accreditation in the United States. Students study design alongside environmental and behavioral sciences, sustainability, communication, codes and regulations, and professional practice.



Bachelor of Fine Arts in Kinetic Imaging

Kinetic Imaging is for students interested in creative approaches to technology and emerging media. Areas of study include animation, game design, sound design, video, coding and interaction design, allowing students to build an individual pathway across a rapidly evolving field.

Bachelor of Fine Arts in Painting and Printmaking

Students explore traditional and contemporary approaches to drawing, painting and printmaking alongside sculpture, installation, photography, film, sound, performance, animation and new media. The program supports the development of an individual artistic voice grounded in broad technical and conceptual experience.

Master of Fine Arts in Design

The full-time, two-year MFA in Design supports each student in developing a course of study around their own research and creative interests. The program brings together aspects of studio practice, digital craft, architecture, graphic design, fashion and product design in a flexible, interdisciplinary graduate experience.

For students who want to explore ideas, work across boundaries and help shape the future of art, design and technology, VCUarts Qatar offers a place to begin and a community in which that ambition can grow. Through its new scholarship program, more exceptional students will have the opportunity to take that first step and discover where their talent can lead.

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WHAT PARENTS NEED TO KNOW WHEN CHILDREN STUDY OVERSEAS



When a child moves abroad for higher education, it marks a major milestone not only for the student but also for the family. It is often a moment filled with pride, excitement, and opportunity—yet it also brings emotional adjustment, new responsibilities, and a learning curve for parents. In an increasingly globalised education landscape, international study has become more common, but the transition is still deeply personal for every family.

Understanding how to navigate distance, communication, and cultural differences can help parents remain supportive while allowing their child to grow independently.

Accepting the emotional transition

The first adjustment for parents is often emotional. A child leaving home for another country represents a shift in family dynamics. The household may feel quieter, routines change, and the absence of daily interaction can be difficult at first.

It is natural for parents to experience a mix of pride and concern. However, recognising that this stage is part of a young adult's growth journey is important. Studying abroad is not only about academic achievement—it is also about building independence, resilience, and global awareness.

In education hubs such as Qatar, many families are increasingly experiencing this transition as students pursue opportunities in Europe, North America, and Asia, making emotional readiness an essential part of the journey.

Finding the right balance in communication

One of the most common challenges for parents is deciding how often to stay in touch. With modern technology, communication is easier than ever, but maintaining the right balance is important.

Frequent communication can provide reassurance, but too much contact may unintentionally limit a student's independence. On the other hand, too little communication can create emotional distance or anxiety.

A healthy approach is to establish a flexible routine rather than rigid expectations. Many families find that regular but not constant communication—such as weekly video calls and occasional check-ins—works well. This allows students to focus on their studies and social integration while still feeling supported.

It is also important to respect time zone differences and academic schedules. Understanding that a student's routine abroad may be demanding helps avoid misunderstandings or pressure to respond immediately.

Letting go gradually

One of the most important shifts for parents is learning to trust their child's independence. Moving abroad requires students to manage daily life on their own—from budgeting and cooking to handling academic responsibilities and making decisions.

Parents may naturally feel the urge to intervene or solve problems, but allowing students to navigate challenges themselves is part of the learning process. Mistakes, setbacks, and small difficulties are often valuable life lessons that build confidence and maturity.

Trust does not mean disconnecting—it means supporting from a distance while allowing space for growth.

Understanding cultural adjustment

Studying abroad often means entering a completely new cultural environment. Students may experience differences in language, lifestyle, food, academic systems, and social norms. While this can be exciting, it can also be overwhelming during the initial phase.



Parents play an important role in offering reassurance during this period of adjustment. Encouraging open conversations about cultural experiences—both positive and challenging—can help students process their transition more effectively.

It is also helpful for parents to educate themselves about the destination country. Understanding cultural norms, education systems, and living conditions can reduce anxiety and improve communication with their child.

Supporting without controlling

A key challenge for parents is knowing how to support without becoming over-involved. While it is natural to worry, excessive control can reduce a student's sense of independence.

Supportive parenting in this context means listening more than instructing, encouraging problem-solving rather than providing immediate solutions, and offering emotional reassurance instead of constant oversight.

Students benefit most when they feel that home is a place of encouragement rather than pressure.

Financial planning and responsibility

Studying abroad also involves financial management, which is often a shared responsibility between parents and students. Clear planning around tuition fees, accommodation, and daily expenses is essential.

At the same time, allowing students to manage a portion of their budget can help them develop financial discipline. Learning to prioritise spending, save, and make informed choices is an important life skill that will benefit them long after graduation.

Recognising emotional challenges

While studying abroad is enriching, it can also be emotionally challenging. Students may experience homesickness, loneliness, or academic pressure, especially in the early months.

Parents should be attentive to changes in mood or behaviour during conversations. Encouraging openness and creating a safe emotional space for discussion can make a significant difference.

In some cases, universities also provide counselling and student support services to help international students adjust. Encouraging students to use these resources when needed is an important part of support.

Celebrating growth from afar

Despite the distance, parents remain an important part of their child's journey. Celebrating achievements—whether academic milestones, personal growth, or cultural experiences—helps maintain a strong emotional connection.

Studying abroad is not just about separation; it is about transformation. Each stage of the journey brings new skills, perspectives, and confidence. Parents who recognise and celebrate this growth often find the experience more rewarding.

When a child moves abroad for studies, it marks the beginning of a new chapter for both student and parent. It is a journey that requires trust, patience, and emotional adjustment.

By maintaining balanced communication, respecting independence, understanding cultural differences, and offering steady emotional support, parents can play a crucial role in their child's success—without limiting their growth.

Ultimately, studying abroad is not just an academic experience; it is a life-shaping journey. And for parents, it is also an opportunity to watch their child grow into a confident, independent, and globally aware individual

DEALING WITH PRESSURE



Student life is often associated with opportunity, growth, and new beginnings, but it also comes with significant pressure. Academic demands, examinations, financial concerns, and uncertainty about the future can gradually build stress that, if unmanaged, affects both performance and wellbeing. Understanding how to deal with this pressure has become an essential part of the modern student experience.

At its core, stress is a natural response to challenges. In small doses, it can even be helpful, pushing students to stay focused and meet deadlines. However, when pressure becomes constant or overwhelming, it can develop into anxiety, fatigue, and burnout. The key lies in recognising the difference between productive stress and harmful stress before it begins to affect daily life.

For many students, pressure comes from multiple directions at once. Academic workload is often the most visible factor, but it is rarely the only one. Expectations from family, comparisons with peers, career uncertainty, and even social media influence can quietly add to emotional strain. In competitive academic environments, students may also feel an unspoken need to constantly perform at a high level, which can make it difficult to pause or seek help.

One of the early signs that stress is becoming unmanageable is a change in routine and behaviour. Difficulty concentrating, disrupted sleep, lack of motivation, and a constant sense of being overwhelmed are often warning signals. While these may seem temporary, ignoring them can lead to longer-term anxiety and reduced academic performance. Recognising these signs early allows students to take corrective steps before pressure escalates.

Managing stress effectively often begins with structure and balance in daily life. Simple routines such as maintaining consistent sleep patterns, planning study time realistically, and allowing short breaks between tasks can significantly improve mental clarity. Many students underestimate the importance of rest, but recovery time is essential for memory, focus, and emotional stability. Without it, even small academic tasks can start to feel overwhelming.

Time management also plays a major role in reducing pressure. When assignments and exam preparation are left until the last minute, stress naturally intensifies. Breaking work into smaller stages and spreading it over time helps create a sense of control. It is not about working harder, but about working more consistently and realistically. This shift alone can reduce a large portion of academic anxiety.

Beyond routines and planning, mindset is equally important. Many students unknowingly increase their own stress by setting perfection as the only acceptable outcome. In reality, learning is a process that involves mistakes, adjustments, and gradual improvement. Accepting that not everything needs to be perfect can reduce unnecessary pressure and create space for healthier academic growth.

However, no student is expected to manage everything alone. Social support is one of the most effective ways to cope with stress. Talking to friends, family, or mentors often provides relief simply by expressing what feels overwhelming. In many cases, students discover that others are experiencing similar challenges, which helps reduce feelings of isolation.

Universities today are also becoming more aware of mental health needs. Many institutions now offer counselling services, wellbeing programmes, and peer support systems designed to help students navigate academic and emotional challenges. In education hubs such as Qatar, student support services are increasingly integrated into campus life, reflecting a broader commitment to holistic education.

Seeking professional help when needed should never be seen as a weakness. On the contrary, it is a proactive step toward maintaining balance and wellbeing. Counsellors and mental health professionals can provide practical coping strategies, emotional support, and guidance tailored to individual needs. Early intervention often prevents stress from developing into more serious anxiety.

Another important aspect of managing pressure is maintaining a life beyond academics. Students who make time for hobbies, sports, or simple social interactions often cope better with academic demands. These activities provide mental breaks, improve mood, and help restore focus. A balanced lifestyle does not reduce academic success—it often enhances it.

Over time, students also develop resilience, which is the ability to adapt and recover from challenges. Resilience is not about avoiding stress altogether, but about learning how to respond to it in a healthy way. It grows through experience, reflection, and the understanding that setbacks are a normal part of any learning journey.

Ultimately, dealing with pressure is not about eliminating stress entirely, but about managing it in a way that supports both academic performance and personal wellbeing. Higher education is as much about developing emotional strength and self-awareness as it is about gaining knowledge. Students who learn to balance both are better prepared not just for exams, but for life beyond the classroom.



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How to get real-world experience while studying

For today's students, a degree alone is no longer enough. Employers increasingly look for graduates who already understand how workplaces function, can adapt to real-world challenges, and bring practical skills alongside academic knowledge. This is why internships have become a vital bridge between classroom learning and professional life.

Internships are not just short-term work placements—they are structured opportunities to build experience, develop confidence, and clarify career direction. The key is not only finding an internship, but making the most of it.



Building a continuous experience mindset

Real-world experience is not limited to formal internships. Students can also gain exposure through:

- Volunteer work
- Freelance projects
- Campus leadership roles
- Research assistantships
- Student startups

Universities today are increasingly becoming innovation ecosystems where students can experiment, create, and collaborate beyond the classroom.

Getting real-world experience while studying is no longer optional—it is essential. Internships provide students with a powerful opportunity to connect theory with practice, build confidence, and shape career direction early.

Those who take initiative, prepare well, and actively engage in their experiences gain a significant advantage in today's competitive job market. In the end, the most successful students are not just those who study hard—but those who learn how to apply what they study in the real world.

STEP 1 — UNDERSTAND WHAT YOU WANT TO LEARN

Before applying anywhere, students need clarity about their goals. An internship should not be chosen randomly or only for prestige.

Ask simple questions:

- **What career fields interest me?**
- **Do I want technical skills, communication experience, or industry exposure?**
- **Am I exploring or focusing on a specific career path?**

For example, a student interested in media might explore internships in journalism, public relations, or digital content creation. Someone in engineering may focus on construction firms, energy companies, or tech startups.

Clear intent makes it easier to target the right opportunities and stand out during applications.

STEP 2 — START EARLY AND BE PROACTIVE

Many students wait too long to apply for internships, missing out on competitive opportunities. Ideally, students should begin exploring options at least 6–12 months in advance.

Universities often have career centres, but opportunities also exist beyond campus:

- Company websites and career portals
- Professional networking platforms like LinkedIn
- Career fairs and industry events
- Alumni connections and referrals

In regions with strong education ecosystems such as Qatar, universities often collaborate directly with industries in sectors like energy, finance, healthcare, and technology to offer structured internship programmes.

STEP 3 — BUILD A STRONG APPLICATION PROFILE

Even for internships, competition can be high. A strong application should include:

- A clear, well-structured CV
- A short, focused cover letter
- Evidence of skills (projects, volunteering, coursework, or certifications)

Students should highlight:

- Academic strengths
- Digital skills (such as Excel, coding, design tools)
- Communication and teamwork abilities
- Any leadership or extracurricular involvement

A polished LinkedIn profile can also significantly improve visibility to recruiters.

STEP 4 — APPLY WIDELY, BUT STRATEGICALLY

One of the most common mistakes students make is applying too narrowly. It is important to apply to multiple organisations, but in a targeted way that aligns with interests and skills.

Students should:

- Apply to large corporations for structured learning
- Explore startups for hands-on experience
- Consider NGOs or public institutions for social impact exposure

Startups, in particular, often offer broader responsibilities, allowing interns to work across multiple functions and gain faster exposure to decision-making processes.

STEP 5 — PREPARE FOR INTERVIEWS

Internship interviews are not just about academic knowledge—they test attitude, curiosity, and communication skills.

Students should prepare to answer:

- **Why are you interested in this internship?**
- **What do you hope to learn?**
- **Can you describe a time you worked in a team?**

Equally important is preparation in appearance, punctuality, and confidence. Employers often prioritise enthusiasm and willingness to learn over technical expertise.

STEP 6 — MAKE THE INTERNSHIP COUNT

Once selected, the real learning begins. Many students treat internships as temporary obligations, but the most successful interns treat them as career-building opportunities.

Key practices include:

- Being punctual and professional
- Asking questions and showing curiosity
- Taking initiative instead of waiting for instructions
- Observing how teams and organisations operate

Internships are also a chance to understand workplace culture—how decisions are made, how teams collaborate, and how deadlines are managed.

STEP 7 — BUILD RELATIONSHIPS AND NETWORK

One of the most valuable outcomes of an internship is professional networking. Students should actively connect with:

- Supervisors and mentors
- Team members across departments
- Fellow interns

Maintaining these relationships can lead to future job opportunities, recommendations, or even long-term mentorship.

A simple thank-you message or LinkedIn connection request after the internship can go a long way.

STEP 8 — reflect and add value to your future

After completing an internship, reflection is essential. Students should evaluate:

- **What skills did I gain?**
- **What did I enjoy or not enjoy?**
- **How has this influenced my career direction?**

This reflection helps in making better academic and career decisions.

Internship experience should also be added to CVs, portfolios, and interviews. Employers value candidates who can demonstrate real-world exposure, even at an early stage.

TIPS TO BUILD RELATIONSHIPS AND NETWORK

Networking is one of the most valuable skills students can develop during their academic journey. Strong relationships with peers, professors, and professionals can open doors to internships, mentorships, and future job opportunities. The good news is that networking is not about being extroverted—it is about being intentional, consistent, and genuine.

1. Start with your immediate circle

Begin by building strong relationships within your university. Classmates, seniors, and lecturers can become valuable contacts later in your career. Simple actions like participating in group discussions, joining study groups, and being approachable in class can help you build trust naturally.

2. Make the most of campus opportunities

Universities offer countless networking platforms—career fairs, workshops, seminars, and club activities. Attending these events regularly allows you to meet professionals and like-minded students. Even a short conversation after a session can lead to meaningful connections.

3. Be active on professional platforms

Platforms like LinkedIn are essential for students today. Create a simple, professional profile highlighting your studies, skills, and interests. Connect with classmates, alumni, and industry professionals. A short, polite message when sending connection requests can help you stand out.

4. Learn the art of conversation

Good networking is less about speaking and more about listening. Ask thoughtful questions, show genuine interest in others' experiences, and avoid making conversations transactional. People remember those who listen well and engage sincerely.

5. Build relationships before you need them

One of the biggest mistakes students make is networking only when they need internships or jobs. Instead, start early. Stay in touch with people, engage with their updates, and maintain relationships over time.

6. Follow up and stay connected

After meeting someone, always follow up with a short message or email thanking them for their time. Staying in touch occasionally—sharing an article, congratulating achievements, or checking in—helps keep the connection alive.

7. Focus on quality, not quantity

It is better to have a small network of meaningful relationships than a large list of weak contacts. Strong professional relationships are built on trust, consistency, and mutual respect.

8. Be authentic and helpful

Networking is a two-way street. Offer help when you can—share resources, support peers, or collaborate on projects. Authenticity builds long-term credibility and makes people more likely to support you in return.

How Northwestern University in Qatar is changing the way we understand the Global South

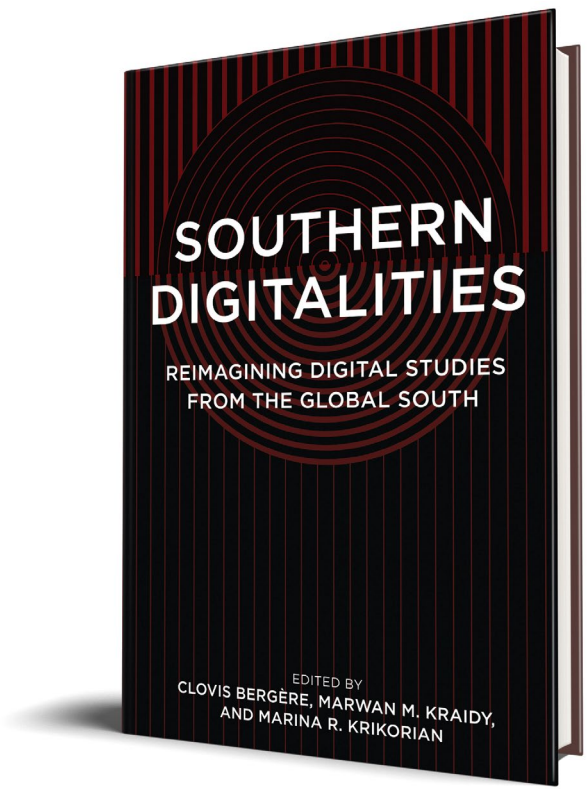
Most of the world's digital users live in the Global South. Yet the ideas and frameworks used to explain digital life have often been developed elsewhere, leaving the experiences of people across Africa, Asia, Latin America, and the Middle East, and the scholarly insights of researchers living and working in the Global South at the margins of the conversation.

That imbalance is one of the issues driving the Institute for Advanced Study in the Global South (#IAS_NUQ) at Northwestern University in Qatar (NU-Q). As the Institute marks its fifth anniversary, it is expanding a program of research, public lectures, workshops, and international partnerships that incubates, fosters, and promotes academic excellence in exploring what changes when research contributions from the Global South are included in the global conversation.

"The Global South is home to most of the world's people, yet much of what is known about it is still produced elsewhere," said Marwan M. Kraidy, dean and CEO of Northwestern University in Qatar. "We are building the scholarship, partnerships, and talent in Doha to change that, and to develop capacities, ideas, and solutions grounded in the Global South's own realities."

Looking at digital life from the South

Scheduled for publication in December, Southern Digitalities: Reimagining Digital Studies from the Global South brings together work that challenges the familiar story of technological innovation flowing outward from the West. Co-edited by Kraidy, Clovis Bergère, director of #IAS_NUQ, and Marina R. Krikorian, its assistant director, the book emphasizes that digital life must be understood through local concepts. Its topics range from YouTubers in Egypt and Lebanon to farmers organizing online in rural Vietnam, virtual assistants in Manila, and a data center outside Mumbai. Together, they show why digital life cannot be understood through a single model.



Southern Digitalities, co-edited by Marwan M. Kraidy, Clovis Bergère, and Marina R. Krikorian, due out this December.

> **"*Southern Digitalities* shows the summum of academic excellence and research insights that become possible when we bring together scholars from across the Global South to help the world understand how today's digital life is actually lived," Kraidy said.**

On September 30, De La Salle University scholar Cheryll Soriano delivered the fourth annual NU-Q Lecture on the Global South titled "Politics of Suturing: Infrastructural Labor and Survival in Platform Work," on how Filipino freelancers navigate the gig economy. She introduced "suturing" to describe how workers bridge gaps in failing infrastructure and inadequate support systems to sustain their livelihoods.

The Philippine ambassador to Qatar attended the lecture, underscoring how questions that may begin in scholarship can also speak to labor, trade, and everyday life.

Whose stories become history?

The Institute also examines how communities document their past and whose perspectives shape historical narratives. On October 21, NU-Q hosted "Our History and the Future: Lessons in Public and Participatory History from the SWANA Region" workshop at Qatar National Library, in partnership with the Luxembourg Centre for Contemporary and Digital History (C²DH) at the University of Luxembourg, North Carolina State University's Khayrallah Center for Lebanese Diaspora Studies, and Qatar National Library.

The workshop brought together scholars, archivists, artists, journalists, and cultural practitioners working to make history with and for the public. Participants included Refqa Abu Remaileh, an NU-Q scholar who created a digital atlas of Palestinian literary history; Sana Yazigi, founder of an online archive of art from the Syrian uprising; and Sudanese cartoonist Khalid Albaih.

For Angela Haddad, an NU-Q Global Postdoctoral Scholar involved in the workshop, archival work opens a window onto overlooked connections. Her research traces how ideas from the Nahda, the Arab world's intellectual renaissance, evolved as Arab writers encountered the histories of slavery, and the sugar and tobacco economies in the early 20th century Caribbean. She is developing the research into a book, as well as a multimodal project to digitize fragile archival materials, helping make them accessible to future researchers.

A meeting place for new scholarship

Seven new scholars joining the Institute for the 2026–27 academic year bring additional perspectives to Doha. Global Postdoctoral Scholars Jowel Choufani, an anthropologist; Aya Labanieh, a literary scholar; and Osman Osman, a media scholar, are developing books on belonging in contemporary Lebanon, memory and power in Baathist Syria and Iraq, and journalism in postcolonial Kenya.



Visitors explore *All That Is Unseen* at the Media Majlis Museum, open to the public through January 21, 2027.

Four Global Fellows—sociologist Larissa Buchholz, political theorist Geraldo Campos, photography historian Özge Calafato, and global communication scholar Teddy Workneh—are researching global art markets, Latin American–Arab cinema, diaspora photography in the Gulf, and digital memory in Addis Ababa. Together, their work links the Levant and East Africa with Latin America and other regions, adding to the range of perspectives represented at NU-Q.

This is in addition to an excellent cohort of #IAS_NUQ Global Undergraduate Fellows, all Northwestern students, who are breaking new ground with research papers, documentaries, digital and multimodal projects that shed new light on global issues and challenges.

This culture of scholarly inquiry continues with the Hiwar Scholars Seminar, now in its third year. Running through November 22, the series brings 11 speakers from NU-Q, Northwestern University's Evanston campus, and institutions around the world to discuss subjects ranging from public diplomacy in the Gulf and artificial intelligence to the democratization of news media and whether robots have souls. Each lecture is followed by a discussion moderated by NU-Q faculty, giving attendees an opportunity to engage directly with visiting researchers.

"Hiwar is where NU-Q thinks out loud, together," Kraidy said. "It's one of the clearest expressions of who we are as a community: curious, engaged, and unafraid of hard questions."

Who controls the media people see?

The rapid expansion of digital platforms, streaming services, and emerging media industries is transforming how content is produced, distributed, and monetized worldwide. These shifts were at the center of the second Global Media Symposium, Fresh Global Media Players: Disrupting the Digital Ecosystem?, organized by NU-Q faculty members Joe F. Khalil and William Youmans on October 29.



Elie Habib, CEO of Anghami and OSN+, discussed the changing streaming landscape at the Global Media Symposium.

A decade after the first symposium, this year's gathering examined how new players, technologies, and business models are challenging established media industries while creating new forms of competition, interdependence, and inequality. Sessions explored TikTok migration, African news flows on YouTube, Chinese investment in video games, India's independent digital music sector, Netflix's relationship with Kuwaiti television, and the emerging esports ecosystem in the Middle East and North Africa.

Opening the campus to Doha

NU-Q also engages the public beyond its lecture halls. At the Marhaba NU-Q Open House on October 7, prospective students, families, and visitors toured the University's 515,000-square-foot campus. The Media Majlis Museum, meanwhile, opened *All That Is Unseen* on October 5. The exhibition, the first major show in the region by London-based artist collective Marshmallow Laser Feast, uses immersive art, film, sound, and virtual reality to explore the often-invisible systems connecting humans with the living world. Curated by ACMI, Australia's museum of screen culture, it is free and open to the public through January 21, 2027.



Fast FWD @ NU-Q brings together Qatar Foundation school alumni and NU-Q juniors and seniors for professional development.

The University is also creating opportunities for professional exchange. On October 29, Fast FWD @ NU-Q brought young professionals from across Qatar Foundation together with NU-Q students for networking and a public-speaking masterclass titled "Influential Public Speaking: Communicate with Confidence, Clarity, and Impact." It was led by Scheherazade Safla-Gaffoor, assistant professor at NU-Q, whose broadcast career spans nearly three decades and includes Al Jazeera English, TRT World, and Euronews.

NU-Q's work travels outward, too. At the annual meeting of the Middle East Studies Association in Boston from November 21 to 24, scholars Choufani and Osman will present research on food and national identity in crisis-hit Lebanon, and media coverage of Sudan. NU-Q faculty member Heather Jaber will present work on war imagery and digital culture in Lebanon and Gaza.

A wider view of the world

Taken together, these projects reflect a broad view of what a university can do: produce research, create spaces for people to challenge one another's ideas, preserve histories, bring art into public life, and connect scholarship with the communities around it.

The questions at the heart of IAS_NUQ's work—who shapes technology, whose histories are preserved, and whose stories are heard—transcend geographical and institutional boundaries. Through research, curatorial projects, and public programs, the Institute enriches NU-Q's intellectual life by amplifying perspectives from the Global South, broadening how the world understands itself.



Scholars, students, and faculty come together at NU-Q this fall for the annual Hiwar Scholars Seminars.



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