

White Paper on New Directions
Office of the Vice Chancellor, February 2019

Overview

This white paper highlights opportunities for future growth and new directions for LUMS. It focuses on the interaction of intellectual and financial capital to produce a culture of innovation through research intensity, cutting-edge curricula and high impact practices.

LUMS is a young university built on the values of integrity, high academic standards and hard work that have served our students so well since our founding. LUMS endeavors to be a progressive, world-class, 21st century university, proudly showcasing its South Asian heritage and dedicated to building a better world. LUMS offers a unique residential campus experience, where high admission and curricular standards have distinguished the University in Pakistan. Our achievements far exceed the size of our institution relative to the other 30 universities in the state of Punjab and 200 in Pakistan. The founding vision of LUMS – to build management capacity in Pakistan – was considered revolutionary 33 years ago. Today, LUMS has matured into a comprehensive university with the ability to build on and diversify our track record of success in the business sector. We can do this by creating knowledge and exercising leadership capacity across several key sectors in Pakistan and beyond. LUMS's intellectual capital is unmatched in Pakistan. Our competitive edge is the result of attracting qualified faculty and top students based on merit. LUMS has strengthened its brand by consistently focusing on high standards and a unique national outreach program. Now, we are poised to take the next step in our evolution as a University. To sustain our excellence and to build a program that supports our plan, LUMS must be prepared to use its intellectual capital to attract financial capital through the development of a compelling fundraising campaign buttressed by strategic partnerships with industry and alumni.

As proud as we should all be of our success at LUMS, our future will not be made simply by doing more of the same. More teaching and more research alone will not take us where we are going. With exploding populations in the east and the disruptive forces of the [4th industrial revolution](#) underway, only truly exceptional learning environments will make a measurable difference. What should this education look like at LUMS? What is its purpose? And why is it important? These questions take on special meaning in Pakistan because ours is the sixth most populous country in the world, with a demographic profile where 2 out of 3 people are in their 20s or younger. Young universities in developing countries are, quite literally, making our global future. Universities like LUMS are likely to have very different trajectories of growth than those in the west and we must embrace effective educational interventions if we are to capitalize on our unique opportunity, serve the needs of students who deserve the best and, ultimately, power a transformational impact at home in Pakistan and, indeed, beyond.

The LUMS senior management team is relatively new but it is clear to the team that LUMS is a place where talented faculty and students develop, where individuals work in partnership to become leaders; members of the LUMS family rise to become leaders in scholarship, in social responsibility, in research innovation, and in business, to advocate for solutions that improve the human condition. Here at LUMS, we must avoid the pitfalls of siloed thinking and isolation in our academic disciplines. Instead, we must reinforce our connected scholarly ecosystem and promote our institutional culture of collaborative discovery and learning. Our success will be built on reciprocal responsibilities and effective partnerships.

In this spirit, the new directions outlined in this white paper mark a turning point for a renewed vision for LUMS rooted in its cherished values. Our direction will unite our schools to serve the greater good through innovation, integrated curricula and a unique set of partnerships, all supported by an advancement campaign that fuels growth. In summary, new directions for LUMS focus on the interaction between our intellectual capital and financial capital to produce sustained innovation. LUMS has done well to build intellectual capital that has changed management practice and established the importance of knowledge creation and dissemination. This white paper develops a strategic framework that will help us unleash our potential and achieve a new level of excellence for the coming decades.

Innovation

At LUMS, we will pursue our innovation mandate along two connected pathways: research intensity and cutting edge curricular programming. In these two missions, we need to do more than simply emulate western universities. Instead, LUMS will calibrate its goals so that our research and curricula are relevant, attainable and of high impact. The United Nations [Sustainable Development Goals](#) (SDG)¹ and the World Bank's [Human Capital Index](#) (HCI) will guide our aspirations for impact. These global standards of progress provide measurable benchmarks now being used to accelerate investments in people, to promote economic growth and to achieve greater equity. As global capital and philanthropy realign according to these benchmarks, Pakistan's context and the current climate of global industrial disruption will position LUMS optimally to embrace these major shifts and distinguished itself nationally and even globally. We must therefore embark on processes that identify, select and build research areas and new programming that leverage our institutional strengths, celebrate Pakistan's heritage and unlock its potential. To reach a new level of responsive innovation, LUMS's leadership must commit to creating winning conditions for the new generation of innovators. For faculty, these conditions need to include a mix of tangible and intangible incentives that provide clear career pathways to tenure, promotion and recognition. While institutional policies are usually tied to individual career gains, LUMS must also provide clear signals through its governance that we value shared responsibility, trust, respect and collaboration across all five schools. Innovation can and will thrive under these conditions as LUMS aligns individual, school and institutional priorities and expertise.

Grand Challenges e³ The 4th Industrial Revolution

Higher education (HE) plays a critical role in advancing human understanding and transforming society. One reason is because HE can re-conceptualize grand challenges as opportunities. The grand challenges of our time are interconnected, universal and highly complex. They include climate change, technological disruption, demographic shifts, human migration, sustainability and humanitarian issues – the same issues addressed by the SDG and HCI frameworks. For educators, embracing these challenges is a moral imperative that lies at the very heart of the academic enterprise. Preparing students to confront grand challenges is complicated by the 4th industrial revolution which is transforming the nature and future of work. According to the World Economic Forum,² by the time today's new university student graduates, machines will perform more tasks than humans. Universities that develop, activate and operationalize new models and different conceptions of knowledge to address grand challenges and prepare students for new workforce skills are more likely to differentiate themselves as leading 21st century organizations. Higher education in general and LUMS in particular are positioned to become more relevant and contribute more meaningfully to improve the human condition.

Rethinking Discipline-focused Work

While grand challenges have persisted over time, in a globalized, interconnected world, complex problems are being solved in HE by using non-traditional approaches. The best of these integrate independent, fragmented, discipline-focused knowledge through new structures and programming. Integration occurs at every level through disciplines working together to generate use-inspired research that bridges gaps between theory and applied practice and through curricula that connect to communities³. Progressive universities have established centers of research where faculty interface across disciplines to blur internal boundaries. Faculty typically work through cross appointments with clear indicators of productivity to secure promotion and tenure. Centers simultaneously engage with industry and civil society. Centers based around issues like energy, water, agriculture, urban planning, social justice and entrepreneurship offer examples where multiple research paradigms, disciplines and approaches can make a difference.

Progressive universities are also using design thinking to reimagine curricula through faculty teams representing several disciplines. Undergraduate and graduate students engage with these teams as true partners in a variety of roles including co-researchers, co-authors, co-presenters and co-designers. These partnerships are, by themselves, radical as they are designed to reduce the power distance between the expert and novice while also instilling confidence in young adults whose abilities should never be underestimated. The results of these student partnerships are rich, integrative and holistic research collaborations and programs that provide opportunities for a new generation

¹ Also see the article by [David Griggs](#)

² *The Changing Nature of Work* (doi: 10.1596/978-1-4648-1328-3). <http://documents.worldbank.org> and <https://openknowledge.worldbank.org/>

³ See for example, the REACH program at the University of Toronto's [Monk School of Global Affairs](#)

of learners to discover avenues for applying their talents⁴. Progressive universities are evolving from a disciplinary focus towards multidisciplinary, interdisciplinary and transdisciplinary education. Integrating disciplines to incorporate divergent views from multiple stakeholders is the path of greatest potential.

Defining Transdisciplinary Education

Transdisciplinary education is the highest level of disciplinary interaction. It goes beyond *multidisciplinary* education in which disciplines provide several perspectives on a particular issue or problem. Transdisciplinary education goes further than even *interdisciplinary* education, which attempts interactions that integrate concepts, methods and data from numerous disciplines around a specific question or idea. According to Klein⁵, *transdisciplinary* education not only fuses disciplines in a comprehensive framework but also engages in cooperation between different sectors of society and multiple stakeholders to address complex issues. Transdisciplinary education is a process, a means and not an end.

Developing LUMS into an institution that fosters and supports deep learning and self-actualization in order to address the grand challenges pertaining to our collective health and the eradication of disease, or social prosperity and equality, or resolution of political conflicts should be our ultimate goal. For our University to evolve as an integrated unified whole, we must encourage vigorous dialogue amongst disciplines, incentivize and celebrate both knowledge production and the production of social capital. At the same time, we need to rebalance research and teaching as equally important scholarly pursuits. This requires leadership at all levels of the University because that balance is a critical element of true transdisciplinarity, as is a fully shared mission of ensuring that our work serves society at large and those less fortunate than us. Our purpose lives on through the communities we serve.

Moving the Innovation Agenda Forward

During the past several years, there has been a clear shift for LUMS from a teaching institution to one that aspires to be a research-intensive entity modeled on the best universities in the west. This transition has been reflected in the development of several new policies and procedures for career pathways that have been more readily embraced in the relatively new School of Science and Engineering than in the other schools. Not surprisingly, growing pains have created a distance between faculty and administration as well as some confusion about how LUMS's biggest asset, its faculty, can best move forward. Research-intensive activity should continue at LUMS and be championed vigorously. However, we must also explore how faculty can contribute productively within an innovation agenda that embraces the dual role of researcher and teacher. That integration opens doors to the integration of research with curricular and pedagogical innovation. This is why these innovations in our career pathways are so critical to our future.

This paper advocates for disciplinary unity. It also argues with equal emphasis for the need for the elevation of curricular and pedagogical innovation so that research and teaching can become inextricably intertwined and fueled by the same spirit and practice of innovation. In defining success, faculty productivity must mean the achievement of world-class standards of excellence in any one of the three key domains (research, curricular development or pedagogical achievement) with satisfactory performance in the remaining domains. The true test of recalibrating this balance is reflected in how performance will be assessed from the department through the program, to the school and the institution. The senior leaders at LUMS are convinced this is already happening, as are faculty who are eager to assume additional responsibilities. Known for producing leaders who excel as both students and alumni, LUMS can become the model for how a small, young university can make a continental and a global impact by confronting complex, inter-connected, universal grand challenges situated in the 4th Industrial revolution. We can move to the next level of excellence by integrating non-academic sectors – civil and corporate – into the university system and by proving our relevance by creating solutions that change lives. In this regard, program offerings engaging all schools are identified in the next section.

Programming

Our opportunity as an institution is to address a series of overlapping, interconnected, complex problems by developing the transdisciplinary expertise that helps students understand how scientists think side by side with

⁴ [Cook-Sather](#) and [Felten](#) from the US and [Healey](#) from the UK have published extensively about the growing global interest in student partnerships and have documented approaches, programs, leading journals, institutes and international educational conferences in this area.

⁵ Klein, J.T. (1996). Unity of knowledge and transdisciplinarity: Contexts of definition, theory and the new discourse of problem solving. In International Encyclopedia of Life Support Systems (EOLSS, UK). See: <http://www.eolss.net/sample-chapters/c04/e6-49-01.pdf>

humanists, or how the lens of business fuses with the world engineering, or how a legal framework guides solutions formulated by our social scientists. To achieve these kinds of results, LUMS must increase its graduate program offerings. One way forward is to make choices that focus on the programs that will not only have the most impact on growth industries but also in sectors like public policy, governance and education,⁶ and to find pathways for partnering with our geographic neighbors which happen to be amongst the largest and fastest growing countries and economies in the world. LUMS can embark on partnerships by aligning its programs with employer needs across a number of industries including agriculture, steel, food, beverages, pharmaceuticals and others that have neglected critical investment in research and development. We can also develop a program of Research Chairs by building relationships with organizations within these domains. Appendix A highlights examples of what each of our schools can offer and a lens through which LUMS will grow through new, cutting-edge programming that offers opportunities for faculty to conduct use-inspired research and quality teaching and opportunities with the cooperation and support of industry partners.

Resources, Roles and Rewards

The new strategy and direction of LUMS will be reinforced by resources allocation, most visibly in the allocation of faculty hiring and cross appointments. We envision inviting proposals from all five schools for hiring clusters of new faculty whose transdisciplinary collaboration crosses the boundaries of existing academic departments, programs and schools. This initiative intends to supplement departmentally based hiring practices and norms. In essence, we intend to embark on a unique transdisciplinary strategic hiring process by not only providing full salary support to new faculty positions, but also making this process more competitive. The underlying goal is to enable LUMS to develop a critical mass of faculty in areas of knowledge that can only be addressed effectively by crossing traditional departmental structures and by providing for new research, scholarship tracks and collaborative opportunities that address contemporary challenges. To encourage and foster collaboration among existing areas of expertise and bridge gaps with new hires, a call for proposals will encourage faculty members, departments and/or schools to apply. To raise awareness and promote transparency, once the projects are submitted, the list of submissions will be published and the assessment will be completed by a committee consisting of senior faculty from all schools along with an independent external transdisciplinary advisory board. Independent recommendations will be based on the individual merits of program proposals and their alignment with institutional priorities including emphasis on innovation and sustainability. After pilot testing a few courses and programs in 2019, a specified number of new hires will be phased in over the coming years to gradually build on their success. Allocating resources competitively and transparently will also increase faculty awareness of school priorities and promote unity, decreasing the distance between faculty and administration. Finally, new funding can be tied to innovative and exciting proposals that target and appeal to industry leaders, alumni and philanthropists with Advancement ensuring that this process serves as a platform for expanding external financial support for LUMS.

As we embark on this exciting process, the LUMS community must recognize that roles and rewards that encourage transdisciplinary research, curricular and teaching efforts require risk-taking and appropriate timeframes to implement thoughtfully. Existing policies will need to be recalibrated. For example, the assessment of teaching and curricular excellence must go beyond course evaluations and indicators of student satisfaction towards evidence-based teaching portfolio's that track educational interventions and their impact. Furthermore, course releases dedicated to producing deliverables, co-teaching arrangements and seed grants to support research must be clearly defined to encourage these new directions. The policies must make room for the gestation period that experimentation demands. Students often react unfavorably to more demanding and interactive methods of teaching that discourage passive roles. This is especially true when courses are co-taught as students take on new roles and responsibility as self-directed learners. Consequently, initial course evaluations can be unfavorable, signaling risk and loss aversion from both parties. Promotion and tenure policies will require additional checks and balances in the process of innovation to ensure that excellent standards are being used throughout the teaching and learning enterprise. This requires LUMS to consider implementing a radical model of central support outlined in the final section below.

Support Structures

Despite a stellar reputation for quality and a strong LUMS brand, all of our schools have a critical need for professional and educational development as we experience dramatic growth in our cohorts of students and faculty. In establishing these kinds of development programs, we can refer to the examples of several international universities

⁶ See for example [Benazir Income Support Program \(BISP\)](#), a flagship national safety net system supported by the world bank which is one of the largest in South Asia.

which have employed use-inspired, evidence-based, high impact approaches and practices to significantly enhance the student experience. Typically, a Learning and Teaching Center supports mentorship programs and conducts workshops that encourage conversations about issues the faculty encounter. These centers are also known for research and pedagogical skill development, technology integration and efficiencies in classroom management practices. We propose a multipronged strategy that will leverage student partnerships through a central institute that provides support to all schools continuously. The *Center of Leadership and Learning* (CLL) will foster a range of activities differentiated by a world-class student partners program that will be Pakistan's first. If scaled institutionally, this program promises to attract global attention. As mentioned on page 3, student partnerships are fast becoming a promising high-impact practice that differentiates institutions at the global level⁷. The logistics of a students-as-partners program are simple: faculty establish research, curricular and functional projects which students apply to based on their interests. Student applications are screened and small groups consisting of faculty, students and an educational developer partner engage in the design, development, production, delivery and dissemination of the work. The critical role of the educational developer⁸ is to communicate the rules of engagement that promote mutual respect, reduce power distances and ensure work gets done on a timely basis.

In addition, CLL's mandate will encourage, support and collaborate with the teaching community in the scholarly exploration, innovation, implementation, evaluation and dissemination of teaching and learning practices. The center will focus on four key areas including (1) purposeful collaboration with students; (2) innovative research that enhances and responds to teaching and learning practices; (3) strategic growth and enrichment in both the human and technological resources supporting excellence in teaching and learning, and (4) deliberate enhancement of the LUMS reputation as a national and continental leader in integrating research with teaching and learning. By connecting students, staff, faculty and community in supporting, encouraging and honoring teaching and learning achievement as well as developing mutually responsive research and practice, CLL will aim to enhance LUMS's ability to lead in research-based teaching and learning and to foster a community supported by exceptional design of courses and curricula.

Next Steps

Building intellectual capital and innovation cannot by itself sustain excellence nor enhance the reputation of LUMS. To achieve our goals, LUMS must also concurrently develop an exceptionally productive Advancement operation. The first strategic step physically and structurally united Marketing, Communication, Alumni Affairs and Development under the banner of Advancement. This amalgamation is already improving efficiencies and coordinating messaging with alumni relations and philanthropic stewardship. Marketing operations are being tightly aligned with current programs and creative social media approaches are underway to target larger audiences. In the coming months, Advancement will pilot these approaches to new graduate students as we develop transdisciplinary academic/executive courses and programs. See Appendix B for more highlights.

While this white paper has focused broadly on new directions, there are several organizational changes that are also underway. For example, there is a plan to change some of the reporting lines and to engage faculty in both the leadership and operation of the nascent *National Incubator Program* as well as the *Life-Long Learning Program* and *Summer School Program* as parts of Entrepreneurship and Continuing Education respectively. These programs, along with LUMS *Rawing Executive Development Center* are sources of additional revenue that also allow us to better utilize our capacity and diversify our revenue model to mitigate our traditional overreliance on tuition.

This white paper has focused on elements of a comprehensive innovation strategy that will require several iterations. One of these critical iterations must include the input of all five schools. This is a living document that must also resonate with the aspirations of LUMS's most valuable asset – its faculty. Accordingly, we hope that both internal and external feedback will help LUMS fine tune the framework outlined in this white paper. We intend to use this document as the foundation for a more extensive institutional strategic document that will align with and connect the strategy documents of each of our schools.

⁷ For example, in a relatively short period of time the most research intensive Canadian university was recognized by Times Higher Education and Advance HE in 2018 as the winner of the [Global Teaching Excellence Award](#) (see [McMaster University](#) and its [Student Partner's Program](#) that made the difference)

⁸ Educational (or Academic) development and the scholarship of teaching and learning have seen universal growth embodied in two prestigious global organizations – [The International Consortium of Educational Developers](#) and [The International Society for the Scholarship of Teaching and Learning](#). Each has a signature journal that is highly regarded.

Appendix A: 5 Schools

The Lahore University of Management Science reveals its original discipline in its name and our achievement in management science education and research is at the heart of the traditional LUMS brand. Of course, LUMS is now a comprehensive university with five schools. Accordingly, we should use LUMS exclusively in all of our branding and documentation.

The Suleman Dawood School of Business (SDSB)

The School of Business earned LUMS a national reputation for its flagship MBA and executive development programs, as well as a unique case-based pedagogy that has produced alumni in prominent leadership positions locally and around the world. The MBA program is now launching a series of joint offerings with other LUMS schools. One such offering is for the civil service and the Armed Forces. The Armed Forces is the largest employer in Pakistan, where the majority of officers tend to retire in their 30s to seek work in other professions. Providing skill sets in management, diplomacy, ethics and other relevant areas presents opportunities for programs that would infuse democratic thinking in leadership and create efficiencies in governance to serve the larger society. This curricular innovation on its own has the potential to attract global attention and serve as a model for other young universities in autocratic countries around the world. Similarly, an educational leadership and academic management program for administrators from over 190 existing universities in Pakistan and many more in our regional market can have a major impact on continental higher education. A similar case is being made in the areas of Business and Technology, Healthcare Management, Academic and University Management, among others.

The Mushtaq Gurmani School of Humanities and Social Science (MGSHSS) The largest school at LUMS, MGSHSS offers a vibrant and broad liberal arts program championing diversity, equity and social justice intended to encourage social capital within and outside of the LUMS environment. One crucial issue of our century and to the school is climate change. Global warming is partly linked to our own history of modernity, industrialization and the expansion of capital. Thinking of these issues in terms of our survival as a species, by studying geology, oceanic studies, environmental studies, computer simulations and much more offers a way forward. Similarly, using a transdisciplinary perspective, a program in urban studies would encourage scholarship on questions as they pertain to South Asia, the Middle East and Africa. We already have excellent scholars in economics, anthropology, sociology, history, film studies and literary studies who are engaged in teaching and research. New programming will build on this available expertise to attract scholars in fields such as architectural history, urban planning, environmental studies, cultural geography and from the humanities, music, literature and cinema to establish a world class program at LUMS.

Syed Babar Ali School of Science & Engineering (SBSSE)

SBSSE proposes programs in climate change and data analytics, including courses in sustainability, ethics, math, computer science, and others. In a recent week-long workshop led by facilitators from the US and Spain, the chairs of Computer Science and Physics formed small teams consisting of faculty from Business, Education and Law to conceptualize two world-class courses as prototypes that would feed into a transdisciplinary program. One called “*Privacy in the Digital Age*” would use local companies as case studies involving issues faced by platform companies like Facebook to better understand the ethical dilemmas resulting from digital advertising, online tracking, data regulations and PR campaigns while also exploring the agency implicated in privacy issues. Another program called the “*Science and Management of Solar Energy*” proposes exploring issues of the predominant green fuel in Pakistan (solar) and how energy, economics and change management intersect in developing low-cost solutions. With the SBSSE’s nascent centers of research in Water and Energy, a number of related proposals are in development.

Shaikh Ahmad Hassan School of Law (SAHSOL)

SAHSOL is a young school that has already established a degree of curricular integration with Humanities and Social Science and has the potential to intersect with several other programs given the multiple needs for contractual relationships in any partnership model. For example, the areas of intellectual property, commercial law, property law and environmental law link to research and teaching in SDSB and SBSSE. Further, the Law School’s faculty aspires to create a Centre for Chinese Studies which would promote the exchange of legal scholars and provide expertise as CPEC takes root in Pakistan. The School has recently created the first Chair of Banking Law and is already involved in issues related to human rights, gender equity and social justice. Building on these interests, the Law School aspires

to host the first-of-its-kind Human Rights and Justice Center in Pakistan. These transdisciplinary Centers will allow Law faculty and students to work with scholars and practitioners across disciplines. The centers will create a unique space to work on legal, social and economic marginalization, as well as human rights at the University.

Syed Absan Ali e³ Syed Maratib Ali School of Education (SOE)

SOE positions education as a field and not a discipline. Its intellectual underpinnings can be derived from the social sciences, management, science and psychology. With recent advancements in the fields of computer and cognitive sciences, educational innovation is at the frontier of transdisciplinary collaboration and cross fertilization. As an example, within the MPhil in Education Leadership and Management, the experiential leadership course *EDU 540 Leadership: The Politics of Change* uses an innovative pedagogy to enable students to develop skills imperative for leadership success across the education sector. The research methods stream builds on quantitative, qualitative and mixed-method approaches which are grounded in analytical tools for empirical analysis. The MPhil students also have the opportunity to pursue their specific interests through electives which discuss the intersection of education with technology, computation, economics, philosophy and psychology. The undergraduate coursework (leading to a minor) offers multiple courses cross-listed with other schools. Faculty research collaborations exist between SOE faculty and those from MGHSS and SBASSE. In the coming decade, SOE aims to develop interdisciplinary academic programs at the graduate level in Education and Entrepreneurship, Higher Education Management, Early Childhood Development and Education and Technology. SOE also sees itself as a core partner in the establishment of a university-wide Center for Leadership and Learning.

Appendix B: Centers

The following represents a partial list of Centers currently in operation or in the making.

SDSB

- Center for Business and Society
- Center for Islamic Finance
- Center for Entrepreneurship & NIC

MGSHSS

- Center for Humanities and Culture
- Center for Policy Studies
- Center for Urban Studies
- Center for Continuing Education

SBASSE

- Center for Water Informatics
- LUMS Energy Center

SAHSOL

- Center for Chinese Studies
- Center for Human Rights and Justice

SOE

- Center for Leadership & Learning

Appendix C: Advancement

LUMS has been transformed by the generosity of philanthropists like Syed Babar Ali and the other visionary donors after whom our schools are named. This level of charitable support is unmatched at any university in Pakistan, however, the future of philanthropy at LUMS is likely to be significantly different from our past. If LUMS is to attract the next generation and next level of strategic investments, we need to develop a new annual giving and capital campaign. Worldwide, more and more donors are looking to support universities that provide innovative projects. At LUMS, our future fundraising efforts will be grounded in the LUMS innovation agenda outlined in this paper. The innovation agenda implicates a number of strategic investments including the expansion of research chairs, scholarships and financial aid, infrastructure needs and building the LUMS endowment. If these strategic investments are realized over a five-year period, LUMS will need to raise USD 145 million (see breakdown and possible sources of funding below). A longer time horizon would implicate Advancement operations accordingly.

To achieve these preliminary fundraising targets, LUMS must build an effective Advancement operation. We have already amalgamated Marketing, Communication, Alumni Affairs and Development under the banner of Advancement and we have installed a new Director and are in the process of hiring more staff and a VP. The Advancement mission – which must incorporate the needs of faculty, programs, alumni and stakeholders nationally and overseas – is: *“To communicate a compelling narrative, strengthen relationships with key internal and external stakeholders of LUMS, facilitate sustainable growth and dramatically increase its endowment over the next 5 years”*.

The financial realities of LUMS’s ambitious plans will demand a significant expansion of our philanthropic base while ensuring that our giving program aligns with our institutional values. The capital campaign must expand donor recognition and stewardship efforts. One immediate focus of a capital campaign must be to reengage the 60-member Board of Governors at LUMS who gave generously when LUMS was formed but have been inactive since. In addition, a campaign to reach business leaders who have a vested interest in partnering with LUMS for their own R&D, corporate social responsibility programs, and the like holds promise.

Alumni

Finally, while LUMS has engaged its 11,000 plus alumni, we have yet to fully realize their potential as both donors and as brand equity ambassadors. Having visited and connected with a number of alumni in Pakistan as well as in the UAE, Toronto, Boston and New York, the message is clear that their experience at LUMS was transformative and life changing. Our alumni are eager to be our ambassadors, to co-organize local chapters and events with us, to open doors with potential corporate partners and much more. High net worth alumni who are mostly from the Business School are quite surprised that LUMS has become a comprehensive operation with an intake exceeding 1,000 students annually. They want to learn about LUMS’s future directions. We need to craft these directions into a fund raising case for support that engages our alumni and provides them with compelling reasons to give.

While LUMS alumni have been generous contributors, their current level of support will not meet our projected requirements. This makes Advancement’s efforts to inform and engage alumni all the more critical. A series of communication narratives will emphasize new directions for LUMS and counter the misperception that LUMS is an elite and rich school. We need to communicate to our stakeholders about LUMS’s generous scholarships and financial aid programs, including information such as one in three students benefits significantly from financial aid. LUMS’s [*National Outreach Program*](#) (NOP) represents 10% of our annual student intake but should not be seen as exclusive by segregating disadvantaged students in this group. While NOP has offered full tuition and board to over 1,100 students since its inception 18 years ago, targeting the poorest rural areas and 115 cities across Pakistan it must be integrated into one cohesive student support program. Again, it is noteworthy that more than 540 NOP students have graduated including 35 who have gone on to receive international scholarships and several more distinguished alumni, but if we include all students who have received financial support we can celebrate a more inclusive group of academics, entrepreneurs, thought leaders and corporate CEOs whose success is noteworthy nationally and around the world. We imagine these life-changing stories will be part of the narrative to galvanize giving.