

WHERE HOPE TAKES ROOT

The Aga Khan University
Faculty of Arts and Sciences, East Africa



OUR VISION

By inspiring young people to dream bold dreams, developing the skills and confidence they need to realize those dreams, instilling a responsibility to lead and a commitment to service, and imparting a deep understanding of the value of pluralism, the Faculty of Arts and Sciences in Arusha, Tanzania, will change East Africa and the world.



Architectural renderings courtesy of Legorreta + Legorreta.

**Today, the world debates East Africa's problems.
Tomorrow, we believe, it will study the region's solutions.**

Our plan represents the largest private investment in higher education in East Africa's history. Why such an extraordinary commitment? Because FAS will have an unrivaled impact on the region's future success.

We believe in the singular importance of leadership because so often change begins with a visionary leader, and because leaders unleash the power of the many to bring about a better world. And we believe that a liberal arts education provides an unmatched preparation for

leadership, by readying students for the complexity and opportunities of the global era, and by teaching them to respond with confidence, imagination and humility.

We believe in the power of an outstanding university to help solve East Africa's most important problems because the university is the seat of knowledge, and it is knowledge that has fueled humanity's progress throughout history.



We believe in pluralism, defined not as mere tolerance, but as the understanding that humanity's diversity is a source of strength – an understanding grounded in the ability to enter deeply into other traditions and to feel the power of their answers to questions faced by all human beings.

We believe in the catalytic role of excellence because we have more than 30 years of experience in the developing world, and we have seen time and again that excellence is a transformative and empowering force.

This is Africa's moment. Today, the continent exudes and inspires immense optimism. At the same time, it confronts numerous obstacles to development: poverty, hunger, sectarianism, gender inequality and climate change, to name but a few.

If it is to fulfill its promise, Africa must field men and women who look at the world and say, "We must do better" – and who then take determined and considered action to bring about the future they wish to see.



The campus entrance, featuring the learning center at left and the library at right. After passing through the learning center's gateway, one emerges into the view depicted on the preceding pages, where Mount Meru stands in the background.

A LIBERAL ARTS EDUCATION FOR AFRICA

A liberal arts education prepares students to succeed in the 21st century knowledge economy, to lead change in their societies and to value pluralism. Its hallmarks are intellectual engagement, character development and social responsibility. By combining academic, extracurricular and residential programs, this type of education maximizes each student's development as a leader. To ground its liberal arts education within an African context while readying students for global citizenship, AKU has chosen to emphasize the themes of pluralism, civil society, governance, economic and social development, ethics across traditions and science in service to society in developing its undergraduate program.

“The spirit of the knowledge society is the spirit of pluralism — a readiness to accept the other, indeed to learn from him, to see difference as an opportunity rather than a threat.” — His Highness the Aga Khan

The Faculty of Arts and Sciences will draw students from across East Africa, giving rise to a university community populated by students from myriad cultural, ethnic and religious backgrounds. Admission to the university is to be based on criteria that identify talent, motivation and the potential for leadership. Scholarships will be based on financial need so as to enable all students to attend regardless of their socioeconomic background, ensuring both access and diversity. A one-year pre-collegiate program will offer access to those who demonstrate talent and potential, but need additional preparation before entering a rigorous undergraduate program taught in English.

The elements of the four-year undergraduate curriculum include: a core curriculum for breadth; a major or concentration; electives, which can be used to explore topics of interest and/or for a minor concentration; and a senior thesis, which emphasizes independent work and depth. Summers will be used for research, internships and international study.

The core curriculum develops creativity of thought and vision, critical thinking and reasoning skills and exceptional writing and speaking skills; emphasizes ethical reasoning and action; and aims to inspire within students a deep love of learning. We have adopted a “modes of thought and reasoning” framework for our core curriculum. Featuring classes in historical study and studies of civilizations, literature and the arts, ethical reasoning, social analysis, mathematics and science, the 10-course core curriculum stands at the center of the Arusha experience. The core is designed to introduce students to the ways in which humans understand their

world and it draws inspiration and ideas from many traditions. With our student-faculty ratio set at approximately 8:1, core and other classes will be small, facilitating discussion and debate.

As part of the core, students take two interdisciplinary seminars. One focuses on important philosophical questions and ideas, such as the role of a free press or pluralism. The other considers the complexity of regional challenges and the interconnectedness of issues. For example, students might explore Lake Victoria as a site where ecological change, international trade, migration, gender and health interact in unexpected ways. These seminars will help prepare students for one of the most important characteristics of our world: its complexity. A complex world demands individuals who can work across disciplinary boundaries, fearlessly confront unfamiliar problems, make connections between disparate phenomena, thrive amid ambiguity and eloquently address multiple audiences to achieve understanding and unity. In short, it requires the ability to respond to complexity with synthesis.

While the core curriculum cultivates intellectual breadth and critical thinking skills, the major allows students to achieve a deeper expertise in one or more fields, as well as a keen understanding of how that expertise can be applied to issues of critical importance for East Africa. Whatever major students select, they will discover the potential of their discipline to impact the world around them.

With roughly half of East Africans subsisting on less than \$1.25 per day, and 30 percent undernourished, a major theme within the **Biological Sciences** will be food scarcity



and security. Students will focus on subjects such as plant breeding, environmental microbiology, genetically modified crops, biotechnology and food economics.

As Africa is at once a land of abundance and scarcity, students in **Earth and Environmental Sciences** will concentrate on preservation of ecosystems, stewardship of natural resources, climate science, energy and water. These fields will be especially important within East Africa in the years ahead, as climate change, a growing population and industry put increasing pressure on the environment, and the region emerges as a hotbed of energy exploration.

A major in **Politics, Philosophy and Economics** will devote substantial time to the study of conflict, governance and the role of civil society in Africa; justice and inequality; and the economics of development, labor, migration, natural resources and food.

With nearly two-thirds of East Africa's population under age 25 and massive urbanization expected in the decades ahead, **Urban and Rural Studies** students will focus on youth in urban and rural contexts, at a time when poverty and the search for identity are leaving the young vulnerable to the lure of extremist movements.

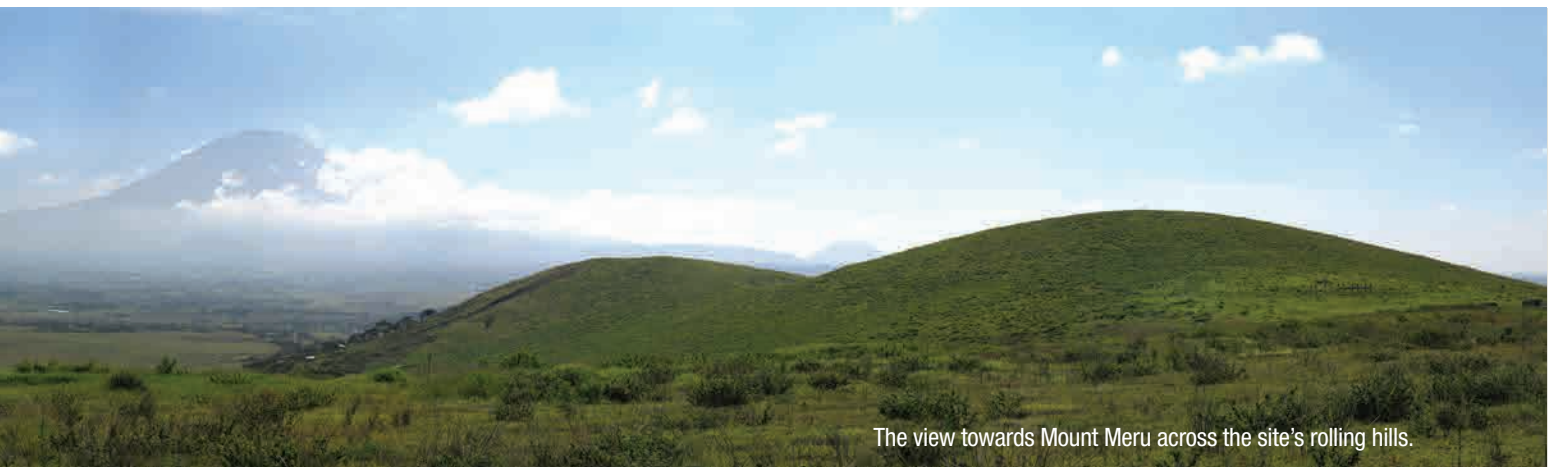
There is a profound need for people who can capture, evaluate and make sense of Africa's events, lives and cultures – a role for which those educated in the humanities are especially well-suited. Our **African Studies** majors will engage with African history, literature, languages (particularly Kiswahili), religion, art, archeology and anthropology. Students will learn to view the continent in a global context and to analyze the ways its peoples have been represented over time, from both within and without.

Additionally, all students will pursue elective courses in their particular areas of interest, and/or a minor concentration in entrepreneurship, media and communications, tourism, education, languages, the arts (including digital arts for business) or creative writing.

To complement their classroom experience, the University offers students the opportunity to participate in summer study programs, research projects and internships. During their first summer, students will undertake an applied research project in their own community. Someone from rural Tanzania might investigate the ecological origins of recurring conflicts between farmers and pastoralists. Someone from Uganda's highlands might research how global trends are transforming the local coffee industry. Someone from coastal Kenya might explore how conceptions of economic justice differ among ethnic and religious groups, and how these shape responses to development.

During their second summer, students will have the opportunity to study internationally and/or to participate in an internship in Africa or abroad. AKU's ability to partner with other agencies and enterprises of the Aga Khan Development Network enables us to deliver high-impact experiences, whether at an institution such as the Global Centre for Pluralism in Ottawa, the Aga Khan Museum in Toronto, a newspaper or TV station in East Africa, within a rural development project or at affiliated institutions such as the Académie Diplomatique Internationale in Paris.

Finally, during the summer prior to their senior year, students will undertake the research that forms the basis of their senior thesis – an independent project that offers a unique opportunity to explore in great depth a topic of one's own choosing.



The view towards Mount Meru across the site's rolling hills.

EDUCATING AGENTS OF CHANGE

The Faculty of Arts and Sciences will be a place where a substantial amount of leadership development occurs outside the classroom: through extracurricular activities – sports, debate competitions, community service activities, student government and other clubs, to name just a few – and through student engagement in the residential community. Students will live in residential houses named – in Kiswahili – for the qualities we want to be the hallmarks of our graduates: Hekima (wisdom), Ujasiri (courage), Hisani (compassion) and Furaha (joy). Programming, mentoring and social activities will occur within each house and between houses. Each house will also sponsor an annual event or activity inspired by its name.

Because it takes a special type of student to benefit fully from this type of holistic education, recruiting and admissions strategies will seek to identify talented young people with the determination, courage and intellectual potential to become leaders.

By enrolling young people from across the region to live and learn together, and by attracting outstanding professors from Africa and around the world who are dedicated teachers and accomplished scholars, we will expose students to myriad outlooks and ideas. The abundance of perspectives will stimulate discussions in our classrooms, in our dining halls and in our residences. Professors and students alike will find their assumptions

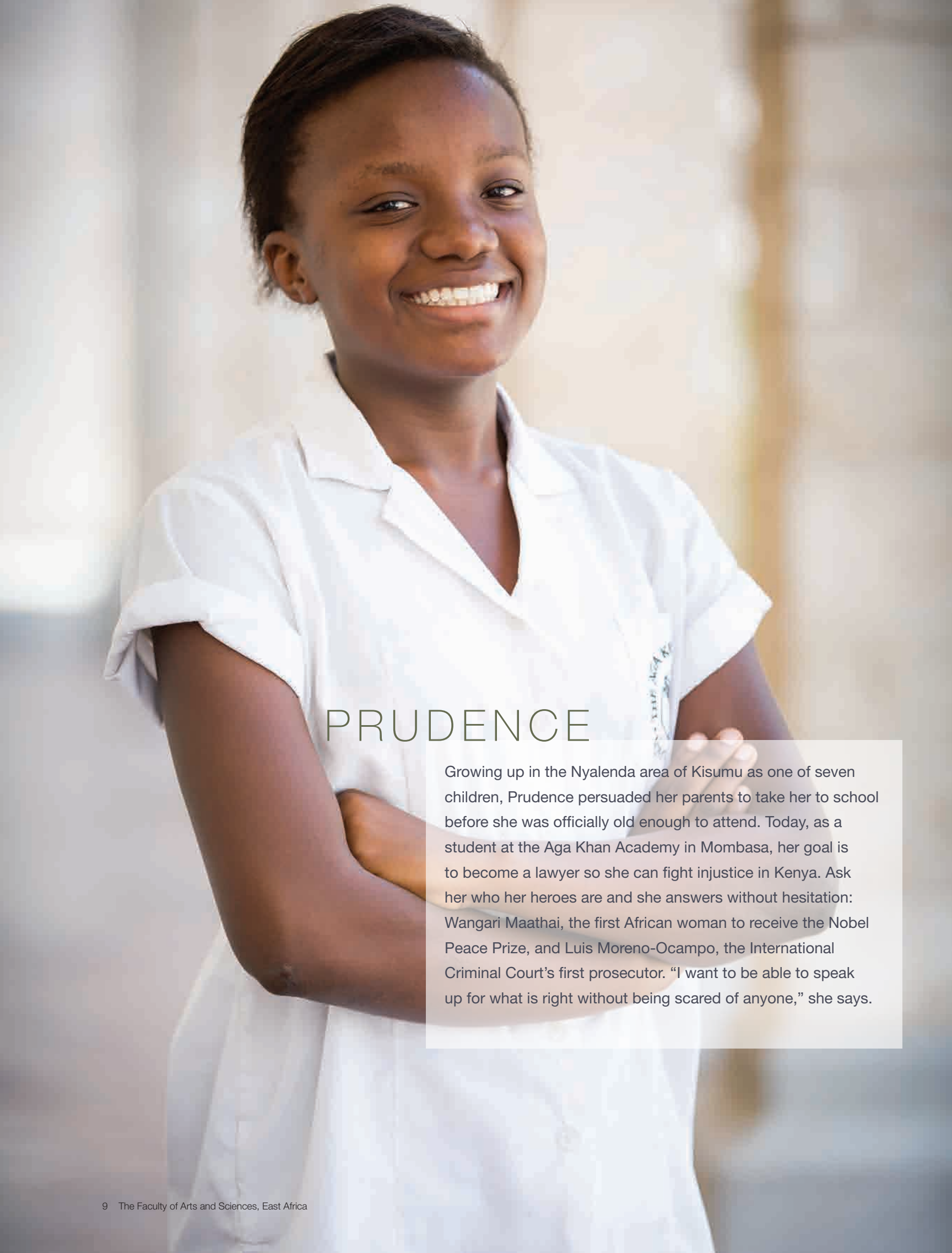
challenged and their horizons enlarged. The campus will be alive with the energy generated when freedom of thought and expression are actively encouraged among a truly diverse student body and faculty. As important as any classroom discussion will be the daily experience of living with students from other backgrounds – the discoveries made, the stereotypes overturned, the empathy and negotiation required to coexist in harmony.

In both their social and academic lives, students will be expected to abide by an honor code, setting an expectation of responsible action that will remain with them long after graduation. We will also place consideration of fundamental ethical questions and dilemmas at the heart of the quest for knowledge. Students will be required to take at least one class in ethical reasoning as part of the core curriculum, and an additional, upper-level ethics course relevant to their major. They will explore ethical decision-making in many of their courses.

Ultimately, leadership stems from a vision of oneself as a leader and an agent of change. We will create a community that challenges students to push beyond their perceived limitations, supports them in developing the self-confidence to dream bigger dreams and helps them to gain the skills to realize those dreams. We want our students to know that the future can be different from the past, and to understand that the opportunity for an outstanding education comes with a responsibility to make a positive difference in the world.

INSPIRING LIVES, EDUCATING LEADERS

Each of our students will arrive in Arusha as the result of a unique journey, full of the optimism and energy of youth, as well as its questions and uncertainty. Our success as a university depends on their ability to see themselves as the authors of their own stories. We will treasure the moments when their eyes light up and they perceive the world and themselves anew. Ultimately, the change we wish to bring about will begin with students such as Prudence, Elizabeth and Sereiyani. After Arusha, there will be no limit to where our graduates' journeys take them.



PRUDENCE

Growing up in the Nyalenda area of Kisumu as one of seven children, Prudence persuaded her parents to take her to school before she was officially old enough to attend. Today, as a student at the Aga Khan Academy in Mombasa, her goal is to become a lawyer so she can fight injustice in Kenya. Ask her who her heroes are and she answers without hesitation: Wangari Maathai, the first African woman to receive the Nobel Peace Prize, and Luis Moreno-Ocampo, the International Criminal Court's first prosecutor. "I want to be able to speak up for what is right without being scared of anyone," she says.



ELIZABETH

An active participant in the model United Nations, Elizabeth announces her ambitions and cites statistics with equal confidence. “Sixty percent of our population earns less than \$1.50 per day,” she says. “My main interest is in working for Africa.” Eager to discuss the importance of using revenues from new drilling and mining projects to promote development in Tanzania, she also loves literature, including Chinua Achebe’s novel *Things Fall Apart*. “Youth can create a big impact, but only if they are properly educated,” says Elizabeth, who attends the Aga Khan Mzizima School in Dar es Salaam. “Very good tertiary education is something that has to be worked on. If we had it, it would change Tanzania.”



SEREIYANI

Watching his peers drop out of school at an early age only fueled Sereiyani's determination to continue learning. "I have big dreams and big visions," he says. "I see education as the road to success for me." Math and economics are among his favorite subjects, and eventually he wants to start his own company, seeing "endless opportunities" in a rapidly growing Tanzania. Now a student at the Aga Khan Mzizima School in Dar es Salaam, he especially enjoys being part of a diverse student body. "There are all kinds of different people here – African, Indian, Arab," he says. "I like to learn how people think, their culture, their traditions."

Academy

EXERCISE BOOK

Quire 250 Pages

A HUB OF INQUIRY

Our plan for the Faculty of Arts and Sciences builds on AKU's long history of success in higher education in the developing world, deep roots in East Africa and central position within the Aga Khan Development Network.

By capitalizing on these advantages, and by creating a campus that sets the standard of excellence in the region, FAS will become a hub of inquiry that translates theory into practice and practice into theory.

Over three decades, AKU has surmounted great odds in developing Pakistan's #1 ranked health sciences university and leading teacher education institution. The ranks of our more than 12,000 alumni – two-thirds of whom are women – include leaders such as Dr. Anita Zaidi, the winner of the \$1 million Caplow Children's Prize. Today, we are one of the most highly regarded sources of maternal and child health research in the developing world.

AKU has collaborated with leading institutions from across the developed and developing worlds: Harvard University, Oxford University and others helped to build our academic foundations.

To date, the University has secured \$1.25 billion in funding from sources other than operations. Approximately half has come from the Chancellor of AKU, His Highness the Aga Khan, a quarter from individual donations, and a quarter from entities such as the development agencies of Canada, the United States, Germany, Norway, France and the United Kingdom; the Bill and Melinda Gates Foundation; Rotary International; and Johnson & Johnson.

The University's Board of Trustees includes former and current leaders of institutions such as MIT; the University of California, San Francisco; the University of Toronto; Harvard's Kennedy School of Government; Massachusetts General Hospital; the University of Alberta; and Barclays Bank. East African leaders who have served on the Board include former Tanzanian President Benjamin W. Mkapa (2007-2011).

AKU's position within the Aga Khan Development Network provides the University with extraordinary opportunities to produce knowledge of the deepest relevance to East Africa.

AKU and the AKDN have deep roots in the region, where Aga Khan health and education institutions have been present for more than 50 years. Today, the University is part of the largest private health care network in East Africa, comprising four hospitals and nearly 50 clinics.

Our nursing program and post-graduate medical education program, which trains physicians in fields ranging from pediatrics to radiology, are leaders in the region. So is our Institute for Educational Development. Already, the University has more than 2,000 East African alumni.

Other AKDN development projects, institutions and activities in East Africa include: 19 schools enrolling 9,000 students; major projects funded by the U.S. and Canadian governments to improve teaching and learning at more than 1,000 schools across Kenya, Tanzania and Uganda; and a network of 200 community-run pre-schools, created over 30 years, that studies show increase student achievement.

In addition, the Aga Khan Fund for Economic Development owns or is a major investor in numerous leading companies in East Africa. These range from the Nation Media Group – East Africa's largest media company – to Frigoken, an agricultural exporter that works with thousands of small farmers. AKFED infrastructure projects include the 250-megawatt Bujagali Hydropower Project in Uganda.

By partnering with our fellow agencies of the AKDN, we will enrich our teaching and research, provide rewarding opportunities for graduates, translate our ideas into action and learn from those directly engaged in business and development across East Africa.

Among the ways in which we will connect with the wider region will be through AKU's East African Institute. Many of our professors will have joint appointments at the Institute, which will be a platform from which to engage with government and the public and impact policy.

In addition, we are reaching out to other East African institutions of research and higher education. With the support of the government of Tanzania, we are partnering with the Nelson Mandela African Institute of Science and Technology to produce the scientists and scientific research Africa needs.



The university center features several of the campus's signature design elements, including the use of screens that reference regional architectural forms and traditional patterns.

A MAGICAL CAMPUS

Located in Arusha, Tanzania – the capital of the five-nation East African Community – our campus will foster a thriving academic community while offering a range of much-needed services to the public.

Our future home is a stunning greenfield site featuring sweeping views of Mount Meru, one of Africa's highest peaks. Designed by award-winning architectural firm Legorreta + Legorreta, the campus emphasizes sustainability, reflects the influence of local artistic and building traditions and features the firm's signature use of natural light and color to create joyful spaces. Local materials such as volcanic rock, stone and rammed earth brick are showcased and traditional decorative patterns are highlighted in screens and floors.

The campus will provide the cutting-edge infrastructure needed to support learning in the digital age, state-of-the-art teaching and research spaces and settings that inspire reflection and promote learning.

At the heart of the campus will be the library, which will house essential tools for scholarship, light-filled spaces for study and gathering spaces that help build community. Along with a learning commons and space for special and visiting collections, the library will feature significant electronic resources and substantial collections that will serve not only AKU's faculty but other scholars in East Africa.

Athletic facilities will include tennis and basketball courts, as well as a football pitch, track, pool and fitness center,

making the University the only entity in Arusha capable of hosting intercollegiate athletic competitions and sporting contests organized by the East African Community. Walking, running and bicycle trails on our 3,200-acre site will offer additional recreational options.

Sharing the site with the AKU campus will be a University hospital; an Aga Khan pre-primary, primary and secondary school; housing for faculty, staff and others; a hotel; and retail development.

The University hospital will help to fill the vast need for health services in a region with no high-quality maternal and child care provider and without a single pathologist, cardiologist or oncologist. The Aga Khan School, which will place special emphasis on math and science, will provide a direct link to the community and offer scholarships to promising young people. AKU will partner with the School to develop special academic, research and mentoring programs for students and teachers.

Together, the hotel, shops and other facilities and amenities, as well as the remarkable natural beauty of the site, will lure visitors and residents, creating jobs and a vibrant community life.

By connecting with the local community, working with government, partnering with other institutions and leveraging our position within the Aga Khan Development Network, we will assure that the knowledge we create contributes directly to East Africa's success.



The dining center offers indoor and outdoor options, taking advantage of Arusha's enviable climate.





Featuring indoor and outdoor common areas, study spaces and rooftop terraces, student residences afford privacy while encouraging community.



Sunlight illuminates the library's top-floor reading room.



A bird's-eye view of the heart of the campus. Student residences are visible in the upper right hand corner.



A burst of color sets the tone at the arts building.

Can Africa rise above its challenges?
Our answer is a resounding yes – so long as the world recognizes both the scale of the opportunity that has presented itself and the seriousness of the obstacles Africa confronts.

The Faculty of Arts and Sciences is our response to this unique moment in the continent's history.

By educating graduates who are prepared for leadership, who are committed to service and who aspire to make a difference in others' lives, the Arusha campus will be a community – in the words of His Highness the Aga Khan – “where hope takes root” and where young people take decisive steps down the road that leads to a better future.



A view from one of the hills on the Arusha campus site.

Site photos courtesy of Beyer Blinder Belle.

Educating for leadership must imply something more than the mere development of rote skills. In a world of rapid change, an agile and adaptable mind, a pragmatic and cooperative temperament, a strong ethical orientation — these are increasingly the keys to effective leadership. And I would add to this list a capacity for intellectual humility, which keeps one's mind constantly open to a variety of viewpoints and which welcomes pluralistic exchange. These capacities, over the longer term, will be critically important to the developing world.

—

His Highness the Aga Khan



THE AGA KHAN UNIVERSITY