

Strategic Priorities: Into the Next Decade

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Introduction

2022 marks LUMS 35th anniversary. Over this time, it has become a leading research-intensive university in Pakistan that excels in teaching by continuously reimagining and integrating its curriculum. LUMS has attracted the brightest and the most talented students across Pakistan by infusing meritocracy throughout everything we do. Known for its globally recognized outreach efforts that amplify access, diversity, and inclusion, LUMS has prepared generations of alumni who are making a difference in all sectors within Pakistan and beyond.

LUMS has also fully embraced the perspective of *Learning Without Borders* advocating access to quality education and a unity among the disciplines to collectively address the grand challenges facing Pakistan and beyond. LUMS has always been a mission-driven institution. It's holistic 4 and 5-year undergraduate education programs were the first in the country and adopted by all other universities to better serve the critical needs of societal development. Similarly, over the years, 42 program offerings across its five Schools engage in cutting-edge research and deliver a 21st century curriculum that promotes socially responsible interventions.

In early 2019, a white paper was widely shared to highlight new strategic directions aimed at strengthening governance, research intensity, interdisciplinarity, digitization, teaching, and the student experience at LUMS. Since then, LUMS has shown steady progress in these areas in reports to our broader community including the Advisory Boards, the Trustees, the Management Committee, as well as to our Alumni and Donors. In addition, for over two years LUMS has been setting new standards for platform learning and student well-being during the Pandemic. Our faculty's efforts to amplify good teaching practices and create novel online learning experiences for students was unparalleled during this challenging time.

LUMS is now at the forefront of new opportunities for growth and development. It is a key time to take stock of our progress and outline institutional priorities for the coming decade. This strategic document is derived from discussions on various forums including meetings of the University Council, advisory boards, senior administrative councils, as well as the Management Committee. Several high-level priorities emerged from these groups as a roadmap for growth, building on past achievements and strengthening LUMS' societal and economic impact into the next decade. The priorities include:

1. Optimizing the mix of graduate and undergraduate programs
2. Determining the extent to which we complement in-person offerings with online and hybrid courses, certificates, diplomas, and degrees
3. Strengthening programming areas and elevating promising centres as vehicles to promote interdisciplinary research, teaching, and learning
4. Achieving a greater degree of internationalization with more overseas faculty and students engaged in all our core activities
5. Identifying a sustainable model of fundraising and balanced budgeting.

Institutional priorities are work-in-progress goals that require reflection on who we are and setting broad targets we can collectively strive to achieve. By necessity, priorities must be simple, so they are clearly understood and accompanied by measures that ascertain system-wide progress. To sustain LUMS' incredible trajectory, a successful future will result from the collective contributions of each school, centre, and office whose unique offerings are guided by these shared institutional priorities that encompasses our *Learning Without Borders* perspective. Historically, that perspective explains the vital role each School has played in the creation of a comprehensive university that represents a national asset for the country.

LUMS is unique having earned a reputation for research and teaching excellence that has surpassed what is generally seen in the Pakistani higher education landscape. One of our defining characteristics is the promotion of academic freedom and scholarship driven by an unwavering commitment to serve the broader society. As a learning organization, our core scholarly work and the multiple ways in which we disseminate that work inside and beyond the classroom remains central. Similarly, our guiding perspective and new directions the university has embraced, discussed below, will continue.

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Guiding Perspective

Since 1986, our founding Suleman Dawood School of Business (SDSB) propelled its impact by adopting case-based pedagogy to launch its signature MBA programme. At the same time, The Rausing Executive Development Centre extended the programmes reach through applied interventions across industry, and today has over 36,000 alumni. In 1994, the BSc Honours Programme was initiated and in another two years the School of Arts and Science (SAS) began to host several undergraduate programs. By 2002, The School offered a 5-year integrated BA-LLB degree.

10 years hence, the SAS evolved into the Mushtaq Ahmad Gurmani School for Humanities and Social Sciences (MGSHSS) known for a liberal arts programme developing students' intellectual capacities and skills through learning across disciplines. MGSHSS has continued to integrate complementary programs which today offers one of the most progressive interdisciplinary core curricula in South Asia.

In 2008, the founders of LUMS went further to consolidate the disciplines of pure sciences and professional engineering. Syed Babar Ali, and a group of International Advisory Board members shared a "no boundaries" philosophy as a founding vision to carry out world-class, multidisciplinary education and research. The evolution of infusing professional education with the rich tapestry of liberal arts continued as The Sheikh Ahmad Hassan School of Law was established in 2012, to offer a unique law degree that had deep roots in both MGSHSS and SDSB. And more recently in 2018, a 5th new School of Education (SOE) broadly defined itself as the nexus of all disciplines. Since then, SOE's array of cross-listed programmes and experiential learning opportunities are emblematic of LUMS guiding perspective.

In early 2019, the University expanded its no-boundaries perspective to *Learning Without Borders*, exemplifying its renewed efforts to break academic, geographic, gender, and socio-economical barriers to innovate, serve the wider community and make quality education accessible to all. *Learning Without Borders* continues to be enacted most visibly in the extraordinary work of LUMS' faculty who propel our research, teaching, and curriculum excellence frameworks.

The implication of this perspective has many dimensions that continue to take LUMS where few universities dare to go. For example, all Schools continue to champion new interventions to break barriers including those that promote gender inclusion from across multiple segments of society in both the student body and its leadership ranks. Similarly, all five schools are working together to create interdisciplinary programs and collaborations that produce leaders in social responsibility to advocate solutions creating real and tangible differences to the communities we serve locally and beyond.

LUMS has mitigated the entrenchment of natural silos that arise over time from specialization and disciplinary norms by intentionally integrating, unifying, and redefining a well-rounded and holistic education. As faculty work to find new connections across their disciplinary borders, LUMS has also embraced a longer view of cross-disciplinary connections across schools. These efforts create a bigger problem-solving space where multidisciplinary approaches locate vital intersections for experts to collectively produce innovative solutions.

Consequently, LUMS guiding perspective of *Learning Without Borders* implies we rethink strategic questions about resource allocation that implicate future hiring, career progression, differentiation, and impact. As we embrace a learning-based perspective that preserves our commitment to knowledge creation and its dissemination, we also need to acknowledge and celebrate just what has been achieved.

Milestone Achievements

With the establishment of several centres for excellence, faculty members from across our schools have been working together to address the challenges facing Pakistan and beyond. These centres have formed research clusters and collaborations with other universities, industry, and the government. The most promising Centres today have identified key questions and a multi-disciplinary focus in the areas of water, energy, big data, policy, technology, entrepreneurship, gender, and teaching and learning. An ambitious design for a central building

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complex has been envisioned to showcase how the work of these Centres can become more visible on campus and how that work can bring LUMS closer to the communities it serves.

The University also underwent significant changes to its governance and organisational structures. Using best practices from North American and European universities, but fit for purpose to LUMS, an elected representative university council (UC), a new university-wide advisory board and school advisory boards, as well as the Office of the Provost were established. The UC Steering Committee promotes interaction between faculty and senior administration. The Committee has set the agenda for the UC 24 times since it was formed to conduct LUMS academic and administrative business and proactively execute a comprehensive response to the challenges arising from the Pandemic.

We also celebrate the promising appointments of 6 new deans across 5 schools and in the Office of Student Affairs, the provost, and several directors in the newly established Offices of Advancement, Accommodation & Inclusivity, Learning Institute, Academic Advising, Program Enhancement, and Internationalization. The University has also adopted a tri-semester system by adding two 6-week summer terms. This allows students to access to oversubscribed courses and more flexibility in managing their workloads and allows for better utilization of campus facilities that otherwise remained unused for 4 months. LUMS has also opted to charge tuition fees based on credits taken and have integrated our extensive financial support program broadening the categories for outreach and those in need.

Led by the School of Science and Engineering LUMS instituted tenure in 2008 to signal the importance of research intensity and instil the primary importance of producing quality scholarship. The incentives and metrics for research excellence created the need for a revised career progression policy to ensure that faculty who choose to excel in teaching could have a viable pathway to pursue tenure and promotion. The new teaching excellence framework includes university-wide criteria and specific indicators of evidence for supporting teaching excellence in each of our 5 schools.

LUMS now provides students the unique option to explore cross-disciplinary learning tracks and choose from over 17 majors in 42 programs across 5 Schools. This also provides opportunities for faculty to explore research across multiple disciplines. Other initiatives such as an institution-wide student partner program, innovating the core curriculum, adding new targeted degree programs and the development of multiple online and hybrid courses have contributed to our efforts to provide students with more options for personalized learning. Accentuating experiential learning has also emerged as a distinctive feature of learning at LUMS highlighted by internships, practicums, pedagogical partnerships, and the more recent twinning program with the University of Baltistan in Skardu.

Capital projects on campus were also accelerated. As we consider new structures for more dedicated classroom space, the renovation of staff and faculty offices, stores, campus restaurants, new buildings for female and faculty residence, remain paramount. Each renovation pays foremost attention to create learning spaces be they in the hallways of the Academic block or seating outside the Khoka and the Green Olive restaurant. Notably, the University has also recently launched LUMSX – an online campus for existing students as well as new learners that will feature exemplary courses, certificates, and programs at par with international quality standards.

Maximizing our Impact

Building on a history of achievements, LUMS remains committed to strengthen research intensity and teaching excellence, its governance, interdisciplinarity, digitization, and the student experience. To extend LUMS' impact, we look to increase our capacity in making a bigger difference on our students' experience, on society at large and in the broader context of our regional standing.

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Impact on Students

It is widely believed that LUMS does well in preparing our students to be engaged and thoughtful citizens who can think critically, solve problems, collaborate and who are self-motivated to make a positive impact in society. How do we further a LUMS education that instills skills valued by employers and knowledge needed to challenge conventional thinking? How do we promote LUMS values that communicate habits that personify integrity, empathy, and civic responsibility? While the global pandemic has instilled a sense that changes in the delivery of higher education are a certainty, we are well positioned to respond.

Over the next decade, LUMS will continue to build a holistic learner experience by expanding its interdisciplinary offerings that connect with their rapidly changing future career options. Many of our students come from historically disadvantaged communities (locally and nationally) or are the first in their families to attend university and they often benefit from additional supports and tailored mentorship opportunities.

Providing more choices to work on campus opens new doors for applied learning, social interaction, and ethical development. These choices are already becoming visible through internships, practicums, field-based and service-based learning opportunities, and the widespread growth of pedagogical partnerships with faculty and staff. Students should continue to be encouraged to become authors of their own learning experiences.

Cultivating positive experiences for all our students is essential to our values and focus on holistic education and these experiences, in turn, will define important parts of their lifelong relationship with the University as alumni. In the next 10 years, LUMS can accelerate its efforts to provide multiple learning opportunities and options for all students, whether online or in physical classroom and through dynamic interdisciplinary programming and experiential learning. Helping our students to succeed will require a strong, unwavering institutional commitment to focusing on academic excellence, innovation, and the continued health and wellness of our students.

Impact on Society

With its focus on solving grand challenges, LUMS is well positioned to play an informed, critical role in the social, economic, and cultural development of our Country. It is well known that Pakistan faces systemic social, economic, and environmental issues that significantly hinder the well-being of its population. Some of the many 'hard' challenges include transportation, energy, water management, communication systems, while other 'soft' challenges are in the realm of financial, health care, education, legal and government systems. Many of these issues have been addressed in other more progressive nations effectively but Pakistan requires indigenous solutions. LUMS has both the intellectual and social capital as well as a responsibility to address many of these issues. Pakistan's issues, when seen as opportunities can lead to discovery of life-changing solutions.

By focussing on interdisciplinarity we take our academic expertise to another level to foster increased research excellence, innovation, and creativity in and across all disciplines. Our scholarly activities will transcend boundaries, whether disciplinary, geographical, political, sectoral, or cultural if we choose to collaborate on effective educational initiatives that can rapidly multiply into positive societal impact.

Collaborative initiatives that positively affect local and national communities will require new research partnerships with a variety of community and industry partners. A clear knowledge mobilization strategy will help to ensure that this work has impact and recognition, including opportunities for translating research outputs into tangible outcomes that yield both policy and practice-based changes that benefit our communities, our country, and the region.

We must also recognize that local solutions to Pakistan's challenges will rely on the abilities, capacities, and knowledge of our current generation of students. Engaging students in such efforts through our teaching, research, and novel educational programs has many benefits including raising awareness about societal issues and effective local solutions. It also sends strong messages about understanding, tolerance, and empathy for each other and for the environment around us. These are the values that we stand for and must lead by, that

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others will continue to emulate. So, an investment in strengthening values, is an investment in Pakistan's future.

Impact on the Region

Recognized by the Times Higher Education as the 40th Best Small University in Asia in 2021, LUMS continues to be one of the fastest growing post-secondary institutions in Pakistan. Moving into the future, we have the ability and creativity to provide regional leadership across sectors and social spheres to develop the knowledge, innovations, and solutions that are needed to make a positive impact in the region.

Building on a robust research excellence framework inclusive of multidisciplinary work to address society's grand challenges, LUMS will need to diffuse innovations that position it as an institution committed to regional development. For example, we are envisioning that by 2032, new certificate, diploma, and degree programs from all schools will target students from our neighbouring countries and across the region. Already, an Asian EMBA will be launched by SDSB in 2023 attracting international students from the UAE, Columbo, and Manila.

Internationalization efforts are also a natural extension to provide increased access and richer diversity in our student body and increases our regional impact. Internationalization also opens new possibilities to recruit faculty from other countries who may not otherwise opt to live here. By offering unique alternative such opportunities for shorter visits to carry out critical research, teach seminars and offer online courses, we could increase our collaborations and collective expertise regionally and globally.

This will require a sustained effort and strategy that builds our regional and international reputation for research and teaching excellence and promotes LUMS as the premier destination in the region. To become the leading university in the region requires an international student community. Expanding new models of international partnerships, a focus on student mobility (in and out of Pakistan), recruitment and elevating our international profile will be central to this strategy.

Institutional Priorities

Returning to the central theme of identifying institutional priorities, we reiterate the importance of our core work and activities that have led LUMS to become a leading research-intensive university that excels in teaching by continuously reimagining and integrating its curriculum. Each department, program, centre, and institute must continue its efforts for stronger governance, new interdisciplinary programs, internationalization, and a revitalization of the student experience.

Each School has committed to articulate how our collective institutional priorities will be infused in their core work of research, teaching, and service. While this paper does not present an implementation plan to enact priorities or a checklist of next steps, it helps to prepare us at the system level to achieve meaningful institutional outcomes. As we calibrate these priorities by monitoring the types of outcomes they will generate, as a learning organization, it is likely that different weights will be assigned each priority over time.

The following priorities form foundational elements of a strategic plan that aims to elevate our collective efforts on the student, societal, and regional impact of LUMS over the next decade. For each of the priorities listed below, more conversations are expected to flesh out the related objectives as well as targets and Key Performance Indicators (KPI's).

Goal 1: Optimizing the mix of graduate and undergraduate programs

- Objective: Identifying additional graduate interdisciplinary, multidisciplinary, and regional courses, certificates, diplomas, and degrees.
- KPI's: Overall mix of graduate students to increase from 22% to 30%. Each School to identify new offerings that partner with schools and across universities within Pakistan and overseas.

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Goal 2: Complementing in-person with online and hybrid learning

- Objective: Identifying existing courses offered online or in hybrid formats as well as new courses that can be bundled as certificates, diplomas, and degrees.
- KPI's: A quarter of all course offerings across LUMS are in online or hybrid formats. LUMSX is established as a hub supporting each School as well as various Offices including Continuing Education, Raising Executive Development Centre, National Incubation Centre, and The LUMS Learning Institute to be at the forefront of online and hybrid programming.

Goal 3: Strengthen Centres to promote interdisciplinary innovation and applied solutions

- Objective: Centres increase multidisciplinary interventions to tackle grand challenges and expand capacities to strengthen industry partnerships. The Office of Research supports funding efforts, incentivizes patents and commercialization opportunities.
- KPI's: Annual increases in budgetary allocations aligned to specified Centre outcomes. Collective fundraising for Centres increases by 15X.

Goal 4: Achieving a greater degree of internationalization

- Objective: Office of Internationalization to fortify ties with ambassadors and lead regional recruitment efforts. Each school targets international experts to strengthen research clusters, and design local programs to target foreign students to take niche courses (for eg. in languages and culture).
- KPI's: 10% of faculty and 15% of students are from overseas. Increase the mix of exchange programs that target at least 25% MOUs which result in more students coming to LUMS.

Goal 5: Developing a sustainable model of fundraising and balanced budgeting

- Objective: Develop deeper relationships with high-net-worth donors who share LUMS values, amplify engagement with Alumni chapters, events and giving. A capital campaign prioritizing campus projects including the central building complex, residential buildings and dedicated spaces for classroom and offices.
- KPI's: Increase endowments by XX; Achieve sustainable scholarship funding; Revamp the membership and terms for the Board of Governors. Schools to identify sustainable revenue streams to support additional programming.

By attending to these priorities, each of the departments, programs, schools, centres, and offices will continue to share their distinctive perspectives and respective strategic plans. While each unit will articulate their own priorities, objectives & KPIs, they will also be able to highlight how they are working towards institutional priorities.

Collectively, we have the makings of a comprehensive roadmap outlining a cohesive vision for LUMS in the coming decade. Consequently, a detailed implementation plan will evolve through conversations in the School and University Councils, in our planning and budgeting exercises and with guidance from our Trustees.

Offices of the VC, Provost, Deans & Administrative Heads