



THE AGA KHAN UNIVERSITY

FACULTY OF ARTS AND SCIENCES, PAKISTAN

Inaugural Meeting of the Faculty of Arts and Sciences International Advisory Committee

March 9-11, 2022, Karachi, Pakistan

MEETING REPORT



“The liberal arts, I believe, can provide an ideal context for fostering inter-disciplinary learning, nurturing critical thinking, inculcating ethical values, and helping students to learn how to go on learning about our ever-evolving universe.”

His Highness the Aga Khan, 2013



ACKNOWLEDGMENTS

We acknowledge and express gratitude to the membership of the Faculty of Arts and Sciences International Advisory Committee for their time and expertise, particularly as applicable to the inaugural meeting from March 9th to 11th, 2022. Whether members were able to travel to Karachi for in-person engagement or participated virtually, we are grateful for the exemplary contributions made through this first meeting of the committee.

We are also appreciative of the leadership of AKU, including President Sulaiman Shahabuddin and the AKU Board of Trustees, for the guidance and support throughout the developmental processes for the Faculty of Arts and Sciences, Pakistan.

EXECUTIVE SUMMARY

The International Advisory Committee (IAC) was established at the onset of 2022. Its primary purpose is to provide strategic advisory input to the FAS Dean in support of the ongoing development, launch, and implementation of the undergraduate arts and sciences education programme commencing in September 2023. The IAC comprises an esteemed group of international experts and scholars in higher education administration and academe in the liberal arts and sciences. The group also includes leadership from several agencies and activities of the AKDN including the University of Central Asia. All fifteen members of the IAC convened in a hybrid meeting mode for their inaugural meeting from March 9 to 11, 2022 in Karachi, Pakistan.

The objectives of the inaugural IAC meeting were three-fold: (1) engage with plans and direction for the launch, (2) explore connections for collaboration, and (3) discuss the long-term agenda for the Committee. Five interrelated themes emerged from the meeting. The emergent themes form the basis of this meeting report. They are: (1) Student Recruitment, Fostering Access, and Building Inclusion and Community; (2) Approaches to Building and Organizing Faculty; (3) Experiential Learning: Principles for the Breadth of Modalities; (4) Curriculum Matters; and (5) AKU and the Identity of the Faculty of Arts and Sciences in Pakistan.

With regards to the first theme on *student recruitment*, members agreed with the central importance placed on establishing a meritorious student body who also reflect diversity in its plural forms. A push for both excellence and diversity align strongly with AKU's operating principles of impact, quality, relevance, and access. A merit-based and diverse cohort directly supports the cultivation of the very perspectives espoused in a broad-based, liberal arts and sciences education, which flourishes through pluralist exchange with wide-ranging lived experiences. Recruitment drives accessing both public and private schools will be essential. FAS can draw on the schools connected to the AKU Examination Board, which aims its services to low and middle income households across the country. Elite private schools too will benefit from targeted outreach, where a sizeable handful of students inclined to pursue liberal arts programmes internationally can explore the high quality offering now at home through FAS. Demonstrating the value of a general education will be paramount as such pathways are unfamiliar to many. Members foregrounded the two key dimensions of FAS worth highlighting in this vein: (1) the role of interdisciplinary learning and application for problem solving and (2) that careers will be waiting for graduates-cum-future leaders to tackle our biggest shared challenges. Once enrolled, FAS must architect multiple resources and services to help level the playing field for the diverse student collective and support not only surviving but thriving. These same inputs lead to building a united student community and enrich shared and specific student life and experience. From mental wellness and career counselling to language and study skills supports and from a focus on campus life through co-curricular programming to pedagogies for differentiated learning, all and more will be essential to underwriting an enriching student experience.

The second theme emergent from the meeting was concerned with the *faculty model*. FAS is proposing a faculty model that aptly leverages the university's growing disciplinary breadth across campuses in three continents. A defining principle undergirding this model will be that all FAS faculty will belong to a graduate home at AKU. Members found this highly attractive, particularly for newly recruited undergraduate faculty who can further their experiences in graduate teaching as well as sustaining and strengthening their research and scholarship. The model also makes room for existing faculty from AKU's many graduate

schools to teach and connect into undergraduate courses at FAS while maintaining their graduate ‘home’. Members highlighted the need for joint supervision and performance management of faculty between FAS and a given graduate home. FAS Chairs of each major would work more flatly with the faculty complement who themselves will not be organized by a department or major but instead be set up for collaboration and interdisciplinarity in teaching. Given this distributed model, standards were advised for faculty based elsewhere who will visit for short but regular periods of time. The overuse of blended learning and teaching was cautioned as first and second year students in particular will require moderate to high in-person interactions with faculty as they navigate the broad-based curriculum in preparation for developing greater independence through their majors.

Experiential learning was a third theme, wherein members highlighted the role for student development across a broader spectrum of forms. Under the paradigm of student development, translational and ‘durable’ skills are considered highly desirable outcomes of experiential learning, which is important for success in securing meaningful work or further study opportunities after graduation. FAS graduate hallmarks of clear communication, creativity, and a commitment to service, among others, resonate well with today’s expression of the value of experiential learning. Equally important in experiential learning is the outcome relating to students who are more astute at connecting classroom subject matter to real-world applications. FAS will be depending on its community-based internships as an important driver for this, connecting general education material in the Core and the specific domains of knowledge in the majors to experiences with challenging projects set up by host organizations. To achieve these outcomes, members underlined the importance of securing good organizations and well calculated projects. FAS faculty and staff will play a key role too in supervising students and stewarding introspection and reflection.

A fourth theme was found in **curriculum matters**. Members discussed the place of local and global knowledge in relation to aims for regional rootedness. They commended the interest in and pursuit of local and indigenous knowledge and ways of knowing as a defining feature of the FAS curriculum. Members cautioned, however, on the scarcity of scholarship promoting locally constructed knowledge. As regards more globally sourced knowledge – a notion itself that can be contested – members emphasized the need to help students balance their consumption of such material, often found through the Internet and social media, with education that draws and connects to the region’s rich history and heritage. As important will be to embrace modern techniques of inquiry and scholarship on issues and questions that are local, regional, and relevant. Language, and the role of local and regional languages growing in importance (such as Mandarin), was raised as a case in point. Members recognized the place of English language as a medium of instruction but questioned how other languages closer to home would be brought into the frame of learning at FAS, which, arguably advances regional rootedness (and interconnections) on several fronts.

A final theme was found in the question of **FAS’ identity within AKU and in Pakistan**. It was asked how shall FAS develop for itself an identity that is at once particular to undergraduate arts and sciences in Pakistan while at the same time an integral part of the university in its totality with all the benefits that such a relationship brings? There are several touchpoints to explore in responding. In terms of vision, AKU seeks to advance scientific and humanistic knowledge. In turn, FAS will push its students to go on learning about the ever-evolving universe. The Chancellor has pointed to FAS and the development of a liberal arts capacity as an important step to fulfilling the founding vision. Another touchpoint can be found in the notion of ‘OneAKU’, which is an important expression of the university’s aim for cohesiveness across its multiple dimensions. OneAKU is also a pointer to modalities that

bring together and connect the various corners of the university, its campuses, and operations. In this regard, the operational model that draws on faculty from different graduate homes to contribute to undergraduate teaching at FAS is a key actualizer. More drivers can be explored, including FAS students, who while based in Karachi for their studies, can connect with students from across AKU's campuses through in-person and online modes. A third touchpoint centres on AKU's position as a university within a development network. Students, faculty, and subject matter of the arts and sciences program can connect directly to the wide-ranging fields of development activity being led by AKDN in the region: cultural revitalization, managing urban development, addressing planetary health, and the promotion of civil society, among others.

The meeting also focused on the work ahead for the Committee, sketching an initial listing of agenda topics for subsequent meetings. Over its years, the IAC may choose to frame its work aligned to three specific phases of developmental activity for FAS: pre-launch (to Sept 2023), the launch and the programme's first full cycle (2023-2027), and over a longer-term horizon as the program grows out of its infancy (ie. well beyond 2027). Against this view, some agenda items will be specific to a phase (focusing next on progress on faculty development, a deep dive with the inaugural dean, etc.) while others more perennial (monitoring the peer group, exposure to student perspectives, KPIs).

Finally, several recommendations emerged and are organized by theme at the report's end. These will be examined closely by the Dean and senior team. Recommendations range from giving attention to preparatory programmes to help manage diversity and excellence to exploring professors of practice drawing on Pakistan's civil society sector to connect curriculum to locally relevant challenges and opportunities. Members also raised the possibility of internships shaped through teams-based project work and multi-year assignments to help match demand for placements with the supply for good host organizations. With several faculty that are dispersed across the university, members pointed also to the work ahead to ensure a strong sense of academic community is built and sustained.

The senior leadership and management at AKU and FAS are imbued with a high degree of excitement and confidence because of the IAC's inaugural meeting. Heartfelt gratitude is expressed for the time, knowledge, expertise, and commitment of the IAC members. All are looking forward to more fruitful exchanges and deliberations in the months and years ahead.

1. **INTRODUCTION**

The FAS International Advisory Committee (IAC) was established at the beginning of 2022 to support the FAS Dean through strategic advisory input and to help ensure the successful launch of arts and sciences undergraduate programming at the Aga Khan University. Members include international and regional experts in the field including colleagues from the University of Central Asia and the Aga Khan Development Network more broadly. Terms of Reference and the list and bios of committee members are attached in [Appendix 6.1](#).

Operating within global pandemic and related travel restrictions, plans were activated as soon as possible to hold the inaugural meeting of the IAC in Karachi from March 9th to 11th, 2022. The meeting was held in a hybrid mode to accommodate all members. Sessions held in-person were also accessible remotely through video conferencing.

This inaugural IAC meeting held three objectives:

1. To outline the strategic and long-term purpose and plan for the committee
2. To foster engagement and receive guidance regarding the programme’s launch
3. To explore connections with civil society (CS) to support enhanced collaboration

A combination of meeting sessions and events were designed to meet these objectives. See meeting agenda in [Appendix Item 6.2](#). The key agenda items organized against each objective were:

1: Strategic purpose of IAC	2: Advising on the launch	3. Collaborating with CS
<ul style="list-style-type: none"> • Overview: AKU & FAS • Long-term agenda setting • Reviewing TOR • Strategic discussion on the direction and emerging issues • Debrief and next steps 	<ul style="list-style-type: none"> • Meeting AKU leadership and Deans at IAC dinner • Tour of campus facilities • Update on Dean and faculty recruitment • Student recruitment: access & inclusion • Panel discussion with higher secondary school students 	<ul style="list-style-type: none"> • Panel discussion with AKDN and CSOs • Dinner in honor of IAC incl. interactions with external partners and peers • Guided tour of State Bank Museum & Art Gallery

Table 1: Meeting agenda organized by objectives

This report aims to capture key deliberation from the meeting’s proceedings.

2. **EMERGENT THEMES**

To capture the substantive meeting outcomes, this report is structured through five key themes emergent over the three-day meeting:

- A. Student Recruitment, Fostering Access, and Building Inclusion and Community
- B. Approaches to Building and Organizing Faculty
- C. Experiential Learning: Principles for the Breadth of Modalities
- D. Curriculum Matters
- E. AKU and the Identity of the Faculty of Arts and Sciences in Pakistan

A. Student Recruitment, Fostering Access, and Building Inclusion and Community

Members discussed multiple perspectives in this thematic area. Efforts to establish a diverse and meritorious student body must be developed accounting for the context of Pakistan's heterogeneous higher secondary schools across private and public systems. Across this context the notion of an arts and sciences undergraduate education needs familiarization. Several points were made regarding translating the value and ethos of this degree opportunity at AKU. Members underlined already established approaches to recruitment at AKU noting, however, the experience applies primarily to professional degree higher education in the region. Once enrolled, members stressed the importance of ensuring a quality student experience for all students. Members' contributions can be further elaborated into several sub-themes as follows.

A.1. The value of a broad-based curriculum

Members were unanimous in their confidence that FAS would be a highly valuable asset for the educational landscape in Pakistan, joining only a handful of others specialized in undergraduate arts and sciences. Few within this peer group, however, truly start off with a broad-based curriculum. Instead, existing universities cater to admissions based on a particular department or major right from the start, aligning to the notion of academic streams students must ascribe to during their final years of high school. There is thus a linear relationship forged in the minds of students, their families, and educational institutions between what one studies in high school, the mastery of knowledge to be gained in post-secondary education, and the eventual field of professional practice (or academia) upon which one earns his/her livelihood. What room then – many will ask – is there for a programme of study that asks of students to go back to a broad starting point (the Core Curriculum) only to then select a major for mastery in the final two years of study?

This model will need exposure as students and their families learn more about FAS. Recruitment can demonstrate the value of a broad appreciation of knowledge, integrating knowledge, developing some mastery of knowledge through majors, and then being proficient at learning and applying themselves in interdisciplinary ways as graduates go on to be impactful in society. Parents do base decisions on the return on investment. Thus, recruitment efforts should emphasise that graduates will find jobs in meaningful careers. The scope of knowledge and skills to be gained through all years of the programme can be underlined connecting the interdisciplinary majors to various career paths. Few will dispute that our world's current set of challenges are all in dire need of interdisciplinary solutions. The challenge becomes convincing students and their families of the preparation that is needed precisely for the kind of leadership that can bring new solutions to current and future problems.

A.2. AKU's strong brand

The Aga Khan University has built for itself a strong reputation of excellence in the countries and regions in which it operates. In Pakistan the brand name of AKU is indisputable. The decades of recruitment processes at AKU are undoubtedly strong. Members urged this to be leveraged while heeding the points made earlier about communicating the value of a broad-based, general education with the four majors on offer at launch. An effective pre-launch programme is noted, which will help educate and expose the curriculum and broader programme ethos to a diverse population.

Leveraging the impacts made by other AKU programmes in related fields of study can be considered. For example, graduate programming at the AKU Institute for the Study of Muslim Civilisations (ISMC) has educated dozens of Pakistan students who are now growing

within their fields and making contributions as professionals and in academia. The outcomes of activities in the pre-launch programme (short courses, webinars) can also be drawn upon in recruitment, to illustrate how approaches in the social sciences and humanities are shedding new light on a range of historical and contemporary issues relevant to society today.

A.3. Giving access to public and private schools

For FAS, the importance of ensuring the recruitment of meritorious students reflecting diversity across gender, socio-economic status, region, religion, and ethnicity cannot be overstated. The thrusts for both excellence and diversity align strongly with AKU's operating principles of impact, quality, relevance, and access. Additionally, the goals of an education anchored in the traditions of the liberal arts are supported dutifully through a diverse student body who can enrich the learning environment with a plurality of lived experiences and perspectives. How will such excellence and diversity be achieved? Giving access to students from Pakistan's wide-ranging public and private school systems will be essential.

AKU's recruitment systems are well established with processes in place to guide marketing, outreach, applications, selections, and enrollment including determining and finalizing students' financial assistance. The Registrar's Office is aware of the pathways to access public and private schools albeit for final year high school students pursuing professional programmes in medicine and nursing. Efforts lie ahead to seek out schools reputed for developing excellent students in the humanities and social sciences. The few elite private schools in the city can be grounds for targeted recruitment. It will be among these schools where FAS can attract high school graduates who often prepare for undergraduate programmes internationally owing to the lack of rigorous general education programmes in the country.

Turning to public schools, which caters to low to middle income families, an immediate source will be schools registered with the AKU Examination Board (EB). EB has developed a reputed merit-based examination system for students leaving high school with commensurate investments into teacher education supporting conceptual and critical skills development. Thus, finding diversity among the most meritorious across society will be made possible through EB in addition to others.

A.4. Supporting the total student experience and building community

To help underwrite the total student experience, AKU's recruitment and student services functions should coordinate, particularly from a communications perspective. Recruitment would communicate the full breadth of facilities and services to be offered to students once they are on campus from day one (and earlier). This will include, and as AKU has already planned for, provision for accommodations for students coming from outside Karachi. FAS is also preparing to support students' mental health concerns and help address questions centered on career choices and graduate pathways. There will be a range of co-curricular activities to enrich student life and mentoring and assistance programmes to bolster students' study, computing, and language skills among others. Such resources and programmes will help to level the playing field for what will be a diverse student body, which also makes important strides towards fostering a united student community.

B. Approaches to Building and Organizing Faculty

The launch of FAS is anticipated to be a cohesive factor for AKU, bringing together the different graduate programmes (outside the health sciences) in a mutually constitutive relationship. Relatedly and not unlike other comprehensive universities, AKU will soon look to its undergraduate arts and sciences programme to bring together students and faculty from various units constituting the academy. Against this view, what does it mean to build and organize the complement of FAS faculty through an approach that leverages the university's growing disciplinary breadth? Across AKU's unique composition of campuses across continents, how is sharing of faculty to be operationalized? Members entered robust discussion on these questions, providing comments and responses that are summarized in two areas below.

B.1. Undergraduate faculty to have a graduate home at AKU

For faculty in a university environment it is seen as highly desirable to have the opportunity to teach on masters and doctoral programmes and to develop robust research. Additionally, doctoral students are the lifeblood and sustainability of the research programmes and form a symbiotic relationship with faculty accordingly. All effort would be made to ensure that newly recruited FAS faculty have a graduate home. Conversely, faculty from current programmes (notably ISMC, GSMC, and IED), would teach on the undergraduate programme in FAS, and maintain their graduate 'home'.

Discussion to actualize this model is already in progress, commencing first with ISMC in London, UK given the alignment of the Institute's curricula with FAS' Major in Asian and Middle Eastern Studies. Both FAS and ISMC recognize the benefits of interaction between faculty and students through teaching, learning, and capstone research projects. ISMC faculty are already involved in several activities in Pakistan and the region, including archaeological activities, supporting cultural revitalization, and undertaking research and partnering on developmental projects. These faculty already travel to the region and digital communications is growing traffic. It will be efficient and conducive to combine objectives in research and teaching during such travels to the region.

The above relationships will be shared by other AKU graduate entities and FAS. For those graduate schools in Karachi, such as the Institute for Educational Development, the Medical College, and the School of Nursing and Midwifery, a different frequency of exchange will emerge. Carrying out research projects as part of students' senior thesis work can be supervised through on-site visits and work more directly and evenly applied across a broader time horizon (eg. evaluating social development issues in an AKU community health clinic setting). In East Africa, across three countries, there is a suite of undergraduate, graduate, and executive education in the same abovementioned fields. There is also, in Kenya, academic programming under the Graduate School of Media and Communications that links closely to FAS' curricula. Finally, research centres, institutes, and think tanks are virtually configured and physically based throughout AKU's campuses including in Karachi. Increasingly, these entities are striking cross-entity appointments with faculty as well as recruiting post-doctorates and professional staff that could support the FAS faculty model.

B.2. Administrative considerations for recruiting and managing faculty

The faculty model described above may be highly attractive to new faculty responding to recruitment opportunities. Members suggested reflecting in titles the dual positioning between a graduate home and undergraduate teaching (eg. Professor of Anthropology, Institute for the Study of Muslim Civilisations and the Faculty of Arts and Sciences). They also suggested adding explicitly in job descriptions this complementary arrangement for research and teaching activity across schools and regions. FAS (and AKU broadly) will be eager to attract individuals with a disposition for working across this breadth and in the multi-cultural environment that is to be enjoyed for academic, professional, and personal growth reasons.

The full faculty lifecycle – from recruitment to appointment and from promotion through the ranks including receiving distinction and post-service positions such as professor emeritus – will need to be accounted for in the model. Criteria for evaluating promotion and related pathways will need focus under this model as faculty will effectively report to both a graduate home and to FAS for their undergraduate teaching component.

FAS will not be adopting traditional departments based on majors to organize its faculty. Departments can quickly impede interdisciplinarity and fruitful collaboration in research and teaching. Given FAS' relatively small size, chairs can be appointed to lead each major. However, below them a broad collective of faculty is being envisioned so that chairs can easily work with all members of the complement. The intersection of administrative and supervisory duties for these leads for each major and their counterparts in the graduate homes of respective faculty will continue to receive attention. An Associate Dean for Undergraduate Education can be instructive, establishing cross-entity processes and systems to mitigate miscommunication and enhance coordination over promotion and other administrative tasks.

Faculty based in graduate homes outside of Pakistan will travel to Karachi for FAS teaching. These teaching visits could combine several weeks of traditional instructional time over a more condensed period. Outside these times, virtual learning platforms are particularly helpful. Experience in making online education work well is now in hand thanks to the pandemic when all education was switched to online delivery. The premises at the Aga Khan University Centre, Karachi where FAS is housed include state-of-the-art technologies for video-based conferencing, teaching, and learning deliberately designed with the future of learning in mind. Today, this provision will be activated to support the faculty model and new demands for teaching and learning. Members discussed the use of a metric guiding the minimum amount of in-person time for all faculty not physically based in Karachi. This will help underwrite AKU standards of quality and excellence in its educational provision, not to mention the more specific needs of undergraduate students regarding forming relationships based on in-person interaction with the professoriate.

C. Experiential Learning: Principles for the Breadth of Modalities

Experiential learning at FAS is meant to be pervasive, reflecting the philosophy that learning occurs if it is integrated in context and experiential in nature. Over the course of the meeting, several points emerged on the nature of experiential learning at FAS. What principles can guide the design of experiential learning given the broader goals of an FAS education? What constitutes the full breadth of options for such learning? The key points are summarized below.

C.1. Principles for experiential learning at FAS

Members recalled the origins of experiential learning in higher education. Initially, its main character was concerned with being employer-centered as expressed through co-op education, internships, and work-integrated learning more broadly. This often meant that the skills and areas of expertise required by the partnering organization came first. Students who could closely match these needs were deployed to paid and unpaid placements. Today, though not necessarily prevalent, there is an emphasis on student development and how the student experience at large can be positively affected through experiential learning. Focus on and development of a range of translational skills are prized, including those under teamwork and a disposition to learn constantly. Students are expected to be highly reflective during and following their experiences through journals and the like. With FAS' focus on the graduate hallmarks of critical thinking, clear communication, creativity and commitment to service, this emphasis on student development resonates.

Discussion also centered on the question of what it means to be a good citizen, and the extent to which experiential learning can be charged with helping students to answer this question. Many felt strongly that addressing this question lay at the centre of experiential learning. The identification of host organizations and the nature of projects students undertake in a range of urban and rural settings will become important if this question is to receive serious attention. As important becomes the role and capacity of FAS and site supervisors to oversee and guide students. As to the possible dispositions and competencies of a good citizen, many were enumerated and include respect for diversity, the valuing of human rights, the promotion of equity and justice at home and afar, an awareness of the role of politics and political systems, and a centering of attention to issues of poverty and its repercussions in the context in which one lives and works.

Members advised to promote experiential learning immediately. There will be much to connect to and reflect upon, starting from the classroom and moving swiftly to the social, cultural, and economic environment in which FAS is based. Given the physical tower in which FAS is housed and where students will spend an abundance of their time, members urged experiential learning to take shape in deliberate ways that take students outside and to the community.

Finally, digital technologies abound. Many experiential learning opportunities can be developed through online engagement. The virtual mode should not replace in-person experiences where they can be had. However, the digital medium can supplement experiential learning providing exposure to contexts and scenarios that would otherwise be inaccessible to students. For FAS, online modes can enable students to connect to AKU campuses and other entities in the United Kingdom and East Africa as well as to remote settings in Northern Pakistan for example. The network of partners operating within AKU and the AKDN can also be explored through well-structured virtual engagements. Connecting to AKU's entities and AKDN partners globally, a small set number of physical internships abroad would define a distinctive quality very few in the region and world can

boast. The provision of scholarships for even a few such placements each year can be catalytic when these students return from their experiences to hold talks and informational sessions with their peers to share their learning and insights.

C.2. The breadth of experiential learning

Discussion covered a broad menu of options under the banner of experiential learning. When coupling the above principles with these modalities, there lies an immense opportunity for FAS to distinguish itself in the way it imbues the educational experience with learning by doing.

- ***Integrating work experience into learning***, through co-operative education and internships, was discussed at length. Encouragement was provided to develop the multitude of forms that might apply to FAS from traditional internship placements in organizations to individual and teams-based entrepreneurship projects. In addition to local and national level civil society organizations, global civil society organizations – such as those under the United Nations and major developmental banks – can offer students work experience on a range of analytical and technical projects.
- ***Service learning*** is also common practice under experiential learning in various parts of the world. Faculty members design opportunities for students to inquire and apply academic concepts taken up in the classroom in a setting outside academe. As a result of this connection to course material, service learning experiences are often shorter in length than internships or work placements.
- ***Regular interactions with the community*** will be essential as well. These can take place through inviting a range of community actors on topics important to Pakistan's development into the classroom and campus space, for formal and informal engagement. However, going to the community in their specific settings will add more dimensionality to the learning. FAS can consider a range of such connections from inviting the community in to judge or comment on student projects to seeking their voice in research and inquiry-based assignments.
- ***Student research*** activity can also be an expression of experiential learning, particularly where field research and data collection are dependent upon engagement with a setting beyond the classroom, physically or virtually. However, members underlined that research and how it is documented and expressed must be understood and communicated through the register of the given field of inquiry. Research concerned with devotional literature will be investigated and portrayed in a register altogether different from field work examining gender relations in rural Sindh. FAS will be open if not encouraging this diversity through students' senior thesis capstone projects.
- There are several other FAS components that qualify as experiential learning, including student clubs and recreational activities, residential cultural excursions, and project-based work through the Development-Lab. These were not elaborated but are integral to the FAS programme and the total student experience.

D. Curriculum Matters

FAS aims to support the development of students who are knowledgeable and effective members of the world community yet representative of a specific place and culture. Relatedly, two key questions constitute this theme. How should the promotion of local and global knowledge be developed in relation to aims for regional rootedness? What is the right balance of breadth and depth across the Core Curriculum and majors?

D.1. Local and global knowledges

The plural form of local knowledges is important. Members encouraged curricula that draws from the plural experiences and perspectives of the region. Such exposure, from an academic perspective, contributes to students' appreciation for the diverse practices and cultures enlivening their region. The example of exploring the traditions of Sufism as expressed in Pakistan was provided, which might otherwise be omitted from more traditional approaches to the study of Islam and Muslim cultures.

Related to the inclusion of local knowledges is the increasingly common praxis of decolonization in education and curriculum more specifically. The tendency to rely disproportionately on knowledge and ways of knowing stemming from Eurocentric sources remains common even among liberal arts education in the region. Members cautioned that as marginalized perspectives and locally constructed knowledge are sought, the scarcity of research and scholarship is a material challenge. The tension, therefore, between stringent decolonization and full adoption of nonindigenous knowledge systems is real but can be constructive. Balancing the two extremes will be critical, and all agreed on the long-term commitments and work ahead in this area.

Contested notions also exist around the idea of global knowledges. From student perspectives shared during the meeting, access to and considerable engagement with globally sourced information and knowledge is very important if not formidable for students' identity formation and cognitive development. The omnipresence of digital and social media and communications is a key driver. What was perhaps somewhat surprising is the degree to which the Internet is a direct medium of education for these students. Students cited the wealth of knowledge acquired through YouTube and other platforms when discussing their career aspirations, sometimes in rather specialized and technical fields as space exploration. It unsettled some members, however, that when these students were prompted to discuss the promise of archeology and museology in the promotion of public engagement and appreciation for the region's history and heritage, students were unaware of these areas of study let alone their application and relevance.

Accounting for all of the above, the concept of regional rootedness emerged and is perhaps adept at summarizing several intentions with respects to the FAS curriculum and its aims. Indeed, FAS' *Questions in Context* guides the exploration of topics and themes across courses; namely, Who am I? (sources of the self), What out to be? (on ethics, community, and citizenship), Where are we? (relating to regional studies), and How are we connected? (on systems and dynamics). Ultimately, these questions direct the inquiring mind to develop a balanced position as regards what connects us and what shapes our specificity. They also strive to underscore the need for building bridges across the heritage of the region and the modern world.

Members used the question and place of languages in the curriculum as a key illustration of the project for regional rootedness. While English is a global language for communication and one of the two official languages of Pakistan, learning and using the languages of the

region can be fundamental to regional rootedness. Knowledge of regional languages, several members noted, endow the learner with invaluable tools to engage with primary source materials more intimately and over a range of subjects and opportunities for field research and professional pathways. This point relates to provincial languages as Sindhi to those of increasing regional relevance as Mandarin (Standard Chinese). An important co-benefit, it was argued, is the capacity students then possess to forge relationships and networks with communities within Pakistan of varying vernaculars as well as with neighbouring countries.

Another illustrative case for regional rootedness is to unpack and consider how global frameworks, such as the Sustainable Development Goals, carry meaning in a regional sense. What do the SDGs mean for development on regional basis and, importantly, how can greater understanding of regional and contextual realities challenge assumptions and improve the efficacy of such frameworks.

D.2. On the Core Curriculum and Majors

Discussion emerged around the timing and balance of breadth and depth given to the Core versus the majors. Experience was shared by members and colleagues from the University of Central Asia (UCA) and their School of Arts and Sciences, which recently graduated its first cohort. While UCA students appreciate and benefit from the range of courses in their first years, many also desire to commence their specialisms sooner, growing impatient with the breadth of knowledge and its applicability as far as graduate pathways are concerned. Such students are also seeking early in their degree sufficient exposure to the specialized tracks on offer to determine what excites them, and as a result become more confident about their choice in a major. Without this, a high incidence of swapping between majors becomes a real issue.

On the other hand, students from Karachi higher secondary schools invited to an interactive dialogue with IAC members expressed discontent with rigid specialization very early in their studies. They reflected on the rather narrow academic streams they were currently in, and welcomed the breadth to be enjoyed in the first two years of the FAS programme before having to select a major.

In the Core, students arguably need a substantial length of time to truly begin to appreciate the plural ways and benefits of knowing and understanding. It is also during the Core where students seed meaningful relationships among the rich diversity of individuals who constitute a cohort. On the other hand, it is through the majors where mastery is possible and when time is of the essence for focused and independent study. The majors also more directly prepare graduates for what lies next in their professional or academic lives.

Members provided several other more specific points relating to the initial listing of courses across the Core and majors at FAS, all of which have been noted.

E. AKU and the Identity of the Faculty of Arts and Sciences in Pakistan

By the terms of the University's Charter, AKU is to be an international university, and this has commenced significantly through its multi-campus, multi-country composition over its first 40 years. How then shall FAS develop for itself an identity that is at once particular to undergraduate arts and sciences in Pakistan while at the same time an integral part of the university in its totality with all the benefits that such a relationship brings? Several points emerged from the meeting, and extensions based on foundational material expounding the University are offered.

- ***Intellectual openness and preparedness for responsible roles in society.*** AKU is often described as a university dedicated to intellectual openness advancing scientific and humanistic knowledge. FAS is premised on the tradition of the liberal arts, ideal for fostering, among others, a capacity to go on learning about the ever-evolving universe. FAS also emphasizes the development of leaders who drive positive change in society, enabling an appreciation for pluralism and encourage ethical behaviour. Finally, in 2013, the Chancellor asserted that in establishing FAS and the development of a liberal arts capacity within and for the University, an important step was being taken in fulfilling AKU's founding vision. These multiple axes of alignment provide direction to how the identity of FAS can be framed in the view of AKU.
- ***OneAKU.*** The notion of OneAKU is an expression of the cohesiveness of multiple facets of the University, envisioned and real. With one Chancellor, one vision and a set of guiding principles, one board, and one President and senior leadership team for all the University's campuses and operations now in three continents, OneAKU becomes another instructive vehicle for developing FAS' identity. The faculty model discussed above, based on the strengths of AKU's multi-campus, multi-disciplinary composition, is one manifestation of how FAS helps to further OneAKU and in the process defines itself. More possibilities will be tested. FAS students can grow their abilities, conduct joint project work, and nurture future professional prospects through connecting with other students and faculties across the University while remaining focused on representing their region and needs. Recalling the Chancellor's enthusiasm in 2003, he exclaimed, "AKU will be a most exciting innovation: a genuinely international, inter-cultural university, exchanging students and faculty among campuses that share a common goal of intellectual excellence." The project ahead is for FAS, against this projection made at the beginning of this century, to establish and then deepen its footing in Pakistan.
- ***Prefiguring graduate professional education.*** Another device to employ in answering the question of FAS' identity is to understand the vision the University holds for itself as regards interdisciplinary programmes. Members underscored how through FAS, AKU will assemble a new resource base of faculty, students, and eventually graduates familiar with integrating knowledge from a broad array of fields and problem areas critical to the region's development. From investigating social development and human settlements amidst the climate emergency to the building of inclusive economies in low-income settings, and from the analysis of complex national political systems to the study of the cultures and contemporary challenges shaping the region, FAS will be growing capacity to inform discourse in public and policy making fora. Of the many possibilities that will emerge from FAS, one to follow almost immediately will be the need to extend the teaching, learning, and scholarship through a professional school centered on public policy. Indeed, FAS is co-housed in the University Centre with the forthcoming Graduate School of Government, Civil Society, and Public Policy. With this view, FAS

will be instrumental to building capacity and a pipeline to propel effective public policy so crucial to the prosperity of the region.

- ***AKU as part of AKDN.*** Members discussed and underlined the importance of AKU as part of the wider Aga Khan Development Network. At times described as the intellectual turning plate of AKDN, with FAS soon to commence, the University will be positioned even more aptly to be involved in and support the range of development activity permeating the Network. All of the fields of endeavor of the AKDN apply, but in particular, the efforts extended in the region towards cultural revitalization, managing urban development, addressing planetary health, and the promotion of civil society – all will find receptacles for FAS faculty, students, research, scholarship, internships, and alumni. Members acknowledged the intimate relationship AKU and FAS hold with the Network. They sought to amplify this relationship – found little elsewhere – of an arts and sciences programme in higher education.
- ***Operating backstage.*** As confirmed of late in other contexts where AKU operates, there can emerge contextual realities in each country that place certain pressures to emphasize and demonstrate more prominently a national character and positioning. Such a scenario illustrates how in the context of the larger AKU ethos, as an international university, FAS may need to exercise itself collegially with its AKU constitute parts across the many campuses in more of a ‘backstage’ fashion.

Members agreed, the project ahead for FAS will be generative as it defines more exactly its identity in Pakistan. The points above help to situate FAS as a new hub and programme within AKU in its ongoing development to becoming a comprehensive university.

3. THE FUTURE AGENDA OF IAC

Touchpoints in the meeting agenda focused on setting the tone and scope of responsibility ahead for members of the IAC. A review of the terms of reference helped to solidify the range and parameters of advisory activities. Looking ahead over the next several years, members outlined potential topics to define their agenda. Details of the second IAC meeting were covered as well.

3.1 Terms of Reference

Key points relating to the TOR are summarized below. An updated TOR to reflect agreements is enclosed in [Appendix Item 6.1](#).

- Members suggested staggering membership terms to help with continuity. This can be achieved by having some members from the current first group renew their membership while others are refreshed. In doing so, the Committee can benefit from consistently having a balance of new and continuing members who can both invigorate and sustain momentum.
- Members agreed to meeting twice a year. This frequency would be important to supporting the Dean through an advisory capacity especially as the programme nears its launch.
- A consideration was offered that the Committee be made of a core group (ie. the current one) plus on a needs-basis the inclusion of co-opted individuals to support specific agenda items where added capacity will be valuable.
- Meetings will continue to be held in-person whenever possible. Remote participation can be aimed for as far as possible, though, there will be elements of meetings such as field visits that will present challenges for online connectivity.
- Some members felt three years may be too short a term length. This is resolved given there is no limit to the possibility of renewing terms.
- References to the 'Executive Committee' in the TOR can be replaced with the appropriate body or individual given this management entity is no longer in effect at AKU.

3.2 Future Agenda

In discussing the broader, future agenda of the IAC members raised several points:

- It may be instructive to segment the focus of the Committee across at least three chronological phases: Phase 1 pertains to the present leading up to the opening of doors in September 2023; Phase 2 relates to support rendered over the course of the programme's first full cycle (to the first graduating class of 2027); Phase 3 can be concerned with the longer-term horizon (beyond 2027). With this view, members agreed that many agenda items will be specific to a given phase while some will remain constant throughout.
- Aligned with the above, discussion centered on performance indicators against which the progress of FAS can be determined to assist with advisory services and for strategic evolution. Nuance can be applied, evaluating long-term success based on revisiting

vision and mission statements including aspirations expressed by the Chancellor. Shorter- to medium-term performance could lie in assessing more specific metrics around the diversity of the student body, academic quality measures, the experiences and impact of alumni, etc. The importance of both qualitative and quantitative indicators was raised. Caution was advised too, regarding the overuse of such indicators in assessing the provision of an education that aims to impact society and the learner in ways often hard to determine through short-term socio-economic metrics.

- Performance measurement of the governance (IAC) function itself was recalled, as stated in the TOR. Self-assessment of the Committee intends to occur every three years.

- While recognizing the advisory role of IAC, members suggested specific future topics and agenda areas for consideration:
 - A deep dive session with the new Dean (ie. sharing of Dean's vision)
 - Key updates from the FAS Curriculum Committee
 - Progress updates on faculty development, including insights from faculty roundtables
 - Developments under student affairs, counselling, and extra-curriculars
 - Continued exposure to student perspectives
 - Site visits to feeder schools, cultural sites for student learning, etc.
 - Sustained engagement with AKDN to draw out more connections
 - Monitoring the developments of peer institutions

3.3 Next Meeting

Members discussed holding the next meeting before the end of this year. The venue will be decided closer in time. Options discussed include in Pakistan (with a visit to the Northern Areas where AKU has campuses in Chitral or Gilgit), and the United Kingdom (in London at the Aga Khan Centre where AKU-ISMC is housed).

4. CONCLUSION

The inaugural meeting of the FAS International Advisory Committee (IAC) was successful in its aim to foster engagement and deliberation on several key aspects of the programme's launch. The meeting also served to build collegiality among the new group, which is always an important outcome for an international governance body of this nature set to serve together for many years. The Committee also discussed their short- to long-term agenda offering important considerations and proposals that can take effect immediately as management plans the next meeting.

The report structured the summary of outcomes and key points through the presentation of five themes emergent from across all sessions of the meeting. Theme one grouped together matters pertinent to student recruitment and how approaches can be adopted to foster access in the recruitment process and build inclusion and community for the first and subsequent cohorts. Theme two unpacked proposals currently being developed to build and organize FAS faculty leveraging the many campuses and academic entities across the University. The principles and methods for experiential learning at FAS constituted the third theme. The fourth theme focused on the FAS curriculum and examined local and global knowledges and the balance to strike between the Core and majors. Finally, the report's fifth theme picks up on the important question of identity and how FAS in Pakistan can frame itself against the broader image of AKU.

The contribution of thought, experience, and insight from all members to the themes above and more has been extremely valuable. Management is imbued with a deep sense of confidence in the future of both FAS and through this advisory support so exceptionally provided by the esteemed Committee. We look forward to future meetings including our next meeting later in 2022.

5. RECOMMENDATIONS

The following recommendations organized by theme emanate from the deliberations summarised in preceding sections.

A. Student Recruitment, Fostering Access, and Building Inclusion and Community

1. Build off past recruitment strength and knowledge of the context but do so in adaptive ways for the prospective student of a broad-based arts and sciences education with attention to those holding interests in the four majors.
2. Consider specific strategies for how the middle years school programme led by the AKU Examination Board can be leveraged for raising awareness of FAS at this early stage, potentially helping students shape with greater confidence their academic interests and decisions (eg. in selecting an academic stream in higher secondary school).
3. Evaluate the extent to which pre-sessional and preparatory programmes can be arranged for those students who demonstrate high merit overall but who need support in specific areas? Such inputs might readily apply to helping students catch up and sharpen English language abilities and knowledge of mathematics and science, for example. How will the recruitment process be sensitive to draw out such specific needs?

B. Approaches to Building and Organizing Faculty

1. Where a sizeable proportion of faculty are not core faculty based in Karachi, develop systems and processes to ensure that FAS undergraduate students develop a sense of an academic community with faculty at its core.
2. Given the financial sensibility of bringing into FAS as many assistant-level professors as possible, also consider the merit of devoting strong mentorship supports to groom and accelerate such individuals to achieve greater rank statuses over time. For the Major on Philosophy, Politics, and Economics (PPE), consider also recruiting tutors (doctoral or post-doctoral students) to assist and compliment professors of various ranks.
3. The faculty required for the majors in Human and Environmental Biology (HEB) and Philosophy, Politics, and Economics (PPE) seem to be more pressing than in the other two majors – Asian and Middle Eastern Studies (AMES) and Social Development Studies (SDS) given the support that can come in from existing AKU faculty under the modelling being explored. Recruitment for strong leads in these fields (for HEB and PPE) should become a priority, notwithstanding that for human biology courses within the HEB major the Medical College will have perhaps a steady set number of faculty who can contribute.
4. AKU is encouraged to explore the rich pool of professionals in civil society in Pakistan who can contribute readily as professors of practice or through other such engagements with the curricula and students. These individuals will help both on the financial sustainability side and to underwrite the value given to applied knowledge to real world, locally relevant challenges and opportunities.

C. Experiential Learning: Principles for the Breadth of Modalities

1. Management will want to consider the extent to which the question of ethics factors into students' experiential learning. Will students be supported to question the ethical principles at play in the work of community, private, and corporate organizations? A great deal of learning takes place in this line of curiosity but must be supported in constructive and respectful ways.
2. Representatives from AKDN and beyond in civil society recommended several sources from which to build internships across the country's diverse milieux. They cautioned the limitations inherent with government offices with respect to supervisory capacity on site for meaningful work. A robust database of partners and internship assignments with an emphasis on high standards was encouraged.
3. Where possible, partners can take on multiple students at once, perhaps for interdisciplinary and teams-based project work. FAS and intern partners might also agree to develop multi-year assignments. These ideas and more will help to meet the high number of interns to place in any given year.
4. Internship placement services should work with career guidance services at FAS to connect students' interests, their workplace and community experiences, and graduate work and academic opportunities with a focus on serving the needs of the region.

D. Curriculum Matters

1. Explore international or regional accreditations in undergraduate arts and sciences. Where there are desirous ones to be affiliated with, good standing in one or more will help build the profile and brand of FAS as well as underwrite quality. If not at the entity level, there may be applicable quality standards to apply within areas of study associated with the majors.
2. To address the concern regarding the balance of the Core and majors, FAS could revisit the nature and proportion of Core and elective courses that are also prerequisites to majors. In other words, mount as many courses as possible in the Core that count towards majors to provide exposure to students of what the majors entail. Supports for course selection and academic counselling can also be attuned to the need to prepare students to make informed decisions year on year leading to and throughout their studies in their majors.
3. Evaluate the extent to which FAS is prepared to seeing students over- and/or under-subscribe to majors. What is the minimum and maximum number of students the programme can operate sustainably on?

E. AKU and the Identity of the Faculty of Arts and Sciences in Pakistan

1. The modalities for leveraging AKU faculty from across the institution were discussed. Another focus area lies in forging inter-entity collaboration across campuses for student learning and research. Faculty will likely be key in driving processes. Faculty and staff at AKU but who are not formally part of FAS can also be consulted to outline new opportunities. Incentives and supports will be needed to mount possibilities more systematically.

2. An issue outlined through the meeting was the need to constitute for student cohorts a strong sense of academic community. With a proportion of faculty who are dispersed across the University, innovative approaches are advised to ensure learners are supported to thrive in what will be a novel and rigorous academic programme. Certainly, a collegial spirit of partnership can be sowed through FAS and under the OneAKU idiom, but there will be work ahead to do so in ways that safeguard the student experience and help underwrite excellence and quality throughout.

6. APPENDICES

6.1 IAC TOR (March 2022), Membership, and Bios

6.2 IAC Inaugural Meeting Agenda

Introduction

An International Advisory Committee (IAC) has been established for the Aga Khan University (AKU) Faculty of Arts and Sciences in Pakistan (FAS) with the following goal and objectives.

Goal and objectives

The primary goal of the IAC is to fulfill an advisory function to the Dean, FAS and the AKU Board of Trustees (AKU-BOT) on the strategic positioning, direction, and development of FAS as guided by the University's vision and mission. IAC provides consultative support in the launch, implementation, and ongoing development and continuous improvement of FAS.

Key objectives include though may not be limited to:

- Advise on current developments and trends in the global landscape of undergraduate education for the arts and sciences and its implications for FAS.
- Deliberate on themes and topics of significant strategic interest and/or concern to the FAS and advise accordingly.
- Provide consultative support for launch and implementation efforts of FAS through review of reports and programme materials submitted by the Dean, FAS.

Terms of reference:

The IAC shall be an autonomous body for FAS. It shall comprise of 7-10 members selected for their high reputation and accomplishment in their respective field(s). The IAC will:

- Provide consultative support in steering the overall quality of academic programming
- Provide counsel to ensure a high-quality student experience through provision and design of physical spaces and a range of support services
- Advise on strategy to achieve an appropriate balance between the various outputs of FAS including research, teaching, professional service of faculty and of student learning
- Help to identify reputational risks and suggest responses to vulnerabilities
- Suggest and advise to ensure FAS evolves in its positioning to meet the needs of its context and of the students it serves
- Any other advisory service areas that may arise as a result of evolution of needs/context

Administrative points:

- i. The IAC will be chaired by AKU's Provost and Vice-President, Academic
- ii. IAC will meet twice a year; preferably in person in Karachi, Pakistan
- iii. Through its Chair, key developments and progress of IAC will be reported to the Academic and Student Affairs Committee of the AKU-BOT
- iv. Members will serve on an honorary basis; an annual honorarium is provided
- v. All legitimate expenditure incurred for participation will be borne by FAS
- vi. Deliberations of and materials prepared for the IAC are strictly confidential; meetings will be held under the Chatham House Rule
- vii. IAC will review its performance and its terms of reference every three years and recommend any changes to AKU's President

Selection and appointment to the IAC:

The Dean, FAS in consultation with the Provost and with advice from the AKU-BOT will recommend candidates for membership to the IAC. Final selection will be through endorsement by AKU's President. A term of membership runs for three years and is eligible for renewal at the discretion of the AKU President.

Membership will aim for balance, with regard to representation of:

- gender
- academics and administrators holding backgrounds and experience pertinent to undergraduate education in the arts and sciences and its governance
- national, regional, and international origin or residence
- institutions of the Aga Khan Development Network and scholars from the Ismaili community

Aga Khan University
Faculty of Arts and Sciences, Pakistan
International Advisory Committee

APPENDIX A

Confirmed Membership (as of February 2022) not including members from AKU management:

1. **Dr. Lisa Anderson**, AKU Trustee and Chair of the Academic and Student Affairs Committee; President Emerita, American University in Cairo; and Dean Emerita of the School of International and Public Affairs at Columbia University
2. **Dr. Leigh Anderson**, Marc Lindenberg Professor for Humanitarian Action, International Development, and Global Citizenship and Associate Dean, Innovation, Daniel J. Evans School of Public Policy and Governance, University of Washington
3. **Dr. Shahzad Bashir**, Former Director, Center for Middle East Studies and Aga Khan Professor of Islamic Humanities, Departments of Religious Studies and History, Brown University
4. **Dr. Robert Gibbs**, Inaugural Director of the Jackman Humanities Institute and Professor of Philosophy and Religion, University of Toronto
5. **Dr. Asma Ibrahim**, Founding Director of the Museum, Archives and Art Gallery Department for the State Bank of Pakistan, Post-doctoral Fellow at University of Wisconsin, and Former Director of the National Museum of Pakistan
6. **Dr. Azim Nanji**, Special Advisor to AKU Provost; Former Director, Institute of Ismaili Studies; and Former Senior Associate Director of the Abbasi Program in Islamic Studies at Stanford University
7. **Dr. Sohail Naqvi**, Rector, University of Central Asia; Former Vice Chancellor, Lahore University of Management Sciences (LUMS); and Former Executive Director, Higher Education Commission Pakistan (HEC)
8. **Dr. James L. Wescoat**, Professor Emeritus; Aga Khan Professor of Landscape Architecture and Geography, Aga Khan Program for Islamic Architecture; and Co-Director, Norman B. Leventhal Center for Advanced Urbanism at Massachusetts Institute of Technology
9. **Dr. Heather Zwicker**, Executive Dean, Faculty of Humanities and Social Sciences, The University of Queensland

Dr. Lisa Anderson

AKU Trustee and Chair of the Board's Academic and Student Affairs Committee; President Emerita, American University in Cairo; Dean Emerita of the School of International and Public Affairs at Columbia University



Lisa Anderson most recently served as President of the American University in Cairo for five years. Prior to her appointment as President, she was the University's Provost. Dr Anderson is Dean Emerita of the School of International and Public Affairs at Columbia University, where she led from 1997-2007. She held the James T. Shotwell Chair in International Relations in the Political Science Department.

Before Columbia, she taught at Harvard University in the Government and Social Studies departments. A graduate of Sarah Lawrence College, the Fletcher School of Law and Diplomacy and Columbia University, where she earned her PhD in Political Science, Dr. Anderson received honorary doctorates from Monmouth University in 2002 and the American University of Paris in 2015. Dr. Anderson joined the AKU Board in 2016.

Dr. Leigh Anderson

Marc Lindenberg Professor for Humanitarian Action, International Development, and Global Citizenship and Associate Dean, Innovation, Daniel J. Evans School of Public Policy and Governance, University of Washington



Leigh Anderson joined the Evans School faculty in 1997. Her primary research interest is in how individuals living in poverty make financial, environmental, health, and other livelihood decisions, especially when outcomes are highly risky or spread over time. Her current research focuses on rural poverty and agriculture, and market and policy institutions.

Anderson founded and directs the Evans School Policy Analysis and Research Group ([EPAR](#)), which makes accessible data, code and visualizations for agricultural, digital financial services, and women's groups. EPAR's research is supported by the Agricultural Development, Development Policy and Finance, and Financial Services for the Poor teams at the Bill & Melinda Gates Foundation. Anderson previously taught at Carleton University in Ottawa, Canada. She has also taught or been a visiting researcher at the University of California at Berkeley, Lahore University of Management Sciences in Pakistan, Renmin University of China in Beijing, and the United Nations Food and Agriculture Organization in Rome. Anderson is a recipient of the University of Washington's Excellence in Teaching Award and the UW's Department of Economics Henry T. Buechel Award for outstanding undergraduate teaching.

Dr. Shahzad Bashir

Former Director, Center for Middle East Studies and Aga Khan Professor of Islamic Humanities, Departments of Religious Studies and History, Brown University



Shahzad Bashir specializes in Islamic Studies with an interest in the intellectual and social histories of the societies of Iran and Central and South Asia circa fourteenth century CE to the present. His published work is concerned with the study of Sufism and Shi'ism, messianic movements originating in Islamic contexts, representation of corporeality in hagiographic texts and Persian miniature paintings, religious developments during the Timurid and Safavid periods, and modern transformations of Islamic societies.

Professor Bashir is currently finishing a book entitled *Islamic Pasts and Futures: Conceptual Explorations*. This is a wide-ranging treatment that critiques the way Islamic history has been conceptualized in modern scholarship and suggests alternatives, with emphasis on the multiplicity of temporal configurations found in Islamic materials. This project engages contemporary academic debates regarding language, historiography, and history on the basis of materials of Islamic provenance.

Dr. Robert Gibbs

Inaugural Director of the Jackman Humanities Institute, Professor of Philosophy and Religion, University of Toronto, Canada



Robert Gibbs recently completed a 10-year term as Inaugural Director of the Jackman Humanities Institute. He is a Professor of Philosophy and of Religion. He served as a member of the Governing Council of the Social Sciences and Humanities Research Council of Canada (SSHRC) and Chair of its Programs and Quality Committee, and was a member of the International Advisory Board of CHCI (Consortium of Humanities Centers and Institutes).

His current research focuses on Higher Education, and he has recently completed a book-length manuscript, *The University in Question: Ideas in Dialogue*. In it, he inquires what a Research University is for and explores different models of universities by refocusing on the research capacities of students.

His previous research is located on the borderlines of philosophy and religion, with a comparative and historical focus on law and ethics. Professor Gibbs has worked on ethics in relation to the modern Jewish philosophical tradition and has numerous publications in this and in related fields in continental philosophy.

Dr. Asma Ibrahim

Founder and Director, State Bank of Pakistan Museum and Art Gallery and Former Curator and Director, Department of Archaeology and Museums, National Museum of Pakistan



Prior to her directorship at the State Bank of Pakistan Museum, Dr. Asma Ibrahim previously served as Curator/Director in the Department of Archaeology & Museums at the National Museum of Pakistan for 20 years. She has been an advisor/consultant to several museum and conservation projects including for Sindh Police Museum, Oxford University Press Museum, Mukhi House Museum (historic house being converted into museum of recent past), Sukkur Archaeological Museum, N.A. Baluch Personality Museum, wildlife museum, Museum of Recent Past among several others.

Asma is member of the Sindh Exploration & Adventure Society, Centre for Archaeological & Environmental Research, General Secretary for ICOMON (the ICOM Committee of Money & Banking Museums), and a member of ICOM FIREC (Finance and Resource Committee). She established the Terracotta Foundation, a project under the Zohra Ibrahim foundation for the revival of dying arts and crafts. She is founding member of the Karachi Conference Foundation, carrying out research on the city of Karachi contributing to the preservation of its cultural heritage.

She carried out several excavations in Baluchistan and Sindh, and Indus delta area, where she discovered an underwater city in the Indus delta as Co-Director and Director, Head of the Pakistani Mission with the foreign missions of France, Italy & Germany. She has executed several collaborative projects for many documentaries with international channels such as ZDF, CNN, Discovery, and HBO. Her work on the “Persian Mummy” was documented by BBC.

Dr. Azim Nanji

Special Advisor to AKU Provost; Former Director, Institute of Ismaili Studies; Former Senior Associate Director of the Abbasi Program in Islamic Studies at Stanford University



Azim Nanji is currently Special Advisor to the Provost of the Aga Khan University, where he also serves as a member of the Board of Trustees' Academic and Student Affairs Committee and as a member to the Academic Development Committee of the university's Institute for the Studies of Muslim Civilisations. He is also a member of the Board of Directors of the Global Centre for Pluralism in Ottawa, a joint partnership between His Highness the Aga Khan and the Government of Canada.

He has held many academic and administrative appointments, most recently as Senior Associate Director of the Abbasi Program in Islamic Studies at Stanford University, where he was also lecturer in the Department of Religious Studies. From

1998 to 2008, Professor Nanji served as Director of the Institute of Ismaili Studies in London. He has published numerous books and articles on religion, Islam and Ismailism.

In past services to the Aga Khan Development Network, Professor Nanji sat on the Aga Khan Music Awards inaugural Steering Committee. He served as a member of the task force for the Institute for the Study of Muslim Civilisations, as Vice Chair of the Madrasa-based Early Childhood Education Programme in East Africa, and on the Steering Committee of the Aga Khan Award for Architecture in 1998, 2001 and 2016.

Dr. Sohail Naqvi

Rector, University of Central Asia; Former Vice Chancellor, Lahore University of Management Sciences; Former Executive Director, Higher Education Commission Pakistan



In July 2013, Sohail H. Naqvi joined LUMS as the fourth Vice Chancellor of the university. He has served as the Executive Director of the Higher Education Commission (HEC) for 8 years. At the HEC, he helped develop and implement a comprehensive strategy for the revival of the university education sector of Pakistan. With a PhD in Electrical Engineering and extensive teaching and research experience both in the US and Pakistan, Dr. Naqvi has a number of patents to his credit. He has also worked with startups bringing high-tech inventions to the market place.

Dr. Naqvi oversaw the development and implementation of over PKR 15 Billion worth of higher education programmes as a member of the Human Resource Development & Strategic Planning at HEC. Prior to that, Dr. Naqvi filled in as the Vice President Operations at Communications Enabling Technologies, Islamabad. He served as an Assistant and Associate Professor of Electrical Engineering at the University of New Mexico, Albuquerque, USA, before returning to Pakistan in 1995 to join the Faculty of Electronics at the Ghulam Ishaq Khan Institute of Engineering Sciences and Technology. He remained there until the end of 1999 as Professor and Dean. He joined the HEC in 2002 and became its Executive Director in 2004.

Sohail Naqvi is the founding member of Engineering Education Trust (EET), a not-for-profit organisation dedicated to the development of higher education in Pakistan. The Centre for Advanced Studies in Engineering (CASE) is the first project of EET that in one year's time, became the largest post-graduate engineering programme in Pakistan.

Dr. James Wescoat

Aga Khan Professor Emeritus of Landscape Architecture and Geography, Massachusetts Institute of Technology



James L. Wescoat, Jr. is Aga Khan Professor Emeritus of Landscape Architecture and Geography. He joined the Aga Khan Program for Islamic Architecture (AKPIA) in 2008 and taught courses on “Islamic Architecture and the Environment,” “Islamic Gardens and Geographies,” “Water in Planning, Policy, and Design,” “Disaster-Resilient Design,” and various landscape and urbanism workshops in India and the U.S. Jim coordinated the SMArchS Urbanism program and co-directed MIT’s Norman B. Leventhal Center for Advanced Urbanism (LCAU) for three years. He continues to follow and have an interest in AKPIA, LCAU and Urbanism programs, students, and alumni.

Jim’s research concentrates on water systems in South Asia and the US from the site to river basin scales. For much of his career, Professor Wescoat has focused on small-scale historical waterworks of Mughal gardens and cities in India and Pakistan. He led the Smithsonian Institution’s project titled, “Garden, City, and Empire: The Historical Geography of Mughal Lahore,” which resulted in a co-edited volume on Mughal Gardens: Sources, Places, Representations, Prospects , and The Mughal Garden: Interpretation, Conservation, and Implications with colleagues from the University of Engineering and Technology-Lahore. These and related books have won awards from the Government of Pakistan and Punjab Government. The overall Mughal Gardens Project won an American Society of Landscape Architects national research merit award, as did a project on The Moonlight Garden: New Discoveries at the Taj led by Elizabeth Moynihan. He continues to research and write about historic water systems in Agra, Delhi, Lahore, and Kashmir.

Professor Wescoat currently serves on advisory boards for the School of Science and Engineering in the Lahore University of Management Sciences, and the Indian Institute of Science Education and Research in Pune.

Dr. Heather Zwicker

Executive Dean, Faculty of Humanities and Social Sciences, The University of Queensland



Professor Zwicker has been Executive Dean of the Faculty of Humanities and Social Sciences at the University of Queensland since October 2018. She previously worked at the University of Alberta, a top 5 Canadian university, where she served in a variety of leadership roles including Vice-Provost and Dean of the Faculty of Graduate Studies and Research (2015-18) and Vice Dean for the Faculty of Arts (2011-14).

International Advisory Committee – Member Biographies

A cultural studies researcher, Professor Zwicker brings postcolonial and feminist theories to bear on problems such as stereotypes, universities, classrooms, and cities. Her research seeks to understand concepts that explain the world we inhabit. Key areas of exploration have included nation (especially Northern Ireland), stereotype (in particular, pre-9/11 stereotypes of Irish terrorists), the local (with an emphasis on Edmonton writing), public intellectualism (pursued through graduate seminars designed for non-academic tracks, and through writing for larger audiences), gender, and digital humanities. Professor Zwicker holds a PhD from Stanford University and is the winner of several awards, including the 3M National Teaching Fellowship.

Ex Officio Members Aga Khan University

Mr. Sulaiman Shahabuddin

President and Vice-Chancellor

As President of the Aga Khan University, Sulaiman Shahabuddin leads an institution with 3,200 students on three continents, seven hospitals that treat 2 million patients in a typical year and a record of research excellence that has led to it being ranked among the top 100 universities in the world in several fields in recent years.



President Shahabuddin is an accomplished health care leader, has played a key role in launching multiple academic programmes at AKU and is intimately familiar with both Pakistan and East Africa, the two regions in which the bulk of the University's operations are conducted. Prior to taking office on September 15, 2021, President Shahabuddin served as Regional CEO of the Aga Khan Health Services (AKHS) in East Africa. AKHS operates four hospitals and 44 outreach centres in Kenya and Tanzania, has 2,100 employees and cares for more than 1 million patients annually. During his tenure, AKHS attracted almost \$150 million in external funding for expanding facilities and care, increased access for low-income patients, achieved international accreditation for three hospitals, and successfully implemented public-private partnerships.

Between 2001 and 2005, President Shahabuddin was CEO of the Aga Khan Hospital, Mombasa and the Aga Khan Hospital, Nairobi (now the Aga Khan University Hospital, Nairobi). In total, he has lived and worked in East Africa for 20 years. While in East Africa, President Shahabuddin worked closely with academic leaders at the Aga Khan University to launch the University's academic nursing programmes in the region, as well as its postgraduate medical education programmes in Nairobi and Dar es Salaam.

President Shahabuddin started his career in Pakistan, where he was born, raised and educated. He attended the Institute of Business Administration in Karachi, earning a Bachelor of Business Administration and an MBA. Shortly after graduating in 1986, he joined AKU, where he spent the first 15 years of his career, rising to the position of Director of Materials Management. While at AKU, President Shahabuddin established the Aga Khan Development Network's Health Group Purchasing Programme, which now supports \$80 million in purchasing in nine countries. In addition to his MBA, President Shahabuddin earned an MSc in Sustainable Development at Imperial College London/SOAS University of London and is completing a Doctorate in Health Administration from Central Michigan University.

Dr. Carl Amrhein (Chair)

Provost and Vice President, Academic



Dr Carl Amrhein joined as AKU's Provost and Vice President, Academic in 2017. His academic career began at the State University of New York at Buffalo in 1980 as a graduate student. He worked for a brief period at the University of Kentucky. In 1993, he joined the University of Toronto as an Assistant Professor, became the Chair of the Department of Geography and Graduate Program in Planning and later rose to the position of Dean, Faculty of Arts and Science in 1997.

In 2003, Dr Amrhein joined the University of Alberta as its Provost and Vice President (Academic), a post he held until 2014. During this period at the University of Alberta, Dr Amrhein played a critical role to guide the university to achieve international ranking. Throughout this period and to the present, Dr Amrhein has maintained his academic activities. He achieved the rank of full Professor in the Department of Geography at the University of Toronto, and later, at the University of Alberta, in the Department of Earth and Atmospheric Sciences. Dr Amrhein was instrumental in the success of the AKU-University of Alberta relationship during his tenure as Provost.

Dr Amrhein has contributed significantly to the development of governance and professional development in education and health services. He has been the Chair of the Alberta Universities Association, a member of the Board of Directors of Fulbright Canada and of the international board of the IB organization. He was seconded for one year to the Conference Board of Canada to lead the effort to examine the future of tertiary education in Canada and to make recommendations on changes to respond to the changing economic, technological, and social landscape. He is a member of the International Review Team of the Higher Education Evaluation Commission (HEEC) in China and has been a visiting professor at Peking University and Zhejiang University in Huangzhou.

In 2015, the Government of Alberta engaged Dr Amrhein to join Alberta Health and lead them through a series of highly complex changes towards a renewed health system that is more patient and family-centred, engaging citizens, health-care providers, research into new practices and innovations to evolve a better provincial health system. Dr Amrhein has served as the Deputy Minister of Health in the Government of Alberta, the senior public servant in the provincial health system. Dr Amrhein has been extensively involved in the development of an integrated health system in the Province of Alberta, together with leading the planning and acquisition of the associated electronic health records and informatics systems. Throughout this period, he has also been an active leader in interdisciplinary provincial matters, and in federal-provincial activities in health policy.

Dr Amrhein was awarded the Officer's Cross of the Order of Merit from the Federal Republic of Germany in 2011. He received an Eagle Feather to honor his contributions in advancing the role of Traditional Knowledge of the First Nations in university programming in 2014. Also, in 2014 he was awarded the Alberta Lieutenant Governor's Award for Excellence in Public Administration.

Dr. Anjum Halai

Vice Provost, Asia and UK and Dean, Faculty of Arts and Sciences



Professor Anjum Halai's has been a Vice Provost (Asia and UK) at the Aga Khan University since 2018. She is responsible to develop and operationalize strategies to achieve the academic plans and programmes within her geographic domain. Her office serves as a catalyst, facilitating collaboration among the academic entities, and interdisciplinary cross-campus initiatives. She promotes collaborations with the Aga Khan Development Network agencies and other university partners to achieve institutional goals. As Dean Faculty of Arts and Sciences, Professor Halai is leading the development of academic programmes, financial plans, and space plans for the Faculty of Arts and Sciences, Pakistan.

Professor Halai chairs the University Research Council that provides strategic oversight in research governance and drives the development of policies and procedures to undertake research with ethics and integrity. Professor Halai has substantial experience of teaching at graduate and postgraduate levels and a strong track record of research and publications. Her research interests are in social justice issues in education, especially for learners marginalized on the basis of gender and language. She also has a sustained interest in mathematics teacher education. On the basis of her significant contribution to the field of mathematics education in low-income countries, she has been elected as the Vice President (2021-24) in the globally influential Executive Committee of the International Commission of Mathematical Instruction.

She has led large international research projects including: the EdQual project with Bristol University UK; the ESRC/UNICEF sponsored 'Education and Social Cohesion in Pakistan' with Sussex University UK; and the Canadian SSHRC sponsored project in mathematics education with University of Alberta. With Oxford University, she led in Tanzania the prestigious ESRC/DFID funded 'Assessment for Learning in Africa'.

She studied applied and pure mathematics in her undergraduate programme. She received her M.Ed. from the Aga Khan University Institute for Educational Development Pakistan, and D.Phil (doctorate) in Education from Oxford University.

Dr Halai joined the Aga Khan University Institute for Educational Development, Pakistan in 1998. She has served in positions of senior leadership at the Institute for Educational Development, East Africa in Tanzania (2009 – 2016) and subsequently as Associate Vice Provost (Research and Graduate Studies).

Dr. Alex Awiti

Vice Provost, East Africa



Prior to assuming the role of Vice Provost, Professor Awiti was the Founding Director of the East Africa Institute (EAI) of the Aga Khan University, a regional platform for policy research, performance and public engagement, which focuses on the consequential drivers of socio-economic, environmental and institutional change. Prior to joining the Aga Khan University, Professor Awiti was a postdoctoral fellow at the Earth Institute at Columbia University in the City of New York. He was also an adjunct assistant professor at Columbia's School of International and Public Affairs.

Professor Awiti began his research, academic and policy career over 25 years ago at the World Agroforestry Centre (ICRAF) in Nairobi. Professor Awiti and colleagues pioneered novel approaches for rapid diagnosis of land health. As the head of GIS/Remote Sensing, he set up the Decision Support laboratory at ICRAF, with a focus on diagnostic surveillance of land health problems. His early work at the watershed scale was critical to delineating hydrological watersheds that define the Lake Victoria basin and using digital terrain models to derive soil erosion hotspots from flow accumulation models. He is also one of the leading thinkers on Africa's agricultural transformation, advocating for a people-and-ecology-centred transformation. He is a peer-reviewer for leading international journals like *Ecology and Society*, *Geoderma* and *Environmental Management*.

Professor Awiti is a transdisciplinary scholar, whose research intersects agriculture, ecology, education, society, population health policy and the economy. As a public intellectual he has written over 730 opinion articles published in leading Kenyan newspapers and international publications, including the *International Policy Digest* and *The Conversation*. He was also speaker at the TEDx Nairobi 2013 and is a regular and commentator on public policy issues on news networks in East Africa and international media such as CNBC, CGTN, Bloomberg News, and Al Jazeera TV.

Under his leadership, the EAI conducted one of the most authoritative, widely cited studies on East African youth. Country reports for Kenya, Uganda and Tanzania released between January and October 2016 have generated unprecedented engagement, with over 400 news stories, feature articles, and opinion commentary in both print and electronic media.

Professor Awiti is an Adjunct Professor in the Department of Geography and Environment at University of the Fraser Valley in BC, Canada. He is a Governor of the Board of Governors of the IDRC (International Development Research Centre). He is a member of the steering committee for the Public Service Fellowship Program in Kenya. He is also a member of the Biodiversity Advisory Panel for the Kenya Joint Venture (KJV) comprising Africa Oil and Maersk that is carrying out oil and gas exploration and appraisal activities in Northwestern Kenya.

Professor Awiti is an alumnus of the CSC Leaders program, a global leadership program for exceptional senior leaders. He holds PhD in Ecosystems Ecology from University of Nairobi.

Dr. Leif Stenberg

Dean, Institute for the Study of Muslim Civilisations

Dr Stenberg received his PhD in Islamic Studies from the Lund University, Sweden in 1996 with the publication of his award-winning thesis entitled 'The Islamization of Science: Four Muslim Positions Developing an Islamic Modernity'.



He was an Assistant Professor at Uppsala University, Sweden for a year and a visiting scholar at the Center for Middle Eastern Studies at Harvard University from 1997 to 1999. From 1999 to 2000, he was a visiting scholar at the Institut Français d'Études Arabes de Damas (IFEAD) in Damascus, Syria. From 2001, he was teaching Islamology at Lund University.

In 2007, he was appointed as the director of the Center for Middle Eastern Studies (CMES) at Lund University. His research interests include contemporary interpretations of Islam in Sufism, interpretations of Islam among Muslims in Europe, developments within political Islam, and Islam and modern science.

Since 2010, Dr Stenberg has been the President of the Nordic Society of Middle Eastern Studies, a member of the World Congress of Middle Eastern Studies (WOCMES) Council since 2014 and Vice-President of the European Association for Middle Eastern Studies (EURAMES) since 2013. He also serves on the Expert Committee of Humanities and Social Sciences, Research Council of Norway. One of his most recent publications is an edited volume (co-edited with Christa Salamandra) entitled From Reform to Revolt Vol. II: Culture Society and Religion (Syracuse University Press, 2015).

Dr. Farid Punjwani

Dean, Institute for Educational Development, Pakistan

Dr Farid Panjwani has a DPhil in philosophy of education from the University of Oxford. He also holds an MA in Education and International Development from the Institute of Education, University College London (IOE-UCL) and an MBA and a BBA from the Institute of Business Administration, University of Karachi.



Dr Panjwani is driven to improve the quality of education, particularly in developing countries and in Muslim contexts. He has an interdisciplinary approach and has published widely in the areas of philosophy of education, citizenship, teacher education, imagination, religious education, hermeneutics, and Islamic Studies. His recent publications have explored the role of imagination in fostering care, compassion, and criticality amongst students. He has worked on several educational projects around the world and has acted as a consultant to many research projects and organisations, including the International Baccalaureate, the Adyan Foundation in Lebanon, the Islamic Religious Council in Singapore, the Aga Khan Academies, and the government of Punjab, Pakistan. In 2016, Dr Panjwani was appointed on the

International Advisory Committee – Member Biographies

Commission on Religious Education, UK which was tasked to come up with policy recommendations for the future of religious education in the country.

From 2012, Dr Panjwani served as the Founding Director of the Centre for the Study of Education in Muslim Contexts at IOE-UCL. The Centre was first of its kind in any British University, dedicated to the promotion of sound and critical research and scholarship in Muslim contexts.

Dr Farid Panjwani is well known to the academic community at the AKU as, before joining the UCL in 2012, he was an Assistant Professor at the AKU Institute for the Study of Muslim Civilisations in London. At AKU-ISMC, he was involved in, among other projects, the conception and initiation of the master's degree programme.

**INAUGURAL MEETING OF THE AGA KHAN UNIVERSITY FACULTY OF ARTS
AND SCIENCES INTERNATIONAL ADVISORY COMMITTEE (FAS-IAC)**

Programme for the visit and meetings

Members connecting virtually can do so for any/all meeting sessions (No. 1 to No. 7) through connection details provided separately.

Wednesday 9th March to Friday 11th March 2022

Objectives for the inaugural meeting and visit to AKU in Karachi:

1. To establish the collegial and international foundation advisory support to FAS.
2. To establish a common understanding for all members regarding the Faculty of Arts and Sciences in the context of AKU.
3. To recognize and identify the potential of the Aga Khan Development Network in FAS programming.
4. To review strategic and tactical areas for FAS' launch of the undergraduate programme in arts and sciences.

Unless stated otherwise, all meetings take place at the Aga Khan University Centre Karachi (13th floor, room 731303/4).

Day 1 – Wednesday 9th March 2022

2:00 - 3:30 pm **Session 1: Introductions, Overview, and Agenda Setting – The Course Ahead for the FAS-IAC**

- Introductions of members
- Welcome remarks by President Sulaiman Shahabuddin
- Opening remarks by AKU Provost Dr. Carl Amrhein
- Overview presentation of FAS by Dr. Anjum Halai, Dean, FAS
- Review of IAC Terms of Responsibilities and key advisory priorities
- Setting of short and long-term agenda of the IAC

Briefing material: Draft Prospectus (1.1), Event Report of the Day of Dialogue at Brown University on the Future of Learning March 2020 (1.2), IAC TOR (1.3), Member Bios (1.4)

3:30 - 5:30 pm **Tour of FAS at the Aga Khan University Centre Karachi¹**

6:00 pm **DINNER** - optional

Venue: Princess Zahra Pavilion Restaurant

Day 2 – Thursday 10th March 2022

¹ Broader tour of the AKU Stadium Road campus could be made available to interested members.

**Programme for the inaugural meeting and visit of the FAS-IAC
March 9th to 11th, 2022**

- 9:00 - 10:00 am **Session 2: Dean and Faculty Recruitment: an Update**
- Update on plans for the recruitment of the Dean, FAS
 - Reviewing plans for faculty recruitment and interdisciplinary teaching
- Briefing material:** Dean, FAS position posting (2.1), List of current AKU faculty with FAS (2.2), List of Faculty for start of FAS (2.3)
- 10:00 - 11:00 am **Session 3: FAS Student Recruitment: Access & Inclusion**
- Overview of key areas of student recruitment regarding access
 - Discussion and comments for enhancing approaches
- Briefing material:** FAS Student Recruitment Access and Inclusion (3.1)
- 11:00 – 11:15 am **BREAK**
- 11:15 – 12:30 pm **Session 4: Panel Discussion with AKDN and Civil Society Organizations**
- Overview of various development and civil society organizations
 - Focus on field work and opportunities for experiential learning
- Briefing material:** Bios of panelists (4.1), Panelists’ briefing document (4.2)
- 12:30 – 1:45 pm **LUNCH**
- Venue:** UC,K Ground Floor Conference Room
- 1:45 – 3:15 pm **Session 5: Interactive Discussion with Higher Secondary School Students**
- A dialogue to explore high school students’ perspectives and expectations of the programme of study in arts and sciences, the broader student experience, and graduate pathways.
- Briefing material:** List of students (5.1)
- 3:15 - 3:30 pm **BREAK**
- 3:30 - 4:45 pm **Session 6: Strategic Directions and Emerging Issues**
- Discussion on positioning of FAS within AKU including against reflections and emerging issues from the day’s proceedings
- 7:30 - 9:00 pm **DINNER in Honour of Members of FAS-IAC**
- Venue:** Residence of the President of AKU

This session designed in particular for all members unable to travel in for meetings, for attendance virtually

**Programme for the inaugural meeting and visit of the FAS-IAC
March 9th to 11th, 2022**

Day 3 – Friday 11th March 2022

9:00 - 10:30 am **Time for 1:1 follow up meetings**

10:30 - 12:00 pm **Session 7: Debrief and Next Steps**

- Summary of key outcomes of meeting sessions
- Areas to address in future IAC meetings
- Review of next IAC meeting (timing and venue)
- Closing ceremony (group photo)

12:00 – 1:00 pm **LUNCH**

Venue: AKU-CIME Courtyard

Afternoon *Open for an optional visit to the city of Karachi*

Option 1: Mohatta Palace Museum

Option 2: State Bank Museum & Art Gallery