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HESSA

**Higher Education System
Strengthening Activity**



INAUGURAL STAKEHOLDERS CONSULTATIVE MEETING REPORT

**HESSA/PMU, Islamabad, Pakistan
February 15-16, 2022**



TABLE OF CONTENTS

1.	INTRODUCTION	1
2.	ORGANIZATION OF WORK	2
2.1	SESSION 1 - HESSA PROJECT: A RESPONSE TO HIGHER EDUCATION CHALLENGES IN PAKISTAN	2
2.2	SESSION 2: CO-CREATION WORKSHOP WITH HEI LEADERSHIP	6
2.3	SESSION 3: HESSA COMPONENT-SPECIFIC CO-CREATION WORKSHOPS	13
3.	ANNEX 1: PICTURE GALLERY	27
4.	ANNEX 2: AGENDA	39
5.	ANNEX 3: LIST OF PARTICIPANTS	42
6.	ANNEX 4: PRESENTATIONS	45

1. INTRODUCTION

The Higher Education System Strengthening Activity (HESSA) project is a partnership between the United States Agency for International Development (USAID) and the Government of Pakistan. Its purpose is to strengthen the technical and institutional capacities of several Pakistani universities in delivering market-driven education and research. The USAID has selected the University of Utah-led consortium as its implementing partner to advance planned project activities. Other members of the consortium are the University of Alabama and the Institute of International Education (IIE).

The project's scope of work is organized around the following four components: (i) advancing leadership, governance, and management at Higher Education Institutions (HEIs); (ii) improving relevance, quality, and accessibility of higher education, and (iii) enhancing support services across the student life cycle. The fourth component on project management and governance provides administrative and programmatic support to the above three components in terms of planning, coordination, and implementation.

To kick-start project activities, the consortium organized its inaugural stakeholders' consultative meeting on February 15-16, 2022 at Marriott, Islamabad (See **Annex 1** for *Agenda*). The meeting had four objectives: (i) introducing the HESSA project to the leadership of Pakistani HEIs, (ii) mobilizing support for HESSA interventions from Pakistani HEIs, (iii) providing opportunities to US-based experts (responsible for implementing different project components) to gain a better understanding of the issues and challenges confronting Pakistan's higher education system, and (iv) creating networking opportunities for enhanced collaboration among Pakistani and U.S.-based academic leaders and experts.

The two-day meeting was attended by several Vice Chancellors, Rectors, Deans, Pro-Vice Chancellors, Pro-Rectors, senior faculty, and staff dealing with education, research, entrepreneurship, student affairs, and financial aid systems, etc. (See **Annex 2** for *List of Participants*). This brief report summarizes the salient features of the issues, challenges and opportunities that came to the fore during discussions across different sessions.

2. ORGANIZATION OF WORK

The meeting was divided into three sessions:

Session one provided an overview of the HESSA project in terms of its rationale, scope of work, and implementation strategy. Six presentations highlighting how to better align HESSA interventions with national priorities were made—four by the HESSA project team and two by Pakistani academic leaders.

Session two was dedicated to discussions on specific issues and challenges facing Pakistan’s higher education ecosystem. The discussion took place in the form of an interactive dialogue—both among HEI leaders as well as between them and the HESSA project team.

Session three was divided into three parallel groups, each representing a specific project component, as mentioned above (See **Annex 1** for *Agenda*).

2.1 SESSION 1 - HESSA PROJECT: A RESPONSE TO HIGHER EDUCATION CHALLENGES IN PAKISTAN

Dr. Aslam Chaudhry, Research Professor in the department of Economics at the University of Utah, and Chief of Party, HESSA, introduced the project (See **Annex 3** for Presentation) as a partnership between the Government of Pakistan and USAID to address challenges in the higher education sector in Pakistan, with an emphasis on a market-driven approach to education and research. An employers’ perception report published in 2018¹ shows that 78% of approximately 200 employers were dissatisfied with the quality and skills of graduates from Pakistani universities while 40 to 46% of them were dissatisfied with the communication, presentation, and soft skills of graduates. However, a promising fact highlighted in this research noted that 96% of industry and business leaders were willing to help HEIs and HEC in curriculum reform. The HESSA theory of change is based on the premise that higher education excellence can only be achieved if viewed as an ecosystem. A systemic approach calls for interventions at the individual, unit, and organizational level, augmented by influencing policy and ownership of the higher education stakeholder base. Chaudhry talked about the challenges faced by the higher education sector of Pakistan and the possible responses. He further explained the ‘Tier Approach’ as a strategy to help graduate HEIs placed in the third tier to the middle tier; the middle tier ones to the top tier; and the top tier ones to better standards and ranking. The emphasis is on indigenous models and best practices, as opposed to bringing in external concepts that may or may not be context-specific.

The second presentation was made by Dr. Frankie Lanaan, **Associate Dean for Faculty and Student Affairs** in the University of Utah College Of Education, on ‘Advancing Leadership, Governance and Management at HEIs’ (See **Annex 3** for Presentation). With a focus on strengthening HEIs leaders’ capacities, Component A of the HESSA project comprises three

¹ Graduate Employability: Employers’ Perception Survey Report 2018-Pakistan

areas: strategic planning capacities, leadership and governance, and resource mobilization through private sector partnership. The findings of a report by Deloitte's Center for Higher Education Excellence show that the skills needed most when presidents assume office are, in order of preference: strategist; communicator and storyteller; fundraiser; collaborator; financial and operational acumen and last, but not the least, academic and intellectual leader. In view of the changing context of higher education, HESSA will primarily focus on the development of soft skills and their application, and further strengthening of the capacities of HEI leadership so that they can direct their institutes to becoming models of excellence. Dr. Lanaan further went on to highlight the challenges faced by higher education in the three strategic areas of Component A and the interventions envisioned to address some of these challenges. To summarize, the focus of HESSA's Component A is on strengthening HEI leadership capacities; bringing about transformational change at the organization level; providing opportunities for exchange of ideas and experiences for HEIs; building on existing strengths; and cultivating a culture of leadership investment.

Dr. Steve Burian, professor in the department of Civil, Construction and Environmental Engineering at the University of Alabama, and Component B Lead, HESSA, shared an overview and implementation plan of the thematic component focusing on establishing entrepreneurial mindset and connecting faculty with the innovation ecosystem to drive discovery, strengthen partnerships, and mobilize resources. He focused on co-disciplinary, integrated research solutions to address local and global problems, and engagement of all learners in high-quality, relevant higher education programs. He said HESSA was conceived with a vision to serve as a community resource for all HEIs in Pakistan, as well as globally. He further elaborated the types of interventions planned during the life of the project to achieve its objectives. Burian informed the workshop participants that Component B of HESSA presents many opportunities to support HEI faculty to advance the quality, relevance and impact of education, research and entrepreneurship. To put things in perspective, he shared some findings from the Harvard Business Review. Based on the research study, he concluded that: curriculum needs to be more market-driven; employers need to prefer real world skills over degrees; teachers and courses need to be more inclusive; outreach to students needs to be increased; and teachers need to be kept more engaged. HESSA's activities and interventions, by virtue of their design to provide system-wide support, address these key needs. He elaborated that HESSA will also assist HEIs in developing comprehensive career readiness programs by enhancing career services to provide high-quality, comprehensive, readily useable, and accessible industry-linked career information; and strengthening and integrating existing student learning services that focus on market-led, demand-driven soft skills.

Dr. Randy McCrillis, Dean of Student Affairs for the University of Utah Asia Campus, presented the objectives, strategies and implementation plan of Component C of HESSA. Component C is implemented by the University of Utah in collaboration with the International Institute of Education (IIE). Its aim is to address the grand challenge of creating employable and skilled young leaders. He explained that there is a strong cross-sectoral industry demand for graduates with relevant technical knowledge and skills, yet supply is very limited. According to McCrillis, there is a high demand among Pakistani organizations for employees with leadership skills and social influence, and there is a need to develop students' workplace adaptability skills so they

can excel in diverse working environments. To address these needs, HESSA, under its Component C, will support HEIs to help students in becoming more engaged in an inclusive environment by i) developing student leadership training program and, ii) co-designing programs and services that create an inclusive and engaged on-campus community.

Dr. Akbar Zaidi, Executive Director of the Institute of Business Administration in Karachi, talked about ‘Improving HESSA Linkages to Pakistani Higher Education Needs.’ He initiated the talk by highlighting the importance of the Higher Education Commission (HEC) as a central element of the discourse around higher education; the perspective, involvement, and ownership of HEC is imperative to ensure sustainability of any intervention in the sector. Moreover, continuous engagement of HEIs and consensus-building with HEC must be top priority. There is a need to plan the educational reforms process *with* the HEC and *about* the HEC to ensure policy-level sustainable changes in support of the entire higher education ecosystem. Highlighting the role of VCs in the quality of HEIs and the education they impart, Zaidi emphasized that VCs have an essential role to play, not only as academic leaders but also as intellectual and societal frontrunners. VCs hold the most senior positions in the academic structure, bear responsibilities, and are vehicles for bringing about change; key considerations for a VC’s position should include their vision and leadership skills, and not just seniority and academic achievements. Moving on, Zaidi highlighted the need to focus on faculty, rather than students, to improve the quality of graduates. Institutionalizing continuous faculty development and investing in structures and systems is essential according to HESSA. He also suggested a comprehensive study in the first year of the project, whereby HESSA can identify target areas of focus after understanding the local scenario and context. Another area that could benefit from HESSA support is fostering industry-academia linkages and avenues for resource mobilization. Last, but not least, Zaidi suggested prioritization of digital needs and introduction of systems within HEIs for their digitization, post-COVID.

The final presentation was made by Dr. Sarosh Lodhi, Vice Chancellor at NED-University of Technology in Karachi. Expressing his views on ‘Resource Mobilization—Establishing Sustainable Higher Education Partnerships,’ Lodhi reflected on the challenges that HEIs face in terms of resource mobilization, the strategies that can be adopted to overcome these challenges, and best practices and success stories from NED-UET. The three main challenges identified in the presentation comprised quality in principles and application; visionary and capable leadership; and right training for the right people. In addition, he also emphasized the lack of university leadership who are able to identify and mobilize resources to see into the future and strategize accordingly; create new opportunities for sustainability and growth of the University; and push its teaching and learning—material and methods—in pace with emerging needs. He stressed that the concept of ‘resources’ needs to be expanded to include alumni, faculty, industry, society, students, sister universities, regulatory bodies, government entities, schools and colleges. The strategies and pathways suggested in Lodhi’s presentation included ensuring good governance in statutory functions, team development, and quality assurance practices. Faculty development, building PhD faculty, professional excellence, and research and innovation were identified as areas for future investment. Dr. Lodhi also identified other strategic approaches for HEIs to mobilize resources. These were i) elevating donor confidence through involvement of people, alumni engagement, and putting together international advisory panels to participate in

HEI ranking process; ii) investing in infrastructure, ensuring transparency, creating support systems, and enhancing scholarship schemes/mechanisms in order to create high-impact philanthropic opportunities; iii) ensuring financial discipline in areas such as investments, pension funds, public-private partnerships; and iv) building an environment of academic discipline.

After the above presentations, the floor was opened for questions and comments from the participants. Key questions raised and comments made are summarized below:

- i. The COP HESSA clarified, as a response to comment, that Pakistan’s HEC is very much a central part of HESSA and its approach to strengthening higher education in Pakistan. An important part of HESSA’s strategy is to ensure sustainability of project interventions that would require working closely with the National Academy of Higher Education (NAHE) and to build its capacity along the way.
- ii. The VC of Lahore College of Women University commented that there are multiple layers of authority in the higher education ecosystem, and that decision making processes are slow and complex. HEIs need to be given more autonomy, and their processes—including approvals—need to be made less complex and cumbersome.
- iii. There are very few women in decision making not only in HEIs but in the entire higher education sector. Women must be given a voice and a role at all forums and levels.
- iv. The VC of KIU raised the important issue of below-average skill development of faculty members. He suggested the creation of a centralized institute for continuous faculty development, online and in-person, and institutional linkages to ensure current and up-to-date training curriculum.
- v. The VC of Sardar Bahadur Women’s University in Balochistan shared having developed a model for industrial linkages as well as an incubation center through which specialized skills development and training on developing entrepreneurial mindset are imparted. She suggested avenues for cross-HEI experience-sharing of best practices.
- vi. The VC of Benazir Bhutto Women’s University highlighted the importance of developing faculty for entrepreneurial mindset. Moreover, U.S. and international experience can bring value, but it is important to focus on indigenous best practices. There is a need to work on an integrated approach to putting together and extracting international and local models.
- vii. The VC of NED-UET shared having a great model for resource mobilization that can be replicated and suggested that inter-university collaboration can help solve many challenges.
- viii. The VC of Tandojam University shared his concern about the private sector being dissatisfied with the quality of graduates. He suggested that curriculum should focus on industry needs and requirements from the first year of enrolment in a degree program. Additionally, industry linkages in rural areas need to be given importance as that is a greatly neglected area.

The session was closed by the Chair. In his closing remarks, Engr. Najeeb Haroon welcomed HESSA as an important and timely project and as a great opportunity for provision of support to universities in Pakistan. Commenting on the three components of HESSA, he stressed the need to improve curriculum at both the institutional and policy levels. Haroon emphasized the need to foster linkages and partnerships and to learn from indigenous models and older HEIs to support

new ones. HESSA could provide a platform to facilitate identified student affairs as an important area of intervention. The Chair assured the support of the Pakistan Engineering Council in the design and facilitation of HESSA.

2.2 SESSION 2: CO-CREATION WORKSHOP WITH HEI LEADERSHIP

The objectives of this workshop were to: (1) co-create ideas and opportunities for HESSA and Pakistani HEIs to mutually benefit from HESSA activities; (2) strengthen support for HESSA implementation; and (3) build relationships across HEIs and international partners to work together to address higher education challenges. The HESSA project team facilitated three sequential sessions introducing major opportunities to strengthen HEIs in Pakistan, and globally, to enhance student experiences, faculty effectiveness, and whole-system leadership. Each session opened with a brief presentation highlighting the big ideas underpinning HESSA opportunities, followed by in-depth roundtable discussions on specific questions and report findings. The product of the workshop, as noted below, was a compilation of ideas, strengths, needs, and opportunities in higher education and at the HEIs that align with HESSA initiatives to advance student learning of soft skills, faculty delivery of education and research, and innovation in higher education leadership to meet present-day challenges.

The participants were divided into groups and given key questions to discuss and report on. These questions were aligned with the three components of HESSA. Key discussion points are summarized below.

2.2.1 PLANNING FOR RESILIENCE TO DISRUPTIONS AND STRATEGICALLY ENHANCING QUALITY AT HEIS

Dr. Frankie Laanan, Associate Dean for Faculty and Student Affairs, College of Education, University of Utah, shared a question with each of the tables.

Question 1: What types of leadership opportunities exist for recruiting women in senior academic leadership positions at HEIs? What are successful models? Why are women underrepresented in senior leadership positions in HEIs?

This question directly related to women in leadership positions in higher education; ironically, there was only one female VC at the table.

Key Discussion Points

- The VCs observed that women in leadership positions have been more successful in their roles. There are excellent female graduates every year; however, a system or process is lacking to take those talented graduates and assist them in pursuing leadership opportunities at HEIs. There is especially a discrepancy in STEM fields. Socio-economic disparities and cultural norms prevent women in getting and accelerating in their leadership roles.

- It is up to the VCs' discretion on gender. If they are supportive, there are more opportunities for women in leadership, but that is a big "if." More commonly, male leaders do not acknowledge/understand the discrepancy that prevails.
- There are cultural challenges of women leaving positions to raise family and assume household responsibilities. Also, the burden of domestic and family-related multiple roles and responsibilities makes women marginalized or at a disadvantaged position in their career advancement.

Summary of Conclusions

- Quota system can be introduced, and affirmative actions must be taken to ensure equity, access, and opportunities for advancement.
- Changes can be made to the syndicate, making it more representative and inclusive.
- Budgetary and HR discretionary powers can be given to leaders, so they have more leeway in terms of hiring, otherwise it is common to encounter resistance in hiring women for some positions if the supervisor/decision-maker is not on board.
- The government must be more sensitive and responsive to mainstreaming talented women graduates into the workforce and creating opportunities for expansion of their roles and contributions.

Question 2: What key objectives will ensure that HEI leaders fulfill the vision, and goals in the foreseeable future?

Key Discussion Points:

The group spent most of the time talking about women in leadership roles; they did not delve into the second question as deeply. Key points of the discussion are summarized below:

- HEIs need to develop a short- and long-term strategic plan.
- HEIs must have sufficient resources and budget, alongside proper facilities.
- HEIs require skilled, well-trained, and efficient human resource, as well as a surrounding governance ecosystem.
- HEIs need an aligned vision and mission from top to bottom.

Summary of Conclusions

- Public sector HEIs need to develop a strategic plan for short-, mid- and long-term vision, approach, and implementation mechanism (structure and process) to be able to work efficiently and effectively.
- HEIs need to follow an adaptive, innovative, inclusive, collaborative, and futuristic leadership approach and style.

Question 3. How do VCs mobilize resources and support from stakeholders (internal and external) to advance HEs in achieving their mission and goals? How do you define success for your HEIs?

Key Discussion Points

- Resources are mobilized from public as well as private sources
- Triple helix model of resources is used: tuition 30%, government 30%, research grants 40%, and in some HEIs alumni funds
- Success as a leader is gauged through branding of programs, industrial linkages, creation of effective faculty, working with government/regulators, alumni mobilization, and employment of graduates.

Question 4. What types of leadership training is needed for VCs and other leaders at HEIs to be successful in leading 21st century organizations?

Key Discussion Points

- Formal training of future leaders at different levels
- Early identification of talent to groom and nurture
- Exposure to different responsibilities for well-rounded leadership
- Prioritization of relationship management
- Training in financial and administrative management

2.2.2 The Emergence of the Renaissance Model of a Professor

The second set of questions was developed and shared by Dr. Steve Burian, Director of Science, Alabama Water Institute, University of Alabama. Participants were divided into groups and one question per table was given for brainstorming.

Question 1. What are the pathways/models, challenges, and barriers for faculty leadership progression?

Key Discussion Points

- Job permanency and continuity in most public sector HEIs enables leadership progression from within the institution. This pathway is supported by the ecosystem; as one gains seniority, there is an expectation for upward mobility.

- There are training needs to help strengthen leadership competencies as faculty members progress through the ranks. Specific needs can be identified by HEIs at each leadership step: Section Head, Head of Department, Dean of Faculty, and so on. Critical topics recommended as a part of trainings included financial management (i.e., preparing and balancing a budget), management training (e.g., managing people), and administrative processes and policies.
- Opportunities for regular sharing of best practices and new ideas amongst HEIs in Pakistan and the US are an important avenue for mutual learning. Additionally, study tours for leadership came out as a strongly supported recommendation.

Conclusions and Takeaways

- Concerns were expressed over difficulty in making merit-based decisions. Compensatory packages and location greatly influence a faculty member's decision to pursue a leadership position.
- The application pool for faculty members eventually affects the applicant pool for leaders; exposure, interest, and quality of faculty in an HEI will directly impact leadership and their approaches and commitment.
- An indigenous model for faculty preparation for leadership roles would support the entire ecosystem.
- Changes in the HEI ecosystem challenge the consistency of policies and practices. This table indicated the need to hire more international faculty that can bring day-to-day experiences/role models to help build capacity. An interest in strengthening indigenous PhD programs was also expressed.

Question 2. What are successful models for convergence research (use-inspired, deep integration of disciplines, leveraging external partners)? How may these models be applied at subsets of the HESSA HEI system?

Key Discussion Points

- The discussion focused on ways to build the research capacity of faculty and Office for Research, Innovations, and Commercialization (ORIC) directors. The participants suggested the adoption of a learn-by-doing approach.
- A strategy was developed for consortium building among HESSA HEIs and international partners comprising the following key steps:
 - Perform an assessment of strengths and weaknesses to identify complementary fits
 - Organize consortium members into tiers or groups
 - Engage stakeholders to define program/opportunity
 - Introduce consortium building as a topic for training to get faculty members speaking with industry
 - Develop a clear mission and strategic plan to grow research around focal areas of opportunity (related to funding, stakeholder needs, faculty strengths, etc.)

- Define roles and responsibilities of consortium members and identify the lead/integrator
- Examine challenges and constraints to overcome challenges related to infrastructure, funding, and expertise
- Work out clear explanation of benefits for consortium members and stakeholders
- Develop and build relationships using tools like business model canvas
- Include fundraising and proposal writing as topics in trainings

Conclusions and Takeaways

Another important discussion point emerging from the group was HESSA research consortium building with U.S. HEIs. Key steps identified were:

- Define interests of potential stakeholders
- Identify strengths and weaknesses of each HEI in their area of research interests
- Cluster of universities per program, location, discipline, level, etc.
- Identify the lead/integrator
- Divide research into focal areas and accordingly choose partners
- Connect consortium to funding opportunities
- Evaluate the work of the consortium members on a six-month basis to identify lags in development
- Adopt interdisciplinary approaches building on groupings
- Create interdisciplinary research centers that come from the above items

Question 3. How can HEI leaders help enhance the development of private sector partnerships? What is the role of faculty in catalyzing, stimulating, and translating activities to forge synergy with the private sector?

Key Discussion Points:

- Leverage linkages with industry
- Incentivize research leading to problem solution
- Showcase research and innovation success stories of faculty
- Enhance consultancy services to provide solutions to problems and issues identified
- Revisit roles of and strengthen ORICs
- Encourage and incentivize faculty for industry engagement
- Develop faculty programs, co-op programs, technology parts and presence of industry on campus
- Ensure close follow-up of industry projects with an emphasis on quality and adherence to timelines
- Leaders must have a vision, an implementation plan, strategic model with deadlines and engage people

Question 4. How do HEI leaders respond to external pressures in educating and training graduates to be competitive in the workplace, especially in a rapidly changing world?

Key Discussion Points

- Ensure strong communication with stakeholders
- Develop and enhance internship programs in industry and business
- Review pedagogy and delivery of faculty training and development
- Recognize the importance of entrepreneurial skills and specially tailored courses for students
- Realign trainings sessions across all three domains i.e., knowledge, skills, and attitude
- Invest in grooming leadership as role models for the larger institute, leading from the front
- Leaders to invest in building teams; training them; and, providing platforms and opportunities to liaise within the industry

2.2.3 Enhancing the Quality of Student Experiences at HEIs

Dr. Randy McCrillis, Dean of Students Affairs, Asia Campus, University of Utah, shared a question with one table for a focused group discussion.

Question 1: What policies and practices need to be in place to encourage more alumni engagement? How can leaders impact the engagement of alumni?

Key Discussion Points

- Need for HEIs to have dedicated alumni office and staff to avoid the practice of assigning additional charge of alumni affairs to the faculty.
- Availability and mobilization of adequate funds and resources for the alumni office and strategizing a successful fundraiser via alumni engagement.
- Creating and maintaining a digitized alumni database. Many HEIs have minimal data, and that, too, is outdated. Need for a structured, live database that also captures important qualitative information.
- Using social media and other digital tools for communications, feedback, and linkages. Also, keeping the alumni motivated enough to stay connected with HEIs with a sense of belongingness for their technical, financial, and other contributions.
- Developing a systematic process for alumni's technical inputs to the curriculum design, changes, and improvements as per market/industry needs and innovation.
- Having a strong national and international alumni network or chapter of each university.
- Rewarding and incentivizing the alumni for wider benefits.
- Garnering support to overcome absence of institutional/statutory presence for alumni affairs at the national level.

Conclusions and Takeaways

- Best practices of national (NUST/LCWU) and international (MIT, and other U.S. universities) HEIs can be adopted as per the local context, for effective alumni engagement and their lifelong association, linkages, and contributions to universities.
- Alumni can contribute as visiting lecturer/teacher and share industry-specific knowledge and experiences with students; they can also provide input for curriculum reform and modification to address existing gaps in theory and practice.
- High-profile alumni can be strategically included in HEIs' governing or statutory bodies and advisory groups, major events including graduation ceremonies, fund-raisers, seminars/information sessions, etc.
- HEIs can invest in alumni and work to make them 'brand ambassadors' of universities.
- Alumni are often engaged in acts of giving donations if the money is tied to awards for students in competitions, etc.
- Quarterly events can be organized to keep the alumni active and engaged; a mechanism can be created to obtain their inputs and incorporating the same in HEIs' processes for improvement; support can be given for holding fundraisers/endowment funds; alumni successes can be showcased at the university campus (For instance, LCWU, which is holding its centennial celebrations in 2022, has established an 'alumni museum' at the university to showcase alumni successes through photographs, reflections of their donations, and other contributions. The alumni at LCWU also contribute to awards/medals for high achievers at convocations).
- The quarterly HEI newsletter is another important source for showcasing the alumni and strengthening their engagement.
- Student bodies/groups at NUST have linkages with the main alumni office; the same can be replicated in other universities. They have a dedicated volunteer alumni body for each college, which then coordinates with a more centralized office. This allows them to keep in touch with specific needs of the college.
- Alumni can play a vital role in strengthening industry-academia linkages. However, women's universities (as most women graduates do not work) and HEIs located in the rural areas are disadvantaged in terms of effective alumni associations and industry-academia linkages.
- HEIs can invite and host high-profile or international alumni at guest houses or campus residences and engage them for thematic sessions, information exchange, and student advisory and mentoring session.
- Alumni can effectively contribute via job fairs and career expos.
- Like international HEIs, local HEIs' alumni must be allowed to continue using their university email/ID for communications throughout their lives (reference, MIT).
- Establishing an 'industry advisory board' at HEIs, and an 'Ideas and Innovation Club,' where the alumni can resolve challenges related to alumni development and engagement.

2.3 SESSION 3: HESSA COMPONENT-SPECIFIC CO-CREATION WORKSHOPS

The session was geared towards co-creating ideas for HESSA activities to support and strengthen the implementation framework for achieving the project's objectives. It consisted of three

parallel working groups, one each for a specific HESSA component. Each session started with introduction of participants and their affiliations; the participants provided an overview of their institutions, including their perspectives on existing capacity and resource gaps; achievements of the past three years; and whether they are receiving adequate support from the senior management in the performance of their mandates and functions. The participants also identified areas requiring improvements to increase the productivity and effectiveness of concerned office and services.

2.3.1 Working/Component Group 1: Consultations with the HEIs Leadership

Session Overview

This focus group session was facilitated by Dr. Frankie Lanaan and Dr. Samreen Hussain and featured a discussion on the current scenario vis-à-vis leadership of HEIs present around the table. Each HEI shared their best practices and challenges.

Key Discussion Points

- National University of Science and Technology (NUST) has 20 fully supported schools with 50-60 faculty each and a common multi-disciplinary research center. The research center houses key researchers who are willing to work with other researchers and come up with collaborative ideas and research proposals aligned with the strategic plan. NUST also has successful industry-academia linkages and engages industry with different approaches.
- Fatima Jinnah Women’s University (FJWU) does not have a Pro-VC; hence, the VC is directly connected and involved in the day-to-day functioning of the university. The VC, amongst other responsibilities, is also looking after finance and procurement, and has institutionalized procedures as the University was facing audit issues. As a women’s university, some things are done differently: for instance, an evening program with six departments has been introduced which not only provides women with flexibility but is also an additional source of generating resources.
- Mehran University of Engineering and Technology (MUET), Sindh, has seen a paradigm shift in the student body; outreach now is more rural than urban. Students are hence not exposed to the same set of opportunities that are available to their counterparts coming from urban areas. MUET has developed an endowment fund where teachers, administrators, and some students also donate for scholarship funds; almost 41% (2,800) of MUET students receive scholarships out of the fund. The leadership and faculty have worked hard to improve student communication skills and moved from traditional teaching methodologies to Outcome-Based Education (OBE). The transition was a challenge as it called for a change in thinking and teaching approaches. The biggest challenge was moving the university to online teaching post-Covid. Another big challenge faced by MUET is the availability of human resources--finding the right person for the right job. Every day is a new challenge—environmental, political, administrative. However, open communication channels through the university and creativity in problem-solving has helped address most of the challenges.

- Sardar Bahadur Khan Women’s University (SBWU) is the only women’s university providing quality higher education in Balochistan through its four campuses in Quetta, Pishin, Noshki, and Khuzdar. SBWU Quetta campus has 5 faculties and 29 departments, with 54 faculty members holding PhDs. The university houses an HRD center for training of faculty and administrative staff; has initiated five online journals and has worked on providing education with greater focus on entrepreneurship. SBWU has an incubation center and has recently developed a job placement center. The VC expressed the need to create synergies for collaborative growth.
- Sindh Agriculture University Tandojam (SAUT) was established in 1939 and was elevated to the status of a university in 1977; it has five faculties, three institutes, and two colleges. All programs offered, other than Computer Sciences and Information Technology, are related to agriculture. With about 2,8000 students (70% rural and 30% urban), the university has about 300 faculty members, of which 60% have a PhD. One of the key success stories of SAUT is that it has seen an increase of PKR 63-64 million in the size of research projects. Budget deficit is the key challenge; 50% funds from HEC, 30% from Sindh HEC, and the remaining from their own resources. The pension fund only costs PKR 550 million. Other challenges include internal and external pressures and employee associations. Number of applications per year are on the rise with approximately 4,000 applications for 1,500 seats. The leadership has plans to increase enrollment.
- National University of Technology (NUTECH) was established in 2018 with a focus on serving the defense structures of Pakistan. They are supporting industry and working towards faculty expansion and development to address the industrial environment. There is generally a big trust deficit and skill gap. Moreover, once innovative projects are developed, the certification and patenting process is unknown and commercialization process is nonexistent.
- SALV was established in October 2020; the university has been experiencing difficulties with salaries of faculty and staff for the past eight months, with no statutory meetings held. The leadership is now taking on these issues and clearing the pathway for smooth functioning. New committees such as transport management, examination, and sale have been formed.
- Balochistan University of Information Technology, Engineering and Management Sciences (BUIITEMS), a 20-year-old university, has 11,000 students, 600 faculty members and 600 administrative staff members. It is managed by a Syndicate, Senate, Finance Committee and a Selection Board. The economy of Balochistan is very small, with few opportunities for people even though it is largest province in terms of size. The university does not have sufficient resources to meet their expenditures; they are dependent on national-level public-private partnerships for additional resource mobilization. The university also does not have many linkages to international institutions and would appreciate support in establishing them.
- University of Engineering and Technology (UET), Lahore, is a 100-year-old university with a state-of-the-art energy center. The focus is on Engineering Sciences with a rising demand for Energy Systems Engineering. UET raised the issue of trust deficit between industry and academia, students in particular. They have a very high rate of employment and have adopted the approach of clubbing groups of students with industry. They have onboarded an OBE expert and are in the process of signing an MoU.

- University of Engineering and Technology (NED), Karachi, is an ISO-certified Institute and has been around for 16 years. NED has gone through transformational processes and has many best practices and lessons learned to share with other HEIs. With the new leadership, they have been able to overcome their PKR 1 billion deficit and have also put into place a successful pension system. They have a system of mandatory community service for students, under which no student is awarded a degree without community service. During Covid, NED introduced an online teaching system very swiftly, without any loss to learning. They have also received 100% OBE accreditation; the employers of NED graduates are completely satisfied. NED is self-generating 50% of its funds and provides incentives to faculty members involved in research. The number of research papers has gone up from 180 to 590. The key challenges identified by NED in the higher education sector are the timely payment of salaries and a greater focus of HEIs on conventional programs rather than new avenues like Artificial Intelligence (AI), electric vehicles, etc.
- Institute of Business Administration (IBA), Karachi, has introduced structural reforms and divided the Institute into three schools; the challenge was to decide the level of specialization of each school. A strategic planning process was undertaken with key performance indicators (KPIs) for Deans and Heads of Departments (HODs) in early 2021. The focus of IBA is on hiring quality faculty—national and international. Though IBA is a public sector University, it has a huge group of alumni that support them. The geographic placement of IBA in Karachi—home to the bulk of corporate sector organizations—gives the Institute an edge in industry-academia partnerships. The key challenges faced by IBA are finding high-quality faculty in Pakistan; faculty members were hired from Japan and Spain, but visa issues create impediments to hiring. They strongly recommend a broad-based four-year undergraduate program to produce open-minded graduates with good critical and analytical skills. Another suggestion was that of mid-career refresher courses focusing on updating subject knowledge.
- National Skills University (NSU) Islamabad, recognized by UNESCO, was started in August 2021 to address unemployability in youth. Though in its infancy stage, the University has taken on the mandate of skill development in practical fields such as electronics maintenance, filmmaking, hands-on automotive maintenance; and hospitality services. The HOD receives 25% of the share from income generated from industry-specific trainings, thus providing incentives to bring in more students and trainings. NSU is working on standardization of practices under the supervision of a technical council.
- Karakorum International University (KIU), Gilgit-Baltistan (GB), has campuses in the districts of Diamer, Hunza, and Ghizer. KIU's priorities are quality, research and innovation, and sustainable student services. The Institute introduced online education for the first time. It has also established an endowment fund of approximately PKR 200 million and is self-generating 60% of their resources. Infrastructure for KIU is the biggest challenge as they are housed in an old university campus. They identified the need to develop partnerships and collaborate with industry as well as other national and international HEIs.

Recommendations for HESSA

- Focus on leadership grooming (not limited to VCs), especially in the areas of financial management, strategic visioning, resource mobilization, and partnership building.
- Build capacity of the second tier of leadership (registrar, provost, financial managers) to ensure continuity.
- Foster strong linkages between industry and academia to reduce the disconnect and trust deficit.
- Build on indigenous models and success stories instead of bringing in external systems that may not be context-relevant.
- Provide financial support for research projects through the office of the VC.
- Formulate programs related to professional development in Pakistan and the U.S.
- Short courses and visits to U.S. universities.
- Link industry to university and related skills development.
- Organize a common research center.
- Act as bridge for collaboration between Pakistani HEIs and foreign universities.
- Establish some state-of-the-art labs.
- Invite international technical experts for research collaboration.
- Sponsor experts from Pakistan to visit foreign universities.
- Establish labs supported with updated curriculum

2.3.2 Working/Component Group 2: Consultations with HEIs' Faculty and Staff

Session Overview

The aims of this session were to: i) identify on-the-ground opportunities and challenges related to focal areas of HESSA; ii) present an overview of HESSA key activities in each focal area; and iii) receive feedback and brainstorm co-designing of HESSA key activities. The focus of the working group discussions relevant for faculty and Unit Directors on HESSA Programs advancing curriculum, teaching, research, and entrepreneurship. The participants included ORIC and Quality Enhancement Cell (QEC) directors and personnel, curriculum and teaching focal persons, and industrial liaisons. The session was facilitated by Dr. Steve Burian and Ms. Amara Saeed, MEL Specialist for HESSA Pakistan PMU.

The opening plenary session familiarized participants with the session's objectives and process. After introductions, the consultative session solicited participant's feedback in two parts—one focusing on curriculum/teaching, and the other on research/entrepreneurship. An open discussion was initiated in which participants were requested to describe the operations of their offices, and how the roles and responsibilities were supported by and connected to other parts of the university system. Within this context, the participants were then invited to identify strengths and weaknesses of their office for providing support to faculty in curriculum reform, teaching improvement, research excellence, and entrepreneurship. The session closed with brief comments from participants.

Key Discussion Points

- The limitation of faculty effectiveness starts with the hiring process. The applicant pool quality is typically low. Merit/qualifications are not always fully considered. Attributes of quality teachers and researchers beyond experience is not clear, making evaluation difficult. Consistent, transparent, and proven policies and practices are needed.
- Administrative and practice policies need clarity and harmonization. Concerns were raised about the differential in TPS and BPS. Teachers are expected to teach too much, teaching evaluation is not standardized and/or effective, and constructive critical feedback processes lack effectiveness. Curriculum reform is needed to avoid presenting volumes of information to students, and efforts should be made to introduce learning activities that are student-centered and build higher order thinking and soft skills. In addition to revising these policies and practices, a specific suggestion pertained to creating a ‘teaching ethics policy’ to prevent blatant use of online teaching materials without modification/attribution, which leads to generic, superficial, and ineffective lecture-style of teaching.
- There is a general feeling that the entire learning ecosystem of faculty, students, infrastructure/facilities, and external environment detracts from effective student learning. The variability of quality was also noted in each part of the ecosystem. The suggestion was to consider the entire ecosystem and design ways to incorporate resilience and adaptation into the individual parts (e.g., community of practice, peer groups, learning communities).
- Incentives were noted as lacking for faculty. There was mention of best teacher awards with a suggestion to increase the number of awards and strengthen the community of practice to make the recognition from these awards more pronounced, further incentivizing faculty members to pursue excellence. There was also mention of certifications and credentials as ways to incentivize faculty members to improve and gain recognition in that way.
- The model of a faculty needs to evolve. The job description needs to be more carefully evaluated and the expectations from administrators for time and effort in each role and responsibility must be reassessed. The duties of a faculty member have increased in quantity and complexity.
- Faculty members need to shift their attitude toward teaching and working with students. There is a need for faculty members to be empathetic, patient, and build mentoring relationships with students. This requires greater investment of time from faculty members and more importantly, students.
- There is a need to change the procedural mindset of faculty members and to challenge the pervasive culture of teaching being seen as the creation of long and boring PowerPoint style lectures. These are well-known to be ineffective for student learning. The group identified ways for improvement: greater awareness, and peer pressure to change mindset from “teaching” to “learning,” proper appointment/qualifications, role models, teachers role model, etc. Consistent with the focus on faculty is a need to also shift student mindsets, since they are conditioned on the information delivery mode of teaching and need help learning to learn. The suggestion is to approach this shift as an ecosystem change—faculty, students, classrooms, etc.
- The group made several suggestions for advancement of student learning of soft skills. These included changing the attitude of faculty members so that they value the teaching of soft

skills in ways that are complementary to domain knowledge and skills. Part of the challenge with students' soft skills development is insufficient English writing and speaking skills. HESSA should provide training to help faculty members implement student-centered instructional activities stimulating higher order thinking—experiential and collaborative learning, student presentations, and open-ended activities (to arouse critical thinking). There is a need to help faculty members learn software and technologies—especially for online teaching and assessment. And similarly, a need for modules to train students.

- The group was of the view that multiple approaches are needed to solve the problem—one size does not fit all. Also, there was emphasis on the need to share best practices and promote locally grown solutions. The recommendation for a stronger regional and national community of practice would help to increase sharing of best practices. In addition to sharing best practices, community attitudes about constructive feedback need advancement.
- The group emphasized the need for new faculty training but stressed that all faculty need training. In general, there was a recommendation for exposure to teaching and learning practices in different HEIs and internationally.
- The group also recommended strengthening of monitoring and evaluation systems to provide more concrete and transparent indicators of quality performance, which leads back to the hiring process.

Recommendations for HESSA

The recommendations related to research are enumerated below. Entrepreneurship was covered briefly but not emphasized in this session.

1. Research mapping of university research faculty should be conducted.
2. National guidance on research priorities, or better still, a national research agenda, should be framed to guide research activities, and knowledge, skills, and competencies that students on scholarship programs abroad would gain so they are relevant to the context and needs of Pakistan. HEIs should also consider their research priorities and connect with industry and stakeholders.
3. Thematic focal areas (medicine/health, etc.) should be set up, alongside grouping of HEIs into consortium-based research centers and institutes.
4. Research mentoring culture, which was identified as lacking, should be promoted for new faculty members; the mentoring should be different than being treated as a postdoc.
5. Research excellence should be defined to help raise quality, which will raise reputation, trust of sponsors, and, in turn, funding.
6. A mechanism should be created to promote access to centralized/regional facilities and foster collaborations to overcome infrastructure/funding constraints.
7. Like teaching, expectations regarding the performance and productivity of a faculty member in research should be defined.
8. The group noted the need for greater fostering of industry-academia research linkages, holding of consultation sessions, sharing of best practices, HEIs helping to build trust in research and show value of research, and getting faculty members to interact with industry and stakeholders.
9. Several group members noted HEI seed grant systems to incentivize key areas of research. These were noted as valuable and scalable.

10. Shifting to problem-based research with tangible impact was also recommended. This will involve helping faculty members to connect their research to local problems, scalable solutions, and be more focused yet with the ability for short-time adaptation to address emerging problems.
11. The need for caution was underlined in planning training and engagement activities if there are different types of HEIs, different levels, and variable levels of research. Variation extends to faculty levels, lack of senior faculty, and lack of mentoring. The participants referred to critical needs related to winning and completing research projects, as well as administrative training (budgeting, procurement, etc.)
12. Ways should be found to align research and teaching (and other duties of a faculty member) and help faculty members find this path toward efficiency and synergy.
13. Requests were made for training in data analysis and results interpretation and guidance for faculty in research delivery (publications in quality journals, avoiding predatory journals, etc.)
14. The need to increase networking and awareness of research at each HEI and across HEIs/Pakistan was also underlined. In this regard, communication training and development of a research profile/outward presence of faculty was emphasized. At each HEI, there is a need to map research faculty. There were indications that some HEIs do this, but there is room to make it more standard and portfolio-like.

The session was productive, but more time would have yielded deeper insights. Several areas that need additional focus with stakeholders are:

- Better understanding of the modus operandi describing services of concerned offices
- Gaps in required human resources with necessary capabilities
- Ways in which the offices support faculty, and examples of recent success stories
- Proposed changes in the light of above to increase the productivity/effectiveness of concerned office and services

Time constraints also limited the description of HESSA and a detailed discussion on HESSA activities.

Areas needing coverage in the future are:

- Role of HESSA in the specific problem domain
- Proposed implementation plan and how it may address the identified gaps/challenges/needs
- Linking HESSA future/planned activities for solution, support, and value additions through targeted interventions
- Feedback from HEI representatives on the proposed strategies, activities, and support services (if any)

2.3.3 Working/Component Group 3: Consultations with HEIs Student Services

Session Overview

HESSA Component C Lead, Dr. Randall McCrillis, University of Utah, along with Ms. Gwendolyn Schaefer and Ms. Asma Mohsin, Institute of International Education, conducted a three-hour focus group discussion with participants from 10 HEIs across Pakistan. These participants, all from potential participating HESSA HEIs, were staff members working in Student Affairs, Alumni Affairs, Financial Aid, Career Counselling, Student Advising, and Placement. Some participants hold distinct roles at their respective HEIs in these areas, while others serve in several of the above.

The discussion was conducted along the following five thematic areas relevant to the HESSA Component C proposed program interventions:

1. Financial Aid
2. Career Readiness
3. Student Leadership and Co-Curriculars
4. Alumni Engagement and Development
5. Student Entrepreneurship

Key Discussion Points

i. Financial Aid

Merit and need-based equitable access to and provision of the financial aid and support system for marginalized students

- The HEI representatives discussed barriers, including the lack of adequate infrastructure and trained human resource within universities, particularly those based in rural areas. A few HEIs have established in-house offices for financial aid and career counseling; however, in others, the faculty have additional responsibilities for students' services (although those faculty can get relaxation in their teaching assignments).
- Many individuals who are responsible for these areas have multiple roles at the university, including a faculty appointment. Many are spread too thin to really provide adequate services.
- Equity considerations for marginalized students and the criteria revolving around that should be clear and fair as students are required to prove their financial needs. The government has set out the criteria to determine the level and support of financial aid (also under its social protection program, 'Ehsaas'). The criteria of need-based financial aid is: provision of the income statement, utility bills, details of family size, and the households' education level. Household visits and physical verifications in the community can also take place before award of financial aid. The decision-making committee constituted at the HEI level to determine eligibility and needs of deserving students includes the Department Chair, Director of Financial Affairs, and other senior faculty.
- HEIs follow HEC's policies and guidelines for student services. The eligibility criteria and process for financial aid which the universities implement, is also set by HEC/provincial government.
- There are clear rules and SOPs for several externally-funded scholarships.

- There is also a need for capacity building and training of staff as the sources of financial aid and funding are diverse (government, HEC, donors, private sector, university-owned or endowment funds, other sources); the efficient and effective management of funds requires skilled and trained staff.
- HEIs can propose amendments or changes in the related financial aid policy; however, HEC/provincial government higher education body have the ultimate authority to make or amend the policy and frame the standardized criteria.
- Merit-based scholarships can often be influenced by politics.
- A formal audit is carried out at HEIs by HEC/government authority, and institutional checks and balances are in place. HEC also carries out the periodic monitoring and evaluation and reporting of the financial aid mechanism and allocated funds utilizations as per criteria and rules.

ii. Career Readiness

- Career readiness is one of the neglected areas of student support services and requires significant improvements in most public sector universities.
- There seems to be a trust deficit related to alumni engagements and HEIs' career counselor and students.
- Advisory or counseling of students should be carried out by a neutral person, rather than faculty. When faculty serve in this role, they understand their area of study or could be biased towards it, and therefore unable to truly assist all students.
- There is a need to constitute and strengthen students' bodies/clubs/societies, which can address many students support services (reference, Kamyab Jawan Markaz of the Government).
- Career and Internship Placement: For the placement office, there are varied practices at HEIs, as well as rural-urban and geographic disparities for students. Universities located in rural areas have less opportunities and weak industry links as compared to those in urban areas.
- FJWU practices mandatory internship of 6-8 weeks (mainly during the summer break). Moreover, industry linkages are arranged for graduating female students. The students also undertake community work and social services during their academic period.
- Agriculture University Sindh organizes 8-week internship.
- Women University Swabi implements active students' programs (4 credit programs).
- NUST provides feedback forms and certificates to students.
- The participants observed that the industrial liaison office is weak, and contribution is quite slow or inactive in some public sector universities. Students also suffer because of socio-economic and gender disparities, which requires consideration to the criteria of inclusion and equity.

iii. Student Leadership & Co-Curriculars

- Women University Swabi, Student Affairs Office, deals with student societies/clubs and is providing potential support for leadership building among students.

- BUIEMS holds student contests for leadership positions (including President, Vice-President, Treasurer, and General Secretary), thereby enabling students to learn and polish their leadership skills.
- LCWU arranges for election of Class Representatives (CRs), who are voice of the class on student matters.
- FJWU, Student Affairs Office, deals with extracurricular activities; however, there is a disconnect among the student affairs offices, and information, awareness, and activities for general students.
- There seems to be a lack of organized or systematic structure and process in HEIs for students on how the soft skills of students are built, and trainings planned at HEIs. Students participate in societies/clubs, organize various sessions and events (example Model UN, university level sessions/competitions). These events are generally planned, designed, implemented under student ownership. Fund-raising events are also organized.
- Certificate of completion is provided to students, role of honor and merit award given to high achievers, or those who perform well in their leadership roles in student bodies/societies.
- Women University Swabi mentioned the need for institutional support to establish and strengthen student societies and leadership trainings of students.
- Leadership programming is an area of growth for most HEIs. There is a lack of formalized student leadership that is scaffolded and supported by trained staff.
- NUST emphasized the need to focus on students' mental health issues/challenges, which have exacerbated due to COVID, and the stress which students often face to meet their academic requirements, as well as peer and societal pressures. Universities in Pakistan need to prioritize students' mental health as part of their regular student services and provide counseling and relevant support to those who are struggling.

iv. Alumni Engagement & Development

- Public sector universities need support to strengthen their alumni office. Only two HEIs present had any alumni policies in place.
- Alumni are invited for giving intellectual talks and conducting knowledge sessions at HEIs.
- Alumni contribute through funds and scholarships.
- Creating an alumni database is required, particularly in public sector HEIs. A major challenge pertains to student outreach and effective alumni engagement.
- There is a large trust deficit between alumni and HEIs, as many alumni see that their HEIs did not prioritize their student experience over other factors.
- Most of the HEIs do not engage students during their academic career as a way to develop foundational relationships that lead to effective alumni engagement when the students graduate.

v. Student Entrepreneurship

- Agreement across all participating HEIs that ORICs and other entrepreneurship initiatives are oriented towards STEM degree students, rather than meeting students across a broad

spectrum of academic backgrounds. There is a need to focus on building an entrepreneurial mindset among all students, expanding on existing informal businesses that many students already have.

- Sindh Agriculture University, Tandojam, has an incubation center to develop student's skills in the agriculture and dairy sector; however, lack of funds seems to be a challenge. Agri-business degree program is offered and needs to be strengthened around entrepreneurial mindsets. Business faculty members manage these under ORIC; however, this should be an independently functioning center, linked with other offices at HEIs.
- BUITEMS, in collaboration with the Lahore University of Management Sciences (LUMS) have organized trainings, also access provided to the students for their idea's presentations, with a few options of seed funding for good business ideas.
- FJWU has established a 'women entrepreneurship center,' and has created linkages with stakeholders, including the Rawalpindi Chambers of Commerce and Industry, to support young girls/women entrepreneurs.

Recommendations for HESSA

i. Financial Aid

- The financial aid decision-making committee at HEIs can be re-structured for better representation of decision makers, and to ensure fair and efficient award process.
- There is a need for dedicated staff to support financial aid mechanisms at HEIs, but within that overarching constraint, there is also a need for dedicated staff training that looks at need and access more holistically. Trainings on efficient digital financial aid management can be provided to dedicated staff at HEIs.
- Better training is needed to understand how to assess financial needs of diverse students.
- There is also a need to better address female and male student ratios, and other types of needs and access.

ii. Career Readiness

- Students should formally get counseling and advising for their degree and courses during their first semester, and career counseling and placements during last semester.
- Career programming needs to be conducted by a neutral, knowledgeable and experienced person who is not a faculty member.
- Well organized, and outcome-oriented open house seminars, knowledge sharing, and career readiness for students need to be organized in public sector HEIs.
- There is a need to constitute and strengthen students' bodies/clubs/societies, which can address many students support services (reference, implementing the Kamyab Jawan Markaz scheme of the government, and using allocated funds for establishing the center at the university).

iii. Student Leadership & Co-Curricular

- Comprehensive staff trainings focusing on effective leadership programming need to be organized. Understanding the needs of students at the introductory, emerging, and advanced student leadership levels will help develop appropriate programs.
- Criteria of student leaders must be set and established under HEIs. How students will be trained on their leadership skills, presentation, communication, management, and delivery/persuasion also needs to be determined.
- Demand of students in terms of their leadership skills and requirements can be considered by HEIs, and effectively and systematically addressed.
- Character building of students is also an important need to be taken care of by HEIs.
- Strong recommendation emerged for the creation of something like an 'academy for student leaders', which could be integrated into broader student support services.
- Leadership programming is an area of growth for most HEIs. There is a lack of formalized student leadership that is scaffolded and supported by trained staff.
- Mental health awareness, sensitization, coping mechanism, and support should be embedded in student support services, and adequate resources with trained staff should address the mental health challenges of students, which they face throughout their academic life for various reasons.

iv. Alumni Engagement & Development

- Comprehensive training on alumni engagement programs is essential for all HEIs to be effective.
- A training session on effective alumni relations will help most HEIs.
- Understanding how to engage students before their graduation will further the development of alumni programs.
- NUST has successful alumni engagement and connections and can extend support to other partner HEIs under the HESSA project for alumni development interventions and resource sharing.

v. Student Entrepreneurship

- Incubation and entrepreneurial centers need to function independently in HEIs, and not necessarily be under- or overly-dependent on ORIC or other offices or faculty. They also need to be facilitated and well-resourced (technically, financially) within universities.
- Support of the federal and provincial government can be extended. HESSA can bridge these linkages. The HEC, IT boards, youth affairs departments, Kamyab Jawan, National and provincial incubation centers (NICs), national and international entrepreneurial programs, and other partnerships must be built, and the process institutionalized at HEIs.
- The Khyber Pakhtunkhwa IT Board supports provincial HEIs for students training, skills building, and other entrepreneurial facilitation through incubation centers. The Sindh Enterprise Development Fund is also an opportunity; similar options for HEIs can be explored at the respective provincial level.

- The HESSA project can work with partner HEIs and establish linkages within universities to support/promote the entrepreneurial eco-system in Pakistan.

3. ANNEX 1: PICTURE GALLERY

Day One – Inaugural Session











Day Two – First Half



Day Two – Component A





Day Two – Component B





Day Two – Component C





4. ANNEX 2: AGENDA

HESSA | Higher Education System Strengthening Activity

Inaugural Stakeholder Consultative Meeting
15-16 February 2022

Marriott Hotel, Islamabad

Program for Day 1, 15 February 2022, Tuesday

Session 1: Introduction to HESSA
Crystal Ball A, 9:15 to 11:30

Overview: The aim of this session is to orient the Pakistani higher education leaders to the HESSA project, the project team and institutions, and implementation strategy. The goals of HESSA woven throughout the session are to: (1) work together to elevate higher education in Pakistan to meet the challenges of a changing world and (2) provide a gateway for Pakistan Higher Education Institutions to strengthen their connections to the global education community. The session has four primary speakers who will introduce different aspects of HESSA project, and two Pakistani academic leaders providing response in terms of how to further strengthen and sustain different elements of HESSA project. These speakers will deliver 15-minute PowerPoint presentations followed by questions and answers.

Session Chair: Engr. Najeeb Haroon, Chairman, Pakistan Engineering Council (PEC)

- Recitation from the Holy Quran
- Welcome and Introductory remarks by Dr. Mike Barber, Professor and Chair, Department of Civil and Environmental Engineering, University of Utah

Presentations:

1. HESSA Project: A Response to the Higher Education Challenges in Pakistan by Dr. M. Aslam Chaudhry, Research Professor of Economics and Chief of Party, HESSA, University of Utah, USA.
2. HESSA Component A: Leadership Development and Institutional Governance by Dr. Frankie Laanan, Associate Dean, College of Education, University of Utah (Component A Lead).
3. HESSA Component B: Education, Research and Entrepreneurship by Dr. Steve Burian, Professor of Civil and Environmental Engineering, University of Alabama (Component B Lead).
4. HESSA Component C: Enhancing Students Support Services Across the Students Life Cycle by Dr. Randy McCrillis, Dean of Students Affairs, University of Utah (Component C Lead).
5. Improving HESSA Linkages to Pakistani Higher Education Needs by Dr. Akbar Zaidi, Executive Director, IBA, Karachi
6. Resource Mobilization—Establishing Sustainable Higher Education Partnerships by Dr. Sarosh

Lodhi, Vice Chancellor, NED-UET, Karachi.

Q & A session

Concluding Remarks: Engr. Najeeb Haroon, Chairman, PEC

Vote of thanks: Prof. Dr. Samreen Hussain, Deputy Chief of Party, HESSA

Session 2: Co-Creation Workshop with the HEIs Leadership (11:45 to 17:30, Crystal Ball A)

Overview: The aims of this workshop are to: (1) co-create ideas and opportunities for HESSA and Pakistani HEIs to mutually benefit from HESSA activities; (2) strengthen support for HESSA implementation; and (3) build relationships across HEIs and international partners to work together to address higher education challenges. The HESSA team will facilitate three sequential sessions introducing major opportunities to strengthen HEIs in Pakistan, and globally, to enhance student experiences, faculty effectiveness, and whole-system leadership. Each session will open with a brief presentation highlighting the big ideas underpinning the HESSA opportunities followed by in-depth roundtable discussions and report outs. The product of the workshop will be a compilation of examples, ideas, strengths, needs, and opportunities in higher education and at the HEIs that align with the HESSA initiatives to advance student learning of soft skills, faculty delivery of education and research, and innovation in higher education leadership to meet the challenges of the present era. Different questions will be assigned to each table to broaden discussions and generate further exchange during lunch and tea breaks.

Session 2.1 (11:45-13:00): Opportunities for HESSA to Enhance the Quality of Student Experiences at HEIs

- Presentation on Ideas from Around the Globe to Enhance Student Experiences in Higher Education, Dr. Randy McCrillis, Dean of Students Affairs, Asia Campus, University of Utah.
- Individual roundtable discussions on selected questions
- Report outs from all tables and discussion

Session 2.2 (14:30 – 15:45): Opportunities for HESSA to Amplify Faculty Efficiency and Effectiveness at HEIs

- Presentation on the Emergence of the Renaissance Model of a Professor, Dr. Steve Burian, Director of Science, Alabama Water Institute, University of Alabama.
- Individual roundtable discussions on selected questions
- Report outs from all tables and discussion

Session 2.3 (16:15 – 17:30): Opportunities for HESSA to Help HEIs Lead Change and Elevate Quality

- Presentation on Planning for Resilience to Disruptions and Strategically Enhancing Quality at HEIs by Dr. Frankie Laanan, Associate Dean for Faculty and Student Affairs, College of Education, University of Utah
- Individual roundtable discussions on selected questions
- Report outs from tables and discussion

Concluding remarks

Dinner: 19:00 at the Crystal Ball

Program for Day 2, February 2022, Wednesday (09:00 to 13:00)

Session 3: HESSA Component Specific Co-Creation Workshops

Overview: The aim of this session is to co-create ideas for HESSA activities to support and strengthen implementation framework for achieving HESSA objectives. This session will consist of three parallel working groups, one each for specific HESSA component.

Working/Component Group 1 – location: Noor Mahal

Consultations with the HEIs Leadership (Facilitated by Dr. Frankie Lannan and Dr. Samreen Hussain)

Working/Component Group 2 – location: Crystal Ball A

Consultations with the HEIs Curriculum Administrator Focal Person, Senior Faculty, ORICs, ILO & QEC Directors, and Faculty Developers/Teaching Centers (Facilitated by Dr. Steve Burian and Ms. Amara Saeed)

Working/Component Group 3 – location: Conference Room 1

Consultations with the HEIs Directors of Students Affairs, and Alumni Affairs, Students Financial Aid Officer, Career Counselling & Placement Officers (Facilitated by Dr. Randy McCrillis, Ms. Gwendolyn Schaefer, and Ms. Asma Mohsin)

The parallel working group meetings will be conducted as outlined in the following table.

Time	Activities
9:00 am - 10:00 am	Breaking the silence - getting to know each other - Introductions – affiliation, background - Brief description of modus operandi describing services of concerned offices - Brief description of support from concerned departments and/or university management for carrying out prescribed functions - Availability of required human resources with necessary capabilities - Achievement/success stories in past three years Proposed changes in the light of above to increase the productivity/effectiveness of concerned office & services.
10:00 am - 10:30 am	Q&A session by component lead Identifying common challenges / probing issues / gaps & need assessment
10:30 am - 10:45 am	Tea – informal discussions & networking
10:45 am - 12:45 pm	Moving towards solutions - Role of HESSA in the specific problem domain - Component lead’s strategy / proposed plan to address the identified gaps / challenges / needs - Linking HESSA future / planned activities for the solution, support and value additions through the targeted interventions - Feedback from the HEIs representatives on the proposed strategies, activities and support services (if any)
12:45 pm - 1:00 pm	Session’s take away Recommendations to design/conceive/revise HESSA activities for Respective Component thus moving forward towards the objective with problem/need specific solutions of partner HEIs
1:00 pm – 2:30 pm	Lunch

5. ANNEX 3: LIST OF PARTICIPANTS

List of Participants - Day 1			
#	Name of HEI	Name of VC	Designation
1	NUST	Dr. Usman	Pro rector - Academics
2	University of Peshawar	Prof. Dr. Muhammad Idrees	Vice Chancellor
3	Islamia University Bahawalpur	Engr. Dr. Athar Mahboob	Vice Chancellor
4	Sindh Agriculture University Tando Jam	Dr. Fateh Mari	Vice Chancellor
5	Sindh Agriculture University Tando Jam	Prof. Dr. Ismail	
6	IBA Karachi	Prof. Dr. S. Akbar Zaidi	Executive Director
7	SALU Khairpur	Prof. Khalil A. Ibupoto	Vice Chancellor
8	BUIITEMS	Dr. Abdul Rehman Khan	Pro-VC
9	UET -Lahore	Prof. Dr. Mansoor Sarwar	Vice Chancellor
10	Fatima Jinnah Women University	Prof. Dr. Saima Hamid	Vice Chancellor
11	LC Women University	Dr. Bushra Mirza	Vice Chancellor
12	Abdul Wali Khan University, Mardan	Dr. Zahid Ali Khan Marwat	Pro-VC
13	Sardar Bahadur Khan Women University, Quetta	Dr. Sajida Naureen	Vice Chancellor
14	KIU-GB,	Prof. Dr. Attaullah Shah	Vice Chancellor
15	NUTECH, Islamabad	Engr. Lt. Gen. Khalid Asghar,	Rector, NUTECH
16	NUTECH, Islamabad	Air Vice Marshal, Asif Maqsood, SI (M)	DG NORIC, NUTECH
17	NUTECH, Islamabad	Brigadier Dr. Syed Adnan Qasim,	Registrar, NUTECH
18	NUTECH, Islamabad	Lt. Gen. Qamar (SO)	
19	SBBWU, Peshawar	Dr. Razia Sultana	Vice Chancellor
20	Women University, Swabi	Dr. Shahana Urooj	Vice Chancellor
21	NED UET	Dr. Sarosh Hashmat Lodhi	Vice Chancellor
22	Skills University	Dr. Mukhtar Ahmed	Vice Chancellor
23	Mehran University	Dr. Tauha Hussain Ali,	Vice Chancellor
24	Mehran University	Dr. Rasool Bux Mahar	Executive Director, USPCAS-W
25	COMSAT	Prof. Dr. Khalid Riaz,	Former Dean, COMSATS
26	SBBUWAS, Sindh	Professor Dr. Muhammad Farooque Hassan	Vice-Chancellor,
27	Swat Engineering University	Dr. Najeeb Ullah	
28	HEC	Dr. Zulfiqar Gillani	Curriculum Expert

List of Participants - Day 2

#	Names of HEIs	Session 1: Component A	Session 2: Component B	Session 3: Component C
1	NUST	Dr. Usman Pro rector - Academics	Hamood Ur Rehman (Director Research) Dr. Riaz Ahmad (Director QA)	Ali Hassan Sayed (Director C3A)
2	University of Peshawar	Zahoor Khan (Director QEC)	Prof. Arshad Ali (Curriculum Development)	
3	Islamia University Bahawalpur	Maqshoof Ahmad (Director Academics)	Dr. Irshad Ahmed, Director Distance Learning	Mr. Rizwan Majeed (DSA) Dr. Azhar Hussain
4	Sindh Agriculture University Tando Jam	Prof. Dr. Ijaz Ali Khooharo (Dean Faculty Agri. Social Sciences)	Prof. Dr. Altaf Ali (Director ORI)	
5	SALU Khairpur	Dr. Ghulam Mashori (Dean Arts & Languages)	Dr. Erum Rani (Dir QEC)	Dr. Abdul Hussain Shar (Dir SFAO)
6	BUIITEMS	Dr. Abdul Rehman Khan (Pro-VC)	Dr. Bakhtiar Kasi (Dean I&CT)	Arbab Samiullah (Addl. DSA)
7	UET -Lahore	Dr. M. Kamran (Senior Most Dean _Faculty of Electrical Engr.)		Dr. Usman Ghani Khan (Dir. Financial Aid & Career Service)
8	Fatima Jinnah Women University	Prof. Dr. Azra Yasmin, Dean, Faculty of Law, Commerce and Management Sciences	Dr. Huma Ayub, Additional Director QEC Dr. Rehman Ullah, Director QEC	Ms. Humera Sadia, Placement Coordinator/Deputy Registrar Dr. Shaheen Begum, Director, Students Affairs Ms. Saba Moazzam, Assistant Registrar, Student Financial Aid Office
9	LC Women University		Dr. Aqsa Shabbir (Director ORIC) Dr. Arham Shabbir , Director QEC	Dr. Sumaira Sajjad, Director, Student Affairs
10	Abdul Wali Khan University, Mardan	Prof. Dr. Zahid Ai Khan Marwat (PVC)		
11	Sardar Bahadur Khan Women University, Quetta	Dr. Sajida Naureen, Vice Chancellor		
12	Karakoram International University	Dr. M. Ramzan, Dean, Social Sciences		
13	NUTECH, Islamabad	Dr. Badar Rasheed	Dr. Kamran Javed, HoD, Computer Engineering Dr. Muhammad Rashid, HoD, Computer Scienc	

1 4	SBBWU, Peshawar	Dr. Farhat Amin (Dean)	Ms. Mahwish Asmatullah (Dir. QEC)	
			Dr. Asma Gul, ILO	
1 5	Women University, Swabi	Dr. Gulnaz Malik, Director Academics	Dr. Rehmanullah Dir. QEC	Dr. M. Ismail
			Dr. Mehreen Riaz, Director ORIC	Dr. Amtul Sami
				Amna Iqbal, Director, Student Career
				Dr. Nain Tara, D, Student Advisor
				Dr. Raisa, DSA
				Dr. Ambreen, Assistant Professor
1 6	NED UET	Dr. Asif A. Shaikh, Dean & Dir QEC	Dr. Riazuddin (Dir. ORIC)	
1 7	Mehran University	Dr. Tauha Hussain Ali, Vice Chancellor	Dr. Rasool Bux Mahar, Executive Director,USPCAS-W	Dr. Amir Soomro, Associate Professor, Dept. of Electrical Engineering
1 8	COMSATS	Prof. Dr. Khalid Riaz,Former Dean		
1 9	SBBUWAS, Sindh	Professor Dr. Muhammad Farooque Hassan, Vice Chancellor		
2 0	Swat Engineering University		Dr. Najeeb Ullah	
2 1	Bahria University			Dr. Abdul Baseer Qazi
	Total Participants	18	20	18

6. ANNEX 4: PRESENTATIONS

Dr. Aslam Chaudhry

USAID

HESSA Project: A Response to the Higher Education Challenges in Pakistan

by
M. Aslam Chaudhry, Ph.D.
Chief of Party, USAID/Pakistan HESSA Project
Research Professor, Department of Economics
University of Utah, USA

HESSA Higher Education System Strengthening Activity

ALABAMA

1

USAID

HESSA—A Partnership Initiative

HESSA is a **partnership** between the Government of Pakistan and USAID to address **key challenges** in the higher education sector with emphasis on making higher education and research **market-driven**

HESSA Higher Education System Strengthening Activity

ALABAMA

2

USAID

HESSA Partnership Approach

HESSA is a partnership between the Government of Pakistan and USAID to address key challenges in the higher education sector with emphasis on making higher education and research market-driven

HESSA Higher Education System Strengthening Activity

ALABAMA

3

USAID

Key Challenges

- Irrational growth of HEIs
- Quality vs quantity
- Relevance of education
- Access to and cost of higher education
- Deficient funding and infrastructure
- Institutional governance and capacities

HESSA Higher Education System Strengthening Activity

ALABAMA

4

USAID

Employers Perceptions

- 78% Dissatisfied with quality of skills and qualifications
- 60% Knowledge and skills fail to reflect their high grades
- 40-46% Dissatisfied with communication, presentation and soft skills
- 98% Industry and business leaders willing to help HEIs and HEC in curriculum reform

HESSA Higher Education System Strengthening Activity

ALABAMA

5

USAID

HESSA's Overarching Goal

Student Success

CAREER SUCCESS

HESSA Higher Education System Strengthening Activity

ALABAMA

6



7

-
- HESSA Guiding Principles**
1. Ecosystem drives excellence
 2. Quality over quantity
 3. Learning from indigenous models
 4. Policy for performance
 5. Balancing hard and soft skills
- HESSA Higher Education System Strengthening Activity

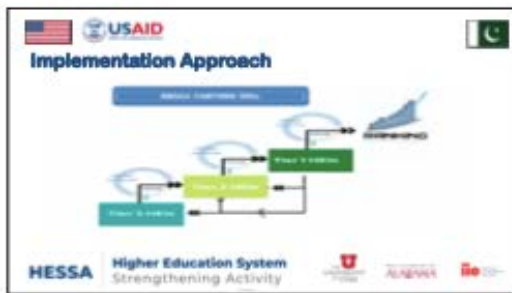
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-
- HESSA Scope of Work**
- Enhancing leadership, institutional and technical capacities of selected HEIs in delivering market-driven education and research
- A. Leadership and institutional governance
 - B. Faculty development, education and research
 - C. Students support structures and services
 - D. Project management and governance
- HESSA Higher Education System Strengthening Activity

9

-
- Component D: HESSA Governance**
- Two PMUs – ISB and UU
 - National Steering Committee
 - Project Implementation Committee
 - Senior Advisory Board
 - Component implementation teams
 - Monitoring, evaluation and learning system
- HESSA Higher Education System Strengthening Activity

10



11

-
- HEIs Selection Criteria**
- General Considerations**
- Thematic and/or discipline
 - Provincial/Regional
 - Gender
 - Cluster/system-wide
 - Issue-based
- Technical Considerations**
- Institutional ranking
 - Size of institution (#of students)
 - Research quality
 - Number of programs
 - Total faculty
 - % age of PhD faculty
 - Partnerships etc.
- HESSA Higher Education System Strengthening Activity

12



Implementation Instruments/Processes

- Stakeholders' engagement
- Formation of working/task groups
- Baseline assessment of HEIs
- Benchmarking and target setting of HEIs and clusters
- Training approaches
- Intl' exchanges and study tours



13




Projected Impacts

- Improved organizational performance of HEIs
- Increased and effective private sector engagement
- Strengthened curriculum, research and market linkages
- Expanded career pathways programs
- Enhanced access for underserved populations




14




Concluding Remarks

What makes this project different than others?

1. Ecosystem approach
2. System-wide coverage
3. Emphasis on after-graduation or career success
4. Sustainability—Resource Center




15



HESSA Component A: Advancing Leadership, Governance, and Management at HEIs

Frankie Sander Lanan, Ph.D.
Professor, Education, Culture & Society and Educational Leadership & Policy
Associate Dean for Faculty and Student Affairs

HESSA Higher Education System
Strengthening Activity



1




Role of Higher Education in Society

- HEIs **under pressure** to demonstrate their societal relevance
- **Rise** of the knowledge-based economy to a globalized knowledge economy
- **External pressures**
 - ✓ shifts in the economy, nature of labor market
 - ✓ demographic trends, demands and expectations of interest groups

Role of HE as an instrument for reaching certain societal agendas like **democratization, social mobility, economic development and innovation**

2



Role of Higher Education in Society

- **Result of external pressures:**
 - ✓ Governments across the world enacted bold reforms aimed at modernizing HE with the aim of responding better to such pressures and to increase **efficiency, quality, and accountability.**
 - ✓ Efforts have generated series of **strategic responses** by HEIs and their primary actors, academics and professional administrators.
 - ✓ Changes have led to a shift in the nature of traditional relationship or **"social pact"** between HE and society.

3



HESSA Component A: 3 Focal Areas

*Focus on strengthening HEI
leaders' capacities*

Strategic Planning Capacities

Leadership and Governance

Resource Mobilization through Private Sector Partnerships

4



The Capacity Building Program

Audience: Vice-Chancellors/Rectors, Pro-Vice-Chancellors, Deans, Department Heads, Registrars, and Directors/Heads



FOCUS:

- Capacity development **interventions** will focus on soft skills and their application.
- Strengthening capacity to lead their institutions to **improved organizational performance**, becoming models of excellence in Pakistan.

5



Grand Challenge: Strengthen Strategic Planning

- The pace of change is rapid and constant
- World that HE serves is vastly different than 10 or 20 years ago
- "Business as usual" is a luxury few can afford
- HEIs are asked to prove their worth, **redefine their purpose, and respond more quickly** to society's needs
- Lack of ownership, poor communication, lack of alignment, slow adaptation



6

USAID

Component A: Strengthening Strategic Planning Capacities of HEI Leaders

- Improving HEI strategic plan
- Conducting needs assessment and baseline situational analysis.
- Creating community of practice and peer groups.

Facilitating workshops:

- Strategic planning
- Organizational development
- Institutional governance
- Conflict resolution
- Stakeholder engagement
- Fundraising
- Preparing future leadership
- Managing internal/external pressures

7

USAID

Grand Challenge: Changing Higher Ed Context

- Affordability, access, student indebtedness, and career preparation
- Lack of innovation
- Breaking free from the 20th century "one size fits all" industrial model of education
- Rising operating costs and shrinking federal and state budgets
- Growing expectations



8

USAID

Grand Challenge: Executive Leadership

- Exodus of current leaders due to retirements, job dissatisfaction, termination
- Lack of diversity among leaders
- Limited expertise in areas including fundraising, academic leadership, strategic planning, stakeholder engagement, and managing internal/external pressures.



9

Skills needed most when presidents assume office



Source: *Pathways to the University Presidency: The State of Higher Education Leadership*. A report by Deloitte's Center for Higher Education Excellence.

Deloitte University Group | [deloitte.com](https://www.deloitte.com)

10

USAID

Grand Challenge: State of Women's Leadership in Higher Ed

- Women's representation in leadership in the academy is a crucial problem for global higher education.
- Gender parity in leadership is not only a matter of fairness, but also a crucial requirement in the context of the changing higher education landscape.



11

USAID

The Current "State of Play"

- Representation of women within senior leadership of higher education is **seriously lagging everywhere** in the world.
- It is encouraging that **39 out of the top 200 institutions in the world (59.5 percent)** are currently led by women.
- The statistics for institutions in the top 200 in some individual countries are much **more promising** (e.g., U.S., Sweden, the Netherlands, and UK) (Bothwell, 2020).
- Women leaders in higher education are **disproportionately more likely to lead smaller colleges or women's universities**, particularly in South Asian countries, such as India, Pakistan, Bangladesh, and Sri Lanka.
- Lack of data on gender** prevents our ability to truly understand the various dimensions of the issue.
- Systemic barriers** prevent women from achieving leadership positions (e.g., individual, institutional, and societal levels).

12

USAID

Component A: Strengthening Capacities of HEC and HEI Leadership and Governance

- HEI leaders participate in reviews of existing policies to **identify gaps** and possible solutions
- HEI leaders participate in annual **knowledge-sharing sessions**
- VCs complete two-week **Study Tour** in Leadership in the U.S. each summer
- HEI leaders complete **New Leadership Academy (NLA)** (in-person, online modules)
- **Women's Leadership Institute** (in-person, online modules)
- **Summer Leadership Immersion** for women at The University of Alabama.

13

USAID

Grand Challenge: Resource Mobilization and Private Sector Partnership

- HEIs faced with **competition** and **challenges** of securing new and additional resources
- Demonstrate **use of, and maximizing**, existing resources
- Mobilization is related to **sustainability**: institutional, financial, and programmatic
- Lack of **synergy** and **weak partnerships** with private sectors



14

USAID

HESMA Will Help Improve HEI Resource Mobilization through Private Sector Engagement

- **Strengthen capacities** of HEI leadership in designing and implementing resource mobilization strategies
- **Examples:**
 - ✓ Component B (OAC, directors increase faculty research and consultancy)
 - ✓ Component C (strengthen alumni, build capacity)
 - ✓ Introduce HEIs to endowment funds, their value, and how to establish them
 - ✓ Build partnerships and linkages with business and industry (e.g., create Professors of Practice) – connect "real world" experience with academics



15

USAID

Component A: Improving HEI Resource Mobilization through Private Sector Engagement

- Strengthen capacities of HEI leadership in **designing and implementing resource mobilization strategies**.
- HEIs **adopt new or revised policies and practices** enabling private sector partnerships.
- HEIs establish revised **national-level academia-industry research collaboration framework** (e.g., intellectual property, nondisclosure agreements, etc.).
- HEIs **increase funding from private sources** over and above the baseline level.

16

USAID

Concluding Thoughts

- Focus on strengthening HEI leaders' capacities
- Efficacy and effectiveness of interventions will lead to organizational and transformational change
- Unique opportunity to partner with HEIs
- Build on HEI strengths
- Cultivate a culture of leadership investment

17

**HESSA Component B:
Strengthening Systems Supporting Faculty in
Education, Research, and Entrepreneurship**

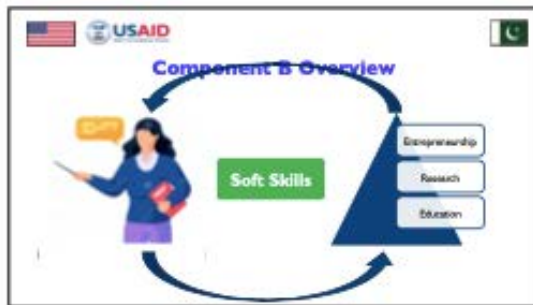
Steve Burian
Professor, Department of Civil, Construction and Environmental Engineering
Director of Science, Alabama Water Institute

HESSA Higher Education System
Strengthening Activity

1



2



3

Component B Objectives

- Establish an entrepreneurial mindset and connect faculty with the innovation ecosystem to drive discovery, strengthen partnerships, and mobilize resources
- Co-produce interdisciplinary research solutions to address local to global problems and opportunities
- Engage all learners in high quality, relevant higher education programs

4

**HESSA Addresses the
Grand Challenges of Higher Education**

Pakistan United States Global

HESSA Vision: A community resource for all HEIs

5

Grand Challenge: Providing engaging and inclusive education supporting learning of **relevant, technical and soft skills** (e.g., problem solving, critical thinking, communication...)

- 19% of graduates from 2-year/4-year colleges in the past 5 years reported their education did not provide them with the skills needed to perform their post-degree job (**how curriculum can be more relevant to market needs**)
- Since the beginning of the pandemic, job postings for entry-level positions that require a bachelor's degree fell 45% (**employers value real world skills over degrees**)*
- Students requesting accommodations for testing at U.S. HEIs increased by 71% (**how courses/teachers can be more inclusive**)
- Before COVID, more than 80% of students enrolled at U.S. HEIs took at least one online course (**how to reach more students**)
- 80% of fresh Ph.D.s entering the HEC RFP were not trained to teach (**how teachers can be more engaging**)

6

USAID

HESSA will advance curricula and co-curricular experiences to help students meet employer needs

AACTC
Association of American Colleges and Universities

- Work with HEIs to connect curricula to the **market**
- Incorporate **experiential learning** into curricula and co-curricular programs
- Develop and implement a strategy for **online education** using sustainable models (e.g., public-private partnership)
- Support conversion of courses into **distance learning programs** to reach more and needier/differing students and promote independent learning

7

USAID

HESSA will strengthen teaching communities of practice and introduce an experiential learning toolkit for faculty to develop technical and soft skills of students

Think UDL

- **Equip faculty with pedagogy** that supports all students (e.g., **active learning**)
- Enable faculty to reach all learners using **universal design for learning**
- Empower faculty with **interactive digital technologies** to improve learning in classrooms and online
- Co-design **UDL Toolkit** and collaborate with faculty to implement at HEIs and scale throughout Pakistan
- Co-creating **model programs** to address rigorous content and work skills at HEIs and throughout Pakistan
- Focus training on a cadre of faculty to strengthen existing and design new **models of a Center for Teaching Excellence**

8

USAID

Grand Challenge: Discovering and producing impactful research

Impact

- Less than 1% of fresh PhDs entering the HEC IPPF have training on generating impactful research ideas
- Few faculty are trained to co-produce research leading to impact
- Frameworks needed to align research at HEIs to address prioritized agendas
- HESSA HEIs can strengthen the research communities

9

USAID

HESSA will partner with ORICs to build a faculty culture and tools that foster research delivering impact

- Work with ORICs to develop strategic plans that articulate a research impact agenda using UN SDGs or other relevant constructs
- Co-deliver training with ORICs to advance ORIC staff and faculty to do the "business" of research (e.g., customer discovery, translate research to impact)
- **Design research consortiums to provide R2O systems and develop global linkages**
- Provide ORICs a "Research to Operations" (R2O) Toolkit for faculty

10

USAID

Grand Challenge: Advancing an entrepreneurial mindset and increasing entrepreneurial productivity among faculty

Entrepreneurial Mindset

- Faculty will benefit from a clear HEI entrepreneurial strategy that focuses activity and fosters partnerships
- HEIs and faculty are limited by communication and information tracking breakdowns
- Faculty view entrepreneurship narrowly - technology and venture development
- Faculty lack templates and clear pathways to support delivery of entrepreneurial outputs (licensing, patents, etc.)

11

USAID

HESSA will help ORICs strengthen the HEI's entrepreneurial mindset.

An entrepreneurial mindset can empower ordinary people to accomplish extraordinary things

- **Establish an entrepreneurial mindset of all faculty**
- Support ORIC office and faculty to develop strategic plan to drive entrepreneurial activity
- Build with HEIs the strategies, incentives, and support networks to stimulate entrepreneurial activity and provide regular coaching to realize potential

12

USAID

HESSA will help ORICs catalyze and amplify faculty entrepreneurial activity



- Co-create policy and practices for ORIC staff and faculty to accelerate, formalize, and evolve partnership agreements
- Establish operational innovation information management systems
- Help faculty connect research to entrepreneurial ideas using the *Lean Canvas for Innovation*
- Coach HEIs to connect with each other, international partners, and professional organizations to accelerate policy and practice transformation

13

USAID

HESSA Component B presents many opportunities to support HEI faculty to advance the quality, relevancy, and impact of education, research, and entrepreneurship



14

USAID

Tentative Component B Activities in 2022



Assess (May): Online Training, Faculty Exchange, ORICs

Build (Aug): HEI-ORIC Partnership, Entrepreneurial Studies, Skills & Research Centers, Start-Ups

Do (Oct): Spin-Offs, Online Entrepreneurship, Lead Centers for Innovation

Coach (Ongoing): HEI-ORIC Partnership, Advanced Training & ETL, Educational Technologies, Commercialization for Learning, Exchange, Faculty Exchange Initiatives of HEI, Institutional Development, Innovation Information Management System, Business Model Canvas Workshop

15

USAID

Anticipated Engagement and Outcomes of the Education Focal Area of HESSA's Component B Activities

- 260 professors completing online teaching bootcamp
- 285 professors completing hybrid learning workshops on advanced topics
- 68 professors completing exchange to Alabama to complete the Course Design Institute program
- Interactive online Teaching and Learning Workbook (self-learning) with more than 500 Pakistani professors accessing material
- 38 online courses
- Blueprint for Career for Teaching Excellence with 2 pilots at HEIs
- Culture and capability at HEIs to deliver content, courses and learning experiences for all learners
- Strategic and implemented models at HEIs for online education programs
- Enhanced capabilities of professors for delivering online education
- Active communities of practice advancing faculty development at HEIs
- Strengthened interaction with other HEIs, international partners and NMEC for faculty development

16

USAID

Anticipated Results and Outcomes of the Research Focal Area of HESSA's Component B

- Strategic plans for ORICs/HEIs to increase research impact
- 260 professors completing online training programs in sustainable development goals and broader impacts
- 180 professors completing workshops on team science, science communication, and research impact
- 30 research partnerships with stakeholders co-producing impactful results
- 38 international research collaborations
- Model training programs for research career directors and 820 faculty
- ORIC staff and faculty capable to identify stakeholders and co-create research projects
- Faculty aware of sustainable development goals and pathways to broader research impacts
- Faculty with collaborative spirit and team science capabilities
- Strengthened ORICs to support establishment and effectiveness of research centers
- International research collaborations and partnerships

17

USAID

Anticipated Results and Outcomes of the Entrepreneurship Focal Area of HESSA's Component B


- Strategic plans at each HEI for advancing entrepreneurship
- 218 ORIC directors and staff and professors completing hybrid workshops on entrepreneurship and commercialization
- Two open entrepreneurship course models developed and being delivered at multiple HEIs
- Innovation Information Management System operationalized or enhanced at HEIs
- Culture and capability at HEIs to perform strategic planning to guide the research and entrepreneurship enterprise
- Enhanced entrepreneurial mindsets at HEIs
- Improved capabilities of professors for delivering entrepreneurial outputs and cultivating student entrepreneurial society
- Strengthened interaction with other HEIs, international partners, and professional organizations in entrepreneurship

18

USAID

HESSA Component C
Enhancing Student Support Services Across the Student Life Cycle

HESSA Higher Education System Strengthening Activity




1

USAID

Component Goals

- Focus on the activities and outputs that result in improved skills pathways to connect graduates to market-led, demand-driven employment.
- Development of programs to target the student life cycle: access, retention, student life, career placement, and alumni engagement.
- Support and expand the mandate of existing students affairs offices in HEIs rather than creating new ones.



2

USAID

Grand Challenge: Providing Equitable Access to Higher Education

- Significant investment has been made in financial aid supporting a gap remains between available funding and those that can access it.
- Students, particularly from marginalized backgrounds, are challenged in learning about and accessing quality financial aid.
- Existing financial aid mechanisms need to be integrated into existing student support centers at universities.



3

USAID

HESSA Will Work with HEIs to Improve Financial Aid Systems

- Understand existing financial aid systems, application processes, and awarding details of the participating HEIs to enable the development of clear and quantifiable criteria and systems.
- Strengthen the capacity of financial aid offices at partner HEIs to institutionalize equitable access and support services for students, particularly marginalized students.
- Support financial aid offices to create resources that assist students in better understanding and accessing existing financial support mechanisms.



4

USAID

Grand Challenge: Creating Employable & Skilled Young Leaders

- Strong cross-sectoral industry demand for graduates with relevant technical knowledge and professional skills; yet supply is limited.
- High demand among Pakistani organizations for employees with leadership skills and social influence.
- Need to develop students' workplace adaptability skills so they can excel in diverse working environments.




5

USAID

HESSA Will Support HEIs to Help Students Become More Engaged Leaders in an Inclusive Environment

- Develop student leadership training program with HEIs that is interactive, practical, and involves a service-learning component.
- Co-design programs and services that create an inclusive and engaged on-campus community.



6

USAID

Grand Challenge: Strengthen Culture of Student Entrepreneurship

45% of Pakistan's population is under the age of 18. Economic growth will be slowed and the formal economy risk to overcapacity and skills gaps in the job market.

Graduates and entrepreneurs most affected by COVID-19 are likely to be those who are already most disadvantaged, particularly those from areas with poor infrastructure and who have poor employment prospects.

New emerging economies require entrepreneurs that can adapt to the ever-changing landscape of a dynamic new arena of economic growth.



7

USAID

HESAA Will Advance Entrepreneurial Ecosystem Among HEIs

- Pilot a comprehensive entrepreneurship training, coaching, and mentorship program to support students in developing an entrepreneurial mindset and launching their own enterprises.
- Build linkages between HEIs' entrepreneurship programming and surrounding community stakeholders to improve economic outcomes.

8

USAID

Grand Challenge: Preparing Students for Job Readiness

Gaps between industry demands and market-relevant, technically skilled graduates.

High demand for graduates with skills in self-management, active learning, stress tolerance, and flexibility.

Students need institutional support for career readiness and skills development.



9

USAID

HESAA Will Assist HEIs in Developing Comprehensive Career Readiness Programs

- Enhance current career services at HEIs to provide high quality, comprehensive, readily useable, and accessible career information that is linked to industry.
- Strengthen and integrate existing student learning services that focus on developing market-led, demand driven soft skills.

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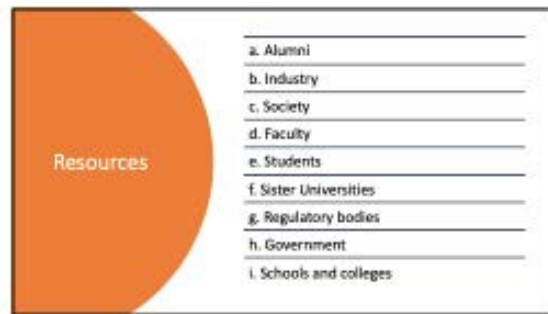
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6

Working with the team

Dr. Sarah Hashim Lodi
Vice-Chancellor

Prof. Dr. Noman Ahmad, F.I.
Dean Faculty of Management and Management Information Systems, King Fahd University of Petroleum & Minerals (KFUPM)

Prof. Dr. Ayad Ali Noman Niaz
Dean Faculty of Civil and Petroleum Engineering (CFPE)

Prof. Dr. Araf Ahmad Shabbir
Dean Faculty of Chemical and Process Engineering (CFPE)

Prof. Dr. Muhammad Taha
Pro-Vice-Chancellor

Prof. Dr. Saad Ahmad Gazi
Dean Faculty of Mechanical and Computer Engineering (MCE)

Prof. Dr. Syed Amir Iqbal
Dean Faculty of Mathematics and Statistics (FMS)

7

Quality Assurance

- ISO 9000 certified since 2002
- Successful transition to ISO 9001:2015
- QEC in "W" category of HEC in 2021
- QEC offices are established in all affiliated and constituent institutions

8

Statutory Functions

Name of Statutory Body	MEMBERSHIP per session	MEETINGS 2020-21
Senate	5	2
Synod/SHC	4	4/2*
Academic Council	5	4 + 1 (one AG)
Board of Studies (BOS)	4x per faculty/CFPE/CFMS	2
Board of Studies (BOS)	5	4*
Advanced Studies and Research Board (ASRB)	5	4
Finance Planning Committee (FPC)	4	4
GR/Student Committee	5	4
Community Development Working Party (CDWP)	4	4

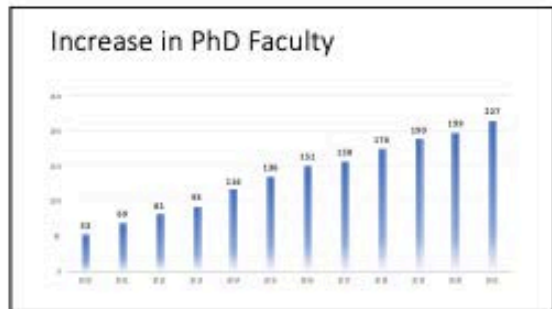
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Invest in Future

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Faculty Development Program

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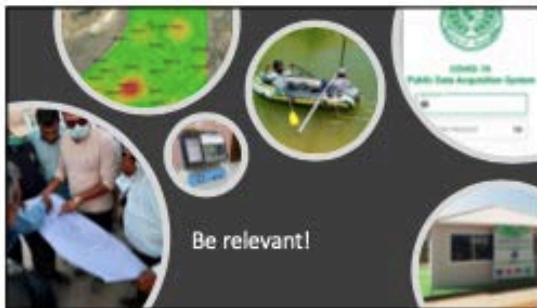
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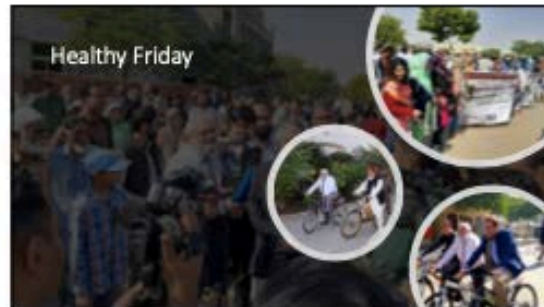
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23



24

Green Campus Initiative


- 100 KW Solarization of Library by Engro
- 100 KW by UKAA and Mr. Aahraf Habibullah
- Solarization of Department of Civil Engineering by NED Alumni
- Urban Forests by IEP, Col. Zafar, KMC, Banks and others



25

Support Systems

- Renovation of Girls Common Room by NED Alumni
- Student Scholarships by various Alumni associations
- Jersey Pre-Cast Professorial Chair
- Best Performance Awards for Faculty members by NEDAASC
- Baby Day Care Centre by Engro
- In-Campus Shuttles (3) by RP, Karachi Centre
- Computers/Laptops by Alumni during COVID-19



26



27

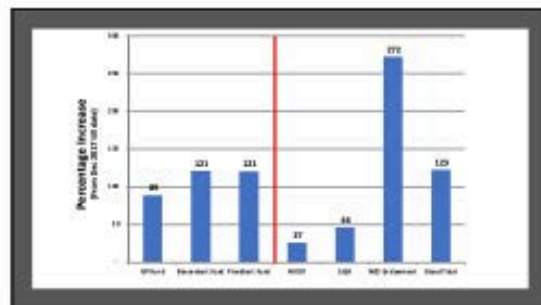


28

Revenue Contribution Plan for Next Five Years

Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
2019-20	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
2020-21	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
2021-22	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
2022-23	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
2023-24	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
2024-25	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
2025-26	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
2026-27	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
2027-28	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000

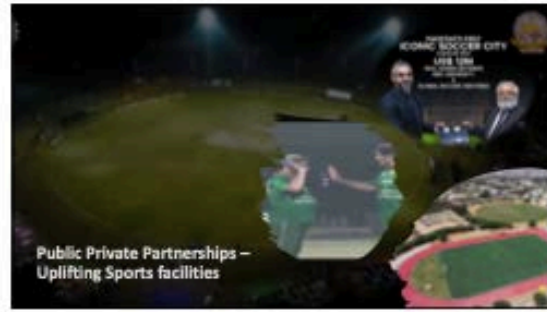
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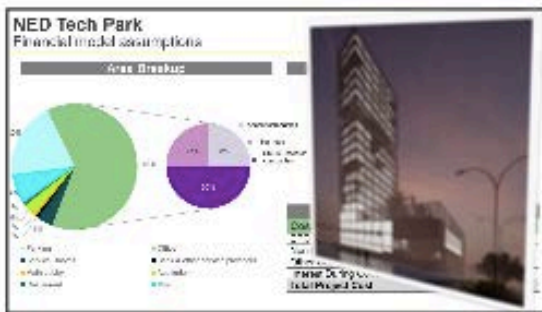
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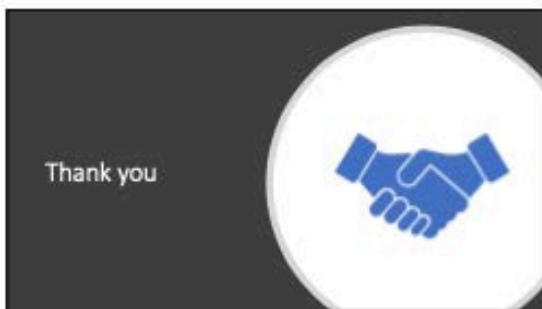


33

Focus on Academic Discipline

- Meeting academic calendar 8/9month
- Ensuring quality of admission, teaching and award/institution
- Being innovative in use of technology (for example shift to online classes, use of blockchain based degree verification system) etc.
- Being realistic and supportive to students and staff (for example organizing association on campus)

34



35