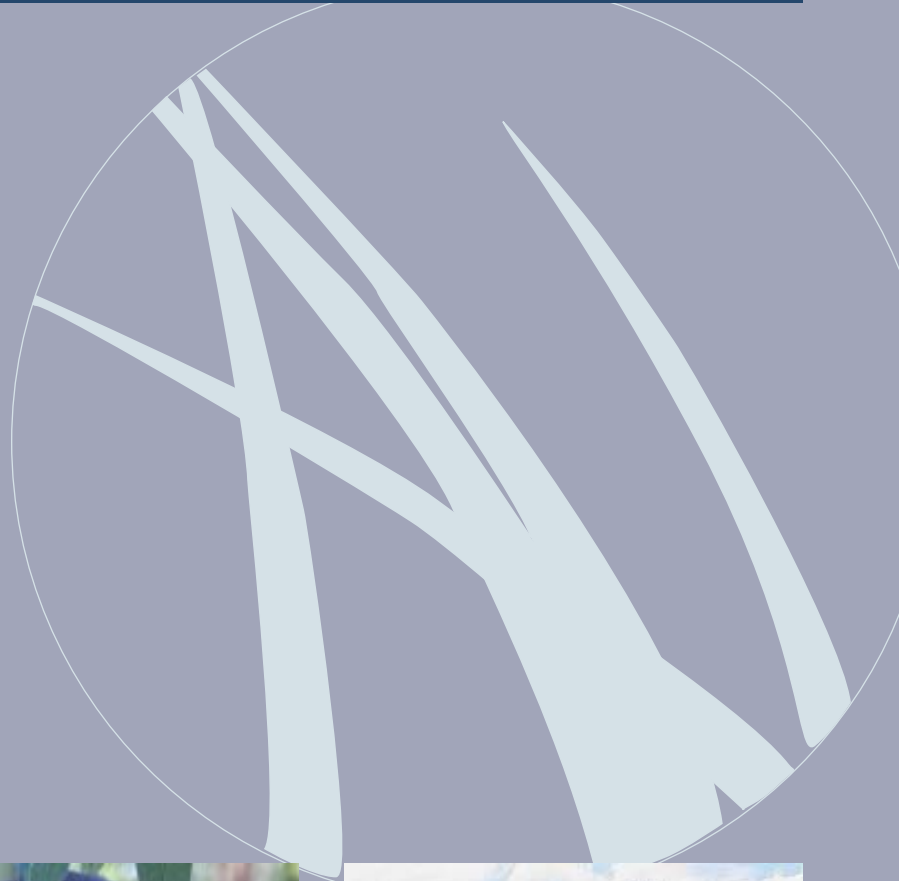


PLAN OF OPERATIONS



Asian University for Women

CHITTAGONG, BANGLADESH

MAY 2005

Asian University for Women

www.asian-university.org

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***About the cover:** left photo, AUW site plan prepared by Massachusetts Institute of Technology; middle photo courtesy of the Asian Development Bank; right photo, Foy's Lake at Chittagong, which abuts the campus site of the AUW.*

AUWSF gratefully acknowledges support from Mayer, Brown, Rowe and Maw, LLP for underwriting costs of reproducing this Plan of Operations.

PLAN OF OPERATIONS

Asian University for Women

CHITTAGONG, BANGLADESH

MAY 2005



“We are indeed delighted and proud to host the Asian University for Women. We hope this institution will be an enduring training ground for generations of Asian women leaders committed to the economic and social transformation of our region. We hope that each graduate of this university will be fully competent in her chosen field, be fearless in her pursuit of goals and carry an abiding sense of empathy for those in our societies who are less privileged. This combination of competence, courage and empathy, we know, is a sure formula for success... We are grateful to the international community for having recognized the need for such an institution and responding to it with all generosity. We value this initiative greatly. The Government of the People’s Republic of Bangladesh is fully committed to ensuring its complete success.”

—BEGUM KHALEDA ZIA

Prime Minister of Bangladesh

“In my mind there is no greater cause than the education and empowerment of women in bringing about a more just, a more humane and, ultimately, a more peaceful and stable society. For too long women have been relegated to the periphery of history. The terrible consequences of that enforced silence, of that neglect, of that forced invisibility, of that chain of unrealized dreams and potential have diminished not only the women who have suffered but also our whole society. I pledge to wholeheartedly support this university and its establishment as one of Asia’s finest institutions of higher learning.”

—CONGRESSMAN JOSEPH CROWLEY

Member of Congress, United States of America, speaking at AUW’s groundbreaking ceremony in Chittagong on January 13, 2004

“We believe that this project is worthy of US government support and would also like to request that you consider additional meaningful avenues for the US to participate in the creation of this institution.... The University’s graduate programs are development-oriented, and all have a strong bearing on preparing leaders to cope with crises of sustainability, an issue brought acutely into focus as the region struggles to react to the recent tsunami.... We believe an institution of this sort deserves our wholehearted support, and would like to request that USAID consider playing a key role in the establishment of this university.”

—Letter from SENATORS HILLARY RODHAM CLINTON and JON S. CORZINE to the Administrator of the US Agency for International Development, dated February 22, 2005

“I strongly believe that the emerging Asian University for Women can have a far-reaching impact in enhancing women’s status and capabilities in the region. My colleague Lone Dybkjaer described the Asian University for Women as a ‘beacon’ and a ‘lighthouse’. Indeed, it is a beacon of hope and strength and the boundless possibilities of women of Asia to engage in advancing their entire societies.”

—PAT COX

President, European Parliament (2004)

FOREWORD



I AM ENORMOUSLY PLEASED to welcome the Asian University for Women to Bangladesh and to the city of Chittagong. As it so happens, my own first experiment with microlending which eventually resulted in the creation of the Grameen Bank occurred just a few miles from the site chosen for this new university. Our experience with microlending over the past several decades has amply demonstrated that given the opportunity, even the most powerless amongst us will rise to the occasion and strive to transform her own life. Higher education can be an escalator not only for personal success, but also for the capacity one needs to transform his or her wider society. It is in this context that I find the Asian University for Women initiative particularly important. It will provide a much needed avenue for women to empower themselves to become enlightened leaders. It will help reinstall the value of knowledge in changing societies. By keeping its doors open to women of all socio-economic classes, religious and ethnic backgrounds, the Asian University for Women can indeed veritably demonstrate that no class or group in society has a monopoly on talent.

Recognizing the importance of higher education in personal and social transformation, the Grameen Bank has for some years now been lending for higher education of qualified children of its borrowers. Some of our borrowers who have made a livelihood out of rearing a few cows or small poultry now have adult children who have become physicians, engineers, and other professionals with support from this program—perhaps permanently breaking the intergenerational cycle of poverty and disempowerment. We look forward to working with the Asian University for Women in increasing opportunities for education for Grameen families as well as others.

MUHAMMAD YUNUS

Founder & Managing Director
Grameen Bank, Dhaka, Bangladesh;
and Member, Bangladesh Board of Advisors
Asian University for Women Support Foundation

Mind Without Fear

*Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up
into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason
has not lost its way into the dreary desert sand of dead habit;
Where the mind is led forward by thee into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.*

—Rabindranath Tagore

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THE ASIAN UNIVERSITY FOR WOMEN (AUW) will provide a vibrant residential learning community where highly talented women from diverse cultural and religious backgrounds can achieve their full intellectual and personal potential. AUW will enable women to become effective professionals, leaders, and service-oriented citizens. And it will serve as a beacon for those striving to raise educational standards, increase opportunities for women, and promote regional cooperation and understanding among the people of Asia¹.

AUW will recruit students from different socioeconomic backgrounds and prepare them to make important contributions to their societies. It will offer education to women from across Asia and the world. Initially, recruitment efforts will focus on South Asia and South East Asia, expanding eventually to the rest of Asia and the Middle East. It will offer unique opportunities to poor women and those whose families would prefer them to attend an all-women’s institution. The University will draw upon the best models of instruction regardless of origin, and upon a faculty recruited from around the world. The academic program is being designed to cultivate the perspectives and skills most useful for developing the region in enlightened, sustainable and culturally sensitive ways. Thus, AUW will optimize the social returns from this critical investment.

This international, non-sectarian and fully independent university will be located in Chittagong, Bangladesh. English will be its principal language of instruction.² The Government of Bangladesh will grant AUW a charter that ensures complete institutional autonomy, academic freedom, and wide support—a promise without precedent in the region.

I. EXECUTIVE SUMMARY



PHOTO COURTESY OF THE ASIAN DEVELOPMENT BANK

AT A GLANCE:	
Location	Chittagong, Bangladesh
First Access Program Class	2006 (150 students)
First Year of Operation	2007 (300 students)
Number of Graduate and Undergraduate Students at Capacity	2500
Faculty to Student Ratio	1:13
Language of Instruction	English
Degree Programs	Five-year combined undergraduate and graduate program, or Four-year undergraduate program
Undergraduate Curriculum	Liberal Learning
Graduate Degrees	Management, Education, Public Policy, Environmental Engineering/ Sustainable Development, and Information Technology
Institutional Partnerships	Aalborg University, Denmark (Information Technology); Imperial College, University of London, UK (Environmental Engineering and Sustainable Development)
Accreditation	AUW will seek accreditation from the New England Association of Colleges and Universities

AUW will recruit young women from different socio-economic backgrounds and will prepare them to make important contributions to their societies.

¹ See Annex G for the AUW Mission Statement.

² See Annex H for AUW’s Core Principles.



The University will offer academic programs that combine the greatest strengths of an education steeped in critical inquiry with the perspectives and concerns of Asia. It will feature a “three plus two” model of undergraduate and graduate study. The first three years will combine broad attention to the humanities and natural and social sciences with experiential learning and in-depth study within an academic discipline. AUW’s undergraduate liberal learning model—with its attention to the development of critical thinking, quantitative reasoning, excellent communication skills and deep foundational training in the basics—will instill essential competencies for future leaders. Likewise, the final two years will offer graduate education in fields selected for their relevance to the economic and political realities alumnae are likely to encounter.

AUW plans to open with an estimated 150 students in its Access Program—a preparatory program designed to provide economically disadvantaged students with the skills they will need to succeed at the University. The following year will bring the first undergraduate class of 300 students. Over time, the community will grow to include approximately 2,500 undergraduate and graduate students and up to 250 Access Program students (see Figure 1 for AUW Summary Timeline). Relatively small numbers and a favorable 13:1 student to faculty ratio should enable the academic program to emphasize quality and depth. Likewise, the social environment and extra-curricular activities will be designed to provide attention to the needs and aspirations of students as individuals and as members of various communities.

To house AUW’s campus, the Government of Bangladesh is donating more than a hundred acres of gently rolling hills overlooking Foy’s Lake near the port city of Chittagong. Design studios at the Massachusetts Institute of Technology and the Rhode Island School of Design have joined forces to articulate a compelling vision for the innovative and gracious campus. Based on the models these studies have already developed, it is safe to say that AUW’s buildings and grounds will cultivate an atmosphere that encourages collaborative learning and vibrant personal growth in the classrooms and other shared spaces. The campus will also foster and embody the habits of a healthy and sustainable lifestyle. The designs meld regional cultural traditions and contemporary technologies. At the same time, they respond to the inevitable requirements for both resilience and flexibility as the University’s requirements change.

Total capital costs to develop and construct AUW’s unique campus, including site development, infrastructure, and construction, are estimated at \$107.8 million. Through the first five years, operations are expected to run approximately \$75.5 million, of which \$15.4 million is expected to be generated from tuition fees and other charges. This figure includes pre-operating activities, the Access Program, and operational support for undergraduate and graduate programs. After five years of undergraduate classes, AUW’s annual operating cost per student is projected to run at approximately \$9,328; at full capacity enrollment, the annual operating cost drops to \$8,380 per student including room, board, travel from country of origin to the University and health insurance.

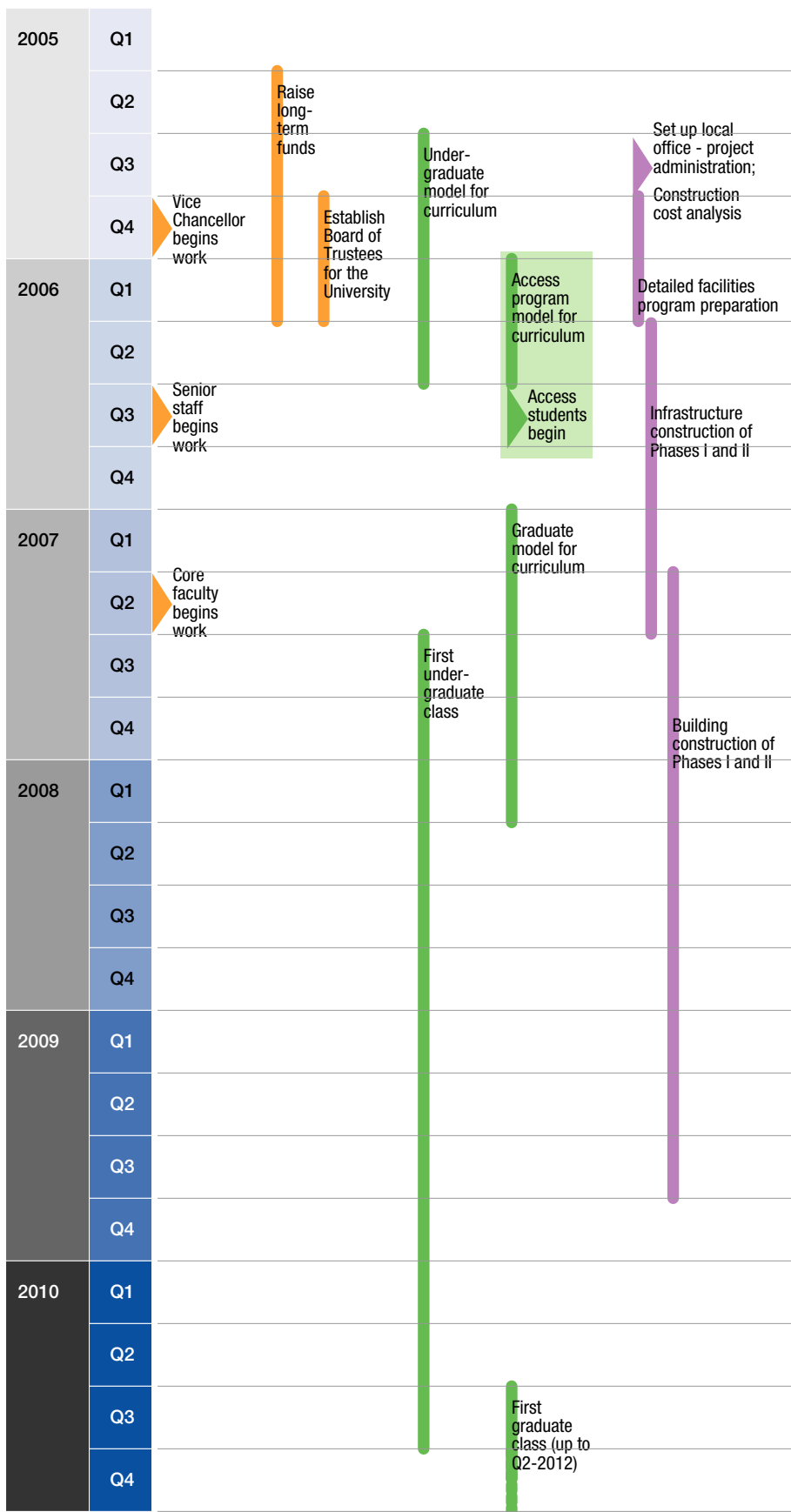
The New York-based AUW Support Foundation (AUWSF) has raised funds to support the preliminary stages of this ambitious project. Its Board of Directors is composed of proven leaders in the educational, financial and development sectors.

To raise funds to meet the operating and capital requirements, AUWSF is launching a major fundraising campaign. The campaign will target three separate though sometimes overlapping sources. In particular, AUWSF seeks additional foundation support for the planning process and the completion of architectural plans. Government support is being sought for the approximately \$103.5 million in infrastructure costs related to the construction of the campus. To ensure sustainability generally and specifically to fund the education of half of the students, AUW will need to seek scholarships and fellowship grants on an ongoing basis. Additionally, we hope to build an endowment of approximately \$100 million by the year 2016. It is hoped that private philanthropy will fund the endowment, either with unrestricted funds or with endowed chairs and scholarships. The endowment will be managed by the Foundation, under the the guidance of its Investment Committee—chaired by Board Member Jack Meyer, who has managed the endowments of Harvard University and the Rockefeller Foundation.

Construction Costs	
Phase I:	\$ 1,500,000
Phase II:	33,460,000
Phase III:	33,180,000
Phase IV:	30,310,000
Phase V:	5,110,000
TOTAL	103,560,000



Figure 1: AUW TIMELINE (SUMMARY)*



*Schedule is subject to funding received

WHILE MUCH PROGRESS has been made in the planning and building of AUW, a significant amount of work is still required. An International Support Committee (the ISC) of eminent individuals from around the world has been established to provide global leadership and to advocate broad support for the University. (See Annex A for membership listing of the International Support Committee.) Pursuant to AUW's charter the ISC is also entrusted to elect the first Board of Trustees of the University.

With the support of the ISC, the Asian University for Women Support Foundation (AUWSF, or the Foundation) is able to engage in the work needed to continue advancing the University. The Foundation is managed by an executive committee comprised of the Chairman of the Board and a subset of other board members. The Executive Committee meets on a biweekly basis to review and plan actions. (See Annex B for membership listing of the Board of Directors of AUWSF.) The Foundation also employs a small administrative staff.

Timelines and sequencing of some of the planning activities are located in the Annex. Some of our current projects include recruitment of the first Vice Chancellor and other senior academic and administrative staff, developing a more comprehensive academic framework, fundraising, and design and construction of the campus.

Undergraduate program

A preliminary structure for the undergraduate curriculum has been developed, guided by the core principles upon which AUW is being founded.³ The core principles are set forth in Annex J. The key to being able to establish a comprehensive academic framework for AUW, however, lies in hiring the first Vice Chancellor, under whose direction the specific content of the curriculum will be determined. Because AUW is a new institution, the first Vice Chancellor will have a unique opportunity and responsibility to define the University's ethos and standards of excellence by leading the recruitment of the initial faculty and students and establishing the curriculum and extra-curricular programs. Subject to the charter and the authority of AUW's Board of Trustees, the Vice Chancellor will administer and manage the affairs and funds of the University; implement the decisions of AUW's Board of Trustees in directing, conducting, and carrying out teaching, research, and other activities of the University; and select AUW's academic deans and other chief academic officers. Under AUW's charter, the University's Vice Chancellor will be the chief academic and administrative officer of the University.

AUWSF has launched an international search for the first Vice Chancellor, who will be the leader and chief advocate for the University. The Vice Chancellor will be someone of international stature, with outstanding academic, management, and fundraising credentials and the capacity to inspire members of the University community and the many other people and institutions whose help will be needed to achieve the University's mission.

³ See Section X.

II. AUW: THE PLANNING

i. Academic Framework

Learning from Experience: Suma Chitnis, Former Vice Chancellor, SNT Women's University (India) at an AUW planning conference.



The Search Committee has identified several criteria as important considerations in selecting the Vice Chancellor.



Professor Jasodhara Bagchi, Chairman of the West Bengal Women's Commission in India and Mrs. Rokia Rahman, Chairman of AUWSF's Bangladesh Board of Advisors at a discussion on the international search for AUW's first Vice Chancellor.

Gender. AUW will be a single-sex university devoted to educating women for leadership in business, government, professions, and non-governmental organizations. Therefore, a woman Vice Chancellor is strongly preferred to provide a role model for students, faculty, and other constituencies.

Academic Credentials. AUW will emphasize academic excellence, and original scholarship by faculty is an important element in achieving excellence in higher education. Therefore, the Vice Chancellor should have a Ph.D. or equivalent degree and significant scholarly credentials.

Administrative Experience. The Vice Chancellor will have extensive administrative responsibilities and should therefore have significant experience in the management of an institution of higher education, although not necessarily at the level of head of a university. Because AUW is a new institution, the Vice Chancellor should have significant experience in attracting, hiring, and retaining faculty members and in designing a curriculum.

Liberal Education. The Vice Chancellor should be fully committed to the importance of liberal education in creating independent thinkers, and she or he should have either a bachelor's degree from a Western liberal arts institution or other significant exposure to liberal education.

Commitment to AUW's Vision. The Vice Chancellor should have a demonstrated record of strong belief in the importance of the principles underlying this vision for AUW. The first Vice Chancellor's commitment to this vision will be essential in motivating her or him to fight to take AUW from concept to reality.

Communications Skills. The Vice Chancellor's ability to articulate AUW's unique qualities and its importance for its students' life-potential and for the region will be critical to the success of the university. Among other relevant types of experience, the Vice Chancellor should have extensive experience mobilizing resources from governmental and other sources.

Creativity. In designing the curriculum and student life, as well as in overseeing the melding of students from diverse national, religious, cultural, and socio-economic backgrounds, the Vice Chancellor will need an unusual degree of open-mindedness and creativity.

Government Relations. AUW will be chartered and located in Bangladesh. Its charter will confer a degree of institutional independence and academic freedom unusual for South Asia. Regardless of which political party may be in power from time to time in Bangladesh, AUW will inevitably face efforts by the government to influence events at the University. The Vice Chancellor should have the experience and personal qualities necessary to manage relations with the government and to uphold AUW's institutional and academic autonomy. The Foundation expects that the search for the Vice Chancellor will take approximately six months and that a Vice Chancellor will join the University in late 2005. Once the Vice Chancellor has been hired, he or she will be able to start recruiting his or her staff, and together they will develop the undergraduate curriculum.

Graduate program

The University is entering into partnerships with selected institutions from around the world to develop effective and high quality graduate programs. It is currently working with Aalborg University (AAU), Denmark, which will direct development of a curriculum and advise on the establishment of a Graduate School of Information Technology. AAU conducts teaching and research in the fields of information technology, humanities, engineering, natural sciences, and social sciences. The University has also partnered with Imperial College, United Kingdom, as well as other institutions, which will assist in directing the development of a curriculum and advise on establishing a Graduate School of Environmental Engineering and Sustainable Development. Imperial College is a leading institution dedicated to education and research in science, engineering and medicine, with particular regard to their application in industry, commerce and healthcare. Imperial also hosts LEAD—Leadership in Environment and Development—a network of several thousand experts in the field. AUW is currently in talks with Duke University as a possible anchor and reference resource for all aspects of the University’s development. Maastricht University in the Netherlands has also invited AUW to explore a partnership. In choosing each partner, AUW considers at least five factors: (i) the reputation of the candidate partner institution in the subject field; (ii) the candidate partner institution’s history and track record in the international arena; (iii) presence of one or more enthusiastic faculty members who are willing to lead the collaboration; (iv) endorsement and support from the highest levels of the institution’s management; and (v) ability of the candidate partner institution to leverage resources from within its host country or region.

Access Program

AUW is committed to nurturing talent from all socio-economic backgrounds, and in order to provide realistic access to talented young women from disadvantaged backgrounds, a preparatory program will be offered to provide these women with the necessary background to succeed in a challenging academic environment. Experts in the development of such programs have been retained to develop AUW’s Access Program. The goal is to establish a program that will be holistic and serve the full academic, social, cultural transition, youth mentorship, counseling, career development, pedagogical learning, technological, and recreational needs of students. A great deal of comparative research is also being analyzed to determine what criteria of admission would be most likely to ensure success among Access Program participants.

The idea of AUW has been well received amongst funders. Annex F provides further information on financial and other material support AUWSF has received so far. While the donations have been generous, they do not begin to cover the costs of building the University. The Foundation therefore intends to launch a major fundraising campaign for the University in 2005 to meet its planning, operating, and capital budget and its capital budget requirements. The campaign will target three separate though sometimes overlapping sources. In particular AUWSF is seeking private foundation support to aid with the planning process



Learning from Experience: Henry Rosovsky, Geyser University Professor Emeritus at Harvard University and Ayesha Jalal, Professor of History at Tufts University at an AUW planning conference.



Hanna Holborn Gray, President Emerita, University of Chicago, at a panel discussion on the establishment of the AUW. Professor Gray is now a member of the AUWSF Board.

ii. Fundraising

through the completion of architectural plans. Government support is being sought for the infrastructure costs of the University, whereas individual and corporate support is being targeted more specifically for scholarships.

AUWSF is now launching its Scholarship Program, with the goal of raising 250 scholarships of \$50,000 each over the next two years. AUW will invite individuals, foundations and corporations to sponsor talented young women from across Asia whose families lack the resources to finance their education. Each scholarship of \$50,000 may be named after the donor, and will support all aspects of five years of education for one student, ranging from instruction to academic counseling, career guidance, religious and social services, cultural enrichment, and the daily costs of living. Donors will enjoy the reward of following the progress of their sponsored students during and after their careers at AUW. The Scholarship Program moves forward now to ensure that admission targets will be met and comprehensive support will be provided to each and every student of AUW.

AUWSF is also soliciting support for establishing named professorships to permit visiting international faculty of outstanding quality to support the teaching and learning at AUW. A contribution of \$250,000 will permit a visiting faculty member of outstanding quality to serve five years at AUW.

iii. Design and Construction Process

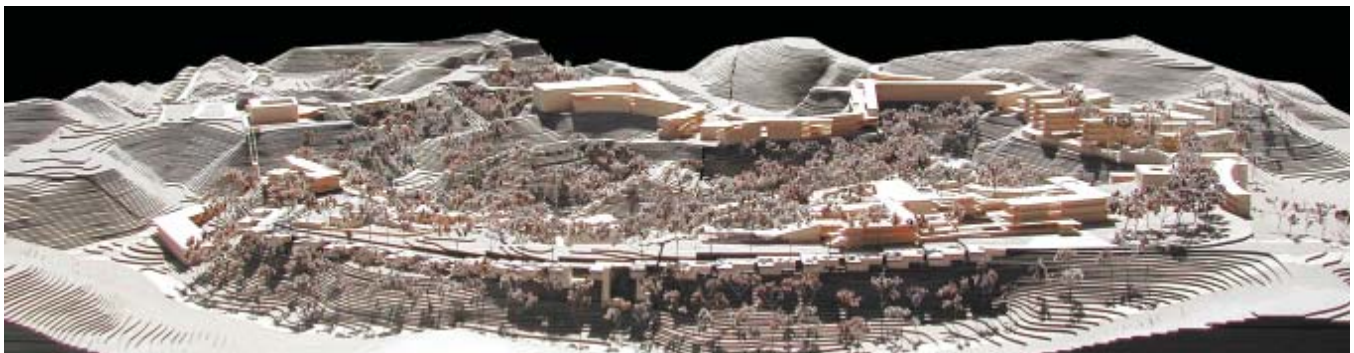
Two advanced graduate studios—one at the Massachusetts Institute of Technology (MIT) and another at the Rhode Island School of Design (RISD)—joined forces to explore, in depth, the issues related to the design of the campus.

The design and construction process for the AUW campus can be broken down into four basic parts:

- Facilities programming
- Master planning (campus design)
- Site work and infrastructure development and construction
- Building design, development and construction

A timeline, which outlines the sequencing, overlaps and parties responsible for the different parts of the process, is attached to this report as Annex D.

Facilities programming is the development of a complete list of required spaces, their square footages, contents, and key relationships to each other. This portion of the work must be based on a clear set of pedagogical objectives and begins as a general summarized inventory of the program components. Campus design work can begin with this “Summary Facilities Program” as a base for strategizing the programmatic distribution of the campus. As subsequent campus clusters and building projects develop architecturally, a “Detailed Facilities



Program” must be prepared to address more detailed program requirements that are in addition to the square footage assignments.

The master planning of the campus involves a broader vision. Two advanced graduate studios—one at the Massachusetts Institute of Technology (MIT) and another at the Rhode Island School of Design (RISD)—joined forces to explore, in depth, the issues related to the design of the campus. The results of the studio efforts have now been published and will inform the campus planning process. A second stage of master planning work is now planned to take the work from the studios/workshop effort and advance it to another level of development—one that addresses concerns of fundraising and implementation.

Additional plans for site work, infrastructure development, and building design and construction are discussed in further detail in Chapter VIII, Section vi, “Campus and Physical Plant.”

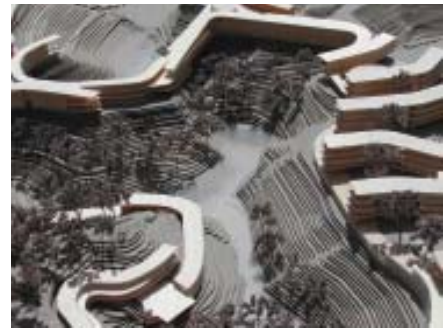
The timeline outlined in Annex D is ambitious. Quickly gaining momentum and maintaining a critical mass of people who are involved with the work from its inception will sustain this momentum through the course of the project’s delivery. A fast-track schedule, such as the one outlined, requires that the team be continually augmented by new members to simultaneously develop the project on multiple scales, with diversity of expertise, while maintaining those with the decision-making history.

Once a master plan has been produced and phasing has been set, a plan for the process of selecting architects will be put in place. There are four ways to proceed with the selection of architects:

- a) Issuing an open request for proposals (RFP) from qualified architects, but with a special targeted invitation to specific architects so as to ensure that AUW receives proposals from high-quality designers.
- b) Pre-selecting a group of qualified architects to submit proposals.
- c) For special buildings, setting up an open competition in which the entry fees pay for the expenses of the competition process. This has the advantage of being able to simultaneously select both an architect and a proposed design. It is, however, a lengthier and more involved process and if considered valuable should therefore be reserved for special buildings that are far enough in the future to allow for the extra time involved.
- d) For specialized facilities, selection of both an architect and soliciting proposals through an *invited* competition.

Choosing among these four ways will be based upon several criteria: time constraints; type of building (whether it requires an architect specializing in a certain building type such as a medical clinic); and the uniqueness of a specific project. The architecture faculty of MIT has agreed to help in guiding this process.

To evaluate the feasibility and attractiveness of AUW and to determine what it could add to the higher education landscape in the region, the Academy for Educational Development in Washington, D.C. at AUWSF’s request commissioned TNS Singapore—a leading market survey firm in the region—to conduct a market study/concept assessment on the Asian University for Women proposal. A mix of



The study reported that “Overall, all key target groups—i.e. parents, students, educators, and employers—find the Asian University for Women an attractive and useful concept.”

iv. Strategic Planning

Employers emphasized the general reluctance in hiring fresh graduates with no work experience—suggesting that introducing AUW students early to the world of work and at some depth through multiple internships and other work opportunities would play an important role in determining the immediate employability of AUW women following graduation.

focus groups and interviews was used in order to gather perceptions from a wide range of respondents, considering religious, ethnic and geographic spread. The study was conducted in Bangladesh, Cambodia, Nepal, Pakistan and Vietnam. The study reported that, “Overall, all key target groups—i.e. parents, students, educators, and employers—find the Asian University for Women (AUW) an attractive and useful concept.” Of all the factors, the location of the University in Bangladesh—a country whose image is marred by frequent flooding and widespread poverty—was deemed to be most negative. However, the negative image factor appears to be mitigated by the prospect of the University emerging as a center of excellence that is affiliated with prestigious international institutions and by its development of a highly attractive, international-standard physical campus facility. The AUW concept had wider appeal among poorer families. The single-sex institution concept has less appeal among the affluent. The proposition of admission by merit and merit alone and not consideration of any political or economic advantage was widely applauded. The demand for conventional professional training such as engineering, accounting and medicine was most often pressed while there was least interest in AUW’s projected offerings in education and public policy.

Employers surveyed by TNS Singapore predicted that the demand for fresh female graduates would be likely to increase in the next three to five years. In addition, they pointed out that some countries are setting quotas for employing women and introducing other favorable policies to help boost the female employment rate—all of which would augur well for AUW graduates. However, employers also emphasized the general reluctance in hiring fresh graduates with no work experience—suggesting that introducing AUW students early to the world of work and at some depth through multiple internships and other work opportunities would play an important role in determining the immediate employability of AUW women following graduation.

Finally, the study also reported favorably about the experience of several hundred foreign students, many of them female, who are enrolled in the University of Science & Technology in Chittagong—which is located just a few miles away from the proposed site of the Asian University for Women. The medical faculty there in particular has for a number of years attracted students from India, Nepal, and Sri Lanka as well as from Africa with no untoward incident reported on their experiences inside or outside of the campus.

“I felt that Wellesley College just couldn’t sit on the sidelines and not lend a hand to this project that was so evocative of our own origins and history. We know now that the education of women is the vital pathway to economic and social development. And the women’s colleges in the United States are models of how that can work... To have withheld our help, then, would have been a violation of our deepest principles and values. And once I was in, of course, as happens with such entanglements, it became clear that this was going to be an extraordinary learning opportunity for me—and for us—an opportunity for a two-way exchange of experience, knowledge and understanding. A chance to break the isolation at both ends of a needed exchange.”

—DIANA CHAPMAN WALSH, President, Wellesley College

THROUGHOUT MUCH OF ASIA, and South and South East Asia in particular, girls and women are subject to unequal treatment and have much less access to education than do boys and men, and the latter disparity increases at higher educational levels. Girls and women from rural and poor populations are especially disadvantaged in their educational opportunities.

We know that effective leadership by women is essential for establishing equality of the sexes in terms of status and opportunity and in reversing the social, cultural, political and institutional barriers to women's progress in society. Fostering that leadership depends on strengthening women's access to high quality higher education. We also know that national and regional development is closely linked to advancement in the education of the population, particularly of women. However, higher education in many Asian countries has suffered from poor quality teaching resulting from outdated and often irrelevant curricula and methods of instruction, underfunding, inadequate facilities, poor management, poor student preparation, poor job prospects among graduates, and political interference from both within and outside the university. In addition, critical thinking, immersion in basic sciences and the scientific method, facility in language and breadth of mind are underdeveloped in many Asian curricula that emphasize rote learning, in a context divorced from the reality of students' lives, and a focus on narrow technical disciplines from the beginning of university study.

AUWSF is engaged in the planning and development of AUW as one way in which to address these issues. AUW will offer exceptional young Asian women, including girls from rural areas, refugee communities and poor neighborhoods, an education that will provide them with the critical thinking skills, knowledge and resources needed to fulfill their promise. AUW will prepare its graduates and help provide them with the opportunities to eventually assume leadership positions in the private sector, government, and the not-for-profit sector. These leadership roles will enable them to have a fundamental impact on shaping the societies in which they live.

While hundreds of thousands of men and women students have access to higher education in various institutions throughout Asia, AUW seeks to be a distinctive and high quality university that will emerge as a *Center of Excellence* in the region. Rather than following a pre-existing structure it will represent a unique resource that can serve as a model for other institutions, focused explicitly on providing women with the skills and knowledge they will require for leadership in fields that are critical to the future of the region.

In basic ways, it is now clear that national prosperity depends upon the ability of a society to foster and include the contributions of women in its national agenda, and the provision of women's education in the developing world therefore has an added significance beyond the benefits to individual students.

The critical importance of female education has by now been widely accepted

III. THE CASE FOR AUW

"I believe that this is the right time to invest in women's education in terms of our history and our civilization. The 21st century is touted as a women's century. If this century's mission is to create an alternative to the culture based on male-dominated value systems characterized by power, authority, war and violence, it is critical to invest in women's education, women-centered values and insistence to focus on caring and sharing. What we must do now is to engender a spirit of daring to women so that they become the locus of change and development of our communities and societies, particularly in Asia. Therefore, I stand for my conviction that women's education is a very wise investment, not only in the development of individuals, but further development of all. It is the fastest and the most far reaching way to impact the society for the good of humanity."

—DR. SANG CHANG

President Emerita of Ewha Womans University in Seoul, South Korea who was also nominated to be the first woman Prime Minister of the Republic of Korea

i. Higher Education for Women in Asia

We believe in the imperative to pursue women's education as a right on its own merit, as an end in itself, and not "as a mere tool of the ends of others."

by the development community, with access to primary education for girls forming a cornerstone of the development agenda. The policies targeting primary education and even secondary education for girls have been tremendously successful in Asia, with many countries achieving almost complete coverage at the primary level, and significant improvement in the rates of secondary school enrolment (see Figures 2 and 3). The positive effects of these policies on productivity, child survival, general health, and political participation have been clearly documented. With respect to demographic and health issues, there is evidence that as women's education rates and levels rise, fertility rates decline, and life expectancies for both women and children rise.⁴ Both desired and actual family sizes are lower amongst educated women, who are much more likely to use contraception and have longer intervals between births. The effect of women's education compared to men are particularly relevant in this area, as among married couples it has been shown that the wife's education has a much stronger effect on fertility than the husband's.⁵ Higher rates of education for women are also linked with a lower risk of HIV/AIDS transmission, especially in developing countries.⁶ While the links between women's education and health form the clearest example of a virtuous cycle of development, the benefits go beyond just health issues. While education raises wages and productivity for both men and women, where returns do differ, they more often favor women than men.^{7,8}

Women's education is an essential element to developing a strong democracy. It has been shown that educated women are better informed about their rights, more likely to exercise them, and more likely to participate in the formal political system.⁹ Having said this, we believe in the imperative to pursue women's education as a right on its own merit, as an end in itself, and not "as a mere tool of the ends of others."¹⁰

While these effects have by now been widely accepted and primary education, especially for girls, has come to play a critical role in the international development agenda, it is increasingly becoming apparent that limiting the focus to primary education is not sufficient, with more current research showing that in most cases, only secondary or higher levels of schooling lead to improved options, opportunities, and outcomes for women.^{11*} The next section looks more closely at the issue of higher education, and its increasing relevance in today's rapidly globalizing world.

* Recent research in India, for example, shows that women with higher levels of education are more likely to reject a strong societal preference for a son and find ways to compensate for the lost support and discrimination they may experience should they give birth to a daughter. (Pande, R. and Nan Marie Astone. 2001. Explaining son preference in rural India: The independent role of structural vs. individual factors. Annual meeting of the Population Association of America. Washington, D.C.) The health benefits of higher education for women are also being further explored. In the Philippines, for example, the under-five mortality rate is almost twice as high among children of mothers who only complete primary education as among children of mothers who complete secondary education or higher (Asian Development Bank. 2003. Key Indicators).

⁴ United Nations Educational, Scientific and Cultural Organization (UNESCO). 2002. *EFA Global Monitoring Report, 2002: Is the World on Track?* Paris: UNESCO; http://www.unesco.org/education/efa/global_co/policy_group/hlg_2002_monitoring_complete.pdf.

⁵ World Bank, *World Development Report*, 1993

⁶ World Bank. 2002. *Education and HIV/AIDS: A Window of Hope*. Washington, DC: World Bank

Figure 2
Primary Gross Enrollment Ratio, Female
2002

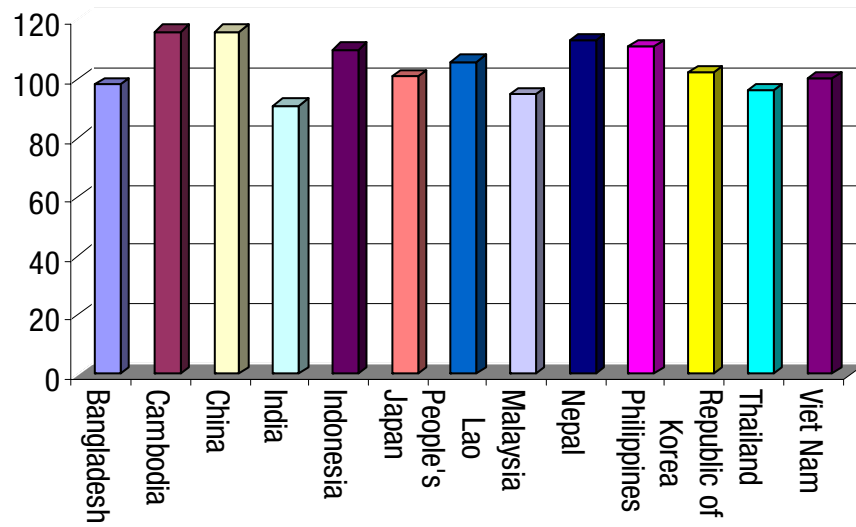
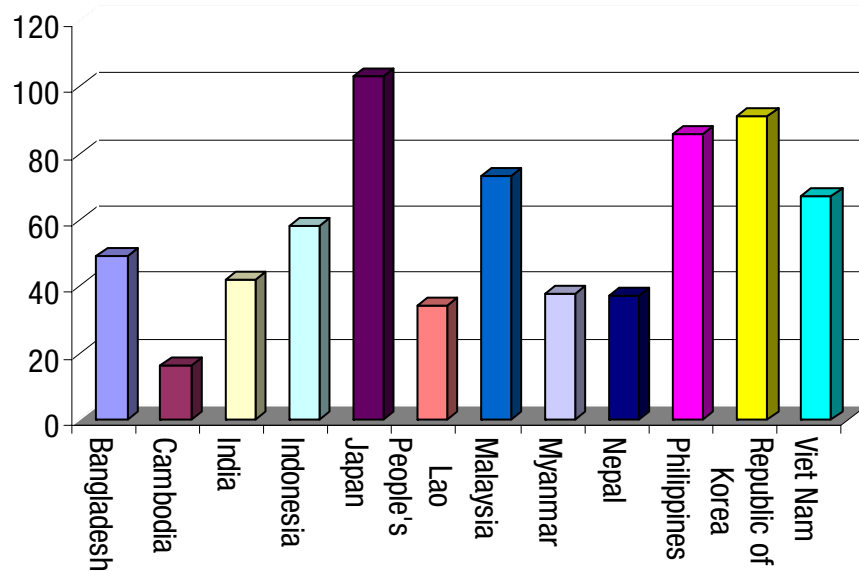


Figure 3
Secondary Gross Enrollment Ratio, Female
2002



“Whenever there is a public discussion about education and about women in Asia, the focus is generally on the need for basic literacy: that women should be able to read, write and count. It is fundamental to their wellbeing. Studies have shown that these basic skills have been instrumental in greater economic empowerment, political participation and social engagement of women at even the lower level of societies. While the value of this basic education is undeniable and it is also badly needed, one might argue that since so much still needs to be done and to be accomplished in this area of basic education—getting young girls to be proficient in reading, writing and math—should we even focus on higher education for women? In other words, can we even afford to think about this issue at this point in the development of women’s rights in Asia? But it is also very important for us to remember that in this increasingly globalizing interconnected world of the 21st century, it is evident that one of the key ingredients for effective leadership is the use of new technology, information systems and higher education. If women are to take more leadership roles in all sections and segments of the society, it goes without saying that women must be prepared to embrace the challenges of leadership in the 21st century. Seen from this perspective, perhaps the right question is: Can we afford not to pay attention to higher education for women in Asia?” —VISHAKHA N. DESAI, President, Asia Society

ii. Why Focus on Higher Education?

The benefits of higher education to individuals are represented not just economically in their ability to earn higher incomes over their lifetimes, but also more personally, as it enables an ongoing participation in a “life of the mind”. The benefits at a social level are also apparent in improved productivity and greater participation in the cultural and political life of a community.

Decades of economic research have evidenced the direct effects of education on income. There has been an increasing body of economic literature that has shown the impact of educational attainment on individual incomes, with estimates ranging from 5% to 15% increases in wages in response to a year’s worth of schooling.^{12,13} These increases are found to be even greater for women and for disadvantaged students.^{14,15,16} There has also been considerable evidence that long-term economic growth depends on the initial stock of human capital that a country possesses. For example, the rapid economic growth experienced by several East Asian countries in the 1970s and 1980s, the so-called “East Asian Miracle”, has been attributed in no small measure to its highly educated workforce.¹⁷

The net benefits of education at both a private and social level form the economic basis of education policy and government and donor investments in education. The effectiveness of investments in education are often evaluated in terms of the “rate of return” to those investments. These rates are generally calculated by comparing the average earnings of individuals at each level of educational attainment and adjusting for the costs, such as tuition

and the opportunity cost of a student’s time, of achieving that level. The benefits that accrue directly to individuals are considered private returns, while the benefits

⁷ Psacharopoulos, G., and A. Patrinos. 2002. *Returns to Education: A Further Update*. World Bank Policy Research Paper, No. 2881. Washington: World Bank.

⁸ Hill, M. Anne and Elizabeth M. King. 1993. “Women’s education in developing countries: an overview.” Pp. 1-50 in *Women’s Education in Developing Countries: Barriers, Benefits, and Policies*, edited by Elizabeth M. King and A. Anne Hill. Baltimore, MD: Johns Hopkins University Press.

⁹ World Bank, *World Development Report*, 1993

¹⁰ Nussbaum, Martha C. *Women and Human Development* (Cambridge, 2000)

¹¹ International Center for Research on Women. “Impact of Investments in Female Education on Gender Equality.”

¹² Mincer, Jacob. 1974. *Schooling, Earnings and Experience*. (New York: Columbia University Press).

¹³ Krueger, Alan B. 2000 “Education for Growth: Why and for Whom” Princeton University Industrial Relations Section Working Paper #429.

¹⁴ Lang, Kevin. 1993. “Ability bias, discount rate bias and the return to education.” Mimeo, Boston University, Department of Economics.

¹⁵ Card, David. 1995. Earnings schooling and ability revisited.” In Solomon W. Polachek, ed., *Research in Labor Economics* (Greenwich CT.: JAI Press).

¹⁶ Krueger, Alan B. 2000 “Education for Growth: Why and for Whom” Princeton University Industrial Relations Section Working Paper #429 .

¹⁷ R. Barro, “Economic Growth in a Cross-Section of Countries”, *Quarterly Journal of Economics*, May 1991.

to society, for example in terms of an increased tax base, are deemed to be social returns. It is the extent to which society benefits above and beyond the private return that generally forms the justification for government or donor intervention.¹⁸

There have been many studies attempting to estimate the private and social rate of return from education at each level.¹⁹ The results of some of these studies indicated that returns for primary and secondary education were greater than returns for higher education, and that much of the return for education was private rather than social. Public sector investment in higher education, therefore, began to be viewed as elitist, benefiting the wealthiest, who were most likely to have access to higher education programs, and exacerbating income inequalities. Education policies, especially as endorsed by international donors and lenders, shifted towards a strategy which focused investments almost entirely on primary and to a lesser degree on secondary education.

In a rapidly changing international economy, however, the strong commitment of the development community and developing country governments to focusing principally on primary education, sometimes at the cost of higher education, is increasingly coming under scrutiny. Today's so-called global "knowledge revolution" represents a shift in international economic systems, whereby production processes are becoming increasingly technical and science-based, increasing the importance of higher education. There is an ever greater move towards information processing activities and away from manufacturing. This places additional emphasis on the quality of information and the efficiency of acquiring it, which become strategic factors in both competitiveness and productivity for firms, regions and countries.²⁰

Increasing globalization has further implied a shift towards production processes that function as "Global Value Chains", where the production process can geographically spread out and involve labor in many different countries. Developing a strong knowledge base is increasingly important for participating in this economy and, moreover, not being trapped in a cycle of low-skill/low technology/low wage within these global manufacturing chains, which can happen if a country enters primarily with cheap, semi-skilled labor and does not upgrade its knowledge base.²¹ The changing nature of the global economy has, according to some researchers, increased the rate of return for higher education relative to primary and secondary education, with some estimates suggesting that the returns for higher education have surpassed returns for lower levels of education.^{22, 23}

It should be noted that while traditional rate of return analyses are an impor-



PHOTO COURTESY OF THE ASIAN DEVELOPMENT BANK

"When higher education insists on merit criteria, it is not easy for the government to run a bureaucracy based on patronage; when higher education protects free inquiry, it is not easy for society to impose controls on a free press; when higher education promotes humanistic as well as scientific and technical education, primary and secondary schooling is less likely to shortchange art, history, literature."

—KENNETH PREWITT
Columbia University

¹⁸ Task Force on Higher Education. Higher Education in Developing Countries: Peril and Promise. www.thfe.net. Accessed on 03/16/05

¹⁹ Psacharopoulos, George. 1994. "Returns to Investment in Education: A Global Update" *World Development* 22: 1325-43.

²⁰ Asian Development Bank. 2003. *Key Indicators* Vol. 34. Special Chapter: Education for Global Participation

²¹ Asian Development Bank. 2005.

²² Asaoka H. 2003. *What Factors Are Correlated with the Variation of Rates of Return Across States in India?* Stanford: Stanford University, School of Education.

²³ Chung, Y.P. 1990. "Changes in Rates of Return to Education Over Time: The Case Study of Hong Kong." Paper presented at the Comparative and International Education Society, Atlanta, Georgia.

“The most important change that people can make is to change their way of looking at the world. We can change studies, jobs, neighborhoods, even countries and continents, and still remain much as we always were. But change our fundamental angle of vision and everything changes—our priorities, our values, our judgments, our pursuits. Again and again, in the history of religion, this total upheaval in the imagination has marked the beginning of a new life...a turning of the heart, a “metanoia,” by which men see with new eyes and understand with new minds and turn their energies to new ways of living.” —BARBARA WARD, 1971

tant economic tool for evaluating government and donor investments, it is increasingly being acknowledged that by limiting their scope to a simple accounting of financial returns for education, these analyses have missed many important social and economic effects of higher education that are critical to long-term economic growth and development. For example, Bloom and Sevilla note that some of the public benefits of higher education include:

“(a) a critical mass of well-informed citizens who understand and work for democratic practices; (b) a larger pool of capable business people who can run more efficient businesses and ultimately expand the economic pie; (c) political leaders who can understand the confluence of local conditions and the fast-evolving international arena; and (d) scientists and technicians who can play key roles in appropriately adapting and integrating developed-world practices into a society’s agricultural, industrial, and educational systems.”²⁴

To the extent that the value of these benefits outweighs the costs, higher education represents a sound investment. While these effects are difficult to assess, the rapidly changing nature of today’s knowledge-driven global economy suggests that such factors will play an ever greater role. More and more a cadre of highly educated individuals is essential for creating an environment in which economic development can proceed, as they generate the economic and social entrepreneurs that accelerate the process of economic development and contribute to the development of strong institutional frameworks such as good governance, increasingly believed to be a core factor in economic growth and development.

Though these factors point to strong social returns from higher education over and above private returns, public and donor investment would be most effective if it is possible to target them towards those who are least likely to enroll in higher education without a subsidy. This is precisely what the structure of AUW is designed to undertake, with half the enrollment being drawn specifically from those with less privileged backgrounds who would be least likely to achieve such an education on their own, while providing the highest quality of education to best achieve the potential benefits of higher education.

It should be noted that while current studies successfully counter the narrowly focused results of basic rate of return studies within an economic framework, there is also an increasing backlash amongst scholars against an approach that focuses so strongly on the economic value of education to the exclusion of its other benefits, and the very dehumanization of education that such an approach promotes. This has led to a demand for a “broader humanistic rationale for education,” a goal which AUW strongly seeks to promote, with its emphasis on providing high quality liberal arts tertiary education for women.^{25, 26}



Nobel Laureate Professor Amartya Sen has agreed to lecture at the AUW campus in Chittagong.

²⁴ Bloom, David and Jaypee Sevilla. 2003. “Difficulties in Justifying General Public Subsidies for Higher Education in Developing Countries,” *International Higher Education*.

²⁵ Vavrus, F. (2002). Constructing Consensus: The feminist modern and the reconstruction of gender. *Current Issues in Comparative Education* [Online], Volume 5, Number 1.

²⁶ Spivak, G. C. (1999). *A critique of postcolonial reason: Toward a history of the vanishing present*. Cambridge, MA and London: Harvard University Press.

iii. Liberal Learning

The primary goal of the AUW curriculum will be to provide young women with a solid foundation in critical thinking skills, complex problem solving and quantitative reasoning, which are the cornerstones of a quality liberal education. AUW will encourage the personal growth of each student including moral reasoning, learning from diverse persons and cultures, and coming to appreciate the wide range of religious and cultural expressions in the world. AUW will also promote the development of leadership abilities in its students through formal learning in the classroom and in social, recreational, and service activities on and off campus. Finally, AUW will seek to instill a spirit of service in all students in both their professional and civic lives. This kind of education will empower AUW's students to negotiate both their social and economic realities, and will give them the edge they need to succeed. AUW expects its students to become leaders in the communities and nations where they live and to be *Agents of Change* for the common good.

AUW's student-focused learning environment is designed with the following premises in mind: (a) learning is primarily the acquisition of knowledge and the creation of understanding by students in a context where faculty are knowledgeable and committed teachers, mentors, and mutual learners; (b) AUW's curriculum will be broad-based and draw heavily upon Asian as well as global content and insights; (c) disciplinary and interdisciplinary majors and independent study provide opportunities for study in depth that reveals the complexity of thought expected of mature learners; and (d) contemporary issues, problems, and challenges in Asia and throughout the world provide excellent case studies for critical, complex, and interdisciplinary thinking and applied studies that challenge single or simple solutions. Recognizing the crucial role of science and technology in the transformation of societies, science will feature prominently in the undergraduate curriculum. We believe that a science and technology orientation to the education at AUW will not only strengthen the student's technical proficiency but will also empower her to engage more adeptly in the great sociological and moral imperatives facing humankind. Given AUW's mission, its curriculum will be interdisciplinary and cross-cultural in nature, and its faculty and staff will seek to engage students in applying theoretical knowledge to real world problems in the classroom, through campus activities and in service and experiential learning contexts.

While AUW's liberal learning curriculum draws in part upon a Western liberal arts tradition, the curriculum will be based on significant Asian content and AUW's program will encourage students to apply the analytical tools they acquire to regional problems. Rather than separating education from professional training, the liberal learning curriculum will take the best of the liberal arts tradition and integrate it with professional training for careers and leadership. That combination, reinforced by an integrated bachelor's and master's degree, is relevant to Asia as it emphasizes development issues and Asian content and merges the call for new visions with the practical necessities of technical

"I recently met with about twenty graduate students at Ewha. I wanted to learn from my students what their contemporary reasons were for coming to Ewha. An overwhelming response from the students, aside from the academic reasons, was that they were looking for a space where they could receive support, consolation and the strength to go out again to the harsh world where they were not given their own space, fair space, fair voice and power. Therefore, educating women together is for them a way to energize and renew their self-confidence while helping them to reconfirm their life goals."

—DR. SANG CHANG, remarks at the Asia Society, New York, November 20, 2003

"Education is a necessary but insufficient investment for achieving general equality or improving women's well being; and second, it is only secondary or higher education and not just literacy that leads to improved options, opportunities and outcomes for women."

—PATRICIA LICUANAN, President, Miriam College Philippines and Chair, Fourth World Women's Conference in Beijing, remarks at the Asia Society, New York, November 20, 2003



“Ewha has proved that women in a heavily male dominated society essentially can be second to none and the women can indeed become leaders. That’s why at Ewha all our past and present presidents have been women, while half of the faculty members are women. Naturally, Ewha has produced important leaders in the field of education, journalism, religion, women’s movement to social service to name a few. Ewha has produced many of the first women leaders. The first cabinet member to the Korean government, first medical doctor, first lawyer, first nurse, first apparel company president, first daily newspaper president, things like that. These are the very individuals who provide role models for our women students by giving them the vision of our society without prejudice and in so doing challenging the new generation of women to go even farther.”

—DR. SANG CHANG



competence and the ability to get things done. Students will leave AUW prepared to be active participants in furthering the economic development of countries in the region.

A strong liberal education will aim to develop in the AUW student the intellect and the capacity for lifelong learning; increase her understanding of the many different cultures, languages, religions and societies in Asia, and the connections among them; increase her awareness and comprehension of relationships between landscapes and built environments, institutional systems and conditions of populations; and expand her scientific horizons and mastery of common scientific literacy and technological competence. Indispensable skills such as leadership skills, management skills and the ability to learn and re-learn will also form an integral part of the liberal learning process.

The kind of education AUW will offer lays the foundation for a life of learning and thinking critically in a rapidly changing world. This is particularly important in today’s knowledge-based economy, where technologies and production processes are constantly being modified and the ability for continuous learning and relearning is critical for remaining at the forefront of the business and scientific world. Coupled with carefully crafted master’s programs focused on career preparation, the liberal education planned for AUW can provide perhaps the strongest known foundations not only for personal growth but also for a life of participation and leadership in one’s community and in the broader social and economic spheres.

iv. The Rationale for an All Women’s Educational Institution

In many Asian societies, cultural or religious traditions may make it difficult for young women to go away to university and live in a coeducational setting. In some families, a daughter’s education may be forgone entirely if it is not available in a single-sex living environment. Wanting AUW to be accessible to all qualified girls, we chose to make it a single sex institution. There are also other compelling reasons to choose such a model for the University.

The experience of women who attend all-women’s universities shows that they reap personal, intellectual, and eventually professional benefits from the supportive single-sex educational environment. Studies in the US have shown that despite the fact that women outnumber and typically outperform men on coeducational campuses, many women still perceive such an environment to be less supportive of their academic and social needs, which in turn adversely affects their learning and social development.^{27,28} Women at single-sex institutions by comparison, report feeling more supported and achieve greater gains in college.²⁹ Unconstrained by the same gendered norms and expectations, they experience greater choice in terms of fields of study and occupation, and are much more likely to achieve degrees in traditionally male-dominated fields such as math or science than women at coeducational colleges.^{30,31} Another significant advantage is that women are able to assume positions of leadership, preparing them to take on such roles as they enter the workforce. The results of these differences are tangible; numerous studies have shown women who attend single-sex institutions are higher achievers, and leave

Figure 4: AUW Target Countries in South Asia



Figure 5: AUW Target Countries in the Greater Mekong Subregion



their mark in a wider range of fields including science, the arts, humanities and business.^{32, 33, 34}

While much of this research has been conducted in the United States, these effects are likely to be considerably stronger in societies in which women are often treated like second class citizens in co-educational settings, as is the case in a number of the countries from which AUW would recruit its students. The single-sex educational institution, when done right, does not duplicate the assumptions and practices of the dominant culture that would exclude women from full participation in certain professions and certain aspects of societal life. A World Bank report that investigated barriers to women's higher education concluded that in countries like India, Pakistan, Nepal, Bangladesh and many sub-Saharan African countries, the creation of single-sex institutions is both necessary and justified in addressing the disparity in women's higher education in these settings.³⁵

AUW hopes to not only provide quality education to women who might otherwise be unable to attend university due to cultural pressures; in addition, it hopes to provide a setting in which these young women can reflect on their individual and collective roles in their societies, and on how those roles can be recast for the benefit of all.

While we believe strongly in the value of education offered through an all-women's institution, and the University will stand as an institution for women only, it will not seclude the students from the real world. Not only will the faculty include both men and women, the University will exist within a context of a plurality of institutions. Women who wish to pursue education in a co-educational setting will continue to have those opportunities. In fact, we would expect



"I became involved with the AUW initiative because it fulfills four areas of intense personal interest for me—i.e., education, diversity, development and Asia. By providing women across the Asia region with an opportunity for higher education, I firmly believe this will pave the way for more open societies and open minds."

—KATHY MATSUI, Managing Director, Chief Japan Strategist and Co-Director of Pan Asian Investment Research at Goldman Sachs (Japan) Ltd. and a member of the AUWSF Board

²⁷ Drew, T. L., & Work, G. G. (1998). Gender-based differences in higher education: Gaining a broader perspective. *Journal of Higher Education*, 69(5), 542-555.

²⁸ Pascarella, E. T., Whitt, E. J., Edison, M. I., Nora, A., Hagedorn, L. S., Yeager, P. M., & Terenzini, P. T. (1997). Women's perceptions of a "chilly climate" and their cognitive outcomes during the first year of college. *Journal of College Student Development*, 38(2), 109-124.

²⁹ Umbach, P. "Women's students at co-educational and women's colleges: How do their experiences compare." Draft manuscript. University of Iowa.

³⁰ Sebrechts, J.S. (1992). Cultivating scientists at women's colleges. *Initiatives*, 55(2), 45-51.

³¹ Sharpe, N.K. & Fuller, C.H. (1995). Baccalaureate origins of women physical science doctorates: Relationship to institutional gender and science discipline. *Journal of Women and Minorities in Science and Engineering*, 2 (1-2) 1-15.

³² Tidball, M. Elizabeth. (1986). "Baccalaureate Origins of Recent Natural Science Doctorates." *Journal of Higher Education* 57, 606-20.

³³ Smith, D. G. (1990). "Women's colleges and coed colleges: Is there a difference for women?" *Journal of Higher Education*, 61(2), 181-195.

³⁴ A.W. Astin, *Four Critical Years: Effects of College on Beliefs, Attitudes and Knowledge*. San Francisco: Jossey-Boss, 1977.

³⁵ Subbarao, K. et al, *Women in Higher Education: Progress, Constraints and Promising Initiatives* (The World Bank: 1994).

the students of this University to compete and collaborate with other women's or co-educational universities in various academic and extra-curricular activities.

v. Regional and Cross-Cultural Linkages in Asia

AUW is positioning itself to bring together young women from the entire region of South, South East and West Asia, and to create an environment designed to help them explore their similarities and differences in an atmosphere of mutual respect. In its early years, the University will focus its activities on recruitment of students primarily from Afghanistan, Bangladesh, Bhutan, Cambodia, India, Laos, Maldives, Myanmar, Nepal, Pakistan, Sri Lanka, and Vietnam (see Figures 4 and 5). Over time, student recruitment will extend throughout South East Asia and West Asia. At all times, however, the University will, as a matter of principle, be open to women from anywhere in the world.

The University will help foster cross-cultural links that will strengthen understanding and ties across national borders by (a) recruiting students and faculty from across Asia, (b) developing the academic and campus life of the University to promote regional perspectives while valuing and respecting diversity, and (c) fostering an alumnae network that will keep linkages across the region robust and vibrant. This cross-cultural exposure, understanding and experience will be one of the most important assets of its graduates. To take advantage of such diversity, educational and residential policies will encourage student and faculty interactions that promote mutual respect and learning from the cultural, religious,

and other differences present on the campus. The campus community will seek to harmonize individual and human rights with collective and community goals. The University will also engage regional and international institutions through conferences and workshops, which will give the faculty and students valuable access to international networks of academics and other professionals.

In a diverse region that has experienced frequent and persistent ethnic, religious, and national conflicts, AUW wants to provide a safe and supportive learning environment for a diverse population of students and staff to explore collaborative and creative problem-solving for a more economically equitable, tolerant, and sustainable Asia. AUW believes that providing a residential campus where diverse students live together is a prerequisite to achieving such learning goals. The educational, social, and physical design

How can you have equity, how can you have freedom, as Amartya Sen would put it, without an appropriate system of justice and of laws? That doesn't just happen. You need lawyers, you need judges. You need people to write the laws. And if you don't have that, how can you have that fabric in society which can ensure social equity and social justice?

How can you have financial systems that work without people trained in those disciplines? How can you have banks reporting if you don't have people that are trained to report? How can you have supervision if you don't have supervisors? How can you fight corruption if you don't have people that know how to do it, that have the independence and the standing and the income to allow you to fight the corrupt factors in society?

How can you have a meritocracy? How can you open the opportunities for the people that live in poverty unless you give them the opportunity to advance themselves by the use of their minds and their intellect and their creative spirit?

You have to have the centers of excellence and learning and training if you're going to advance the issue of poverty and development in developing countries.

—JAMES D. WOLFENSOHN, President, The World Bank

of the campus is intended to create an educationally vibrant and ecologically friendly learning environment. AUW will welcome women students from urban and rural areas and from backgrounds of material comfort as well as economic need. To provide true economic diversity, a significant portion of students attending AUW will receive full scholarships.

The University will, moreover, help develop cross-cultural links that further the cause of equitable globalization. It will be a magnet for gatherings of a wide range of development planners and participants (private firms, NGOs, governments, media), providing a home base for regional linkages, and bringing real life issues to our students. The experiences of joint research, shared expertise, building a community, learning together, and appreciating different cultures will forge lifelong business, professional and personal networks. Over the longer term, a regional force of Asian University for Women alumnae will strengthen understanding and ties across national borders.

Since the turn of the century the world has refocused its attention on the development agenda through the articulation of the Millennium Development Goals (MDGs). The MDGs, which target several of the hurdles that developing countries must overcome in order to break free of the cycle of poverty, focus very specifically on the role of education and the need to promote gender equality and empower women. In particular, they emphasize the importance of achieving universal primary education for all, and eliminating gender disparity in primary and secondary education. AUW's graduate programs in environmental engineering, education, public policy, IT and management have been carefully chosen to support MDGs and the broader development goals of the region.

The MDGs simply cannot be attained without substantial enhancement in human and institutional capacity in the developing world. Leadership at national and regional levels is key in driving the MDGs to a successful conclusion and in sustaining these successes.

You cannot eradicate extreme poverty without creating new and productive jobs that pay a living wage. The most likely source of these employment opportunities spring from entrepreneurial pursuits. In a globalized economy, higher education is likely to be a key factor in such endeavors.

Enrolling every child in primary school, however laudable it may be, will not fulfill the underlying MDG objectives of having every such child obtain certain key competencies. To ensure that every child goes through primary education, that all the resources allocated to this goal are in fact optimally utilized and success is not measured just through the passage of time in school but through the attainment of desired competencies, will require a well educated and trained force with an ability to comprehend options, strategize carefully and execute competently. A high quality higher education is a necessary element in developing such skills. What has been said about primary education equally applies to all other MDGs.

The final goal of the MDGs focuses on the need to create a global partnership for development. Having a cadre of highly educated individuals is critically important in achieving this goal, allowing developing countries to participate in



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vi. AUW and the Millennium Development Goals



today's globalizing economy without being shortchanged by an asymmetry in knowledge and competence and to share in the benefits of new information and communications technologies that are transforming the world (see in Chapter III Section ii). It is also essential for promoting good governance, a foundational factor in achieving most development targets. By focusing on women's education, AUW attempts to ensure that women will not be left out of these endeavors, but rather will take on their appropriate roles as equal partners in the development process. A full listing of the MDGs can be found on the following page and at www.un.org/millenniumgoals.

"In a global economy where education, particularly higher education, is increasingly becoming the arbiter of competitive success, educational opportunities must be expanded at levels not tried before."

—ASIAN DEVELOPMENT BANK, *Annual Report 2003*

On the Impact of the Indian Institute of Technology

"The impact, of course, has been worldwide, not just on India and the seven campuses but the research and the incredible talent is having a huge impact. Just one example of that is the incredible revolution taking place in India where literally hundreds of thousands and in the future millions of jobs will be created by taking the educational focus of the country and applying that computer science and high value service type activities and connecting up with the needs for those capabilities not only in India but around the world. It's amazing to see that happening and I think Indian Institute of Technology has had a huge role in providing the education and the vision that's led to that wonderful result."

—BILL GATES, *Founder, Microsoft Corporation*

The Millennium Development Goals*

I. Eradicate extreme poverty and hunger

- Reduce by half the proportion of people living on less than a dollar a day
- Reduce by half the proportion of people who suffer from hunger

II. Achieve universal primary education

- Ensure that all boys and girls complete a full course of primary schooling

III. Promote gender equality and empower women

- Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

IV. Reduce child mortality

- Reduce by two thirds the mortality rate among children under five

V. Improve maternal health

- Reduce by three quarters the maternal mortality ratio

VI. Combat HIV/AIDS, malaria and other diseases

- Halt and begin to reverse the spread of HIV/AIDS
- Halt and begin to reverse the incidence of malaria and other major diseases

VII. Ensure environmental sustainability

- Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources
- Reduce by half the proportion of people without sustainable access to safe drinking water
- Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020

VIII. Develop a global partnership for development

- Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory. Includes a commitment to good governance, development and poverty reduction—nationally and internationally
- Address the least developed countries' special needs. This includes tariff- and quota-free access for their exports; enhanced debt relief for heavily indebted poor countries; cancellation of official bilateral debt; and more generous official development assistance for countries committed to poverty reduction
- Address the special needs of landlocked and small island developing States
- Deal comprehensively with developing countries' debt problems through national and international measures to make debt sustainable in the long term
- In cooperation with the developing countries, develop decent and productive work for youth
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries
- In cooperation with the private sector, make available the benefits of new technologies—especially information and communications technologies

*From www.un.org/millenniumgoals

IV. AUW: THE PROJECT

It is critical, in order to have the best possible chance of success, that AUW be created as a new institution rather than attempting to reform a pre-existing institution.



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i. Creating a Unique Center of Excellence

WHILE AUW STUDENTS will represent but a small fraction of the region's undergraduate and graduate population, the University itself is being developed to represent an academic *Center of Excellence* which can serve as a model for other institutions in the region. AUW will differ from most institutions in Asia in its cultural diversity and in the climate of open discussion it will strive to create, one in which students work in partnership with faculty and take substantial responsibility for their education. While many of the other universities in the region focus on technical preparation, AUW will take the best of the liberal arts tradition and integrate it with professional training for careers and leadership. Its liberal learning curriculum will combine the best of regional and Western models of education, breaking away from traditional rote learning models to cultivate critical thinking which can be applied to local, regional, and international issues.³⁶

An examination of universities in the region (both co-educational and single sex) was conducted by an independent consultant to determine what AUW could add to the higher education landscape in the region. This study showed that although aspects of AUW's program can be found at other institutions, AUW's blend of liberal arts³⁶ and professional training, together with its emphasis on development issues, with a student body drawn from many parts of the region, will make it unique. It is worth noting, too, that many other universities in the region have encouraged the formation of AUW and have been cooperating in its establishment. Such enthusiastic support suggests that these other institutions view AUW as a complement to work that they are already doing.

To effectively develop such a unique model of education for the region, AUW will establish a new ethos from inception, drawing the best from both regional and Western models of education. It is critical, in order to have the best possible chance of success, that AUW be created as a new institution rather than attempting to reform a pre-existing institution. First, the University Charter, already approved by the Cabinet of the Government of Bangladesh, radically changes the relationship between the state and the University in the region. While it is being viewed as an exceptional arrangement, once the University is operational it is likely to be called upon as a model that could be emulated by others. Second, AUW represents an opportunity to create a *Center of Excellence*, and therefore a means of enhancing the average quality of higher education in the region in a manner that far exceeds what one might expect simply from the number of AUW's own graduates. Third, AUW represents a significant departure from current models of education offered in the region, and an effort to modify patterns and ways of doing things that pre-exist AUW in any established institution is likely to create potentially insurmountable barriers, as it would mean facing up to vested interests and resistance to change. Like other innovative educational models that have been developed in the region, it is important, therefore that AUW be developed as a new institution.³⁷

ii. Target Student Population: Geographic Selection

AUW will be an international institution whose students will come primarily from South, South East, and West Asia. It will be a diverse community, comprised of students, faculty and staff members from a wide range of economic, cultural, locational (rural/urban), ethnic, and religious backgrounds.



The University will also accept “stateless students” and exchange students from the US, Europe and East Asia, as well as others from outside Asia.

The University is required under its charter to make reasonable efforts to recruit up to 25% of the student body from Bangladesh, but is otherwise positioning itself to maximize diversity by bringing together young women from the entire region, and to create an environment designed to help them explore their similarities and differences in an atmosphere of mutual respect. The university will also accept “stateless students” and exchange students from the US, Europe and East Asia, as well as others from outside Asia.

In its early years, the University will target recruitment of students primarily in the proportions listed in the table at the right.

Country	%	Country	%
Bangladesh	25%	Vietnam	5%
India	10%	Refugee Communities	5%
Pakistan	10%	Bhutan ¹	1%
Afghanistan	5%	Cambodia ¹	1%
Myanmar	5%	Laos ¹	1%
Nepal	5%	Maldives ¹	1%
Sri Lanka	5%	Other ²	21%

¹The projected recruitment from these countries is very low, and we recognize that the associated cost of recruiting so few students from these countries may be prohibitive. We will revisit this issue at a later date.

²Includes the Middle East, Indonesia, Malaysia, Timor Leste and exchange students from the US, Europe and East Asia.

The University will actively seek to enroll students from a variety of socioeconomic backgrounds. The goal is ultimately to have approximately half of the student body composed of women from poor rural, urban, and refugee communities and the other half as fee-paying. AUW views such a student composition as essential to its vision, because of the importance of nurturing the development of

iii. Target Student Population: Socio-Economic Background

³⁶ Sometimes in AUW’s materials, the term “liberal learning” is substituted for the term “liberal arts”. Both terms refer to what Westerners would call a liberal arts education—one focused on critical thinking, problem solving, communication and analysis in a theoretical context—as opposed to an education geared toward job training or strictly practical applications. Such an approach also has deep roots in Asia. An early proponent of the approach was Rabindranath Tagore, whose Shantiniketan school used creative arts as a basis for creative thinking.

³⁷ For example, a strong case was made by the Sarkar Committee on the importance of creating the Indian Institutes of Technology as a new institution rather than grafting it onto a pre-existing one. This tactical position is viewed as one of the most important factors in IIT’s eventual success.

One of AUW's fundamental aims is to attract people from diverse backgrounds and have them learn to live and work together to improve the quality of life in the region.

leaders from all strata of society and of giving women in these disadvantaged situations the opportunity to change their lives.

Elite universities in many parts of the world successfully include students from diverse socioeconomic backgrounds; however, the extent of the diversity planned for AUW is ambitious. Whereas some institutions in the region offer scholarships to some students, AUW will provide funding for half of its students—a huge proportion of the student body. While it may be viewed as a challenge to orchestrate such diversity, we believe that AUW is uniquely positioned to do so as it will offer a first class education in a safe and secure environment within a politically and religiously moderate Muslim country at a price that will be competitive with other excellent institutions. In its recruitment efforts, AUW will work with parents to help them become comfortable with the kind of opportunities AUW will be providing.

Consultations with many academics in Asia who understand the social goals of AUW have supported their viability. AUW will work to create a culture of tolerance across all classes, religions and castes through its curriculum, residential life and extra-curricular activities. The ability to work effectively with a diverse group of people is an important skill for anyone who wants to be a leader in her community. One of AUW's fundamental aims is to attract people from diverse backgrounds and have them learn to live and work together to improve the quality of life in the region.

Letter from a young woman from Myanmar

January 2004

Dear Asian University for Women,

I work for a women's organization in Thailand. After I learned about the Asian University for Women, I became very interested in it because of my lack of education. I hope this university can help me.

I am 20 years old. My parents are migrant workers in Thailand. My family fled from Burma in the 1970s. In 1994, my whole family was arrested and sent to a refugee camp. At the time, I was only 11 years old. I have two younger sisters and two brothers. When we came to the refugee camp, we did not have any jobs. We did not have a chance to attend school until 1996. I attended a school in camp until sixth grade. After I finished school, I became a member of the women's organization. I did not have a chance to attend any other school.

I became an intern to learn more about our country's political situation and other women's issues. I am working for the organization and also learning more about education and my future. I found out about the Asian University for Women but I do not know how to write my message to you, because my writing, reading and listening skill is not so fine. I want to attend school but I do not get any chance to do so. Also I am busy at my organization. I have responsibilities to take on.

I think, next year, I might have a chance to attend school. I would like to know, is it suitable for me to apply to this University?

(Name withheld)





Because AUW will only educate a small fraction of the women in Asia who will seek a university education, it is important that each graduate “count for more than one” in her impact on her place of employment and her community.



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AUW WILL BE A GENUINELY student-centered institution and will, whenever possible, involve students in cooperative and responsible action toward their own education. Students at AUW will be regarded as a resource for each other and for AUW and will have instilled in them the need to function that way as graduates. Thus, admission of a member of a given group at AUW will not be looked at only as a privilege and benefit for that individual and her group, but as an educational resource for the other students.

Students will get exposure to women from different parts of Asia as well as students from outside the continent through exchange programs. International and cross-cultural competence will be one of the most important assets the AUW graduates will have in seeking employment and working for change. Because cooperative group study at AUW will be programmed and supported by systematically diversified residential groupings, it will be necessary for English to be the medium of education. At the same time, all students will have access to other students from their home regions and religious communities who speak their language.

Because AUW will only educate a small fraction of the women in Asia who will seek a university education, it is important that each graduate “count for more than one” in her impact on her place of employment and her community. This means that AUW must seek very talented young women to enroll. While some will come with exceptional skills and abilities from privileged economic and educational backgrounds, others who have shown great promise (as many as half of the student body) will come from materially and educationally deprived backgrounds and require some assistance or remediation. There are local and regional universities for students who have very weak educational abilities and backgrounds, and AUW will not try to duplicate the services that those universities offer. Rather, a primary goal in admissions is to find young women who have the intellectual capacity to achieve at a high level and become independent-minded thinkers while at the same time recognizing their interdependence with others and the need for collaboration.

AUW will have a large pool of talented applicants from which to recruit its classes. The potential pool of applicants for higher education programs has been increasing rapidly in the last several years, in part as a result of a growing population in the relevant age groups, but also, importantly, as a result of the tremendous success of domestic and international programs to increase primary and secondary school enrolment in many Asian countries (see Figures 2 and 3). The effect is particularly strong for women: between 1999 and 2002 female tertiary education enrolment increased by more than 16% in countries such as India and Bangladesh and by more than 50% in certain Southeast Asian countries (see Figure 6).

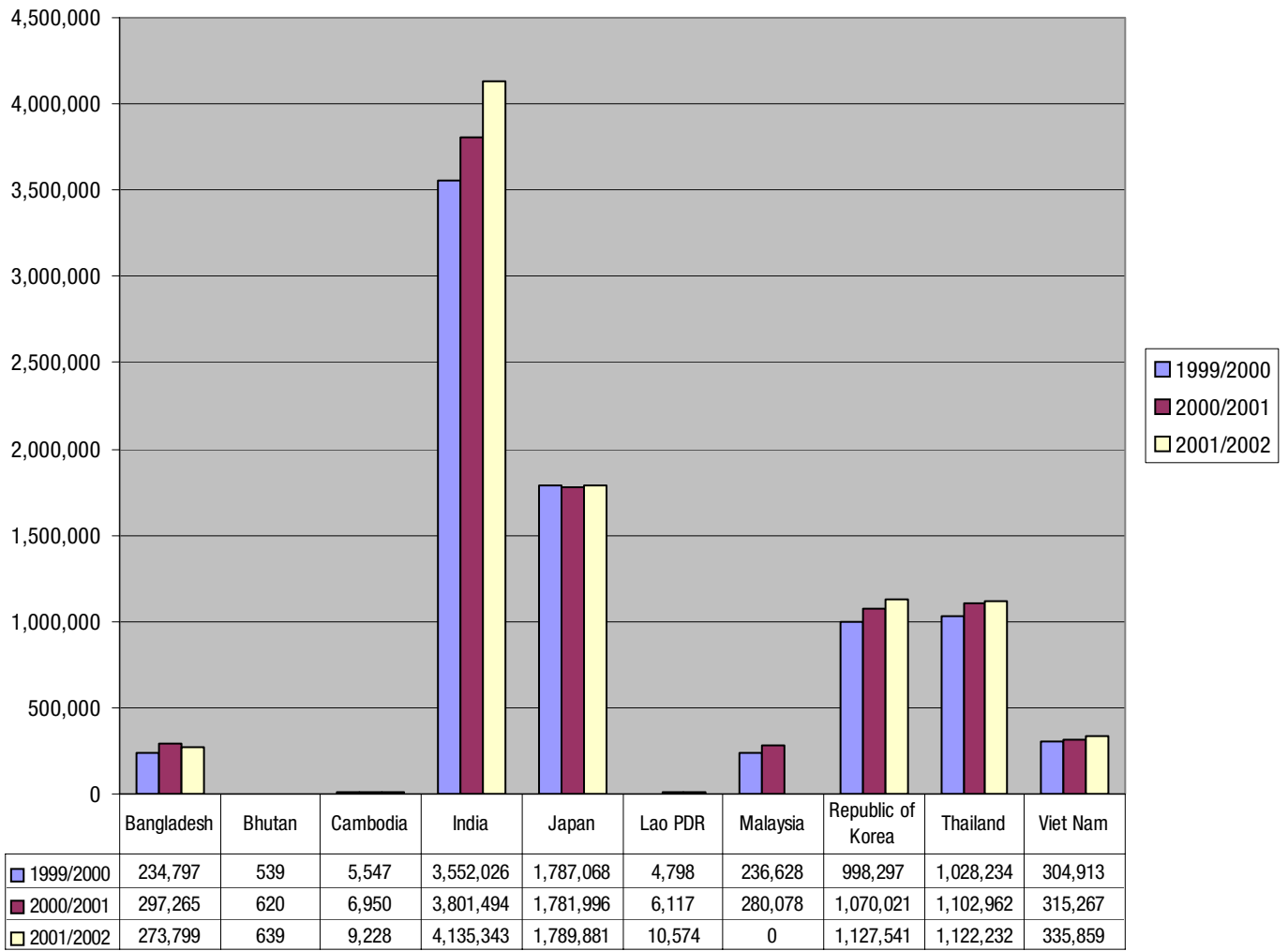
In recruiting both students who can pay and those who cannot, from rural and urban contexts and from diverse cultural backgrounds, AUW will use some existing networks and some newly created ones. One set of existing networks to use in recruiting AUW students will be highly performing secondary schools throughout Asia. These schools usually have diverse students in terms of religious backgrounds and financial abilities. These schools also usually provide some instruction in English. In addition to these already existing networks of pre-university students, AUW will develop a robust admissions office that recruits through

V. AUW: THE STUDENTS

i. Admissions and Student Preparation

Figure 6

Tertiary Enrollment in Selected Asian Countries, 1999-2002



existing educational channels in each country (e.g., public school systems or school counselors' organizations, NGOs, etc.).

AUW will also continue to expand its network National Support Committees, Advisory Boards and relationships with leading NGOs and feeder schools that can assist in the recruitment program. In addition to helping to recruit students, those relationships, together with the National Support Committees, will also help to identify talented faculty, provide access to productive internships and locate placement opportunities for graduates. They could, furthermore, serve as support networks for students returning to their home countries after graduating, helping integrate them effectively into their local communities.

Student readiness will fall into three broad categories:

- 1) Students who are adequately proficient in English and have all their other academic skills at the secondary school level, and for whom no remediation is required.
- 2) Students who graduated from a secondary school that inculcated considerable English and math skills but not at the levels of mastery desirable for AUW. These will be students with significant gaps in their knowledge and in their ability to participate in university-level study.
- 3) The students who are not secondary-school graduates or whose academic skills are severely deficient.

For its initial intake, AUW will concentrate on groups (1) and (2) and will defer admission of members of group (3) until it is either possible to have a genuine impact on home-country education, perhaps employing AUW graduates, and establishing local programs (which may or may not be in local schools), or until the students in such group take further study that moves them into group (2). The basic principle guiding student recruitment and graduation will be that of compensatory tolerance at points of entrance and rigorous merit criteria at exit points.

Tests like TOEFL (Test of English as a Foreign Language) and aptitude tests (whose scores must be interpreted in relation to TOEFL scores) may be required to identify promising applicants, but written tests or applications are not adequate to create the kind of entering class desired. The task of evaluating applicants who look plausible on the basis of test scores will be conducted through interviews conducted by an in-country coordinator, in sites which are not the interviewer's country/language of origin. This process will take place following faculty discussion of criteria. Section VI discusses in some detail the proposed strategy for recruitment for the Access Program.

A high level of supervision of student life will be appropriate and necessary at AUW. Traditional norms in many of the region's cultures suggest that many parents will expect the institution to be authoritative and protective. This will be achieved by controlling access and supervising parietal hours, and more subtly by constructing a program that structures student time, including study time. For example, there will be required study/residential groups. The membership of study groups will be designed to ensure diversity and the necessity of using English, and students will be urged to work together at specified hours during the evening. Faculty will also design assignments to require group work.



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ii. Student Life

VI. AUW: THE ACADEMIC AND NON- ACADEMIC PROGRAMS

THE UNIVERSITY WILL OFFER programs that combine the greatest strengths of an education steeped in critical inquiry with the perspectives and concerns of the Asian region. When fully enrolled, the University will have a student body of approximately 2,500 as well as up to 250 students as part of the Access Program. This modest size will allow the University to meet the two objectives it has set: providing a world-class institution in which women of all backgrounds can achieve their academic potential, and contributing to the advancement of the region by bringing a continuing infusion of leadership capacity into key sectors of the workforce.

i. The Access Program

In recognition of the formidable challenges to enabling women from underprivileged settings to succeed and thrive in an intellectually rigorous program, AUW will offer an Access Program to help recruit students from such targeted underprivileged communities across the region, and to prepare these young women with foundational skills that will help level the playing field for those who may not have had access to quality secondary school training.

The Access Program will have three features:

1. Recruitment, Critical Mass Selection and Enrollment
2. Asian University for Women Academy
3. Post-matriculation Academic Support Program

Recruitment, selection and enrollment strategies will result in the enrollment of about 150 scholars in the year prior to the opening of the University's first undergraduate class from economically underprivileged, rural, refugee and marginalized urban communities from five Asian countries—India, Pakistan, Nepal, Vietnam and Bangladesh, plus refugee communities. This first class of pioneers will become students at Asian University for Women Academy (AUWA) a one-year residential on-campus program leading to an academy diploma and, subject to fulfillment of all enrollment requirements, matriculation into Asian University for Women's degree programs. Following matriculation, graduates of AUWA will have continued access to AUW's Academic Support Program (ASP) components, consisting of credit-bearing foundation and remediation courses which augment mainstream coursework as well as additional academic, skills building, career development and mentorship supports.

a) Recruitment, Critical Mass Selection and Enrollment

The challenge of recognizing and recruiting highly talented women from underprivileged settings, where student's educational backgrounds may not equip them to compete on academic grounds alone, must not be underestimated. The Access Program has developed a number of recruitment strategies to assist in the recruitment of suitable candidates. First, critical mass enrollment is a centerpiece of AUW enrollment strategies, whereby cohort groups from the same schools or communities are enrolled in order to provide needed familiarity and support systems. Second, the Access Program will use staff and consultants for in-country recruiting of students from underprivileged communities across the region. Central to Access Program recruitment efforts will be AUW's strong partnerships and coalitional relationships with universities and colleges, high-performing schools, non-governmental organizations, ministries of education and other public and



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private education networks in the communities and countries from which AUW is recruiting. AUW and its partners will work together to formulate the criteria and tools for selection and enrollment. Critical to these strategies is the identification of and networking with high-performing schools serving marginalized urban, rural and refugee communities.

Assessments will be carried out first and foremost to evaluate a potential candidate's "coping skills", including such characteristics as perseverance, persistence, maturity, ambition, and work ethic. Assessments will also be conducted to determine leadership skills, community-mindedness, social commitment and overall preparedness for the rigors of AUW's curriculum, and for social/cultural transitions to a culturally heterogeneous campus community for the next five to six years. Evaluations will be made to determine proficiencies in English language and academic and learning aptitudes. In addition, special academic, creative and learning talents will be discovered during the assessment process. Evaluative assessment tools will measure attitude, team spirit, ambition and vision. Assessment tools and indicators will include:

- Standardized tests that measure an array of learning aptitudes and proficiencies
- Essay writing (analytical, expository, descriptive)
- Personal interviews
- School learning records
- Extra-curricular activities
- Leadership roles in school and community
- Special talents and skills
- Recommendations from local educators who work with Access Program
- English Language proficiencies

It should be noted that failure to have a fluent command of the English language will not be a bar to enrollment in the Access Program. Candidates coming from communities in which English was not spoken nor learned in school, who otherwise rank highly in the assessment process, will be given an opportunity to study English as part of the Access Program offerings. Such candidates will be English-language tested at a later stage.

b) *Asian University for Women Academy*

The Academy's one-year residential program will concentrate on content-oriented English language, with a significant emphasis on writing and verbal expression, math and computer foundation building and remediation within a full-scale holistic program which transitions talented girls from marginalized communities and disadvantaged learning backgrounds to highly proficient, self-confident, eager and creative learners with visions for transforming society and themselves.

In appreciation of the fact that AUWA candidates will have different levels of learning and educational background, strengths and needs, each student's academic remediation needs will be assessed and addressed. Some students will require a full year in English language, math and computers. Others, for example, may require a full year in English language and only three months in math and computer studies. Additional coursework, such as in language study, the humanities and sciences will



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Assessments will be carried out first and foremost to evaluate a potential candidate's "coping skills," including such characteristics as perseverance, persistence, maturity, ambition, and work ethic.

Whatever we understand and enjoy in human products instantly becomes ours, wherever they might have their origin... Let me feel with unalloyed gladness that all the great glories of man are mine.

—RABINDRANATH TAGORE

be provided to students who are assessed as matriculation-ready earlier than other students, so that each student will be fully engaged in coursework together with other activities throughout the Academy's term.

c) *Post-matriculation Academic Support Program (ASP)*

The Access Program's third prong of support is the post-matriculation Academic Support Program (ASP), consisting of faculty-based foundation and remediation courses which augment mainstream and upper level coursework. Whereas it is expected that recruitment and enrollment strategies combined with the one-year Asian University for Women Academy will ensure students enrolling from marginalized communities will be prepared for AUW's rigorous academic curriculum, there will be some students with exceptional amounts of talent and potential who nevertheless require additional foundation building and remediation in specific learning and subject areas. ASP courses will be credit-bearing, structured and taught by AUW faculty, and, based on individual assessments, either scheduled as a prerequisite or taken in conjunction with a mainstream introductory or upper level course.

It is assumed that gaps in prior learning (e.g., lack of pre-college mathematics or English fluency) can be addressed through intensive initial training under the Access Program and ongoing self-directed studies and peer tutoring appropriate to AUW's educational expectations and financial means. It is also assumed that lack of prior experience in the use of computers may be overcome in the technologically rich learning environment.

The Access Program will fulfill many needs. It will provide an opportunity to remedy specific gaps in prior training and education, and it will help students who demonstrate great potential leadership, social consciousness, commitment and coping skills but require additional academic preparation to develop their skills in English literacy, mathematics, and the use of computers. This program will also introduce students to the kind of curriculum they will experience at the University, including participatory, project-based learning with a heavy emphasis on writing and speaking and on working in groups. Finally, the Access Program will provide an opportunity for social transitions of women from widely different backgrounds.

ii. Undergraduate and Graduate Programs

AUW will have a "three plus two" model of undergraduate and graduate study. The first three years will be a mixture of a broad study of the humanities and natural and social sciences, study in depth in particular disciplines or areas of study, and interdisciplinary and experiential learning through case studies, independent studies, and service-learning. The fourth and fifth years will offer graduate education in one of the problem areas that are introduced in the first three years and are relevant to Asians. It is important that AUW's core liberal learning focus (e.g., critical thinking, quantitative reasoning, and good communication skills) is seen as providing key competencies for AUW's students who will become leaders in complex cultural settings. Likewise, the graduate studies should represent extensions of the complex and multidisciplinary areas of study that have relevance to the economic and political realities AUW's graduates will face. Learning centered on case studies, applications of theoretical concepts, and experiential or service

contexts will help students with very different educational and cultural backgrounds—all intended to develop the advanced skills sought by the University.

A limited track will also be developed for students who elect to pursue a four-year bachelor's degree, enabling such students to pursue graduate studies elsewhere.

AUW will want to provide the best of both global and Asian knowledge and modes of learning. While Western philosophical or scientific traditions will be represented fully in AUW's curriculum, Asian histories, cultures, and traditions will form a significant amount of the theoretical learning and applied case studies. AUW's multiple traditions and complex learning environment will demand flexibility in academic structures and staffing. The selection of faculty should give preference to those who have experience with interdisciplinary, cross-cultural, and flexible pedagogies.

a) *The Undergraduate Program*

During their first three years, students will focus on a program that provides rigorous instruction in language, arts, sciences, and mathematics, one that will develop the broad perspectives, critical thinking skills, and problem-solving capacities required for effective leadership. The undergraduate curriculum will connect classroom learning with real-life experience by providing students the opportunity to participate in research and community projects, in the analysis of cases as well as fieldwork of various kinds during the academic year. After their second year, students will also have the opportunity to apply their knowledge and skill to short-term internships. It will be expected that by the time of graduation, an AUW student will have acquired at least one full year equivalent of work experience.

The content of the undergraduate curriculum is designed to equip students for life in the contemporary world. In addition to teaching the basic skills of careful reading, writing, and speaking, it will provide rigorous training in science and mathematics. It will lead students to understand the important contexts of their lives: historical, religious, philosophical, and cultural. It will also lead students to think about their own roles as women and ways to balance personal autonomy and social responsibility. It will foster imagination through work in the arts and literature. It will also provide leadership courses in which students will focus on how organizations function and how effective groups are built as well as organizational leadership. In addition, entrepreneurship courses will teach the student to cope with uncertainty and complexity in search of opportunity. The content of the curriculum will draw fully upon Asian experiences and thought, but there will be a broader international dimension as well.

Finally, the undergraduate curriculum will connect classroom learning with real-life experience. Through case studies, projects, internships, and in their ultimate career placement, the students will learn about and address key issues of development in their communities, countries, and the region. In this way, they will be in the vanguard of the tide of progress in Asia wherever they work and live. Participation in research and community projects, the analysis of cases, and fieldwork of various kinds will characterize the extra-curricular educational process.

iii. Academic Structure and Curriculum



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“The group of curricular planners for AUW is mostly from South Asia, but I have been honored to be involved. One thing we all feel very strongly about is the idea of liberal arts education. Even though this is not a popular type of education in the region, AUW is committed to it out of the shared belief that nothing else can produce the sort of resourceful and critical world citizen that these nations badly need if they are to solve their problems.”

—DR. MARTHA NUSSBAUM, Ernst Freund Distinguished Professor of Law of Ethics at the University of Chicago. *“Liberal Education & Global Community.”* Liberal Education. Vol 90, Issue 1 (Winter 2004).

It will be expected that by the time of graduation, an AUW student will have acquired at least one full-year equivalent of work experience.



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This liberal learning curriculum will be international in scope, drawing upon intellectual traditions from throughout the world. It will relate learning to action in the real world and the professional realm. While it will help students understand their cultural and historical roots, it will anchor them as citizens of the world. In so doing, it will awaken students to the realities of their lives and the possibilities to transform them for the better.

The primary challenge for AUW in the curriculum area will be to design courses in such a way that every student feels that what is happening at this University is different in kind from what they most likely experienced in secondary school—and what many of their peers experience at other universities. The turn away from rote memorization and compartmentalization of information will be central to AUW's pedagogical approach.

The secondary challenge will be to give students a new kind of ownership of their earlier studies, taking them from memorization to active use, and from compartmentalization into the ability to transfer knowledge to new contexts. This can best be done through class discussion and mutual tutoring.

AUW will expect the Vice Chancellor and her faculty to establish the curriculum, but the following are the broad themes that have been being contemplated for adoption in the course of nearly a dozen consultations held with experts in the region and elsewhere.

Humanities: Important areas would include “critical thinking,” “ethics and justice,” and “modern culture and communication” as well as “cross-cultural (or cross-civilizational) literacy.” Critical thinking would focus on developing the ability to construct and criticize an argument, both orally and in writing, and to exchange arguments with others in a climate of respectful open debate, and to develop confidence in one's own reasoning and the ability to reason independently and critically. All of this could be done with a focus on problems that matter to students: thus, general principles of argument and criticism might be taught through analysis of the arguments (good and bad) in political speeches, newspaper articles, and so on, and through exposure to the example of figures such as Socrates, Confucius, and Gandhi, who used critical argument to call cultural traditions into question.

In the area of Ethics and Justice students would be introduced to major approaches to the contemporary question of social justice, in the context of a focus on issues of gender justice, justice for excluded and marginalized people, and global justice. Modern Culture and Communication would introduce students to concepts and issues in the study of media, culture and society, with “media” here referring not only to mass media such as film, television, and journalism, but also to literature, painting, and the performing arts.

Sciences: Broad interdisciplinary approaches are being considered, such as a proposal to approach science and mathematics through epidemiology, paired with study of earth systems science that would raise systemic issues on a larger scale and introduce some of the basic concepts of physics and chemistry. Neither epidemiology nor earth systems science is a typical undergraduate course in a traditional sequence, and each is broadly interdisciplinary. They overlap in the areas of ecology and climate change, which both arise from human behavior and affect

human welfare, and both are urgently relevant to the current lives and futures of Asian students.

Social Sciences: The social sciences combine academic scholarship with skills and content that may be applicable in graduates' careers. It is in the social sciences that case discussions are most relevant. AUW could take a page from anthropology and build a descriptive and terminological base by examining a series of extended examples — studies of small communities, nations, and regions, looking at them in terms of local culture and everyday life, including family life, institutions and economics, but then going on (which anthropologists often do not do) and looking at the ways these interface with larger systems, including global trade, and how they are changing.

b) *The Graduate Program*

After the three years of undergraduate studies, students will continue on to graduate studies, for two years, in fields that are critical to the future of the region, and will graduate with a joint bachelor's and master's degree. The first two graduate schools to open will be in environmental engineering/sustainable development and information technology, with graduate programs in education, management, and public policy to follow as the University expands.

The master's programs will be designed to meet local and regional needs. Initially, master's programs will be developed in the following areas:

- Environmental Engineering/Sustainable Development, emphasizing decision making, management and planning for the use of natural resources, with special emphasis on water, sanitation, land degradation, and industrial pollution.
- Information Technology, with special emphasis on managing the use of IT in improving governance and public services as well as enhancing productivity in the private and public sectors.
- Education, focusing particularly on secondary-level teaching, management and policy.
- Management, including business management and management of public and non-profit organizations.
- Public Policy, focusing on empirically based policy planning for development, with special emphasis on women in development.

Based on regional needs and the experience gained with these five master's programs, other programs may be added in the future. A program in public health, focusing in particular on women's health and safety issues, is also being contemplated in collaboration with Maastricht University in the Netherlands.

The graduate programs will provide opportunities for students to gain competencies necessary to rise to the positions of outstanding managers and leaders in their chosen fields. In addition to rigorous course work, students will carry out independent study and research, work in the outside world through internships or other roles, and experience direct mentoring from persons in leadership and decision-making positions in their fields. They also will gain strong links to the world beyond the University through the placement program.

“(Physical) science in our day lies beyond the intellectual grasp of most men. . . . This exclusion of most of us from the mode of thought which is habitually said to be the characteristic achievement of the modern age is bound to be experienced as a wound given to our intellectual self esteem. About this humiliation we all agree to be silent; but can we doubt that it has its consequences, that it introduces into the life of mind a significant element of dubiety and alienation, which must be taken into account in any estimate that is made of the present fortunes of mind?” —LIONEL TRILLING



COURTESY OF THE ASIAN DEVELOPMENT BANK

While the academic program will be rigorous, the non-academic life will be equally vibrant. The student life will be greatly determined by the students and their interests, but we expect that students will have the opportunity to enjoy their hobbies, hone certain skills, play sports and become actively involved in community service.

iv. Non-Academic Programs

The University will feature a highly proactive internship and career placement program with strong links to public and private sector employers.



a) Internships and Careers

Just as recruitment of students will require a special effort given the high quality, diversity, and geographic goals of AUW, so must career placement of students be a high priority. The curriculum is designed to provide both life-long learning skills and abilities as well as vocational and professional education (especially in the Masters' programs). Throughout students' time at AUW, opportunities will be provided to meet people and organizations (*i.e.*, businesses, NGOs, international organizations, etc.) that will build a network of places where AUW graduates might work. Just as admissions will require using existing networks to find AUW students, so too might those same networks be used to place AUW graduates. There will be a career counseling and placement office that begins with students from the time they enter AUW and continues through graduation and placement in their first job. AUW's strong technology base will also allow continued contact with its alumnae throughout their careers. Recruitment and career development and placement will be interrelated programs at AUW.

The University will feature a highly proactive internship and career placement program with strong links to public and private sector employers. Partnerships with businesses, NGOs, schools, and public agencies will provide the students with internships and opportunities for community service. Partnerships with other institutions of higher education will provide structures for student and faculty exchanges. In addition, partnerships with corporate and regional and international institutions throughout the region and the world will provide opportunities for training and job placement for AUW graduates.

THE GREATEST CHALLENGE in planning a new university in a setting like Bangladesh is in recruitment and retention of faculty. There is a very limited pool of locally available talent. Fortunately, there appears to be a relatively large supply of Asian PhDs in North America and elsewhere. The success of the University will be in a large measure a function of its success in mobilizing Asians and others from outside the country or even the region to join the University effort. To test the potential of attracting talented faculty members to join such a university, AUWSF held a conference with over 30 highly successful Asian graduate students in the United States. To this group at least the idea of AUW was compelling enough to make them seriously consider foregoing an alternative career in the United States to join such an effort. Pleased but still curious, we asked, why? The answers could only be explained by an overwhelming urge on the part of these students to do something useful and inspiring in an area where they felt competent and in an environment in which they could thrive by building something new and enduring. While a whole list of issues came up that could make the proposition of joining a new university in Chittagong attractive, three factors set the floor in this context: reliable health care, educational opportunities for faculty children, and personal security. AUWSF has developed plans for addressing each of these needs.

It will be important to cultivate a shared ethos among the faculty as well as among the students and to seek out faculty who can teach at both the bachelor's and master's levels. Creating and sustaining a common culture and commitment among faculty may be even more challenging than it will be among students. As AUW is to be a specifically student-centered university, faculty recruitment will be comparable to that of American liberal arts colleges, but with an even more explicit recognition that effective teaching and community participation are the central values, and ongoing research is valued to the extent it helps maintain the intellectual vitality of the faculty.

AUWSF is also exploring the possibility of obtaining faculty support from a number of highly reputable institutions in the United States. Under one proposed program, supporting institutions would commit to facilitate members of their faculty who are in their final years of service to take leave and teach at AUW. It is envisioned that up to 25 senior faculty members with exceptional backgrounds may be enlisted under such a program.

Like students, faculty will fall into different groups. There will be those who apply because they wish to pursue academic careers living in Bangladesh, because it is their home or because their families are currently located there; there will be those originating in other Asian countries or having Asian origins but have grown up elsewhere; and there will be non-Asians wanting to work for a period—perhaps even permanently—in Asia. Some will arrive with research interests specifically to be pursued in Asia, while others may come from fields where AUW cannot offer much scope for research. With a faculty to student ratio of 1:13, this will ultimately mean almost 200 faculty members. The ratio will be slightly higher in the first years and as time goes on visiting and exchange faculty will add themselves to the faculty.

The faculty's teaching expectation at AUW will include team work and flexibly varied teaching and learning modules. Due to the lack of teaching materials responsive to the kind of education AUW will be promoting, the faculty

VII. AUW: THE FACULTY



Stephen J. Friedman, Dean, Pace Law School and Chairman of the AUWSF Board.

“One of the recurring issues is that of brain drain from the developing world where scientists feel they have to go abroad. What then if we can create a framework within universities that can retain scientists in situ so that they can do their work, not just on global issues but on local issues at a very high level?”

—JAMES D. WOLFENSOHN
President, The World Bank

will be expected to devote a significant portion of time at the outset to develop teaching materials. AUW will ensure that the teaching staff for the bachelor's program and the master's program overlap to the greatest extent possible, and that all regular faculty be trained in interactive teaching methods. All regular faculty will be involved in admissions, tutoring/advising, and campus activities.

AUW will take all necessary measures to ensure the professional viability of all faculty members, including those faculty members who do not plan or are not chosen to remain indefinitely at AUW. As potential faculty are identified, there will be an ongoing exploration of these issues.

Although when faculty are recruited they need to be evaluated in terms of objective and standard criteria, their interest in a program of this kind in terms of gender, social change, cultivation of tolerance and empathy, and student agency will be critical. AUW will inform potential candidates of the expectations, challenges, and risks involved before they become applicants, in order to get applicants who are excited about the project rather than applicants who are desperate for jobs in their disciplines. Job announcements will be published in newspapers in Asian countries and in widely read English-language publications such as the *International Herald Tribune* and the *Economist* as well as sent to institutions granting doctoral degrees in the disciplines where AUW offers master's degrees, emphasizing the orientation toward social change.

AUW WILL BE LOCATED IN CHITTAGONG, BANGLADESH.

i. Bangladesh

IN MANY WAYS, Bangladesh serves as an ideal context for the kind of innovation that AUW hopes to bring to the regional discourses on higher education, gender and development. For the last several decades, Bangladesh has represented an international center for innovation in socio-economic development programs, ranging from the development of new models of microfinance to the development of Oral Rehydration Therapy, which has saved millions of lives each year across the developing world. The Grameen Bank microfinance initiative, providing credit to those too poor to qualify for loans from traditional banks, has proven to be a powerful poverty alleviation strategy now emulated around the world. Since 92% of Grameen borrowers are women, this endeavor has had a significant impact on the empowerment of women in Bangladesh. The Comilla Experiment of the 1960s brought out the importance of directly involving rural participants in the development process, and Bangladesh is now home to the Bangladesh Rural Advancement Committee (BRAC), the world's largest NGO. The textile industry, also dominated by women workers numbering close to two million, now dominates the export sector. These are but a few of the many examples of powerful development models to emerge from Bangladesh. It is noteworthy that the founders of both BRAC and Grameen Bank serve on AUW's Bangladesh Board of Advisors and are providing guidance to the planning and development of this institution.

The Government of Bangladesh and a network of industry and community leaders have mobilized to provide strong support for AUW in Bangladesh. On January 13, 2004, the Honorable Prime Minister Begum Khaleda Zia officially granted over 100 acres of land to AUW in Chittagong. At the groundbreaking ceremony, which attracted over 10,000 people, the Prime Minister spoke about the importance of women's higher education and called the event historic not only for the women of Bangladesh but also for the women of all of Asia. AUW enjoys the support of high level members of both political parties in Bangladesh. The charter granted to AUW by the Government of Bangladesh is unique in the region, and it assures AUW exceptional rights and a status similar to international organizations like the UN (see Annex K for the full text of the AUW Charter).

Furthermore, the AUW Bangladesh Board of Advisors, consisting of prominent business, academic and civic leaders in Bangladesh, has been constituted to provide the AUW administration with local guidance and to harness community and national support for the University (see Annex C for a list of the members of the Bangladesh Board of Advisors).

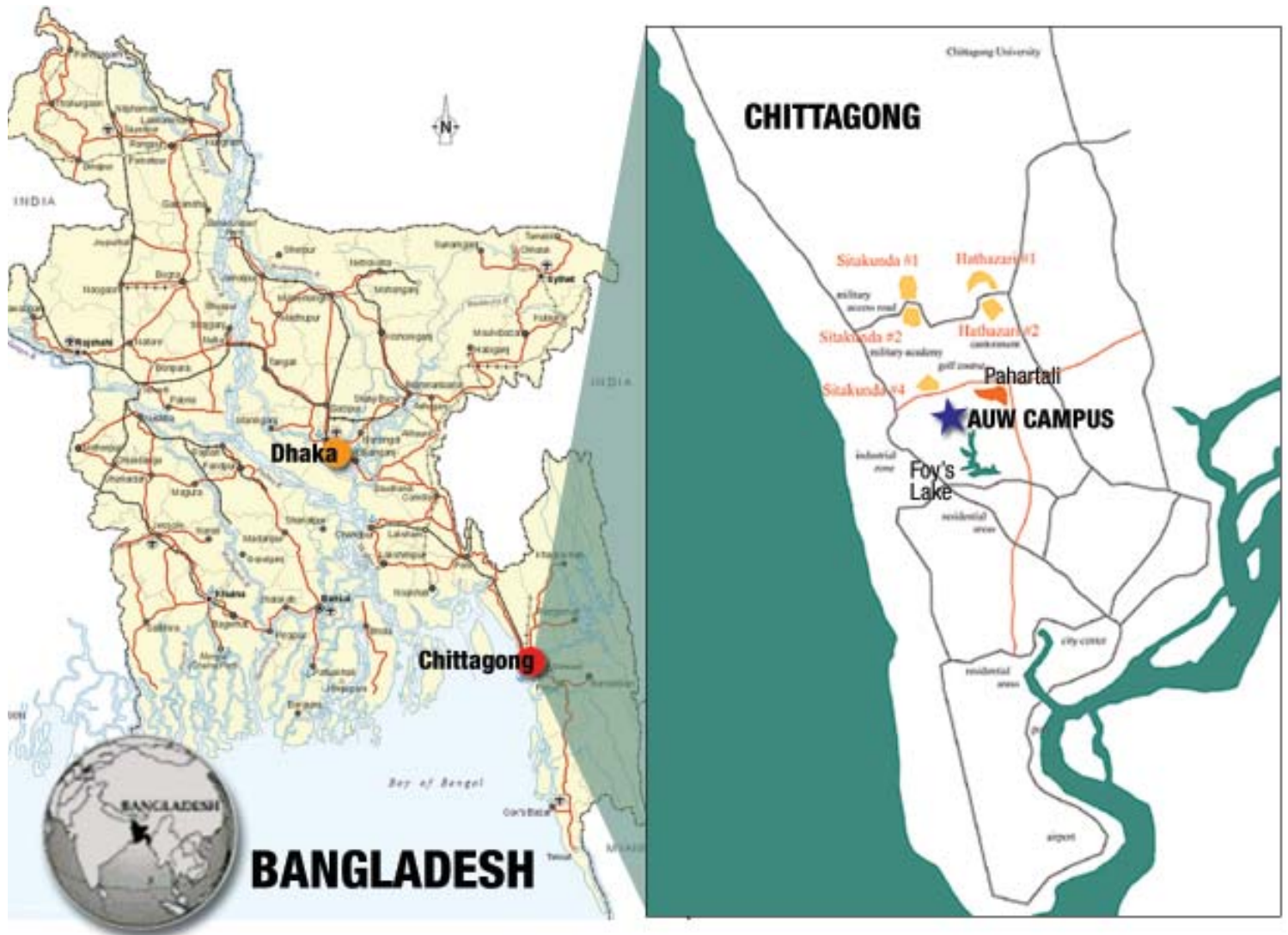
The University will be located in Chittagong, Bangladesh, a coastal city in South East Bangladesh that has a heritage of Muslim, Hindu, and Buddhist traditions. Chittagong is the second largest city in Bangladesh with a population of approximately four million. The choice of Chittagong as the site for the AUW campus offers many advantages and certain challenges. It is the country's international port and as such, it has historically served as a principal center of cultural, social, and commercial exchange between this part of South Asia and the outside world.

VIII. AUW LOCATION

It is noteworthy that the founders of both BRAC and Grameen Bank serve on AUW's Bangladesh Advisory Board and are providing guidance to the planning and development of this institution.

ii. Chittagong

Figure 7



The city of Chittagong, located on the Karnaphuli River near the Bay of Bengal, is the commercial and industrial center for the surrounding agricultural region. It became an important commercial center under the Portuguese in the 16th century. The Portuguese called Chittagong *Pôrto Grande*. The East India Company took over Chittagong sometime between 1760 and 1765. Originally a part of the Buddhist Kingdom of Arakan, the city was claimed sixty years later by the Emperor of Burma as a dependency of that territory. The claim was one of the causes of the First Burmese-British War in 1824. The city has notable Hindu temples, Buddhist ruins, and examples of Mughal art.

Chittagong lies 264 kilometers South East of the nation's capital, Dhaka, to which it is well connected by air, road and rail. In addition to linking to major centers within Bangladesh, Chittagong's new international airport at Patenga offers direct connections to Calcutta (now called Kolkata), India (40 minutes); Bangkok, Thailand (3.5 hours); Chiang Mai, Thailand (1.5 hours); Yangon, Myanmar (2 hours); Dubai (4.5 hours); and Singapore (2 hours). Thai Airways has recently introduced a flight three days a week from New York to Chittagong via Bangkok or Chiang Mai. While Chittagong cannot claim the variety of cultural offerings, educational opportunities and social services that Dhaka can, the city has a thriving international community as well as culturally rich and diverse local population. Chittagong has a far less dense urban environment than Dhaka, which is a city of 12 million. It offers a less chaotic urban experience, a unique and still largely unspoiled landscape of rolling hills, and a large lake and recreational area—all within the city limits. Regionally, recreational areas abound with the beaches of Cox's Bazaar 152 kilometers to the south and Rangamati and Kaptai Lake to the east in the Chittagong Hill Tracts.

The city of Chittagong, itself, straddles the divide between the low flat coastal plain of the Bay of Bengal and the Chittagong Hill Tracts whose peaks, near the Myanmar border, reach heights of 300 meters. Within Chittagong, the average elevation is only 10 meters above sea level. The undeveloped hilly region in the northern part of the city reaches maximum elevations of 75 meters above sea level.

The climate of the region is pleasant year round with little humidity in summer (highs 85° F) and moderate temperatures in winter (lows 58-60° F). The city receives 2400 mm of rain per year. As elsewhere in Bangladesh, flooding from monsoon rains and cyclones can impact the lower lying regions of the city. The hilly parts of the city are little impacted by this, the exception being the potential for localized flooding when water run-off is restricted.

"Increased access to higher education will help empower Asian women to take an active part in the elimination of gender discrimination and in efforts to improve respect for the rights of all people in the region... Bangladesh has been making great efforts to eliminate discrimination against women, so it is only fitting that the University will be established there."

—MARY ROBINSON
Director, Ethical Globalization Initiative; President, World Council of Women Leaders; Chancellor, The University of Dublin; Former President of Ireland

A Journey from Chittagong

THERE was only one person in the food-stall who knew exactly what that sound was that was rolling in across the plain, along the silver curve of the Irrawaddy, to the western wall of Mandalay's fort. His name was Rajkumar and he was an Indian, a boy of eleven—not an authority to be relied upon.

The noise was unfamiliar and unsettling, a distant booming followed by low, stuttering growls. At times it was like the snapping of dry twigs, sudden and unexpected. And then, abruptly, it would change to a deep rumble, shaking the food-stall and rattling its steaming pot of soup. The stall had only two benches, and they were both packed with people, sitting pressed up against each other. It was cold, the start of central Burma's brief but chilly

winter, and the sun had not risen high enough yet to burn off the damp mist that had drifted in at dawn from the river. When the first booms reached the stall there was a silence, followed by a flurry of questions and whispered answers. People looked around in bewilderment: What is it? Ba le? What can it be? And then Rajkumar's sharp, excited voice cut through the buzz of speculation. "English cannon," he said in his fluent but heavily accented Burmese. "They're shooting somewhere up the river. Heading in this direction."

Frowns appeared on some customers' faces as they noted that it was the serving-boy who had spoken and that he was a kalaa from across the sea—an Indian, with teeth as white as his eyes and skin the color

of polished hardwood. He was standing in the center of the stall, holding a pile of chipped ceramic bowls. He was grinning a little sheepishly, as though embarrassed to parade his precocious knowingness.

His name meant Prince, but he was anything but princely in appearance, with his oil-splashed vest, his untidily knotted longyi and his bare feet with their thick slippers of callused skin. When people asked how old he was he said fifteen, or sometimes eighteen or nineteen, for it gave him a sense of strength and power to be able to exaggerate so wildly, to pass himself off as grown and strong, in body and judgment, when he was, in fact, not much more than a child. But he could have said he was twenty and people would still have

iii. Social Context of Chittagong



Chittagong is frequently referred to as a more conservative city than Dhaka and one with a greater degree of orthodox religious observance (Bangladesh is over 80% Muslim). Concerns have been raised by some outside of the country as to whether this is an appropriate place for an international women's university.

First, the portrayal of Chittagong as outlined above is not apparent on the street, nor is it a reputation accepted by local residents. As stated earlier, this is Bangladesh's second largest city. It has a well educated middle and upper-middle class with a vibrant international community. Women, as elsewhere in Bangladesh, are active in politics, corporate leadership, education, factory shop floors, development and urban planning. The city has a number of colleges and universities including: Chittagong College, Chittagong University, Commerce College, City College, Government Girls' College, Chittagong Medical College, the University of Science & Technology and the Islamic University of Chittagong.

Chittagong University is the largest university in the immediate area and is located only 14 kilometers north of the city. Female students and faculty are in evidence throughout the campus—in classrooms, walking in social groups, alone, involved in study circles with their male colleagues, and in private conversations with male students. To an outside observer, this is ordinary university life and typical of what is found elsewhere in Bangladesh's many universities. Data show that in a six-year period in the mid-1980s, only one decade after independence, female enrollment in Bangladeshi universities increased from 29,000 students to 115,000. Today it stands at 40% of the total. While at Chittagong University there are only 70 female professors out of a total of 540, nationally, female professors make up one-sixth of the total, and this number is rising. These women serve as role models for the next generation.

Finally, another reason for choosing Chittagong over Dhaka for the location of the University is to attain a degree of distance from national politics greater than if the University were located in the nation's capital. As elsewhere in the developing world, political parties frequently use student groups to further their causes, the result being that student demonstrations and political influence on curriculum, faculty hires and student life can be highly disruptive to the educational experi-

believed him, for he was a big, burly boy, taller and broader in the shoulder than many men. And because he was very dark it was hard to tell that his chin was as smooth as the palms of his hands, innocent of all but the faintest trace of fuzz.

It was chance alone that was responsible for Rajkumar's presence in Mandalay that November morning. His boat—the sampan on which he worked as a helper and errand-boy—had been found to need repairs after sailing up the Irrawaddy from the Bay of Bengal. The boatowner had taken fright on being told that the work might take as long as a month, possibly even longer. He couldn't afford to feed his crew that long, he'd decided: some of them would have to find other jobs. Rajkumar was told to walk to the city, a couple of miles inland. At a bazaar, opposite the west

wall of the fort, he was to ask for a woman called Ma Cho. She was half-Indian and she ran a small food-stall; she might have some work for him.

And so it happened that at the age of eleven, walking into the city of Mandalay, Rajkumar saw, for the first time, a straight road. By the sides of the road there were bamboo-walled shacks and palm-thatched shanties, pats of dung and piles of refuse. But the straight course of the road's journey was unsmudged by the clutter that flanked it: it was like a causeway cutting across a choppy sea. Its lines led the eye right through the city, past the bright red walls of the fort to the distant pagodas of Mandalay Hill, shining like a string of white bells upon the slope.

For his age, Rajkumar was well travelled. The boat he worked on was a

coastal craft that generally kept to open waters, plying the long length of shore that joined Burma to Bengal. Rajkumar had been to Chittagong and Bassein and any number of towns and villages in between. But in all his travels he had never come across thoroughfares like those in Mandalay. He was accustomed to lanes and alleys that curled endlessly around themselves so that you could never see beyond the next curve. Here was something new: a road that followed a straight, unvarying course, bringing the horizon right into the middle of habitation.

When the fort's full immensity revealed itself, Rajkumar came to a halt in the middle of the road. The citadel was a miracle to behold, with its mile-long walls and its immense moat. The crenellated ramparts were almost three storeys high,

ence. Chittagong is less strained by these pressures. At the same time, locating the AUW campus within the city limits but in an undeveloped area where its closest neighbors are a golf course and a military cantonment and the Foy's Lake natural area to the south, offers a degree of separation from the activities of the city center and other campuses and, in this sense, a greater degree of security and seclusion. Moreover, from this location AUW can have a strong voice in determining the character of its immediate neighborhood by acting as both a catalyst and guide for the urban growth that will eventually surround it.

The AUW campus is planned for a beautiful 125-acre site within the Chittagong city limits, just north of the Foy's Lake recreational area. On January 13, 2004, this land was allotted for the upcoming campus by the Government of Bangladesh at a ceremony presided over by the Prime Minister of Bangladesh and attended by over 10,000 people, including a US Congressional delegation. The site consists of rolling hills, deep valleys, permanent and intermittent streams, and spectacular views toward the Bay of Bengal and the city. The site lies 6 km north of the commercial center, approximately 8 km from Chittagong University, 15 km from the city's new international airport, and is immediately adjacent to the Foy's Lake recreational area. The land surrounding the AUW site represents one of the last undeveloped areas of Chittagong's unique hilly landscape.

Much of the AUW site today is covered only with grasses and low bushes due to local harvesting of its vegetation. Yet, it can support a lush growth of trees, shrubs and groundcover. One of the goals of the AUW campus design is to revegetate these hills as a strategy for preventing erosion and a means to re-establish a native ecology that is under threat throughout South Eastern Bangladesh.

Part of AUW's mandate is to demonstrate through its design and construction a more environmentally sustainable way of building. By locating in one of Bangladesh's unique and endangered landscapes, and by applying local building traditions coupled with new technologies and design innovations, AUW has an opportunity to offer the country and region a new paradigm.

iv. AUW Campus



but of a soaring lightness, red in color, and topped by ornamented gateways with seven-tiered roofs. Long straight roads radiated outwards from the walls, forming a neat geometrical grid. So intriguing was the ordered pattern of these streets that Rajkumar wandered far afield, exploring. It was almost dark by the time he remembered why he'd been sent to the city. He made his way back to the fort's western wall and asked for Ma Cho.

"Ma Cho?"

"She has a stall where she sells food—baya-gyaw and other things. She's half Indian."

"Ah, Ma Cho." It made sense that this ragged-looking Indian boy was looking for Ma Cho: she often had Indian strays working at her stall. "There she is, the thin one."

Ma Cho was small and harried-looking, with spirals of wiry hair hanging over her forehead, like a fringed awning. She was in her mid-thirties, more Burmese than Indian in appearance. She was busy frying vegetables, squinting at the smoking oil from the shelter of an upthrust arm. She glared at Rajkumar suspiciously. "What do you want?"

He had just begun to explain about the boat and the repairs and wanting a job for a few weeks when she interrupted him. She began to shout at the top of her voice, with her eyes closed: "What do you think—I have jobs under my armpits, to pluck out and hand to you? Last week a boy ran away with two of my pots. Who's to tell me you won't do the same?" And so on.

Rajkumar understood that this outburst was not aimed directly at him: that it had

more to do with the dust, the splattering oil, and the price of vegetables than with his own presence or with anything he had said. He lowered his eyes and stood there stoically, kicking the dust until she was done.

She paused, panting, and looked him over. "Who are your parents?" she said at last, wiping her streaming forehead on the sleeve of her sweat-stained aingyi.

"I don't have any. They died."

—from *The Glass Palace*

by Amitav Ghosh

2001 (New York - Random House)

v. A UW's Residential and Extended Learning Environment



Bangladesh Prime Minister Begum Khaleda Zia at the A UW groundbreaking ceremony, January 2004.



vi. Campus and Physical Plant

Among the most likely influences on students seeking a college education in Asia are the quality (sometimes equated with prestige) of the academic programs and the physical and cultural setting of the campus. It will be critical to design a campus that is architecturally attractive and that provides a living model of a socially and ecologically sustainable community that stands out in contrast to and yet welcomes the wider community and competing universities. Using these design principles to integrate the social, educational, and ecological planning for the campus provides one of the most striking opportunities for making A UW attractive to students (and faculty) from nearly any economic or cultural background and for making the living environment attractive to a community of diverse learners. Such a campus design should encourage the social interaction of students with each other and with those from beyond the campus. Campus spaces should also promote regional interactions on campus, invitation to the University's wider community, and regional focus for important multinational interactions.

The academic, curricular, staffing, residential, and architectural planning should be understood as interdependent and mutually supporting processes. Computer and information/communication technologies form the infrastructure of our global information age. Those who can or cannot use computers and thus access (or not) the information infrastructure represent the so-called "digital divide" of haves and have-nots. A UW must provide a robust and ubiquitous technological infrastructure for learning for all students, faculty, and staff. Such a technologically rich on-campus learning environment can also serve current or future distributed learning goals for new applicants and graduates, or disseminate learning to wider populations of students as desired.

The strategic planning processes that create the particular academic and curricular structures of A UW should also include the residential setting as an extended learning environment with the common learning goals. Opportunities for service-learning connected to the surrounding communities should be one feature of the living/learning environment. Programs, seminars, and summer institutes that bring significant leaders from the business, political, NGO, and other professional communities should be a part of the programs and space planning of A UW and an outreach to A UW's service region. Incorporation of A UW students in the planning and administration of A UW provides an excellent opportunity for practical experience in leadership.

A UW will also attend to the fitness and health of its students and to their other developmental needs. Simply put, A UW will be an integrated and continuous residential learning environment where Eastern and Western approaches come together, diverse religious and economic backgrounds are welcomed, and theory is embedded in experiential education and service-learning.

The University will be designed as a residential campus and an autonomous unit within the city, where many of its needs will be met within its own boundaries. It will serve as a model of sustainable building practices and an ecologically sustainable manner of living. The goal of the campus design is to make each part of the University environment and campus life critically related to and supportive of all others. At the same time, the design is intended to celebrate what is unique about

its location and site and the educational and cultural diversity and richness gathered within its folds.

When finished AUW's campus will have approximately 1,458,000 gross square feet of buildings. This includes academic components: classrooms, lecture rooms, auditoria, seminar spaces, laboratories, IT labs and support, study spaces, faculty offices and library(ies); administrative components; residential components for students, faculty, staff and key administrators; specialized university community buildings such as performing and visual arts facilities, student social center(s), recreational facilities, faculty club, religious facilities, an entrepreneurship center, and a women's health center; and service/support components such as facilities workshops, plant, campus police station, etc. According to the Site Assessment Report (produced by the Dhaka-based firm Architekton, Nov. 2003), only around 60% of the land allotted for AUW can be built on because of steep slopes and floodable low-lying areas. Using an average of three-story buildings for the purpose of calculation, this means that a minimum of 20% of the available 60% is needed for AUW's anticipated development.

When built to capacity, AUW's campus will house 2,500 matriculated students, 250 Access Program students, around 100 of the 200 faculty and their families and approximately 25 resident staff members and their families. In essence, the campus will operate like a fully integrated small town. Whether it appears as a small town with a density allowing minimal disturbance of the site or as a more pastoral campus with "villages" of development remains to be seen. Either direction has issues of buildability, environmental destruction, access and monetary outlay that will have to be weighed against the desire for an overall outcome equal to and supportive of AUW's vision.

a) *Site and Environmental Issues*

Sitting at the southwestern edge of a north-south running formation of folded hills and valleys that characterizes much of South East Bangladesh, Eastern India and Western Myanmar, the site chosen for the AUW campus is one that can be characterized by its extreme topography, or land form. The hills have very steep slopes, for the most part, and the ridgeline is extremely curvilinear and discontinuous along its length. This, in addition to the valley running through the center of the site, which serves to flush the monsoon waters from the upper site, creates a tremendous design challenge, given an assumption that the site should not be completely re-configured for building. This is an assumption contemplated for two reasons: firstly because any major reconfiguration of the site would significantly change the natural watersheds, having a tremendous impact on the erosion both within the site and in adjacent areas; and secondly because this is to be a unique campus, one that is distinctive in its relationship to the environment, one that celebrates, as well as adapts to, the physical and environmental characteristics of the site while providing for the unique academic and social environment of the program.

A second key environmental design issue is the engineering of water on the site. Given the ecological sensitivity of the site, the extreme slopes, and the amount and intensity of water movement over the site during the monsoon season,

vii. Key Issues Influencing the Campus Design



it is not just a matter of expediency to think about the engineering of these waters, but also a matter affecting the quality of the spaces, the movement of the students, and the poetics one associates with the various phenomena arising from the presence of water.

A third issue stems from AUW's desire to create a new regional paradigm for environmentally sustainable building. One of the imperatives within the design, in this wet tropical zone, is the provision of adequate/abundant natural ventilation for cooling and evaporation. This is an issue of harnessing the prevailing and monsoon winds in a productive and ubiquitous manner. On a flat or gently sloping site, this would be an easy task. On the actual site with its complex landforms, this is a very interesting task—one that requires empirical testing of wind turbulence over surfaces that can be modeled in the design studio. The effective cross ventilation of internal spaces also has a major impact on the form of the architecture in addition to the placement of the buildings. A good campus design will make it obvious where the still pockets of the site lie and where the best ventilated slopes are to be found.

A fourth site issue influencing design thinking is the issue of views both from the site and within the site. There are some spectacular views of the Bay of Bengal and Foy's Lake from the ridgeline encircling the site. There are also some pretty spectacular views criss-crossing the site from natural promontories that project into the valley running through the center of the site. Exploiting these views to heighten the impact of certain buildings or to create feelings of emotional extension (and therefore empowerment) through large uninterrupted vistas can be very potent symbolically and emotionally. At the same time, the University continues to be mindful of other issues such as security, and what the neighboring development might do to the visual panorama of the site.

A fifth site issue, one which will have major impact on the development of the architecture as well as strategies for density and programmatic groupings, is the need for covered protection from sun and rain.



A.S.M. Shahjahan, a widely respected former Inspector General of Police and Cabinet Member, is a Member of the AUWSF's Bangladesh Board of Advisors. Mr. Shahjahan is assisting in developing a comprehensive security plan for the University.

b) *Programming (functional) Issues*

The security of the campus is a dominant concern in the formulation of design strategies for AUW. Because the University is specifically a residential campus for women from many Asian countries and not principally a Bangladeshi university, and because of the potential economic disparity between activity inside the campus and activity outside the campus, it is critical that certain levels of identity, closure, and safety be maintained. At the same time, a campus has a complex set of needs relative to degrees of privacy and publicness. There is the potential for certain key facilities within the campus to reach beyond the immediate University community—the women's and children's hospital or clinic; the center for performing and visual arts; the library—so as to provide benefit and connection to the community, programmatically as well as economically. Many different scenarios are being considered to ensure that the campus does not present itself as a defended fortress or a symbolic reinforcement of the practice of *purdah* as a by-product of the need for security. The attitudes expressed through design relative to these issues will do much to determine the nature of the University's public interface and will send a strong message to the outside world concerning AUW and its graduates'

intended role within the larger regional and global society.

Among the student population, there will be three different constituencies based upon where the students are seated in the program: the Access Program students, the undergraduates, and the graduate students. Each of these constituencies is, psychologically speaking (yet risking overgeneralization), at incrementally different distances from both their homes on one end of the timeline of the academic experience, and the global community to which the AUW education is intended to connect them, on the other end of the timeline.

c) *Social and Cultural Issues*

AUW's mandate for diversity, as found within the context of Asia, is not only an academic or planning issue but a strong design issue as well. It is involved in major planning decisions that affect the balance between spatial/communal density and needs for individual retreat. It also challenges us to think creatively about programming: about the introduction of special components for networking across religious and ethnic lines; or challenging programmatic assumptions relative to specific building types, especially when considering the residential components or the religious center. And, it exists as a ubiquitous sub-text relative to the issue outlined in the following paragraph. It is not about the suppression of diversity through agreed upon constants, but about the celebration of diversity in terms of both the way we use space, and in terms of the aesthetic qualities of the campus and its buildings.

AUW's commitment to creating a university of global importance, but one which simultaneously places tremendous value on issues of regional identity, forces the process of design to explicitly accept that it must be a critical dialogue, through space and form, between regional character and global aspirations. This dialogue will be played out continually throughout the process of design of the University, from campus design down to individual buildings and outdoor spaces.

d) *Issues Related to Constructability*

The soils of the AUW site are largely non-porous, meaning that steep slopes are prone to landslides and slumping and obstructed run-off can lead to local flooding. Likewise, hillsides are not conducive to building, except where buildings can span across them or serve as retaining structures, and any disturbance on site can result in extensive environmental degradation. The local way of building is to flatten hilly terrain and then construct foundations. The result is that Chittagong is losing its hills rapidly. In recent years, this destruction has led to a national outcry by environmentalists, planners and other concerned citizens and while the Government has now put restrictions on hill-cutting, unauthorized and widespread development continues. Therefore, one major design component relative to constructability is the desire to invent strategies that will disturb the site as little as possible during construction and afterwards.

Additionally, the general region around the site is subject to seismic activity that is centered, typically, in the Chittagong Hill Tracts along the Myanmar border. The city of Chittagong is characterized as being subject to moderate seismic activity, and all new construction must take appropriate measures to withstand this.

A third important issue that influences design thinking relative to



**Figure 8:
PHASES OF CONSTRUCTION**

Phase I: Infrastructure, site work, and site preparation		
Phase II: For Year 1/ build for matriculation of first two classes: approx. 600 undergraduates and 200 Access Program students (800 total)		
Academic facilities	110,000 sq ft	
Library (first phase)	40,000 sq ft	
Central administration	15,000 sq ft	
Support (to include campus safety police)	18,000 sq ft	
Student housing	180,000 sq ft	
Vice Chancellor's residence	3,000 sq ft	
30 faculty houses	54,000 sq ft	
Religious facilities	15,000 sq ft	
Entrepreneurship center	25,000 sq ft	
<u>Women's health center</u>	<u>18,000 sq ft</u>	
TOTAL	478,000 sq ft	
Phase III: For Year 3 / build for remaining undergraduate matriculation + access program full enrollment + first graduate class (add 995 students / 1,795 total)		
Academic facilities	133,000 sq ft	
Central administration	10,000 sq ft	
Support	15,000 sq ft	
Student housing	224,000 sq ft	
Faculty housing: 30 flats	27,000 sq ft	
Staff housing	20,000 sq ft	
<u>Student center</u>	<u>45,000 sq ft</u>	
TOTAL	474,000 sq ft	
Phase IV: For Year 5 / build for full undergraduate and access program enrollment + 80% of graduate program (add 750 students / 2545 total)		
Academic facilities	100,000 sq ft	
Library (second phase)	20,000 sq ft	
Support	11,000 sq ft	
Student housing	168,000 sq ft	
30 Faculty houses	54,000 sq ft	
Faculty club	5,000 sq ft	
Performing and visual arts center	35,000 sq ft	
<u>Recreational facilities / sports center</u>	<u>40,000 sq ft</u>	
TOTAL	433,000 sq ft	
Phase V: For Year 7 / build for full enrollment (add 205 students / 2750 total)		
Academic facilities	27,000 sq ft	
<u>Student housing</u>	<u>46,000 sq ft</u>	
TOTAL	73,000 sq ft	
TOTAL SQUARE FOOTAGE FOR CAMPUS	1,458,000 sq ft	(530 sq ft / student)

constructability is consideration of the appropriate use of available construction materials and methods.

Planning for the AUW campus has been conceived of as a phased endeavor. This allows the first two phases to be operational prior to completion of the entire campus. It also allows development (fundraising) efforts to be staggered. Given the pedagogical structure of the University with an Access Program, an undergraduate program and a set of graduate programs, the phasing should occur to maximize operations of coherent groups of activities and to minimize disruption. Phase I would consist of infrastructural work (roads, slope stabilization, water control systems, paths, utilities, etc), key site work such as security walls, vegetation, and preparation of the site for the first phase of building construction. The other phases and their associated (approximate) program areas are outlined in Figure 8.

AUW is an ambitious and complex endeavor. The University promises to change the lives of thousands of young women from different economic and cultural backgrounds through its progressive and world-class educational programs. However, AUW seeks to have an impact that extends beyond this contribution. If successfully executed, this project can have a truly transformative effect through the contribution of AUW graduates to the region's socio-economic development and through the overall contribution of the institution to developing public thought on the role of women in various Asian communities. At a time when values of meritocracy, secularism, fairness and equality of opportunity are receding in the face of a pernicious and deepening system of corruption and patronage of hate mongering and its attendant violence, this University can plead through its own example for the restoration of humanity's essential values. This will also be the place that will cultivate minds representing that half of the region's population who have far too long been relegated to the periphery of history.

While many people recognize the deplorable state of higher education in South Asia and elsewhere in the developing world today, given the enormous size and complexity of the sector, and severe political sensitivities attached to it, it is difficult to find practical ways of enhancing the average quality of higher education in the region. Therefore, any hope for significant enhancements in quality rests with *Centers of Excellence* such as that which AUW has embarked on creating. If a critical mass of outstanding institutions, including the Asian University for Women, is successful, they could germinate broader, system-wide changes that would otherwise be difficult to unleash.

viii. Phasing of Facilities Construction

ix. AUW's Impact on the Region



COURTESY OF THE ASIAN DEVELOPMENT BANK

At a time when values of meritocracy, secularism, fairness and equality of opportunity are receding in the face of a pernicious and deepening system of corruption and patronage of hate mongering and its attendant violence, this University can plead through its own example for the restoration of humanity's essential values. This will also be the place that will cultivate minds representing that half of the region's population who have far too long been relegated to the periphery of history.

IX. AUW: FINANCIAL DISCUSSION AND ANALYSIS

AUW'S PLANNING PROCESS includes the use of sophisticated financial models to produce detailed forecasts of capital and operating expenditures. Construction and development of the entire University campus is projected to take seven years, by which time we expect to reach the target peak enrollment of roughly 1500 undergraduate, 1000 graduate and up to 250 Access Program students. The total cumulative capital budget is estimated at \$107.8 million, while operating costs over the first five-year period of the University's operations are projected to be \$75.5 million.

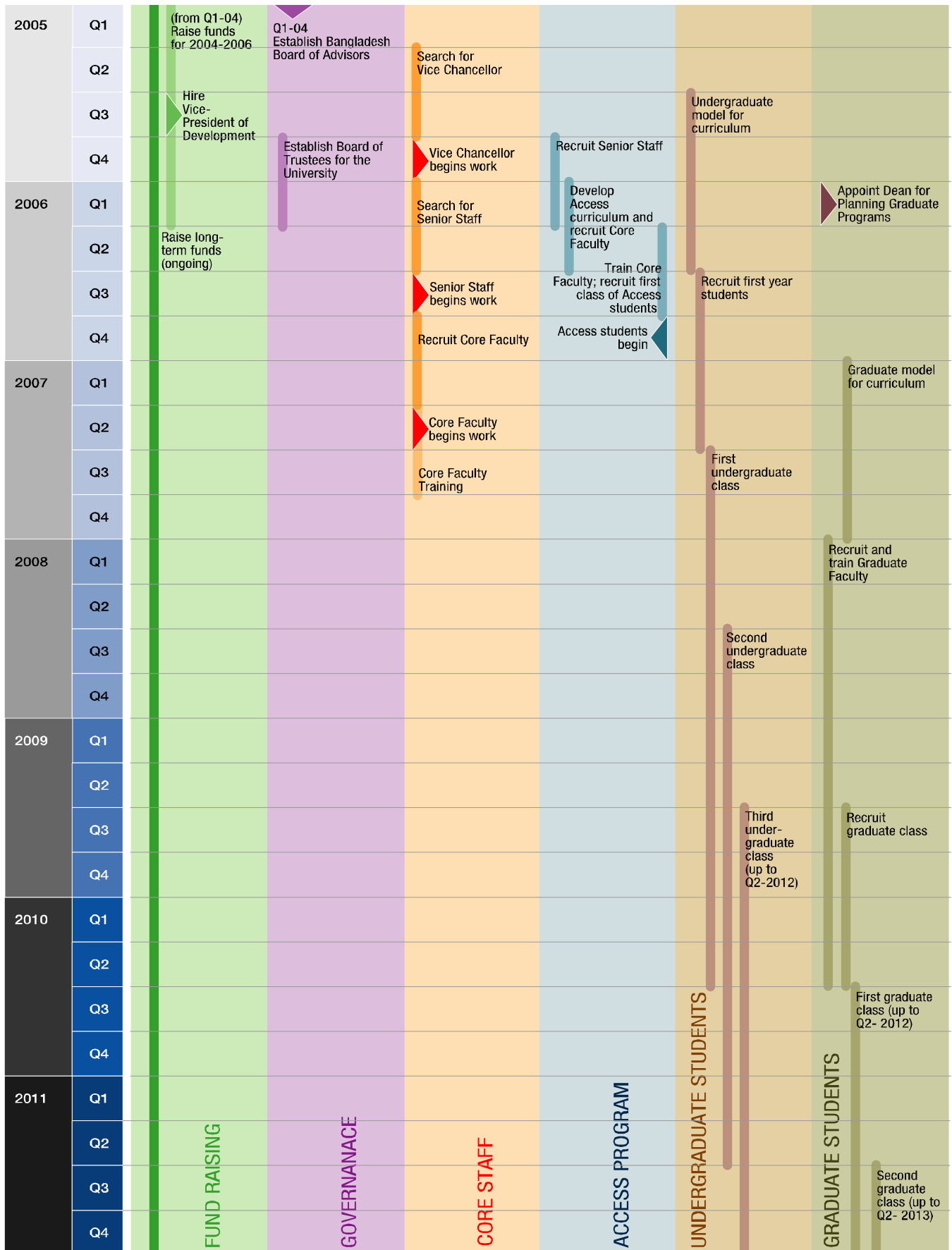
This section is intended to explain the basis for these projections as well as the timing for the separate project phases, which are listed below.

i. AUW Planning Timeline

As part of our planning process, we have prepared detailed timelines for the planning, financing and construction of the University (see Figures 9 and 10). The first phase of development includes fundraising and the creation of an appropriate governance structure for the University. The fundraising process is, of course, well under way (see Annex E for a list of all grants or other funding that has been committed to AUW to date). Further, a search has been undertaken for a Vice President of Development in order to raise the funds necessary to cover major capital and operating expenses. National Support Committees in Bangladesh, Japan, the UK and North America have been established and are actively assisting in this fundraising effort. The process of developing the governance structure is also under way with the formation of the Bangladesh Board of Advisors (see Annex C) and the forthcoming constitution of the Board of Trustees of the University.

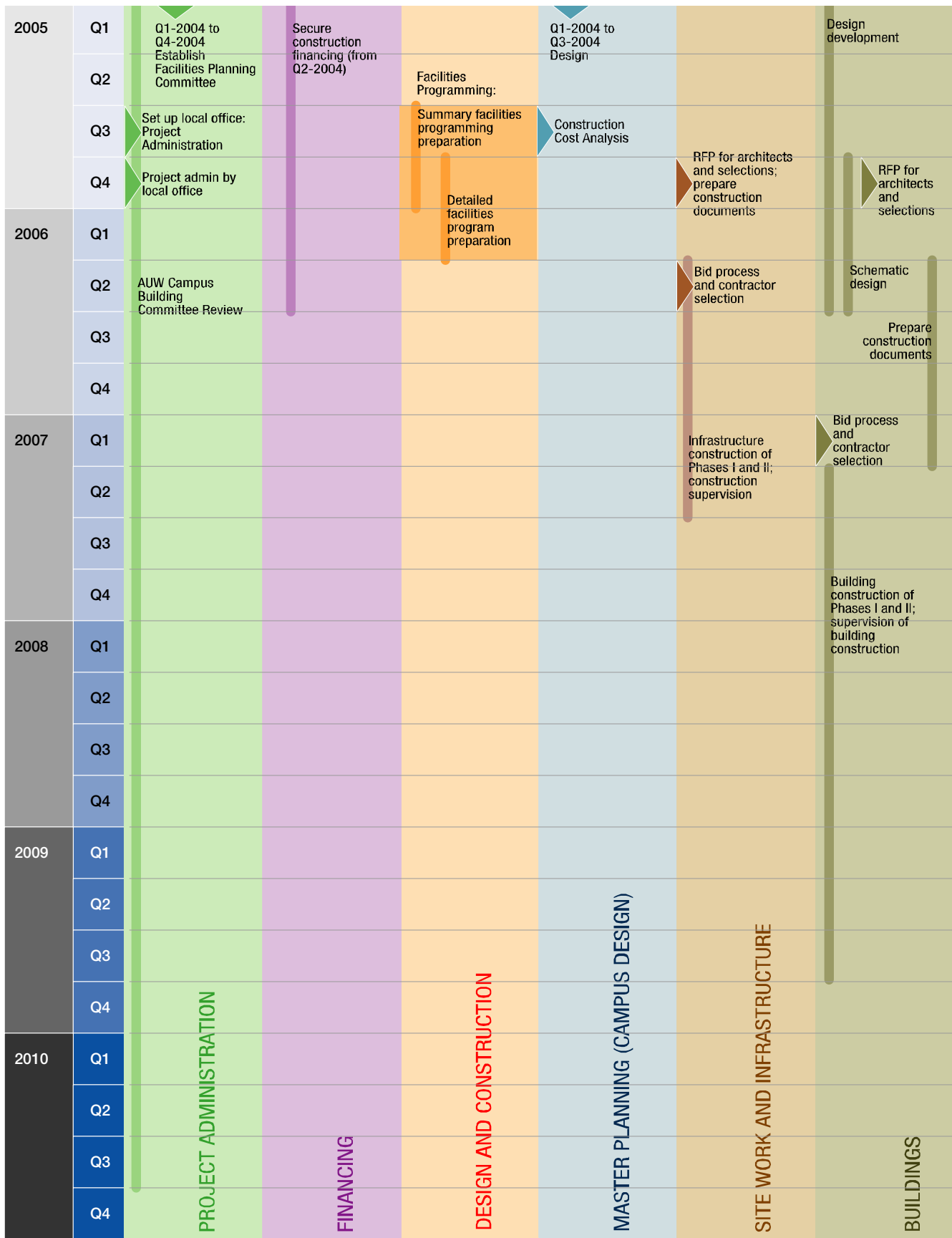
Preliminary development of the curricula for both the Access Program and the undergraduate program has already been undertaken. Curriculum development for these programs is projected to be complete by the end of 2006, with the graduate curriculum to be finalized by 2008. Faculty and staff are expected to be recruited and to begin work by 2007. The University is projected to open its doors to the first class of Access Program students in September 2006. Undergraduate classes are projected to begin in 2007, and the graduate program will begin three years later, as the first undergraduate class is ready to enroll in this program.

Figure 9: AUW PLANNING TIMELINE*



*Schedule is subject to funding received

Figure 10: A UW PLANNING AND CONSTRUCTION TIMELINE*



*Schedule is subject to funding received

AUW's development strategy is to time infrastructure expansion to student body growth beginning with Phases I and II. These phases make up the initial campus construction and will encompass basic infrastructure and site development as well as sufficient administrative and academic facilities to meet the requirements of AUW's first three years of operation. Phases I and II are designed to operate as a fully functioning undergraduate university, intended to accommodate 800 students. Additional construction is planned over ensuing periods to meet the demands of an expanding student body and the addition of graduate programs. The five phases of the University development and construction plan are detailed in the capital budget. Annex D provides a more detailed schedule for the construction of the University.

The model presented here projects capital expenditures for the first seven years of the AUW project, but Phases I and II are our primary initial focus. These phases will consist of 478,000 square feet of campus constructed at a projected cost of \$35 million. Construction of this portion of the campus will allow AUW to function both as an undergraduate university and a training facility to prepare young women for post-secondary education through our Access Program.

a) Key Assumptions

Section VIII (vii) describes in detail the space allocation and timeline for the construction of the campus. Space planning requirements have been based on a target of 530 blended square feet of space per student, an assumption AUWSF believes to be reasonable and adequate by reference to comparable institutions in the region. This square footage assumption represents an all-in number for institutional planning purposes—*i.e.*, it comprises space allocated to administrative, faculty, teaching, common area, and student living purposes. Total construction costs are estimated at \$70 per square foot, exclusive of architectural costs, infrastructure and site development expenses. This amount is at the higher end of the local range of construction costs and reflects the technical nature of certain of AUW's planned facilities as well as AUWSF's conservative budgeting philosophy. Architectural fees are estimated at 3% of project cost. The Government of Bangladesh has committed to underwrite the basic infrastructure needs of the University campus such as water supply, power connection, access roads and the like, and hence initial site development costs are projected at a low \$1,500,000.

b) Financial Model

The following budget (Figure 11), based on our financial model, describes capital expenditure for the first seven years of the project broken down by phases. Phase I involves initial infrastructure development, site work, and site preparation. Phase II will be built to accommodate the first two classes, approximately 600 undergraduate and 200 Access Program students. Phase III will build for the remaining undergraduate classes and the full enrollment of the Access Program, and Phases IV and V will build for the final expected enrollment of undergraduate, graduate, and Access students, totaling approximately 2,750. The model includes planning costs estimated to total \$1.2 million over seven years, architectural costs totaling \$3.1 million, and construction costs totaling \$103.6 million, for a total capital expenditure of \$107.8 million.

Asian University for Women
Capital Budget

	Planning	Pre-Student	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Planning Costs								
Initial Programming	360,000							
Master Planning	400,000	400,000						
Total Planning Costs	\$760,000	\$400,000						
Architecture Costs								
Phase II (800 Students)		501,900	501,900					
Phase III (995 Students)				497,700	497,700			
Phase IV (750 Students)						454,650	454,650	
Phase V (205 Students)								76,650
Total Architecture Costs	-	501,900	\$501,900	\$497,700	\$497,700	\$454,650	\$454,650	\$76,650
Construction Costs								
Phase I (Initial Infrastructure)		1,500,000						
Phase II (800 Students)		6,692,000	13,384,000	13,384,000				
Phase III (995 Students)					16,590,000	16,590,000		
Phase IV (750 Students)							15,155,000	15,155,000
Phase V (205 Students)								15,155,000
Total Construction Costs	-	8,192,000	\$13,384,000	\$13,384,000	\$16,590,000	\$16,590,000	\$15,155,000	\$15,155,000

Figure 11

c) *Implementation Issues*

The construction schedule that has been presented here is fairly aggressive, and the possibility that the initial phases may take longer to complete must be taken into account. We have developed contingency plans to launch the Access Program in rented space in 2006, and expect this to be necessary. An informal survey conducted of the commercial real estate market in Chittagong shows the availability and relative affordability of a number of suitable properties.

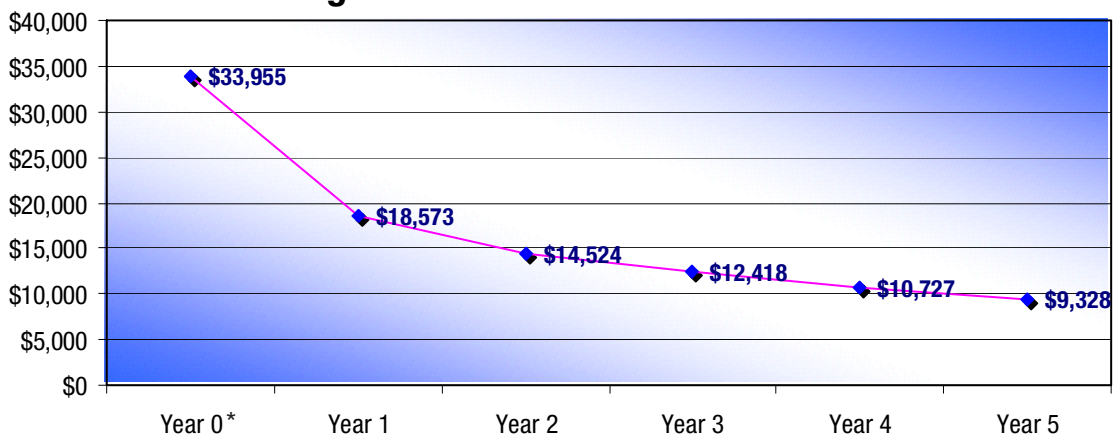
It should also be noted that the extreme nature of the site's topography (see Section VIII (a)) presents some fairly challenging construction issues. While the budget presented in Figure 11 tries to anticipate some additional costs related to water and soil management, there will quite likely be additional issues to resolve once construction begins.

AUW has prepared a detailed operating budget for its first seven years of operations. Total cumulative cost of operations through 2007, which includes AUW's pre-operating activities and the first year of its Access Program, is projected to be \$5.1 million. Total annual operating costs after three years of undergraduate classes are projected to be approximately \$14.2 million, or \$12,418 per student. The forecast budgets indicate that after five years of undergraduate classes, AUW's student body reaches approximately 2,000, and the annual operating cost per student falls to \$9,328, which is competitive with other leading universities in the region and is within the grant-making capacity of many public and non-governmental charitable programs (See Annex G for a comparison of tuition rates at comparable regional universities).

iii. AUW Operating Budget

Figure 12

Average Cost Per Student at AUW Year 0-Year 5



*Access Program only

a) *Key Assumptions*

AUW's operating budget is based upon a detailed analysis of its administrative, faculty, and staff personnel requirements as well as its non-personnel operating costs. To project its operating cost structure, AUWSF first identified AUW's administrative structure, including a detailed organizational chart. Next, it determined AUW's faculty staffing levels based upon a 13:1 student to faculty ratio at the undergraduate level, and a 10:1 student to faculty ratio in the Access Program. Non-faculty staff needs over the projection period were estimated by reference to staff levels at analogous institutions in South Asia, South East Asia, the Middle East and the West, keeping in mind AUW-specific needs and the local wage structure. Finally, other operating expenses (*i.e.*, non-personnel costs) were determined based upon aggregate and relative cost ratios for analogous institutions.

AUW's projected faculty costs are a function of its student to faculty ratio and its expected average annual cost per faculty member, which includes an anticipated housing allowance of \$6,000 for faculty members not resident on campus and a travel allowance of \$5,000 for non-local faculty members. The average faculty salary is assumed to be \$30,000 per year before calculation of housing and travel allowances. This sum is higher than prevailing local wage levels for similarly employed academic personnel, but is relatively consistent with salary levels for like personnel in the broader region. In accordance with the University charter agreed upon with the Government of Bangladesh, the international faculty and staff of AUW shall be exempt from all Bangladesh income taxes.

Typically, NGOs and other institutions compensate non-local expert personnel according to their prior earnings capacity, a structure that clearly places upward pressure on AUW's faculty compensation levels in light of the large proportion of non-local faculty that it anticipates recruiting.

AUW's projected operating budget presumes that 15% of the first undergraduate class will be paying full annual tuition of \$11,000. This percentage is projected to increase with each year's incoming class and within seven years 50% of all new students will be paying full fees. Accordingly, financial aid for the remainder of students is projected to equal tuition and fees, and to be funded by unrestricted grants from governments and non-governmental organizations as well as income from AUW's endowment. AUW believes its total annual operating costs per student at capacity—approximately \$8,380—will be within the grant-making capacity of many public and non-governmental charitable programs.

b) *Financial Model*

Figure 13 presents a detailed operating budget for the first seven years, including projected revenues and costs. The total cumulative operating budget over this period is projected at \$75.5 million. Salaries, including faculty and administrative staff, account for just under half the total operating budget, at \$35.2 million. AUW's projected senior administrative structure, depicted graphically on Annex H, was determined based on a thorough consideration of AUW's educational mission and its students' anticipated needs. A high percentage of senior administrators are expected to be non-local personnel, and projected salary levels for senior administrators are accordingly set by reference to prevailing salary levels for comparably skilled individuals in the broader region and the West. By contrast, staff personnel

Figure 13

Asian University for Women								
Operating Budget								
	Pre-Student	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Operating Revenues								
Tuition and Fees (1)		5,093,284	8,357,665	11,183,229	14,218,715	16,669,034	18,907,288	
Financial Aid		(5,093,284)	(7,862,665)	(9,929,229)	(11,688,715)	(12,368,034)	(12,065,288)	
Tuition		-	495,000	1,254,000	2,530,000	4,301,000	6,842,000	
Unrestricted & current use restricted gifts	1,033,200	5,093,284	7,862,665	9,929,229	11,688,715	12,368,034	12,065,288	
Total Operating Revenues	\$1,033,200	\$5,093,284	\$8,357,665	\$11,183,229	\$14,218,715	\$16,669,034	\$18,907,288	75,462,415
Expenditures								
Faculty Costs								
Undergraduate	-	211,313	1,038,188	1,865,063	2,710,313	3,188,063	3,822,000	
Access	-	551,250	551,250	735,000	845,250	918,750	918,750	
Graduate	-	-	-	-	174,563	854,438	1,378,125	
Total Faculty Salaries	\$0	\$762,563	\$1,589,438	\$2,600,063	\$3,730,125	\$4,961,250	\$6,118,875	19,762,313
Admin & Personnel Costs								
	738,000	1,683,000	2,070,500	2,318,000	2,594,750	2,896,250	3,179,750	
Total Salaries	\$738,000	\$2,445,563	\$3,659,938	\$4,918,063	\$6,324,875	\$7,857,500	\$9,298,625	35,242,563
Other Operations (2)								
Library		225,000	337,500	433,125	536,719	582,750	608,100	
Student services		225,000	337,500	433,125	536,719	582,750	608,100	
General Administration (3)	295,200	285,000	427,500	548,625	679,844	738,150	770,260	
General Institutional		660,000	990,000	1,270,500	1,574,375	1,709,400	1,783,760	
Maintenance & Operations		195,000	292,500	375,375	465,156	505,050	527,020	
Room & Board costs		330,000	990,000	1,270,500	1,574,375	1,709,400	1,783,760	
Healthcare		80,000	240,000	410,667	534,333	621,600	810,800	
Contingency		360,000	540,000	693,000	858,750	932,400	972,960	
Student travel		67,500	202,500	346,500	515,250	699,300	912,150	
Major maintenance		220,221	340,227	483,750	618,319	730,734	831,753	
Total Other Operations	\$295,200	\$2,647,721	\$4,697,727	\$6,265,166	\$7,893,840	\$8,811,534	\$9,608,663	40,219,852
Total Operating Budget	\$1,033,200	\$5,093,284	\$8,357,665	\$11,183,229	\$14,218,715	\$16,669,034	\$18,907,288	75,462,415
Memo Items								
Undergraduate Students		0	300	570	920	1,060	1,313	
Access Students		150	150	200	225	250	250	
Graduate Students		0	0	0	0	244	464	
Total Students		150	450	770	1,145	1,554	2,027	
Costs per Student								
Active Faculty		5,084	3,532	3,377	3,258	3,193	3,019	
Administration and Staff		11,220	4,601	3,010	2,266	1,864	1,569	
Other Operating Costs		17,651	10,439	8,137	6,894	5,670	4,740	
Average Cost per Student		\$33,955	\$18,573	\$14,524	\$12,418	\$10,727	\$9,328	
Total Active Faculty	0	15	38	64	94	126	162	
Total Senior Administration	35	35	35	35	35	35	35	
Total Other Admin and Staff (4)	71	71	139	221	314	414	509	
Total AUW Employees	106	121	212	320	443	575	706	

(1) Includes room and board.

(2) Other operations costs in year 0 are assumed to be for start-up.

(3) Assumed to be 40% of salary for 2005 to cover rent, travel, consultants, etc.

(4) Assumes specified salary for Senior Administration and Staff and \$3,000/yr salary for other Staff.

and lower-level administrators are expected to be substantially local residents, with compensation levels determined by reference to the local labor market. As a result of the relatively large disparity between local and non-local wage rates (which largely determine staff and non-staff personnel costs, respectively), total staff costs required to support AUW's activities is sizeable measured by personnel, but less than might be expected as a percentage of total costs.

Other cumulative operating costs, totaling \$40.2 million, over seven years, represent the non-personnel expenses associated with AUW's operations, including library and information technology costs, repair and maintenance, and student room and board. Many of these expenses reflect significant fixed-cost components, which do not increase ratably with the growth in student population. As a result, operating expenses are projected to decline from roughly \$33,955 per student in Year 0, AUW's first year of Access Program classes, to under \$9,328 per student by Year 5, after five years of undergraduate classes (see Figure 12). These operating cost levels are reasonable by reference to the cost structures of other similar institutions and objectively, based on AUW's anticipated scope of services.

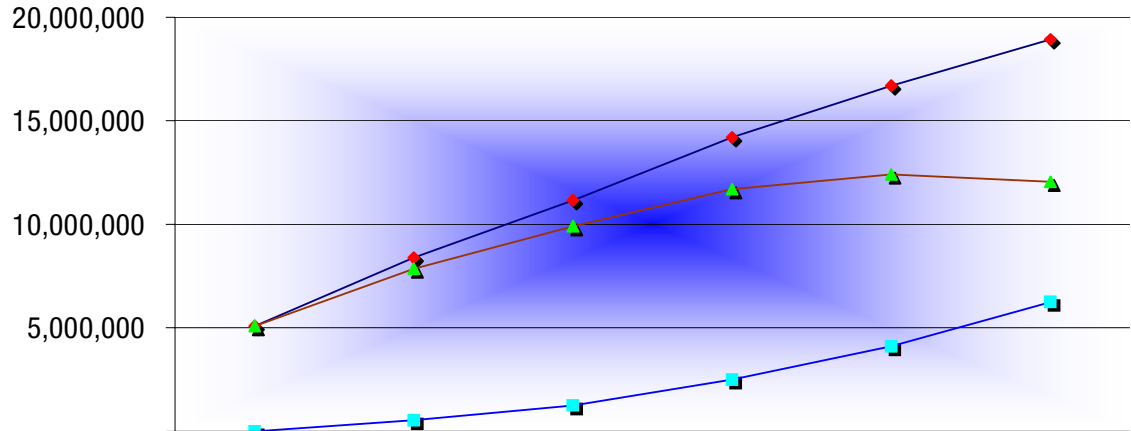
c) *Implementation Issues*

While we believe this model fairly represents a comprehensive accounting of all projected operational costs, it should once again be noted that the hiring of faculty and staff is directly related to the completion of the campus construction on schedule. Consequently, if this schedule is not achieved, the phasing of faculty and staff hiring will also be delayed, affecting in turn the implementation of the budget.

We are also aware that while the percentage of students paying full tuition is projected to increase over time, due to the mission of the University, we are likely to run a significant operating budget deficit for the foreseeable future. Figure 14 shows this trend for Year 0, the first year of the Access Program, through Year 5, when the first class of students are scheduled to graduate with joint Bachelor's/Master's degrees. This operating deficit will be funded through ongoing efforts to secure scholarship and fellowship grants. The Foundation hopes to establish an endowment of approximately \$100 million by the year 2016 to ensure the sustainability of the University and to carry out our mission of funding the education of roughly 50% of all AUW students.

Figure 14

Operating Budget Deficit



	Year 0*	Year 1	Year 2	Year 3	Year 4	Year 5
◆ Total Operating Budget	5,093,284	8,357,665	11,183,229	14,218,715	16,669,034	18,907,288
■ Net Tuition	-	495,000	1,254,000	2,530,000	4,136,000	6,237,000
▲ Operating Budget Deficit	5,093,284	7,862,665	9,929,229	11,688,715	12,368,034	12,065,288

*Access Program only

X. AUW: THE CHARTER

IN ADDITION TO THE LAND, the Government of Bangladesh, as requested by AUW, will adopt a charter for the University that is fully protective of the University's institutional autonomy and academic freedom. Both leading political parties publicly expressed their support for the University. The charter grants to AUW special independent status, similar to that enjoyed by United Nations agencies. The charter assures that the University will be free to conduct its business and mobilize, invest, and use resources without undue restriction, and that it will be exempt from local taxes. A copy of the charter agreed upon with the grant of Bangladesh and approved by its cabinet appears in Annex K.

AUW's charter is expected to be ratified by the Bangladesh Parliament with bipartisan support as soon as AUWSF obtains firm commitments of at least \$20 million in funding support. The charter provides exceptionally strong protections for AUW's institutional autonomy and for the academic freedom of AUW's faculty, administration and students. Academic freedom is essential to the attainment of AUW's goals, and institutional autonomy is essential to academic freedom. The charter will provide the framework within which AUW's faculty, administrators and students can achieve an international level of academic excellence.

Most existing institutions of higher education in South, South East and West Asia do not enjoy the level of independence that AUW's charter ensures. At government-sponsored universities in many countries of the region, the appointment of administrators and faculty and the content of the curriculum are subject to political influences, if not directions. In some countries of the region, scholars face censorship and the risk of detention if their teaching, research or writing offends the government. International communications and travel by scholars are also sometimes restricted by governments. Students, too, may face restrictions on their freedom to study and speak, and students from disadvantaged social groups frequently encounter discrimination in access to higher education.

The AUW charter ensures that the University will be governed by an independent Board of Trustees committed to the values of academic freedom and equal opportunity. The charter establishes practical limits on the ability of the Government of Bangladesh to intervene in matters that are within the authority of AUW's Board. AUW's independent corporate status, self-nominating Board, and property rights under the charter give AUW autonomy and ensure that the principles of academic freedom and non-discrimination proclaimed by the charter will be a reality.

i. Corporate Status of AUW

AUW will be an autonomous and perpetual corporation with all legal and property rights that a corporation may have under Bangladesh law, including the right to grant academic degrees. The charter, upon ratification by the Bangladesh Parliament, will have the force of law and will override any contrary provision of Bangladesh law. The Government of Bangladesh agrees in the charter that the government may not unilaterally change the charter in any manner that adversely affects AUW and may not accord AUW treatment less favorable than that which is accorded to other international not-for-profit institutions in Bangladesh.

AUW will be governed by its Board of Trustees, which will have full authority to exercise all the powers of AUW under the charter. The initial members of the Board will be appointed by the International Support Committee, which is a group of eminent persons who are leading the project to establish AUW. The members of the Board will have sole authority to appoint members of the Board after the International Support Committee appoints the initial Board. Thus, the Board will be a self-perpetuating group, and no government will have the ability to interfere in appointments to the Board. The Board will therefore be able to implement the charter's directive that appointments to the Board are to be made on the basis of academic, professional, managerial, or technical expertise and without regard to any sectarian, political, partisan, national, regional, ethnic, racial, or religious characteristics and without regard to disability, color, sexual orientation, or caste. The Board will elect a Chancellor and a Vice Chancellor who will also serve as ex officio members of the Board.

The Board of Trustees will have ultimate authority over AUW's academic program and the authority to appoint the Vice Chancellor and other personnel of AUW and to establish policies with respect to hiring, retention, promotion, and termination of faculty and other employees, admission, retention, graduation, and expulsion of students, award of monetary scholarships, award of degrees, and all other affairs of the university. The charter expressly denies the government any right to interfere in these matters.

The Vice Chancellor will be the chief academic and administrative officer of the University and will administer and manage the affairs and funds of the University under the supervision of the Board.

The charter does not establish a detailed framework for the internal governance of the University, apart from establishing the powers of the Board. The Board will adopt bye-laws for the internal governance of the University. The bye-laws are expected to delegate substantial authority over the academic program of AUW to the faculty, including the Vice Chancellor, professors and academic officers, subject to the ultimate policy-making authority of the Board.

The government has allotted over one hundred acres of land for AUW's campus. The charter provides that AUW will own the campus land and exempts AUW from rent on the land, other than any *de minimis* charges for the delivery of local services. The charter also obliges the government to provide the campus with all reasonably necessary infrastructure and services, including electric, water, natural gas, telecommunications and other utilities, roads and paths, and sewers.

AUW has the right under the charter to construct buildings on the campus land and to install computers, telecommunications, and other global communications systems. AUW also has the right to raise funds from donors inside and outside Bangladesh, to hold its funds in bank accounts inside or outside Bangladesh under the control of the Board, and to transmit funds out of Bangladesh and exchange currencies without restriction. The charter exempts AUW from any tax on its movable or immovable property, including land, buildings, and funds, and from any customs duty or sales tax on the purchase or importation of books, equipment, machines, vehicles, and other materials required for the construction and maintenance of the University.

ii. Governance of AUW

I applaud the decision of the Government of Bangladesh to host the Asian University for Women and provide it with a governance framework that protects its institutional autonomy and academic freedom...No institution of higher learning can aspire to make a meaningful contribution if its academic freedom is restrained or its independence is thwarted...While it may be overwhelming to significantly improve the average quality of higher education in any part of the world, it is indeed possible to develop centers of excellence in the developing world that bridge that quality gap in education so essential in today's globalized world...I think of the AUW as a contribution in that direction. It also provides a much needed momentum to advance women's place in the world of higher education."

—HENRY ROSOVSKY
Geyser University Professor Emeritus
Former Dean of the Faculty of Arts &
Sciences, Harvard University &
Chair, AUW Academic Planning
Committee

iii. Property Rights of AUW

The charter provides that the government may not expropriate AUW's land, buildings or other property except for purposes of public interest, in a fair manner, and with payment of prompt, adequate, effective, and freely transferable compensation. Any dispute over this provision is to be resolved by arbitration in Singapore under the Rules of Arbitration of the International Chamber of Commerce. These protections against expropriation are equivalent to those commonly provided by the agreements governing major private-sector international investments.

The Board has the authority under the charter to establish other campuses and other facilities inside or outside Bangladesh.

iv. Principles of Academic Freedom and Equal Opportunity

AUW's corporate autonomy, self-perpetuating Board of Trustees, and property rights are intended to make the University genuinely independent in order to enable it to implement effectively its ideals of academic freedom and equal opportunity. The Bangladesh constitution establishes the equal rights of women and the freedom of conscience, of speech and expression, and of the press as fundamental rights. The charter elaborates on these principles as they apply to the academic context.

The charter provides that AUW is established on the basis of the fundamental principle of academic freedom and that all members of the academic community of the University, including administrators, faculty, and students, have the right to freedom of opinion, belief, and expression in teaching, studying, speaking, conducting research, and publishing the results of research or opinion or analysis or any other publications. The charter further provides that the University is a non-sectarian institution and that each member of the academic community has the right voluntarily to profess, practice, and propagate her or his own religion, individually or in association with any other person who freely chooses to participate in these activities.

No sectarian, political, or partisan test may ever be exercised in the appointment of the officers, faculty members, or other employees of the University or in the admission of students. The charter provides that persons of every religious denomination, or of no religious denomination, and of any race, color, disability, nationality or national origin, ethnic origin, caste, political affiliation or opinion, and sexual orientation are equally eligible for all offices, appointments, and scholarships of the University.

v. Immunities of AUW Trustees, Faculty, and Students

The Board, faculty members, other academic personnel, administrators, and other employees of AUW are immune from legal process in Bangladesh with respect to their official acts. All faculty members, other academic personnel, and administrators of the University who are not nationals of Bangladesh are exempt from income tax in Bangladesh. These persons and the University's students who are not nationals of Bangladesh, but are nationals of another country, are exempt from all immigration restrictions, and the government agrees in the charter to grant them entry visas and freedom of entry into, movement within, and exit from Bangladesh.



IMPORTANT TO THE UNDERSTANDING of the AUW project, is the extraordinary capacity for transformation of women whose individual identities and intellectual capacities have been subsumed by the traditional family structure and by the cultural foundations of the societies in which they participate. In this environment, which insists that a woman's personality is of no consequence, even to herself, the empowering of women is essential for accomplishing change—socially, economically and politically.

The need for this institution within a regional context is compelling. Within a global context it is an imperative. In today's global, knowledge-based economy, developing countries are striving to bridge the gap separating them from the economically developed world. It is crucially important that the developing world develop its own able young people by providing them with opportunities to acquire necessary competencies and assume positions of leadership in scientific, technical, corporate, civil society, and public spheres. Essential to the goal of meeting the challenges of development is the participation and leadership of women.

The underlying premise for the AUW is the belief that offering even a relatively small group of particularly talented women the opportunity for a rich and rigorous education in a multi-cultural university environment, one that prepares them for full participation and leadership in the political, economic, social and cultural spheres, will produce results far beyond those that might be expected on the basis of their numbers alone. The University will have only 2500 students. Its focus will be on the power of example, inspiration to lead, rigor and quality, rather than on numbers. The network of alumnae will grow rapidly and, as a paradigm for the development of other such institutions within the region, the AUW will generate an even greater impact as more and more women are educated to help form a modern Asia.

XI. CONCLUSION

“An institution that at its peak will have a maximum 2,500 students does not, on its face, seem likely to change the overwhelming odds against women in Asia today. I believe that sometimes the power of numbers is overshadowed by the power of example and an inspiration to lead.”

—MARK MALLOCH
BROWN, *Chef de Cabinet,*
Office of the Secretary-
General, United Nations

In your joint family, I am known as the second daughter-in-law. All these years I have known myself as no more than that. Today, after fifteen years, as I stand alone by the sea, I know that I have another identity, which is my relationship with the universe and its creator. That gives me the courage to write this letter as myself not as the second daughter-in-law of your family...

—RABINDRANATH TAGORE, *Letter from a Wife*



ANNEX A

Asian University for Women International Support Committee

MADAME KHALEDA ZIA, Co-Chair:
Prime Minister of the People's Republic of Bangladesh.

MADAME LONE DYBKJAER, Co-Chair:
Member of the Danish Parliament, former Member of the European Parliament. Former Minister of Environment of Denmark.
Former First Lady of Denmark.

JACQUES ATTALI:
Eminent author, university professor. Former President of the European Bank for Reconstruction and Development (EBRD);
national security advisor to former President François Mitterrand of France.

SANG CHANG:
President Emerita, Ewha Women's University, Seoul, South Korea; former Prime Minister-Designate of the Republic of Korea.

STEPHEN J. FRIEDMAN:
Dean of Pace Law School, retired Senior Partner at the New York law firm of Debevoise & Plimpton; former Chairman of the
Board of Directors of the Overseas Development Council.

RASHA AL-SABAH:
Under Secretary, Ministry of Higher Education, Government of the State of Kuwait.

DONALD J. JOHNSTON:
Secretary-General of Organization for Economic Cooperation (OECD). Former Minister of State for Economic and Regional
Development, Minister of Science and Technology, and Minister of Justice and Attorney General of Canada.

MARK MALLOCH BROWN:
Chef de Cabinet, Office of the Secretary General, United Nations.

KOICHIRO MATSUURA:
Director-General of United Nations Educational, Scientific, and Cultural Organization (UNESCO).

THORAYA AHMED OBAID:
Executive Director of the United Nations Population Fund (UNFPA).

MAMPHELA RAMPHELE:
Former Managing Director of the World Bank. Former Vice Chancellor of the University of Cape Town.

MARY ROBINSON:
Director, Ethical Globalization Initiative; President, World Council of Women Leaders; Chancellor, Dublin University;
immediate past United Nations High Commissioner for Human Rights; former President of Ireland.

GEORGE SOROS:
President and Chairman of Soros Fund Management LLC. Chairman of Open Society Institute.

ANNEX B

Board of Directors, Asian University for Women Support Foundation

STEPHEN J. FRIEDMAN, Chair

KAMAL AHMAD, Vice Chair:
Counsel, Asian Development Bank.

ALICE ILCHMAN, Vice Chair:
Director of the Watson Fellows Program. President Emerita of Sarah Lawrence College; former Chairman of the Board of Trustees, Rockefeller Foundation.

JUJU CHANG:
Correspondent, ABC News.

VIVIAN LOWERY DERRYCK:
Senior Vice President of the Academy for Educational Development. Former Assistant Administrator for Africa at the US Agency for International Development.

VISHAKHA N. DESAI:
President, Asia Society.

ROBERT ALAN FELDMAN:
Managing Director, Chief Economist & Co-Director of Japan Research, Morgan Stanley Japan Limited.

HANNA H. GRAY:
President Emerita, Harry Pratt Judson Distinguished Service Professor Emerita of History, University of Chicago.

DANIEL W. LASS:
Former Managing Director, Pareto Partners.

KATHY M. MATSUI:
Managing Director and Chief Japan Strategist, Co-Director of Pan Asian Investment Research, Goldman Sachs (Japan) Ltd.

JACK R. MEYER:
President, Harvard Management Company.

LADY MOODY-STUART:
Educator, Community Advocate and Philanthropist; Trustee of Transparency International (UK); Member of the International Advisory Board of the School of Oriental and African Studies (SOAS) at the University of London.

WILLIAM H. NEWTON-SMITH:
Fellow and Tutor in Philosophy, Balliol College, Oxford University. Chair, Higher Education Sub-board, Open Society Institute.

JENNIFER A. SHORE:
Vice President, Citigroup Inc.

MARK R. SHULMAN:
Director of Graduate Programs, Pace University School of Law.

Secretary to the Board:

TILOMA JAYASINGHE:
Associate, Mayer, Brown, Rowe & Maw, LLP

ANNEX C

Bangladesh Board of Advisors

ROKIA AFZAL RAHMAN (Chairman).

Mrs. Rahman is the President of Women Entrepreneurs Association, Bangladesh. A leading businesswoman in the country with business interests in media, infrastructure development, cold storage and insurance. She has also served as Cabinet Member in a Constitutionally mandated pre-election non-party interim caretaker government in Bangladesh in 2001.

FAZLE HASAN ABED.

Mr. Abed is the Founder and Chair of BRAC. BRAC is the world's largest non-governmental organization and is recognized internationally for its pioneering efforts in promoting health, alleviating poverty and supporting education and empowerment of the poor. More than 30 million people in Bangladesh benefit each year from BRAC's health services programs, millions of children attend the 42,000 primary schools run by BRAC and several million women have found economic empowerment through BRAC's microcredit programs which have disbursed (with 98% repayment rate) over \$2 billion to women without collateral.

A former executive with the Royal Dutch Shell Company, Mr. Abed is a recipient of many awards and honors, including a *Ramon Magsaysay Award* billed as the "Alternative Nobel Peace Prize" and the *Olof Palme Prize* for contribution to women's empowerment.

KAMAL AHMAD.

Mr. Ahmad is Vice Chairman of the Asian University for Women (AUW) Support Foundation. Currently on the staff of the General Counsel of the Asian Development Bank in Manila, Philippines, Mr. Ahmad has been in private law practice in London and New York. He has previously also worked with the World Bank, the Rockefeller Foundation and UNICEF. He co-directed the World Bank/UNESCO Task Force on Higher Education & Society.

Mr. Ahmad is a recipient of a *United Nations Peace Medal & Citation Scroll* given by the Paul G. Hoffman Awards Fund in honor of the first Administrator of the United Nations Development Programme for "outstanding contribution to international development". He was also named as a *Global Leader for Tomorrow* by the World Economic Forum.

FAKHRUDDIN AHMED.

Mr. Ahmed is Governor of Bangladesh's Central Bank. Educated at the University of Dhaka, Williams College and Princeton University, Mr. Ahmed was a senior official at the World Bank prior to assuming the position of Governor of the Bangladesh Bank. He is widely credited for ushering in transformative changes in the operations of the Bank he now leads.

ANGELA GOMEZ.

Ms. Gomez is a pioneering rural community development worker. She founded the non-governmental organization *Banchte Shekha* which strives to help empower rural women in the district of Jessore in Bangladesh. Her groundbreaking work has earned her a *Ramon Magsaysay Award* for contribution to community development.

MONJULIKA CHAKMA.

Ms. Chakma is a trailblazing entrepreneur who established and successfully developed one of the first indigenous textile manufacturing operations in the tribal communities of Chittagong Hill Tracts. Her Bain Textiles Company has been widely recognized for its extraordinary business feats.

GEETEARA SAFIYA CHOUDHURY.

Ms. Choudhury is the President of ADCOMM, the leading advertising agency in Bangladesh. She is the first woman ever to be elected as President of the Dhaka Club.

ANDREW L. FAWTHROP.

Mr. Fawthrop is President and Chief Executive Officer of UNOCAL Bangladesh. He is credited to have significantly increased UNOCAL's operations in the country which now stands as the largest multinational operation in Bangladesh in the oil and gas field.

JAMAL NAZRUL ISLAM.

Mr. Islam is a Professor at the Research Centre for Mathematical & Physical Sciences at the University of Chittagong. Educated at Cambridge University, Professor Islam has also been a Visiting Fellow at the Center for Advanced Studies at Princeton University and a Faculty Associate at the California Institute of Technology. He is a Fellow of the Third World Academy of Sciences in Trieste, Italy.

A.S.M. SHAHJAHAN.

Mr. Shahjahan is the former Inspector General of Police of Bangladesh with a career in the police service spanning almost four decades. As Inspector-General, Mr. Shahjahan oversaw 100,000 police officers and was responsible for maintaining the internal security and law and order in Bangladesh. Mr. Shahjahan also served as a Cabinet Member in a Constitutionally mandated pre-election non-party caretaker government in Bangladesh in 2001. As a member of the caretaker government, he was in charge of the Ministries of Education (Primary and Mass Education Division), Science and Technology, and Youth and Sports. Mr. Shahjahan has a Master of Commerce Degree from the University of Dhaka.

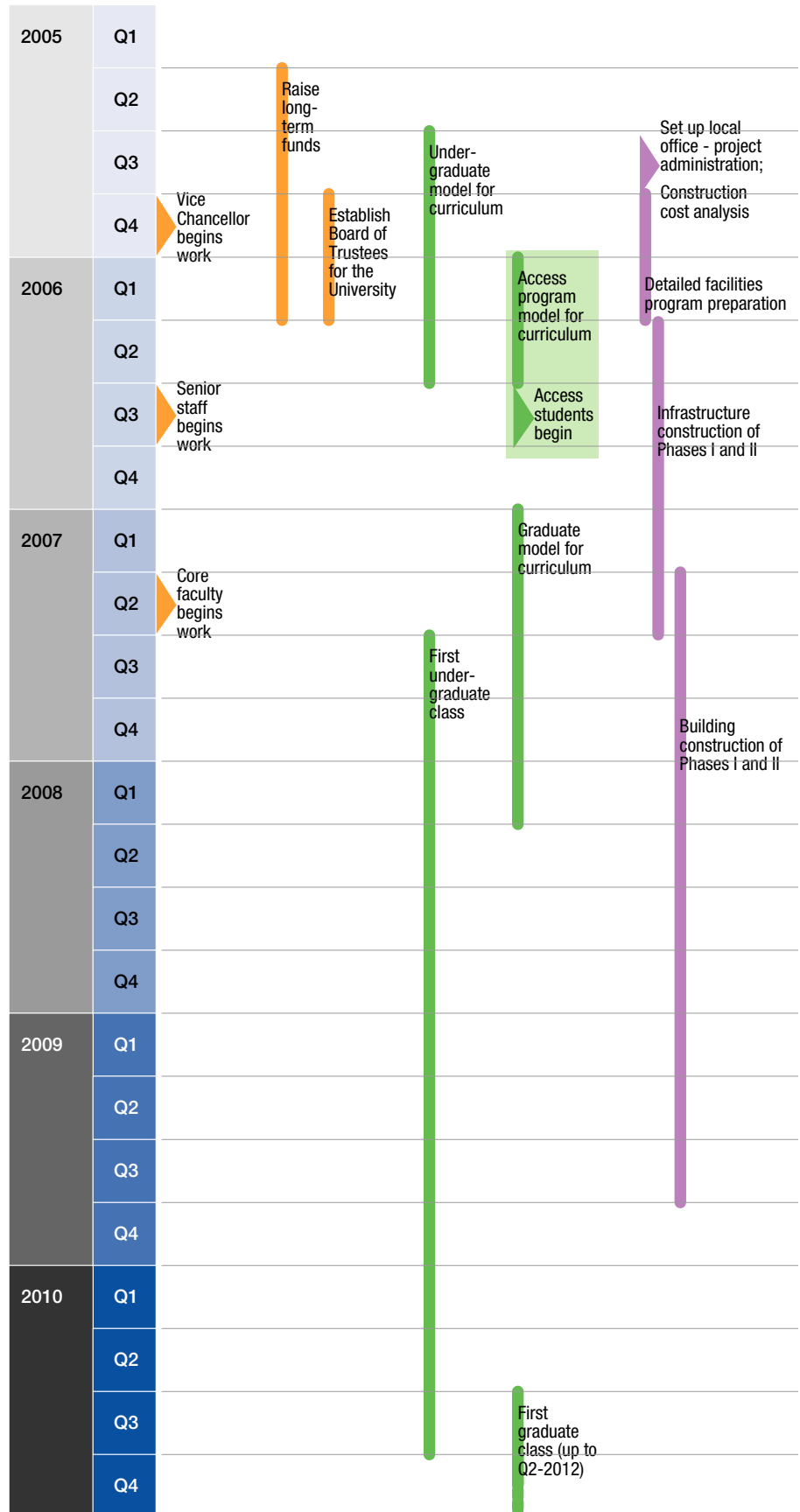
FAROOQ SOBHAN.

Mr. Sobhan is President of Bangladesh Enterprise Institute. Educated at the University of Dhaka and at Oxford University, Mr. Sobhan served as Foreign Secretary of Bangladesh. He has also served as Bangladesh's Ambassador to the People's Republic of China, High Commissioner to Malaysia and Deputy Permanent Representative to the United Nations. He served as Chairman of the Group of 77 at the United Nations as well as Chairman of the United Nations Commission on Transnational Corporations.

ANNEX D

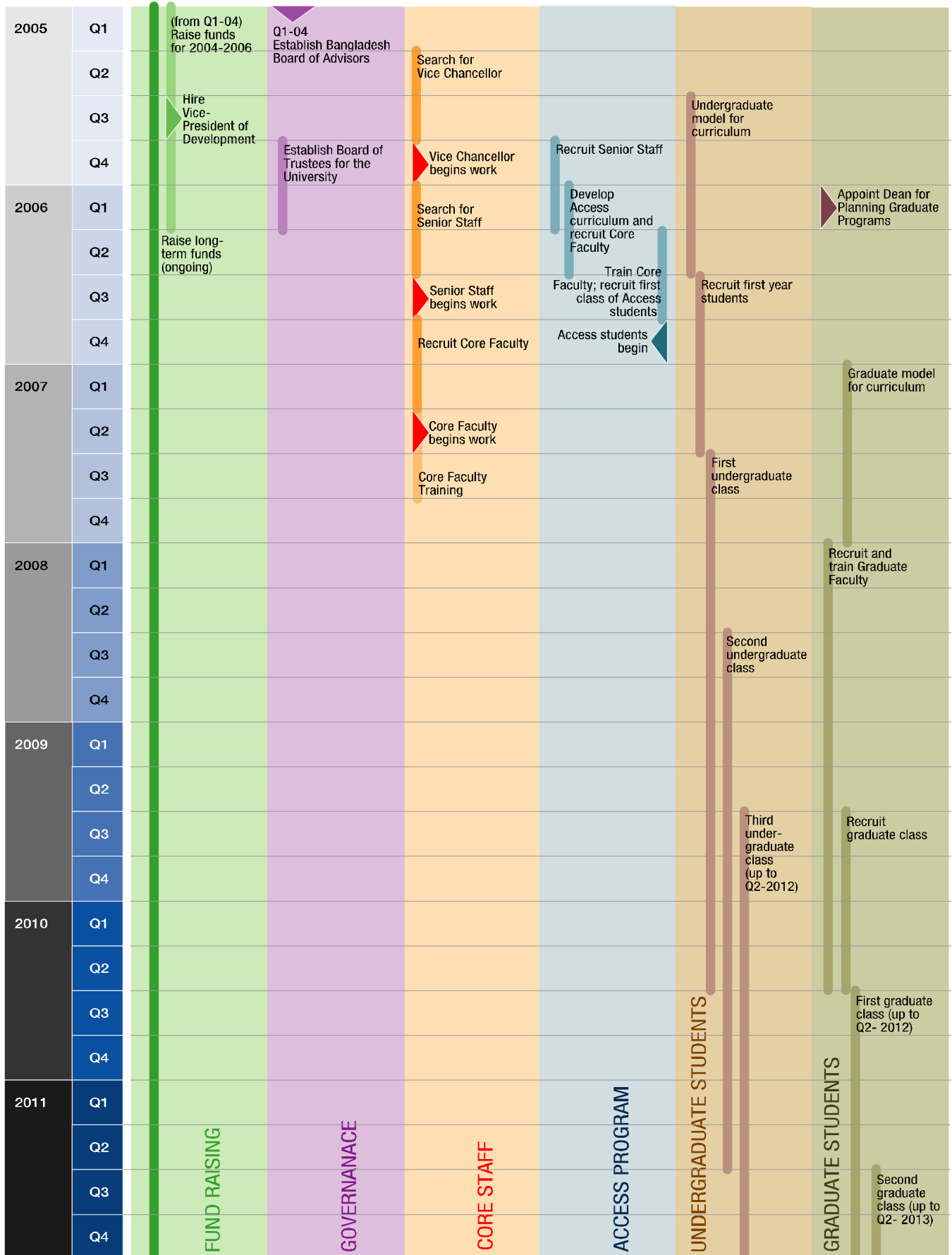
Timelines

Figure 1: AUW TIMELINE (SUMMARY)*



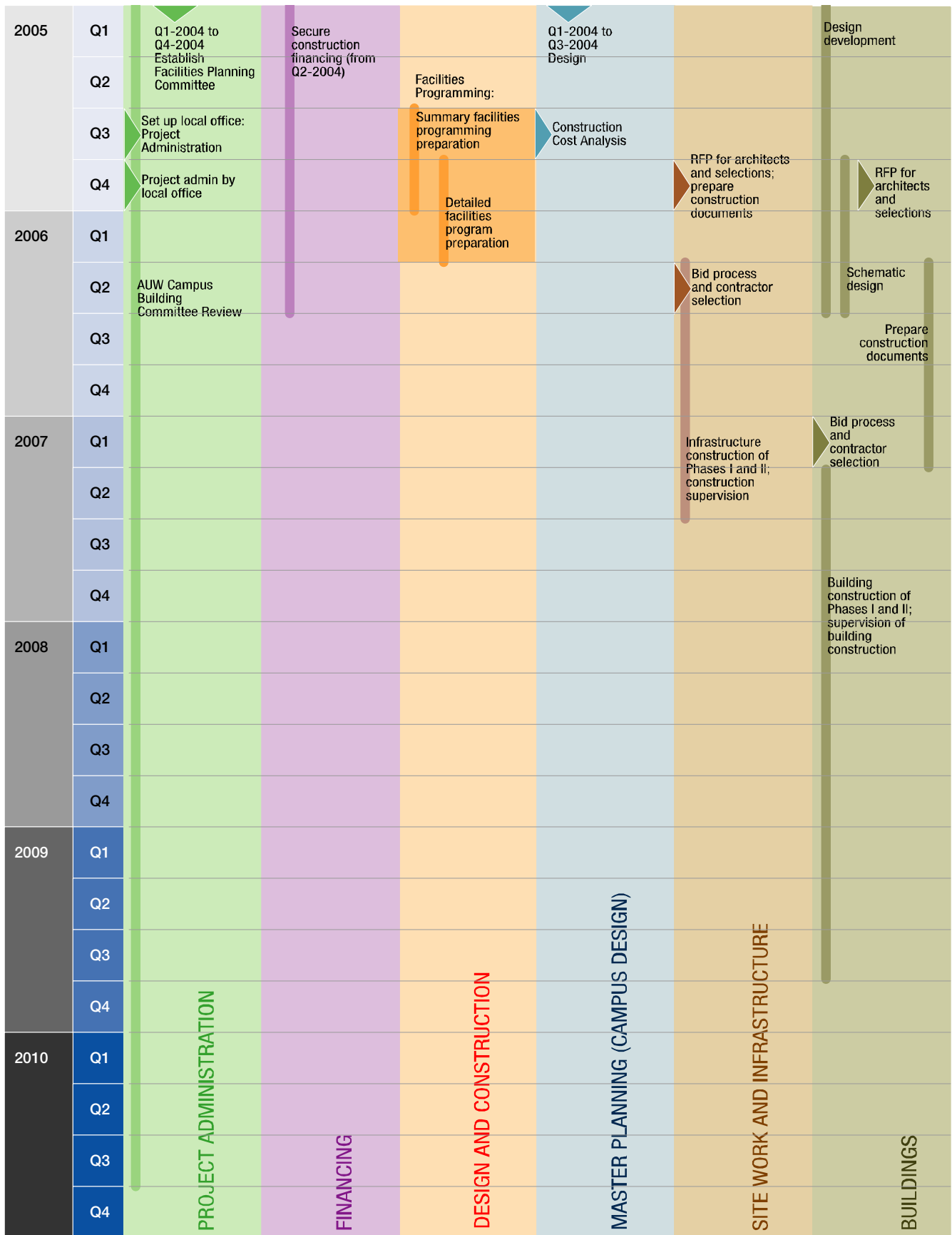
**Schedule is subject to funding received*

Figure 9: AUW PLANNING TIMELINE*



*Schedule is subject to funding received

Figure 10: A UW PLANNING AND CONSTRUCTION TIMELINE*



*Schedule is subject to funding received

ANNEX E

Financial Model

Figure 11

Asian University for Women Capital Budget											
	Planning	Pre-Student	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Planning Costs											
Initial Programming	360,000										360,000
Master Planning	400,000	400,000									800,000
Total Planning Costs	\$760,000	\$400,000									\$1,160,000
Architecture Costs											
Phase II (800 Students)		501,900	501,900								1,003,800
Phase III (995 Students)				497,700	497,700						995,400
Phase IV (750 Students)						454,650	454,650				909,300
Phase V (205 Students)								76,650	76,650		153,300
Total Architecture Costs	-	501,900	\$501,900	\$497,700	\$497,700	\$454,650	\$454,650	\$76,650	\$76,650	\$0	\$3,061,800
Construction Costs											
Phase I (Initial Infrastructure)		1,500,000									1,500,000
Phase II (800 Students)		6,692,000	13,384,000	13,384,000							33,460,000
Phase III (995 Students)					16,590,000	16,590,000					33,180,000
Phase IV (750 Students)							15,155,000	15,155,000			30,310,000
Phase V (205 Students)									2,555,000	2,555,000	5,110,000
Total Construction Costs	-	8,192,000	\$13,384,000	\$13,384,000	\$16,590,000	\$16,590,000	\$15,155,000	\$15,155,000	\$2,555,000	\$2,555,000	\$103,560,000
Total Capital Budget	\$760,000	\$9,093,900	\$13,885,900	\$13,881,700	\$17,087,700	\$17,044,650	\$15,609,650	\$15,231,650	\$2,631,650	\$2,555,000	\$107,781,800
Beginning Sq. Ft.		-	95,600	286,800	478,000	715,000	952,000	1,168,500	1,385,000	1,421,500	
Additional Build		95,600	191,200	191,200	237,000	237,000	216,500	216,500	36,500	36,500	
Ending Sq. Ft.		95,600	286,800	478,000	715,000	952,000	1,168,500	1,385,000	1,421,500	1,458,000	
Sq. Ft./Student		NA	1,912	1,062	929	831	752	683	628	588	

Note: Year 1 is the first year of undergraduate classes.

Figure 13

Asian University for Women								
Operating Budget								
	Pre-Student	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Operating Revenues								
Tuition and Fees (1)		5,093,284	8,357,665	11,183,229	14,218,715	16,669,034	18,907,288	
Financial Aid		(5,093,284)	(7,862,665)	(9,929,229)	(11,688,715)	(12,368,034)	(12,065,288)	
Tuition		-	495,000	1,254,000	2,530,000	4,301,000	6,842,000	
Unrestricted & current use restricted gifts	1,033,200	5,093,284	7,862,665	9,929,229	11,688,715	12,368,034	12,065,288	
Total Operating Revenues	\$1,033,200	\$5,093,284	\$8,357,665	\$11,183,229	\$14,218,715	\$16,669,034	\$18,907,288	75,462,415
Expenditures								
Faculty Costs								
Undergraduate	-	211,313	1,038,188	1,865,063	2,710,313	3,188,063	3,822,000	
Access	-	551,250	551,250	735,000	845,250	918,750	918,750	
Graduate	-	-	-	-	174,563	854,438	1,378,125	
Total Faculty Salaries	\$0	\$762,563	\$1,589,438	\$2,600,063	\$3,730,125	\$4,961,250	\$6,118,875	19,762,313
Admin & Personnel Costs	738,000	1,683,000	2,070,500	2,318,000	2,594,750	2,896,250	3,179,750	
Total Salaries	\$738,000	\$2,445,563	\$3,659,938	\$4,918,063	\$6,324,875	\$7,857,500	\$9,298,625	35,242,563
Other Operations (2)								
Library		225,000	337,500	433,125	536,719	582,750	608,100	
Student services		225,000	337,500	433,125	536,719	582,750	608,100	
General Administration (3)	295,200	285,000	427,500	548,625	679,844	738,150	770,260	
General Institutional		660,000	990,000	1,270,500	1,574,375	1,709,400	1,783,760	
Maintenance & Operations		195,000	292,500	375,375	465,156	505,050	527,020	
Room & Board costs		330,000	990,000	1,270,500	1,574,375	1,709,400	1,783,760	
Healthcare		80,000	240,000	410,667	534,333	621,600	810,800	
Contingency		360,000	540,000	693,000	858,750	932,400	972,960	
Student travel		67,500	202,500	346,500	515,250	699,300	912,150	
Major maintenance		220,221	340,227	483,750	618,319	730,734	831,753	
Total Other Operations	\$295,200	\$2,647,721	4,697,727	\$6,265,166	\$7,893,840	\$8,811,534	\$9,608,663	40,219,852
Total Operating Budget	\$1,033,200	\$5,093,284	\$8,357,665	\$11,183,229	\$14,218,715	\$16,669,034	\$18,907,288	75,462,415
Memo Items								
Undergraduate Students		0	300	570	920	1,060	1,313	
Access Students		150	150	200	225	250	250	
Graduate Students		0	0	0	0	244	464	
Total Students		150	450	770	1,145	1,554	2,027	
Costs per Student								
Active Faculty		5,084	3,532	3,377	3,258	3,193	3,019	
Administration and Staff		11,220	4,601	3,010	2,266	1,864	1,569	
Other Operating Costs		17,651	10,439	8,137	6,894	5,670	4,740	
Average Cost per Student		\$33,955	\$18,573	\$14,524	\$12,418	\$10,727	\$9,328	
Total Active Faculty	0	15	38	64	94	126	162	
Total Senior Administration	35	35	35	35	35	35	35	
Total Other Admin and Staff (4)	71	71	139	221	314	414	509	
Total A UW Employees	106	121	212	320	443	575	706	

(1) Includes room and board.

(2) Other operations costs in year 0 are assumed to be for start-up.

(3) Assumed to be 40% of salary for 2005 to cover rent, travel, consultants, etc.

(4) Assumes specified salary for Senior Administration and Staff and \$3,000/yr salary for other Staff.

Asian University for Women

Operating Budget: Other Costs

	Pre-Student	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Other Operating Costs Per Student							
Library		1,500	750	563	469	375	300
Student services		1,500	750	563	469	375	300
General Administration		1,900	950	713	594	475	380
General Institutional		4,400	2,200	1,650	1,375	1,100	880
Maintenance & Operations		1,300	650	488	406	325	260
Room & Board costs		2,200	2,200	1,650	1,375	1,100	880
Healthcare		533	533	533	467	400	400
Contingency		2,400	1,200	900	750	600	480
Student travel		450	450	450	450	450	450
Major maintenance		1,468	756	628	540	470	410
Total Other Operating Costs Per Student		\$17,651	\$10,439	\$8,137	\$6,894	\$5,670	\$4,740
<i>% Growth</i>			(40.9%)	(22.1%)	(15.3%)	(17.8%)	(16.4%)
Total Other Operating Costs as % of Tuition							
Library	0.0%	4.4%	4.0%	3.9%	3.8%	3.5%	3.2%
Student services	0.0%	4.4%	4.0%	3.9%	3.8%	3.5%	3.2%
General Administration	28.6%	5.6%	5.1%	4.9%	4.8%	4.4%	4.1%
General Institutional	0.0%	13.0%	11.8%	11.4%	11.1%	10.3%	9.4%
Maintenance & Operations	0.0%	3.8%	3.5%	3.4%	3.3%	3.0%	2.8%
Room & Board costs	0.0%	6.5%	11.8%	11.4%	11.1%	10.3%	9.4%
Healthcare	0.0%	1.6%	2.9%	3.7%	3.8%	3.7%	4.3%
Contingency	0.0%	7.1%	6.5%	6.2%	6.0%	5.6%	5.1%
Student travel	0.0%	1.3%	2.4%	3.1%	3.6%	4.2%	4.8%
Major maintenance	0.0%	4.3%	4.1%	4.3%	4.3%	4.4%	4.4%
Total Other Operating Costs	28.6%	52.0%	56.2%	56.0%	55.5%	52.9%	50.8%
<i>Excluding Major maintenance</i>	28.6%	47.7%	52.1%	51.7%	51.2%	48.5%	46.4%

Note: Year 1 is the first year of undergraduate classes.

Asian University for Women Operating Assumptions

Operations Funding (Pre-Operations thru Year 5 of Classes)

	Student/Faculty Ratio		
	13	15	17
Operating Funds Required Thru Year 5	\$75,462,415	\$72,868,090	\$70,917,415
Total Cost per Student (Year 5)	\$9,328	\$8,905	\$8,560
Total Cost per Student (Capacity)	\$8,380	\$7,958	\$7,620

Capital Expenditure Funding Sensitivity (Pre-Operations thru Year 7 of Classes)

Cost/Sq ft	Blended Sq ft/Student		
	450	530	611
\$60	\$79,113,583	\$92,764,400	\$106,415,217
\$70	91,855,847	107,781,800	123,707,753
\$80	104,598,111	122,799,200	141,000,289

Cost Per Student Analysis

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Active Faculty	\$5,084	\$3,532	\$3,377	\$3,258	\$3,193	\$3,019	\$2,903
Administration and Staff	11,220	4,601	3,010	2,266	1,864	1,569	1,332
Other Operating Costs	17,651	10,439	8,137	6,894	5,670	4,740	4,145
Tuition per Student	\$33,955	\$18,573	\$14,524	\$12,418	\$10,727	\$9,328	\$8,380

AUW Student Population

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Undergraduate Students	0	300	570	920	1,060	1,313	1,572
Access Students	150	150	200	225	250	250	250
Graduate Students	0	0	0	0	244	464	887
Total Students	150	450	770	1,145	1,554	2,027	2,709

Note: Year 1 is the first year of undergraduate classes.

Asian University for Women Operating Assumptions

Total Costs During Pre-Operations Phase

	Planning	Pre-Student	Year 0
Capital Costs	\$760,000	\$9,093,900	\$13,885,900
Operating Costs	0	1,033,200	5,093,284
Total Costs	\$760,000	\$10,127,100	\$18,979,184

Total Costs - During First 5 Years of Operation

	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty and Administration Costs	\$3,659,938	\$4,918,063	\$6,324,875	\$7,857,500	\$9,298,625
Other Costs	4,357,500	5,781,417	7,275,521	8,080,800	8,776,910
Major Maintenance Costs	340,227	483,750	618,319	730,734	831,753
Total Costs	8,357,665	\$11,183,229	\$14,218,715	\$16,669,034	\$18,907,288

Percentage of Total Costs

Faculty and Administration Costs	43.8%	44.0%	44.5%	47.1%	49.2%
Other Costs	52.1%	51.7%	51.2%	48.5%	46.4%
Major Maintenance Costs	4.1%	4.3%	4.3%	4.4%	4.4%
Total Costs	100.0%	100.0%	100.0%	100.0%	100.0%

Summary Total Costs

	Pre-Operations	Year 1	Year 2	Year 3	Year 4	Year 5	Thru Year 5	Capacity
Operating Costs								
Faculty and Staff	\$3,183,563	\$3,659,938	\$4,918,063	\$6,324,875	\$7,857,500	\$9,298,625	\$35,242,563	\$11,471,750
Other	2,722,700	4,357,500	5,781,417	7,275,521	8,080,800	8,776,910	36,994,847	10,551,555
Major Maintenance	220,221	340,227	483,750	618,319	730,734	831,753	3,225,005	678,429
Total Operating Costs	\$6,126,484	\$8,357,665	\$11,183,229	\$14,218,715	\$16,669,034	\$18,907,288	\$75,462,415	\$22,701,734
Capital Budget	\$23,739,800	\$13,881,700	\$17,087,700	\$17,044,650	\$15,609,650	\$15,231,650	\$102,595,150	\$107,781,800

Total Op Costs / Student	NA	\$18,573	\$14,524	\$12,418	\$10,727	\$9,328	NA	\$8,380
Square Feet per Student	NA	1,062	929	831	752	683	NA	538

Note: Year 1 is the first year of undergraduate classes.

ANNEX F

Contributions to AUW

\$1,000,000 and above*

Open Society Institute
U.S. Agency for International Development (through the Academy for Educational Development)

\$100,000–500,000

Citigroup Foundation
The Andrew W. Mellon Foundation
Unocal Foundation

\$50,000–\$99,999

Jack Meyer
Sir Mark and Judy Moody-Stuart

\$25,000–\$49,999

William and Flora Hewlett Foundation
Berthe Ladd (private family foundation)
Satter Family Foundation
Taupo Fund

\$10,000–\$24,999

Kamal Ahmad
Elizabeth Anderson
Robert Alan Feldman
Elthem Kabir
Charles E. Merrill, Jr.

\$5,000–\$9,999

Juju Chang
Alice Ilchman
Dan Lass
Henry Riggs

\$1,000–\$4,999

Nazir Ahmad
Robert J. Berg
Center for Global Education & Development
Stephen J. Friedman
Mayer, Brown, Rowe & Maw LLP
Montague - Clouse Foundation
Richard Ramsden
Jennifer Shore
Vivian Lowery Derryck

In-Kind Contribution:

Government of Bangladesh	3,000,000	Grant of land for University and development of access roads
J.P. Morgan Chase, Inc.	36,000/yr	Office space
Dan Lass	1,000	Computer equipment
Debevoise & Plimpton		Administrative and legal support
Mayer, Brown, Rowe & Maw LLP		Administrative and legal support
Rhode Island School of Design		Design, leadership of and participation in Studio Project
Massachusetts Institute of Technology		Design, leadership of and participation in Studio Project

**The Satter Family Foundation has pledged \$1,000,000 to be released upon fulfillment of certain conditions.*

ANNEX G

Comparative Data on Asian and Women's Universities

University Name	Location	Average Tuition in USD ¹	# of students	# of faculty	Student to Faculty Ratio	University Website
Asian University for Women		11,000	2,500	190	13:1	www.asian-university.org
Asian Institute of Technology	Thailand	8,850 ²	1,846	162	11:1	www.ait.ac.th/
Asian Institute of Management	Philippines	12,625	data not available	77	data not available	www.aim.edu.ph/
National University of Singapore	Singapore	16,045	31,923	2,081	15:1	www.nus.edu.sg/
IIT New Delhi	India	6,174	4,312	432	10:1	www.iitd.ernet.in/
Lahore University for Management Sciences	Pakistan	3,906	2,000	500	4:1	www.lums.edu.pk/
BRAC University	Bangladesh	1,501	1,200	73	16:1	www.bracuniversity.net/
North-South University	Bangladesh	2,068	4,000	150	26:1	www.northsouth.edu/
American University in Cairo	Egypt	12,200	5,146	357	14:1	www.aucegypt.edu/
American University of Beirut	Lebanon	10,755	6,936	392	17:1	www.aub.edu.lb/
Ewha Women's University	South Korea	6,250	21,190	737	29:1	www.ewha.ac.kr/ewhaeng/
Sacred Heart University	Japan	10,267	1,080	data not available	data not available	www.u-sacred-heart.ac.jp/english/
Earth University	Costa Rica	12,500	410	43	9:1	www.earth.ac.cr/ing/
American University of Bulgaria	Bulgaria	12,050	700	60	12:1	www.aubg.bg
Wellesley College	USA	26,138	2,300	337	9:1	www.wellesley.edu
Smith College	USA	28,930	2,500	285	9:1	www.smith.edu
Bryn Mawr College	USA	26,830	1,745	127	9:1	www.brynmawr.edu

¹Tuition: per student per year. Average of tuition rates for all the different degree programs the university offers.

²Note: cost for an entire four semester master's program is about \$20,000 USD.

*Sources: university website, interviews with admissions offices, and AUW calculations.

ANNEX H

Administrative Organizational Chart

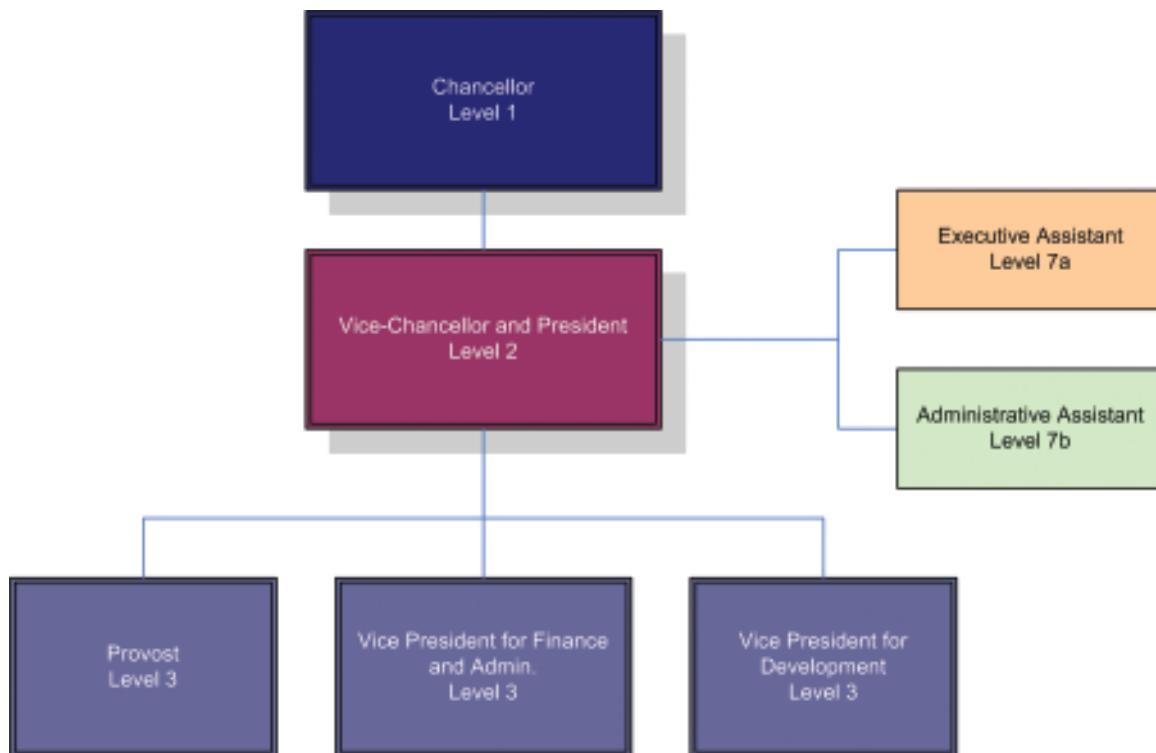
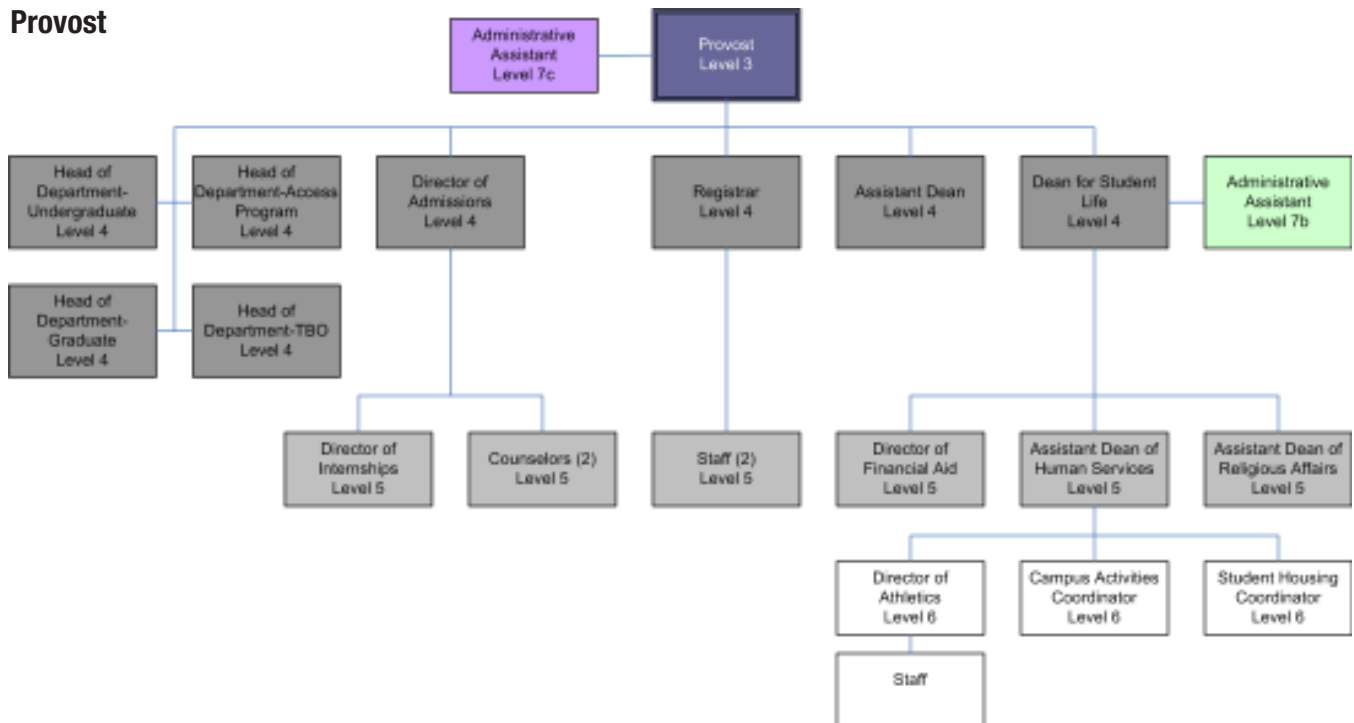
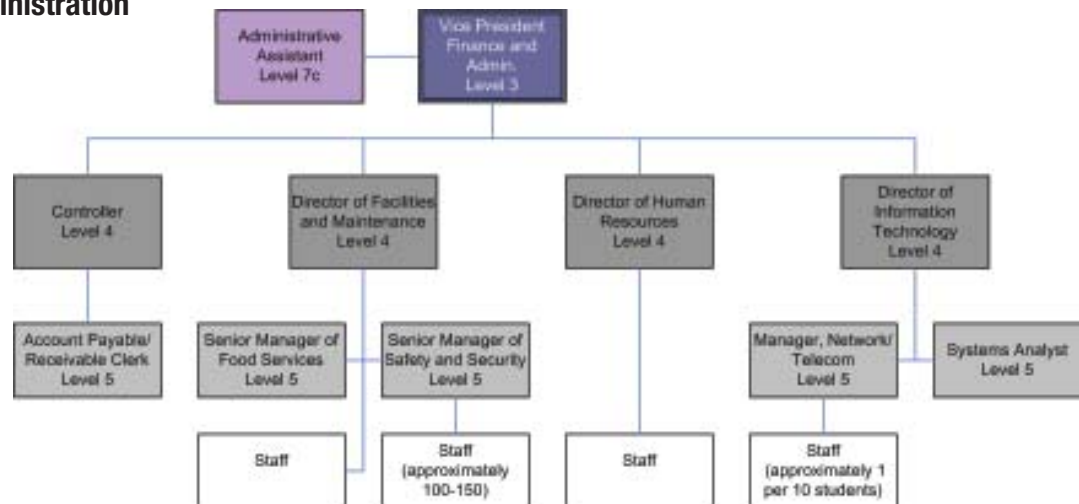


Table Guide	
x= first day of classes	
Level 1 (x-90 days) / \$0	Level 7a (x-510 days) / \$5,000
Level 2 (x-540 days) / \$150,000	Level 7b (x-510 days) / \$5,000
Level 3 (x-450 days) / \$100,000	Level 7c (x-420 days) / \$5,000
Level 4 (x-360 days) / \$35,000	Level 7d (x-330 days) / \$5,000
Level 5 (x-180 days) / \$25,000	
Level 6 (x-120 days) / \$15,000	

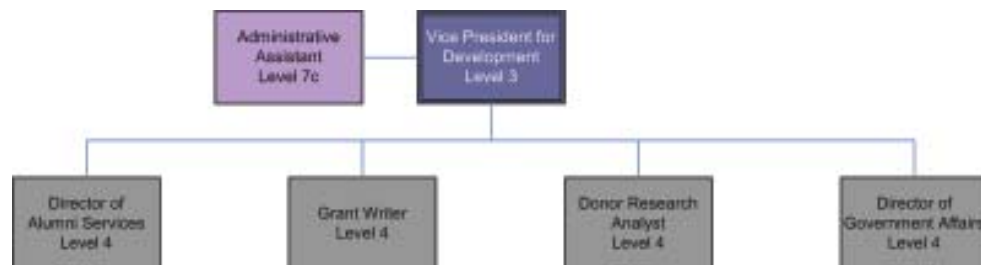
Provost



Finance and Administration



Development



ANNEX I

AUW Mission Statement

AUW seeks:

- To educate Asian women to become highly motivated and effective professionals, leaders, and service-oriented citizens of the region and thereby promote the development of and intercultural understanding among the people of Asia;
- To provide a vibrant and diverse residential learning community where highly talented women and those with uncommon potential from South, South East and West Asia and from many cultural and religious backgrounds can grow both intellectually and personally;
- To create a student-focused learning environment where the humanities and natural and social sciences establish a broad base of inquiry, where disciplinary and independent studies provide learning depth, and where applied studies in both the general studies and majors' curricula require students to link theoretical understanding with contemporary issues and challenges facing Asia and the world; and
- To focus student learning on the acquisition of *intellectual abilities* (e.g., developing critical thinking skills applied to multifaceted problems), *reflective personal growth* (e.g., coming to accept and appreciate persons and cultures different from one's own), *leadership abilities* (e.g., developing collaborative solutions to complex problems and communicating them well), and a *service-oriented outlook* (e.g., coming to understand that the life of work and concern for one's community are interdependent).
- In sum, the Asian University for Women seeks to graduate women who will be skilled and innovative professionals, service-oriented leaders in the businesses and communities in which they work and live, and promoters of intercultural understanding and sustainable human and economic development in Asia and throughout the world.

ANNEX J

Core Principles

AUW CORE PRINCIPLES

1. AUW will be a university for women, based upon the conviction that when women are given a rigorous education sensitive to their needs and situations, they become effective leaders for positive change in their families, communities, and societies.
2. AUW will be an international institution whose students will come primarily from South, South East, and West Asia. It will be a diverse community, comprised of students, faculty, and staff members from a wide range of economic, cultural, locational (rural/urban), ethnic, and religious backgrounds. To support its commitment to diversity, the university will place a high priority upon recruiting and providing financial support for outstanding students whose resources are severely limited.
3. AUW will actively and extensively seek students of uncommon ability and promise. Understanding that these students will be varied in their preparation for university-level work, the institution will provide appropriate pre-matriculation programs and ongoing support for their remedial development in English, mathematics and computer literacy.
4. AUW will build an undergraduate curriculum that is global in scope, but rooted in the Asian context. It will focus on preparing students for life in a complex and rapidly changing world, and for making a difference in that world as citizens and leaders. The curriculum will emphasize rigorous academic standards, active, participatory learning, methods of examining and evaluating ideas and points of view, universal values, respect for all people, and a balance between personal autonomy and social responsibility.
5. AUW will develop master's degree programs designed to meet local and regional development needs and to provide opportunities for career development and leadership for AUW students. All of the master's programs will provide unique professional preparation based upon grounding in liberal education at the undergraduate level.
6. AUW will establish strong connections with the external world, and will build opportunities for research, study, and service for both its students and faculty. It will place a high priority upon developing outstanding placement opportunities for its graduates.
7. AUW will create an international faculty (particularly from Asia) of women and men committed to working with students in the active and rigorous creation and exploration of ideas. Faculty members will be well-prepared academically and dedicated to teaching, research, service, and the education of women. They will be supported in their ongoing development at the university and evaluated by clear, public criteria.
8. AUW will place a high priority on creating a community that values all of its members. This will be manifest in all curricular, co-curricular and residential facets of the university. It will be a community that supports and encourages the open exchange of ideas, that offers opportunities for help in areas of need, for membership and leadership, for service and commitment. Physical spaces, both public and private, will reflect a respect for residents, staff members, the community, the environment, and the university's educational aims.
9. AUW will propagate throughout the institution the highest expectations of allegiance to clear policies on academic and personal responsibility, honesty, service, integrity, and fairness.
10. AUW will conduct its instruction and business in English.
11. AUW will design its physical spaces and organize its co-curricular and residential programs around the learning goals and core principles of the university.

ANNEX K

AUW Charter

CHARTER of THE ASIAN UNIVERSITY FOR WOMEN

Capitalised terms used in the Recitals to this Charter and in this Charter have the meanings assigned to them in Section 20 of this Charter.

RECITALS

1. There exists an urgent need to create and sustain centers of excellence in education for Asian women in general and in particular for women from the rural and poor populations of Asia and refugee or “stateless” women from within Asia.
2. The International Support Committee and the Foundation desire to establish and maintain the University as a high quality university accessible to talented Asian women in general and in particular women from the rural and poor populations of Asia and refugee or “stateless” women from within Asia.
3. The International Support Committee is directing the efforts to establish the University.
4. The Government of Bangladesh places high priority on improving the condition of women and on strengthening the quality of education as a means of advancing national development and desires to host and support the University in Bangladesh.
5. The Bangladesh Constitution proclaims the participation of women in national life and the promotion of education that is related to the needs of society to be fundamental principles of state policy and establishes the equal rights of women with men in all spheres of the state and of public life as fundamental rights.
6. The Bangladesh Constitution establishes freedom of thought or conscience, of speech and expression, and of the press as fundamental rights.
7. The Government and Parliament of Bangladesh have determined that it is in the best interest of Bangladesh to provide land, utilities and infrastructure as well as tax exemption and other privileges for the University, to ensure legal protections that will enable the University to operate without interference, and to grant the faculty, officers, and other employees and students and guests of the University multiple entry visas to facilitate the performance of their duties, all as provided in this Charter.
8. The Government of Bangladesh, the International Support Committee, and the Foundation entered into a Binding Memorandum of Understanding, dated as of January 31, 2002, as amended by the Amendment to the Binding Memorandum of Understanding, dated as of January 31, 2002. The Binding Memorandum of Understanding, as so amended, contains provisions with respect to non-expropriation, choice of law, arbitration, and confidential information that will survive any termination of the Binding Memorandum of Understanding and the ratification and enactment into law of this Charter by the Parliament of Bangladesh.

CHARTER

Section 1. Binding Effect of This Charter.

This Charter, upon its ratification and enactment into law by the Parliament of Bangladesh, will have the force of law and, with respect to all matters contained in this Charter, this Charter will override any provision inconsistent with this Charter in any other law of Bangladesh, whether enacted before or after the act of Parliament ratifying and enacting into law this Charter. The Government of Bangladesh may not unilaterally change the terms of this Charter so as to alter the conditions under which the establishment of the University was sanctioned in a way that adversely affects the University, as determined in good faith by the Board of Trustees; nor may the Government of Bangladesh accord the University a less favourable treatment than that which is accorded to other international philanthropic institutions in Bangladesh in the application of relevant rules and regulations.

Section 2. The University.

- a. The University is a non-sectarian institution of higher education for women in liberal arts and other selected programmes approved by the Board of Trustees. The University strives to (1) identify exceptional talent among Asian women, particularly those from rural and poor populations of Asia and refugee or “stateless” women from within Asia, (2) assist these women in their preparation for university entrance, and then (3) recruit them for and provide them with an education of high quality and relevance at the University.
- b. The University is a body corporate having perpetual succession and common seal with power to engage in any lawful act or activity for which a body corporate may be organised under the laws of Bangladesh including, without limitation, to acquire, hold, and dispose of both movable and immovable property and to sue and be sued in its name. The University is an autonomous, international, and philanthropic center for research, education, training, and outreach. The University has authority to grant academic degrees, honours, and honorary degrees and to seek and obtain accreditation from any academic accrediting organisation inside or outside Bangladesh.
- c. The University will establish and maintain the first campus of the University in Bangladesh and may, from time to time, establish and maintain outreach programmes, support organisations, affiliated entities, or other campuses in Bangladesh or elsewhere, as determined by the Board of Trustees.
- d. The University will make reasonable efforts to recruit up to 25 percent of its students from time to time from among women who are Bangladesh nationals. At least 75 percent of the University’s students from time to time are expected to be women who are nationals of states other than Bangladesh. These projected percentages of students who are Bangladesh nationals and nationals of countries other than Bangladesh may be adjusted from time to time in the sole discretion of the Board of Trustees.
- e. The University is a non-profit organisation. All income or property of the University will be used in attaining and promoting the educational purposes, activities, and objectives for which the University is established as provided in this Charter. No part of the income or property of the University may directly or indirectly be paid or transferred otherwise than for valuable and sufficient consideration to any of its Trustees or employees by way of dividend, gift, division, or otherwise in any manner by way of profit. The University may compensate its Trustees, employees, and independent contractors for services rendered to the University.

Section 3. University Campus and Facilities.

- a. The Government of Bangladesh will provide the Campus Land, consisting of a minimum of 60 acres of land at a location in Bangladesh to be agreed by the Government of Bangladesh, on one hand, and the International Support Committee and the Foundation, on the other hand, for use as the University’s campus and will transfer the Campus Land free of any charge, lien, or encumbrance to the University at no cost to the University. If requested by the University upon a determination by the University that additional land is necessary or appropriate for expansion of the University’s programmes or other requirements, the Government of Bangladesh will consider transferring to the University additional land that is contiguous with the Campus Land or otherwise suitable for the University’s purposes.

- b. The Campus Land must be reasonably suitable for the University's campus, as determined by an independent inquiry to be commissioned by the International Support Committee and the Foundation, taking into consideration the factors that would be significant in the successful development of a world-class institution with international faculty and students. These factors include, without limitation, proximity to international airports, adequate health care facilities, and other relevant infrastructure conducive to the proper functioning of the University community. The Campus Land is subject to the prior approval of the International Support Committee and the Foundation. The International Support Committee and the Foundation may not unreasonably withhold their approval of the Campus Land.
- c. The Government of Bangladesh will take all necessary steps to transfer all rights of ownership of real property with respect to the Campus Land to the University by registered deed. The Campus Land will be wholly owned by the University, free from all encumbrances, and without any obligation to pay rent, other than any required *de minimis* amounts that may be required to support the delivery of services locally.
- d. The Government of Bangladesh will ensure that the Campus Land has all reasonably necessary infrastructure and services, including, without limitation, electric, water, natural gas, telecommunications, and other customary utilities, vehicular and pedestrian roads and paths, sewers, and drainage systems.
- e. The University has the right to install and use computers, web servers, and telecommunications, satellite, and other appropriate global communications systems to facilitate the research and educational purposes of the University including, without limitation, online or correspondence learning programmes and other outreach programmes, support organisations, affiliated entities, or other campuses as contemplated by Section 13 of this Charter.
- f. The Government of Bangladesh will grant, or cause any appropriate agency or political subdivision of the Government of Bangladesh or administrative unit of local government to grant, to the University on an expedited basis and without delay all licenses, permits, or governmental authorisations of any kind necessary, proper, or advisable for the construction of the University's buildings and the installation of the University's equipment or facilities. The Government of Bangladesh will cooperate with the University and will take all actions and do all things, or cause any appropriate agency or political subdivision of the Government of Bangladesh or administrative unit of local government to take all actions and do all things, necessary, proper, or advisable to facilitate the University's construction of its buildings and installation of its equipment and facilities.
- g. The University has the right to construct, and is responsible for the cost of constructing, the University buildings, including, without limitation, classroom buildings, libraries, laboratories, dormitories, recreational and dining facilities, administrative buildings, and faculty housing, on the Campus Land.
- h. Upon any dissolution of the University by the Board of Trustees in accordance with Section 16(b) of this Charter and any subsequent disposition of the Campus Land by the University, the Government of Bangladesh will be entitled to receive from the University the market value of the Campus Land, determined as if the Campus Land were unimproved. The University will retain the buildings and other improvements, movable and immovable fixtures, personal property, and other assets of the University and may use or dispose of them as determined by the Board of Trustees after consultation with the Government of Bangladesh.

Section 4. Operating Costs.

The University is responsible for conducting and financing its operations and for all operating costs of the University.

Section 5. Institutional Independence and Academic Freedom; Board of Trustees; Chancellor and Vice Chancellor.

- a. The viability of the University depends on the University's ability to conduct its affairs and to mobilise, invest, and use resources without any arbitrary restriction. The Board of Trustees governs the University under this Charter.
- b. The University is an independent institution and is free to conduct its affairs without any interference from

the Government of Bangladesh or any other national or supranational authority. Without limiting the foregoing sentence, the Board of Trustees have the right to determine the University's teaching and research content and programme and its goals and priorities, the right to determine the means the University will devote to achieve its goals and priorities, the right to appoint the Chancellor, Vice Chancellor and other personnel of the University, and the right to determine the University's academic organisation and policies with respect to hiring, retention, promotion, and termination of faculty and other employees, admission, retention, graduation, and expulsion of students, fees and rates of tuition, academic discipline, certification, examination, award of monetary scholarships or grants, award of academic degrees, honorary degrees and any other recognitions, prizes or awards, and accreditation. The Government of Bangladesh has no right to intervene in the matters described in the foregoing sentence.

- c. The University is established on the basis of the fundamental principle of academic freedom. In accordance with this principle, all members of the academic community of the University, including, without limitation, administrators, officers, faculty members, and other teaching, research or library staff members, technicians, experts, and students, have the right to freedom of opinion, belief, and expression in teaching, studying, speaking, conducting research, and publishing the results of research or opinion or analysis or any other scholarly, academic, or other publications.
- d. The Board of Trustees has ultimate authority over the University's academic programme.
- e. The University is a non-sectarian institution and may not provide religious instruction but may provide instruction about religion or religious history, literature, art, or music as part of its curriculum to the extent deemed appropriate by the Board of Trustees. Each faculty member, other teaching, research, or library staff member, technician, expert, administrator, officer or other employee or student of the University has the right voluntarily to profess, practice, and propagate her or his own religion, individually or in association with any other person who freely chooses to participate in these activities. No sectarian, political, or partisan test may ever be allowed or exercised in the nomination or appointment of the Chancellor, Vice Chancellor, Trustees, administrators, faculty members, other teaching, research or library staff members, technicians, experts, or other employees or in the admission of students or for any other purpose of the University whatsoever, and persons of every religious denomination, or of no religious denomination, and of any race, colour, disability, nationality or national origin, ethnic origin, caste, political affiliation or opinion, and sexual orientation are equally eligible for all offices, appointments, and scholarships of the University. Neither the Government of Bangladesh nor any other governmental authority or official of Bangladesh or any other country has any right to nominate any administrator, officer, faculty member, other teaching, research or library staff member, technician, expert, or other employee of the University.
- f. The University owns its property, assets, and funds and any proceeds of its property, assets, and funds, has an independent budget, has the right to raise money inside and outside Bangladesh, and may maintain such bank account or accounts, investments and other assets inside or outside Bangladesh as the Board of Trustees may determine, all under the control of the Board of Trustees under this Charter.
- g. The International Support Committee has the authority to appoint the initial members of the Board of Trustees, including, without limitation, the Chancellor and Vice Chancellor. The International Support Committee has the authority to determine the initial number of members of the Board of Trustees, and the Board of Trustees has the authority to determine the number of members of the Board of Trustees other than that initial number by resolution adopted by the affirmative vote of a majority of the Trustees then in office. The Prime Minister or the Head of the Government of Bangladesh from time to time serves as Chief Patron of the University in an ex officio capacity. The Chancellor and Vice Chancellor will serve as ex officio members of the Board of Trustees. The non-ex officio members of the Board of Trustees serve for a term of four years, renewable by one or more terms of three years by the Board of Trustees. The Board of Trustees appoints the non-ex officio members of the Board of Trustees, other than the initial members of the Board of Trustees, on nomination by any non-ex officio Trustee. The Board of Trustees appoints the persons to fill any vacancies on the Board of Trustees in accordance with the preceding sentence. Neither the Government of Bangladesh nor any other governmental authority or official of Bangladesh or any other country has any right to nominate any Trustee or the Chancellor or the Vice Chancellor. The Board of Trustees has no

- obligation to nominate or appoint any person nominated or suggested by the Government of Bangladesh or any other governmental authority or official of Bangladesh or any other country as a Trustee or the Chancellor or Vice Chancellor. The Board of Trustees will appoint its members on the basis of academic, professional, managerial, or technical merit and without regard to any sectarian, political, partisan, national, regional, ethnic, racial, colour, religious, disability, sexual orientation, or caste criterion.
- h. The direction, management, and administration of the affairs of the University vest in the Board of Trustees, which has full authority to determine and execute the policies and undertakings of the University. Without limiting the generality of the preceding sentence, the Board of Trustees has power (1) to do and perform all acts that the Board of Trustees deems appropriate for the attainment of any or all of the purposes, activities and objectives for which the University is established as provided in this Charter; (2) to exercise all powers of the University under this Charter; (3) to supervise the affairs of the University; (4) to produce, take, receive, lease, take by gift, devise or bequest, or otherwise acquire, own, hold, improve, use, and otherwise deal in real or personal property or any interest in real or personal property; (5) to sell, convey, mortgage, pledge, lease, exchange, transfer, and otherwise dispose of all or any part of the University's assets; (6) to purchase, take, receive, subscribe for, or otherwise acquire, own, hold, vote, use, employ, sell, mortgage, lend, pledge, or otherwise dispose of, and otherwise use and deal in and with, shares or other interests in, or obligations of, other domestic or foreign corporations and obligations of the Government of Bangladesh or any other government, state, territory, governmental district or municipality, or any instrumentality of any government; (7) to enter into contracts and incur liabilities; (8) to determine the teaching and research content and programmes of the University and its goals and priorities; (9) to determine the terms of any participation of students in the governance of the University; (10) to establish the University's departments, schools, and any other units of academic or administrative organisation; (11) to determine the University's policies with respect to admission, retention, graduation, and expulsion of students; (12) to determine the University's policies with respect to fees, rates of tuition, academic discipline, certification, examination, award of monetary scholarships or grants, award of academic degrees, honorary degrees and any other recognitions, prizes, or awards and accreditation; (13) to approve courses of studies and research work and other related activities to be conducted in the University; (14) to authorise the University to request and receive funds from aid-giving agencies, governments, foundations and other governmental and non-governmental institutions, and individuals; (15) to authorise the University to borrow money or raise loans in accordance with the applicable laws and regulations of the countries in which the funds are borrowed; (16) to appoint the Chancellor and the Vice Chancellor and terminate the services of either of them; (17) to establish all positions in the University that the Board of Trustees deems appropriate to be established by the Board of Trustees; (18) to appoint or promote persons to, or terminate persons from, all positions in the University that the Board of Trustees deems appropriate to be appointed, promoted or terminated by the Board of Trustees; (19) to delegate to the Vice Chancellor or any other officer of the University authority to establish all positions in the University that the Board of Trustees deems appropriate to be established by the Vice Chancellor or other officer of the University; (20) to delegate to the Vice Chancellor or any other officer of the University authority to appoint or promote persons to, or terminate persons from, all positions in the University that the Board of Trustees deems appropriate to be appointed, promoted, or terminated by the Vice Chancellor or other officer of the University; (21) to determine employment policies and practices of the University, including, without limitation, policies with respect to hiring, retention, compensation, promotion, privileges, and termination of employees and any policies under which the Board of Trustees may grant and revoke, or delegate to the Vice Chancellor the authority to grant and revoke, academic tenure of faculty members, other teaching, research or library staff members, technicians, and experts; (22) to terminate the services of any employee of the University and abolish any position in the University; and (23) to examine and approve the budget for the University on an annual basis or on any longer or shorter periodic basis that the Board of Trustees deems appropriate.
- i. The members of the Board of Trustees will elect one of them other than the Vice Chancellor as Chair for a term to be determined by the Board of Trustees. The Chair will preside over the meetings of the Board of Trustees. In the absence of the Chair, the members of the Board of Trustees present may appoint one of them as the Chair for that meeting.

- j. Meetings of the Board of Trustees may be held at any place inside or outside Bangladesh and at any time determined by the Board of Trustees. A majority of the entire Board of Trustees, not counting any seats that may be vacant at the time, constitutes a quorum. The vote of a majority of the Trustees present at a meeting at which a quorum is present is the act of the Board of Trustees unless this Charter or a by-law adopted by the Board of Trustees requires the vote of a greater number.
- k. Any action permitted or required to be taken at a meeting of the Board of Trustees or a committee of the Board of Trustees, as the case may be, may be taken without a meeting if all of the members of the Board of Trustees or committee, as applicable, sign one or more written consents stating the action so taken, and the written consent or consents are filed with the minutes of the proceedings of the Board of Trustees or committee. Action taken by written consent is effective when the last Trustee signs the consent, unless the consent specifies a different effective date or time.
- l. Members of the Board of Trustees or any committee of the Board of Trustees may participate in a meeting of the Board of Trustees or committee, as the case may be, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting in accordance with this sentence constitutes presence in person at the meeting for purposes of establishing a quorum or voting.
- m. No act or proceeding of the Board of Trustees is invalid merely on the grounds of the existence of any vacancy in or defect in the constitution of the Board of Trustees. A vacancy in the Board of Trustees or a temporary absence of a member for any reason does not impair the right of the remaining members to act.
- n. The Board of Trustees may delegate any of its functions and powers that the Board of Trustees determines to any committee of the Board of Trustees that the Board of Trustees may establish.
- o. The Board of Trustees may establish, amend and repeal any by-laws of the University that are consistent with this Charter.
- p. No Trustee of the University will be liable to the University or any other person for monetary damages for breach of fiduciary duty as a Trustee, except for any liability of a Trustee to the University for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law or for any transaction from which the Trustee derived an improper personal benefit. No amendment, modification, or repeal of this Section 5(p) will adversely affect any right or protection of a Trustee that exists at the time of the amendment, modification, or repeal.
- q. The Board of Trustees (1) appoints the Chancellor and the Vice Chancellor, other than the initial Chancellor and initial Vice Chancellor, (2) may remove the Chancellor or Vice Chancellor, and (3) determines the term in office of each of them. The Vice Chancellor is the chief academic and administrative officer of the University, and subject to this Charter and the authority of the Board of Trustees under this Charter, she or he administers and manages the affairs and funds of the University. The Vice Chancellor is responsible for the implementation of the decisions of the Board of Trustees in directing, conducting, and carrying out teaching, research, and other activities of the University and for selecting academic deans and other chief academic officers. The Chancellor is the titular head of the University and may not serve as an officer of the University.

Section 6. Labour Laws; Salaries; Indemnity; Exculpation of International Support Committee and Foundation.

- a. This Charter governs the University. Under this Charter, the staff and employees of the University enjoy the rights recognised in international labour conventions and human rights treaties adopted by the Government of Bangladesh from time to time. The Board of Trustees will adopt by-laws of the University guaranteeing these rights to its staff and employees.
- b. The University will not be construed as a “shop”, “commercial establishment”, “industrial establishment”, “factory”, or “industry” within the meaning of the Shops and Establishment Act, 1965 (VII of 1965), the

- Factories Act, 1965 (IV of 1965), or the Industrial Relations Ordinance, 1969 (XXIII of 1969) of Bangladesh, each as amended from time to time, or any similar laws that may replace or succeed them.
- c. The Board of Trustees will determine all privileges and salaries of employees of the University from time to time or delegate this authority to the Vice Chancellor. The Board of Trustees may establish reasonable fees and expense reimbursement provisions for the benefit of the Trustees.
 - d. The University will indemnify each of the Chancellor, Vice Chancellor, Trustees, faculty members, other teaching, research or library staff members, technicians, experts, administrators, officers and employees of the University, each member and officer of the International Support Committee, and each director and officer of the Foundation against, and hold each of them harmless from, all losses, liabilities, and expenses incurred by the indemnified person in or in relation to the discharge of the indemnified person's duties in that capacity, except any losses, liabilities, or expenses that have been caused by the indemnified person's acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law or by any transaction from which the indemnified person derived an improper personal benefit.
 - e. No past, present, or future member or officer of the International Support Committee or director, officer, or employee of the Foundation will have any liability to the Government of Bangladesh, the University, or the International Support Committee, individually or in her or his capacity as a member or officer of the International Support Committee or director, officer, or employee of the Foundation, except for any liability that any of these persons may have to the University for acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law or for any transaction from which the person derived an improper personal benefit. No recourse may be had for any claim based on this Charter, or otherwise in respect of this Charter, against any past, present, or future member or officer of the International Support Committee or director, officer, or employee of the Foundation, whether by virtue of any constitution, statute, or rule of law or by the enforcement of any penalty or assessment or otherwise, and each of the Government of Bangladesh, the University, and the International Support Committee waives and releases all liability of any past, present, or future member or officer of the International Support Committee or director, officer, or employee of the Foundation for any claim of this kind, except for any liability that any of these persons may have to the University for acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law or for any transaction from which the person derived an improper personal benefit. Only the University may enforce the University's rights under the exceptions in the two preceding sentences by bringing a suit or proceeding in an appropriate jurisdiction inside or outside Bangladesh, and neither the Government of Bangladesh nor any instrumentality of the Government of Bangladesh may bring any suit or proceeding to enforce those rights. No amendment, modification, or repeal of this Section 6(e) will adversely affect any right or protection of any past, present, or future member or officer of the International Support Committee or director, officer, or employee of the Foundation that exists at the time of the amendment, modification, or repeal.

Section 7. Exemption from Tax, Rate, and Duty.

- a. Notwithstanding anything contained in any law at any time relating to any tax, rate, or duty, the University is not liable to pay any tax, rate, or duty in respect of any movable or immovable property that the University purchases or otherwise acquires from any person, other than those payable in respect of public utilities like water, gas, electricity, telephone, and municipal rates. The immovable property of the University is exempt from any stamp duty. In no event will the University be liable for any tax, rate, or duty calculated at a rate that is greater than the rate that applies to any other national or international not-for-profit institution. The University is exempt from customs duty, sales tax, and any other applicable levies on purchase or importation of books, equipment, machines, vehicles, and any other materials required for the construction, development, and maintenance of the University. The Government of Bangladesh may not levy any tax on the Campus Land, on buildings or other facilities constructed on the Campus Land or otherwise owned by the University inside or outside Bangladesh, or on the proceeds of any investments, assets, or bank accounts of the University or funds raised by the University inside or outside Bangladesh. The University has the right to transfer money and other movable property into and out of Bangladesh and to exchange currencies, free of any restrictions or taxes imposed by the Government of Bangladesh.

- b. Except as expressly provided in Section 3(h) of this Charter, the Government of Bangladesh will not impose any tax or other kind of levy on the proceeds of any sale of the Campus Land or other assets of the University.
- c. All faculty members, other teaching, research or library staff members, administrators, officers, experts, and technicians employed by the University, including, without limitation, visiting faculty and other visiting personnel, who are not nationals of Bangladesh and are working in Bangladesh for the furtherance of the objectives of the University are exempt, notwithstanding the provisions of the Income Tax Act, 1922 (XI of 1922), as amended from time to time or such law or laws as may succeed or replace this law, from payment of income tax in respect of any salary or other remuneration received or deemed to be received by them or accruing or arising or deemed to accrue or arise in Bangladesh to them. The Government of Bangladesh will also accord these persons privileges for importation of personal and household effects and articles for consumption free of customs duty and sales tax as are accorded, under laws and regulations in force from time to time, to the expatriate experts, technicians, and consultants working in Bangladesh under international agreements.
- d. All contributions to the University by persons subject to income tax under the laws of Bangladesh are deductible from their gross taxable income as charitable contributions.
- e. The Government of Bangladesh will not place any restrictions on contributions to the University by international donors, and no prior permission of the Government of Bangladesh is required for the University to solicit, receive, or use contributions by international donors.
- f. The Government of Bangladesh waives all requirements that the University or any of the persons described in Sections 7(c), 7(d) and 7(e) of this Charter obtain licenses, permits, or governmental authorisations of any kind for the exemptions, rights, and privileges provided by this Section 7.

Section 8. Immunities and Privileges of Trustees, Faculty Members, Other Teaching, Research or Library Staff Members, Technicians, Experts, Administrators, Officers, and Other Employees.

- a. Each of the Trustees, faculty members, other teaching, research or library staff members, technicians, experts, administrators, officers, and other employees of the University or of the Board of Trustees is immune from any legal process with respect to any acts performed by her or him in her or his official capacity except when the Board of Trustees of the University waives her or his immunity. The Government of Bangladesh will advise the Board of Trustees of any act with respect to which it desires the Board of Trustees to waive the immunity of the person who performed the act and will specify in reasonable detail the scope of the requested waiver.
- b. Trustees, faculty members, other teaching, research or library staff members, technicians, experts, administrators, officers, and other employees of the University who are nationals of countries other than Bangladesh, and their spouses and dependents, are exempt from immigration restrictions or similar burdens that might otherwise be created under the laws of the land.
- c. In accordance with the law of the land, the Government of Bangladesh will grant work permits or visas or both, as applicable, to all persons described in Section 8(b), irrespective of their nationality, religion, sect, political affiliation or opinion, race, sex, sexual orientation, caste, or ethnicity. Foreign nationals will be required to obtain work permits or visas or both, as applicable, from the Bangladesh Embassies in their respective countries or, if there is no Bangladesh Embassy present in the relevant country, then from any other Bangladesh Embassy or upon arrival at an international airport in Bangladesh. In each case, the visa or work permit, as the case may be, will be granted for the entire duration of the relevant employment contract.
- d. The Government of Bangladesh will assure freedom of entry into, movement within and exit from Bangladesh to all persons described in Section 8(b) and will not require any of these persons to obtain an exit permit in order to leave Bangladesh.
- e. The Government of Bangladesh will provide access to health facilities for the students, faculty members,

other teaching, research or library staff members, technicians, experts, administrators, officers, and other employees of the University and their spouses and dependents and will provide access to educational facilities for their minor dependents.

Section 9. Privileges of Students of the University.

- a. Students admitted for study at the University who are nationals of countries other than Bangladesh, and their spouses and dependents, are exempt from immigration restrictions or similar burdens that might otherwise be created under the laws of the land.
- b. The Government of Bangladesh will grant student visas and visas for spouses and dependents to all persons described in Section 9(a), irrespective of their nationality, religion, sect, political affiliation or opinion, race, sex, sexual orientation, caste, or ethnicity. Foreign nationals will be required to obtain visas from the Bangladesh Embassies in their respective countries or if there is no Bangladesh Embassy present in the relevant country, then from any other Bangladesh Embassy or upon arrival at an international airport in Bangladesh. In each case, the visa will be granted for the entire duration of the period of study for which the University has admitted the relevant student.
- c. The Government of Bangladesh will assure freedom of entry into, movement within and exit from Bangladesh to all persons described in Section 9(a) and will not require any of these persons to obtain an exit permit in order to leave Bangladesh.

Section 10. Immunities and Privileges of the University.

All property, assets, and funds of the University are exempt from any restrictions, regulations, controls, and moratoria of any nature to the extent it is necessary to carry out the objectives and functions of the University effectively.

Section 11. Waiver of Immunity, Exemptions and Privileges.

The Board of Trustees or the Vice Chancellor of the University may waive any of the privileges, immunities, and exemptions described in Sections 6, 7, 8, 9, and 10 of this Charter in any particular case or instance, in such a manner and upon such conditions as they or she or he may determine to be in the best interest of the University.

Section 12. Intellectual Property.

- a. The University enjoys full and exclusive rights of trademarks, patents and copyrights, and any other intellectual property rights with respect to scientific and other scholarly research, discoveries, writings, and publications of the faculty, other teaching, research or library staff members, technicians, experts, administrators, officers, and other employees of the University under Bangladesh and foreign laws.
- b. The University, in the sole discretion of the Board of Trustees, may make appropriate arrangements concerning the public availability of patents, licences, copyrights, and the like arising from the University's scientific and other scholarly research, discoveries, writings, and publications.

Section 13. Online or Correspondence Learning Programme and Other Outreach Programmes, Support Organisations, Affiliated Entities, or Campuses.

- a. The University may establish an online or correspondence learning programme as contemplated in this Section 13, all as determined in the sole discretion of the Board of Trustees.
- b. Any online or correspondence learning programme may employ any of the faculty of the University's on-campus programme and any additional faculty appointed by the Board of Trustees for the online or correspondence learning programme, who may be resident on campus or elsewhere in Bangladesh or outside Bangladesh. All references to "faculty members", "teaching, research or library staff members", "technicians", "experts", "officers", "administrators", or "employees" of the University in this Charter include faculty members, teaching, research or library staff members, technicians, experts, officers, administrators, or

- employees, as the case may be, whom the University employs on campus or off campus in the University's on-campus or off-campus programmes.
- c. Any online or correspondence learning programme may include courses in degree-granting programmes for matriculated off-campus students. The University may also permit nonmatriculated off-campus students (that is, students who have not enrolled in a degree-granting programme) to enroll in courses in any online or correspondence learning programme. All references to "students" of the University in this Charter include on-campus students, matriculated off-campus students, and nonmatriculated off-campus students of the University.
 - d. The University may establish off-campus centers with computer hardware, software, satellite and other telecommunications equipment, and any other necessary or appropriate equipment for the use of students in any online or correspondence learning programme in any locations in Bangladesh or outside Bangladesh.
 - e. The University may establish other outreach programmes, support organisations, affiliated entities or campuses in Bangladesh or outside Bangladesh.
 - f. The University has the right to install and use computers, web servers, and telecommunications, very small aperture terminal (VSAT), and other appropriate global communications systems to facilitate the research and education purposes of the University including, without limitation, online or correspondence learning programmes and other outreach programmes, support organisations, affiliated entities, or campuses in Bangladesh or outside Bangladesh as contemplated by this Section 13.

Section 14. Benevolent Fund; Financial Statements; Annual Reports.

- a. The University may establish a benevolent fund for its students, faculty, officers, and employees for the purpose of providing welfare amenities and facilities for their betterment and development. The Board of Trustees will determine the manner in which any benevolent fund will be managed and regulated and will determine the manner in which any expenditures from the fund will be made.
- b. The Vice Chancellor, or her or his designee, will maintain the financial statements of the University in the manner that the Board of Trustees may prescribe in accordance with applicable generally accepted accounting principles or international accounting standards, as determined by the Board of Trustees. The financial statements will be audited annually, or more frequently if so determined by the Board of Trustees, by independent public accountants from Bangladesh or elsewhere appointed by the Board of Trustees, and the accountants will submit their report to the Board of Trustees. The Vice Chancellor will, as soon after the end of every fiscal year of the University as may be directed by the Board of Trustees, prepare for the Board of Trustees an annual report of the working of the University, including the audited annual financial statements and any other information that the Board of Trustees may prescribe. The Board of Trustees will determine the fiscal year of the University. The Board of Trustees may provide copies of the audited annual financial statements, annual report, and any unaudited interim financial statements to any persons that the Board of Trustees determines.

Section 15. No Expropriation Without Adequate Compensation; Indemnification.

- a. Neither the Government of Bangladesh nor any instrumentality of the Government of Bangladesh may expropriate or nationalise, directly or indirectly (through the application of measures equivalent to expropriation or nationalisation), any of, or any interest in, the land, buildings, fixtures, movable property, funds, or other property or assets of the University or any part of them, except for purposes of public interest, in a fair manner and with payment of prompt, adequate, effective, and freely transferable compensation, based on legal due process and in full compliance with the principles of non-discrimination and fair treatment set forth in this Charter, in applicable law or in any contract that the University has executed with the Government of Bangladesh or any instrumentality of the Government of Bangladesh. Adequate compensation for the purpose of this Section 15(a) means an amount equivalent to the market value of property expropriated or nationalised immediately before the expropriation or nationalisation.
- b. In the event of losses of property of the University owing to civil commotion, insurrection, or riot, the

Government of Bangladesh will afford the University the same treatment with regard to indemnification, compensation, restitution, or other settlement as it accords to other international organisations operating in Bangladesh.

- c. Any controversy or claim arising out of or relating to Section 3(h) of this Charter or this Section 15, or the breach of Section 3(h) of this Charter or this Section 15, will be finally settled under the Rules of Arbitration of the International Chamber of Commerce by three arbitrators appointed in accordance with those Rules. The arbitration will be conducted in Singapore in the English language. Judgment on the award rendered by the arbitrators may be entered in any court having jurisdiction of the award.

Section 16. Term.

- a. Neither the Government of Bangladesh nor any other person may unilaterally terminate this Charter, except that the Board of Trustees may dissolve the University and terminate this Charter in accordance with Section 16(b) of this Charter. Sections 3(h) and 15 of this Charter will survive any termination of this Charter.
- b. At any time that the Board of Trustees determines by vote of not less than three-fourths of the entire Board of Trustees, not counting vacancies, whether or not present and voting, that the University is no longer able to function effectively or is no longer necessary, appropriate, or desirable, the Board of Trustees may dissolve the University and terminate this Charter as of such date as the Board of Trustees may determine. Notwithstanding the dissolution of the University in accordance with this Section 16(b), anything done or action taken in good faith in accordance with this Charter before the effective date of the dissolution of the University will have full force and effect.

Section 17. Notices.

Any notice required to be given under this Charter must be in writing and must be hand delivered, mailed, or sent by facsimile transmission or recognised overnight courier as follows, except if the University or the Government of Bangladesh designates a different address by notice to the other, then to the last address so designated:

To the University:
c/o Lone Dybkjaer
Europa Parlamentet
Rue Wiertz
1047 Bruxelles, Belgium
Tel: +32 2 284 7391
Fax: +32 2 284 9391

AND

c/o Mr. Stephen J. Friedman
Debevoise & Plimpton
919 Third Avenue
New York, New York 10022
USA.
Tel: +212 909 6000
Fax: +212 909 6836

AND

c/o Dr. Kamal Hossain
Dr. Kamal Hossain and Associates
Chamber Building (2nd Floor)
122-124 Motijheel C/A
Dhaka 1000
Bangladesh
Tel: +880-2-955 2946; +880-2-956 4954
Fax: +880-2-956-4953

To the Government of Bangladesh:
Secretary
Ministry of Education
Government of Bangladesh
Secretariat
Dhaka, Bangladesh
Tel: +880 2 861 1395
Fax: +880 2 861 7577

Section 18. No Private Right of Action.

This Charter does not confer any private right of action to any officer, administrator, faculty member, other teaching, research or library staff member, technician, expert, or student of the University against the University, the International Support Committee, any past, present, or future member or officer of the International Support Committee, the Foundation or any past, present, or future director, officer, or employee of the Foundation.

Section 19. Section Headings.

Section headings have been inserted in this Charter for convenience only, are not part of this Charter and will not affect the construction of its provisions.

Section 20. Definitions.

“**Bangladesh**” means the People’s Republic of Bangladesh.

“**Bangladesh Constitution**” means the Constitution of Bangladesh.

“**Board of Trustees**” means the Board of Trustees of the University.

“**Campus Land**” means a minimum of 60 acres of unimproved land to be provided to the University by the Government of Bangladesh in accordance with Section 3 of this Charter for use as the University’s campus.

“**Charter**” means this charter of the Asian University for Women.

“**Foundation**” means the Asian University for Women (AUW) Support Foundation, a New York not-for-profit corporation.

“**International Support Committee**” means the International Support Committee for the Asian University for Women, whose members as of September 12, 2002 are the Prime Minister of Bangladesh (*ex officio*), Lone Dybkjaer, Jacques Attali, Stephen J. Friedman, Mark Malloch Brown, Koichiro Matsuura, Thoraya Obaid, Mamphela Ramphele, Mary Robinson, and George Soros.

“**Trustee**” means a member of the Board of Trustees.

“**University**” means the university established under this Charter.



AUW IN THE MEDIA

“WITH THE WOMEN of Afghanistan, Cambodia, Vietnam and other poor nations in mind, an international group of leaders in education and development have begun raising money to establish a new private university for women in Asia that would be accessible to the poor... The proposed university... would bring together students from all Asian cultures, many on scholarships, said Lone Dybkjaer, a member of the European Parliament and former Danish environment minister who is a co-chairwoman of a group that announced plans last week for the new institution. ‘I see this as a sort of a role model, to stress the importance of higher education for women,’ Ms Dybkjaer said in an interview in an interview in New York last week, while meeting with American foundations being asked to contribute. She said that traditionally, what focus there has been on the education of girls has often stopped with primary and secondary schools.”

—In *The New York Times*, December 9, 2001, “Group Plans Asian College For Women In Poverty” by Barbara Crossette.

“IT IS A DIFFICULT VENTURE on many levels, from international fund-raising to convincing some societies of the importance of educating women. “Women have long been the invisible half, it’s time to confront that invisibility,” said Anna Karamanou, chairwoman of the Committee for Women’s Rights and Equal Opportunities of the European Parliament.”

—In *The Wall Street Journal*, February 6, 2002, “Group to Start Women’s College in Bangladesh” by Anjuman Ali.

“THE EXCITING EXPECTATION is that AUW will reinvigorate the national as well as local economy, bolster the country’s job market, and make 21st century education accessible to women of Asia. In addition the prestigious project could be a catalyst for raising awareness of Chittagong’s cultural and built heritage as well as its spectacular natural setting around land, water, and hills. That the AUW leadership has culled Chittagong from other possible locations in Asia as the site for the anticipated Asian citadel of women’s education is itself an homage to the Port City’s natural grandeur.”

—In *The Daily Star*, March 9, 2004, “The Asian University for Women: Catalyst for a Chittagong Renaissance?” by Dr. Adnan Morshed.

“IT’S A SHOT IN THE ARM for women’s empowerment: The Asian University for Women (AUW) will start functioning in Bangladesh and will focus on the uplift of Asian women.”

—In *The Indian Express*, February 7, 2004, “Bangladesh varsity to groom Asia’s future women leaders” by Padmini Sivarajah.

“Foreign Minister Sheikh Mohammad Al-Sabah has endorsed a proposal to establish a world-class women’s college in Bangladesh. Organisers for the Asian University for Women visited the country recently seeking Kuwait’s leadership and support. Denmark’s former first lady and ex-Environment Minister Lone Dybkjaer met with several key Kuwaiti figures including Sheikh Mohammad and Sheikha Dr. Rasha Al-Sabah, undersecretary for higher education. The talks focused on Kuwait’s potential role as supporter of the university.”

—In *Kuwait Times*, November 3, 2004, “A Lighthouse That Can Make A Difference: Kuwait Endorses Proposal for Asian University for Women” by Jamie Etheridge.

IT’S A FACT: Studies worldwide have repeatedly shown that there is no effective development unless women take part. Yet women throughout Asia are still caught in a vicious cycle of inequality. How to change that? Some people believe that establishing the Asian University for Women (AUW), to sharpen the leadership talents of women, will help tilt the imbalance.

—In *The Bangkok Post*, December 18, 2004, “Helping women in the region help themselves” by Kamonwan Saenissara.

TOUTED AS AN UNPRECEDENTED institution of higher education, the university will be international in scope and committed to serving women in Asia from all religious, ethnic and socioeconomic backgrounds.

—In *The Straits Times*, January 23, 2005, “The man behind a university for Asian women” by Mafoot Simon.