

CAMPUS STORIES

Volume 1 Issue 1



**Follow the
LUMS journey:
from a single
house to a
sprawling
campus**

**The LUMS
Community
welcomes new
leadership**

**Faculty and
staff share
snippets from
their work from
home life**

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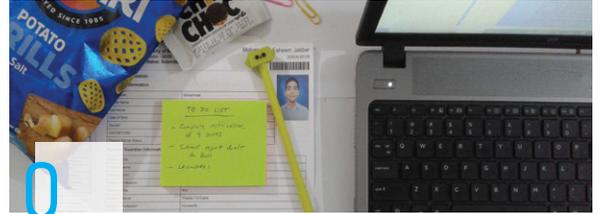


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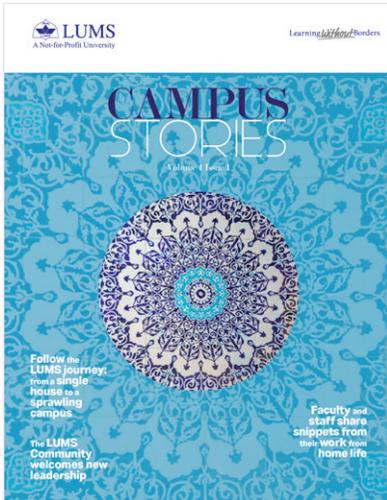
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MESSAGE FROM THE DIRECTOR

I am delighted to introduce you to the inaugural issue of *Campus Stories*, a magazine which aims to celebrate the University and engage with members of our internal community, particularly faculty and staff. Through this platform, we would like to showcase the tremendous amount of work that is being done across our five schools and many departments. This is a great opportunity for us to strengthen our bond, come closer together and get to know more about each other and our different roles.

The last few months have been unprecedented for us all. COVID-19 has forced us to make several adjustments to our routines. Many of us have had to convert our homes into makeshift workspaces, and have taken measures of safety and practiced social distancing. Although we have not been on campus at this time as we had envisioned, the way we have all come together is remarkable. In these difficult

times, our LUMS family has risen to the challenge and demonstrated exemplary resilience and commitment. It is precisely this spirit of unity that this publication aims to celebrate.

In our next issue, we look forward to including more stories from our community. You can help us improve this magazine by offering feedback on content or by suggesting an article for a future edition at communications@lums.edu.pk. Until we connect again, I hope you and your family members remain safe and well.

Nuzhat Kamran
Director,
Office of Advancement



LUMS Steps up to

Face the

Pandemic

Here are a few ways departments and offices at the University stepped up to provide support and guidance to members of the LUMS community during the crisis.

The PEDTECH Committee

To lead the University's transition to the online space, a high-level Pedagogy and Technology (PEDTECH) Committee was established to formulate the necessary guidelines, procedures and policies for teaching and learning online. The Committee coordinated with different departments and Schools at the University and also reached out to students to understand how their learning needs could be efficiently met.

The Committee was led by Dr. Sabieh Anwar, Dean of the School of Science and Engineering, who explains how this unique learning environment called for a new approach, where faculty and students needed to become co-creators of the educational experience.

Throughout the remaining academic year, the Committee kept inviting feedback from students and faculty through evaluations and surveys.

“Together, faculty and students came up with a technology inspired pedagogical system in which they worked with one another in winding down the semester, and enhancing and sharpening their learning outcomes in new and creative ways.”

Dr. Sabieh Anwar
Dean, School of Science and Engineering

Working Group on Teaching, Research and Class Scheduling

The working group on Teaching, Research and Class Scheduling was formed in the Summer as a continuation of the PEDTECH Committee and included faculty, students and senior administrators. The Group received input from the LUMS Learning Institute, Registrar's Office, Office of Programme Enhancement, and Information Systems and Technology (IST).

Looking into the online learning experience holistically, the Group made recommendations for faculty, students, and University departments to ensure a successful virtual Fall 2020 semester. Recommendations covered a range of areas; from class schedules, conducting exams and setting up virtual classrooms, to pass/fail policy, teacher trainings and internet accessibility.

"Eighty per cent of the Group's recommendations were implemented in the ongoing Fall semester and helped the University adequately prepare for online

classes months before the semester started," shared Dr. Muhammad Faryad, Convener of the Working Group on Teaching, Research and Class Scheduling.

LUMS Live

LUMS Live, launched by the Office of Advancement on March 29, 2020, is the University's way of continuing important conversations and staying connected, despite the social distancing restrictions brought on by the pandemic. With over 45 sessions under its belt, this unique platform has given its audience the opportunity to tune in and listen to eminent panellists that have, to date, included the likes of Ms. Malala Yousafzai, Ms. Mahira Khan, Mr. Osman Samiuddin and Dr. Arfa Sayeda Zehra.

The sessions are moderated by Mr. Adeel Hashmi and have featured guests such as educationists, scientists, philanthropists and industry leaders from several fields.

The hour-long live sessions provide learners all over the globe with an opportunity to participate in critical discussions regarding various topics. These sessions are hosted on the [LUMS official Facebook page](#) twice a week and all past sessions are archived on the [University's official YouTube page](#).

Resources for Faculty Teaching Online

The LUMS Learning Institute (LLI) is a one of its kind centre committed to enhancing teaching and learning communities, cultures and practices at LUMS. Over the past year, the LLI has been developing programmes that provide leadership in teaching and learning in four key areas: faculty development, pedagogical partnerships, technology enhanced learning, as well as teaching and research.

Once the pandemic forced educational institutions to close, a transition to online education became imminent. The LLI consolidated all relevant resources that teachers would require to continue engaging their students in meaningful ways. These resources are hosted on their [website](#), and include COVID-19 policy

updates, an online teaching guide, an online assessment and instruction plan, and courses for developing and teaching classes online.

Another platform being developed by the LLI is LUMSx, which will further help faculty create online and blended learning experiences. Through this platform the centre will offer instructional design, and pedagogical and technological support to assist faculty in their technology-driven learning initiatives.

Corona Assisted

As the pandemic spread, so did panic, rumours and misinformation. In an attempt to get authentic information to the larger public, Dr. Suleman Shahid along with his team at the Computer Human Interaction and Social Experience Lab (CHISEL) at LUMS, created a comprehensive website hosting Coronavirus related information such as the basics of the virus, protective measures and hospitals in the vicinity. The website, Corona Assisted, is available in both English and Urdu with built-in accessibility features for people with disabilities so that information can be accessible to all.

It can be accessed [here](#).

LUMS COVID-19 Campaign

Many individuals and families were left struggling to make ends meet during the lockdown measures put in place to combat the spread of the Coronavirus.

The University initiated the LUMS COVID-19 Campaign to collect donations and provide rations to those in need at this critical time. Students, staff, faculty, the LUMS leadership, and donors, generously contributed to the campaign and the donations collected helped provide rations to families in remote areas as far as Layyah and Taxila, and major cities like Multan and Lahore among others.

"Even before the pandemic, LUMS was thinking about learning and teaching in an online space. This means that as a University, we don't just react, but set the direction of online learning in Pakistan."

Dr. Suleman Shahid
Director,
LUMS Learning Institute

Virtual Services for Student Support

Since the onset of the pandemic, the Office of Student Affairs (OSA) has gone the extra mile to ensure it remains in touch with the students online, via email and Zoom. Along with the standard modes of online communication, the OSA maintains a [Facebook page](#) that not only provides regular updates and necessary information but also serves as a virtual space for students to have genuine heartfelt conversations.

The OSA has also shifted many of its programmes online, including sessions by the Co-Curricular Activities Office (CCA) and online fitness sessions by the Office of Sports, Wellness and Recreation. The CCA Office has also developed a Virtual Engagement Plan, in which they interact with students in fixed office hours via zoom. Furthermore, all student-run societies are being encouraged and facilitated to develop online engagement models and plan virtual events. CCA is also collaborating with the Dil Internship Project and has designated 3 international interns who are virtually assisting the societies in Online Programing, Social Media Content and Website Development.

Dr. Adnan Khan, Dean OSA, states that the OSA will continue to adapt to this new reality so that it can best serve the students, "A lot of programmes run by the OSA require a physical presence; shifting to an online paradigm is quite a challenge. Staying connected with our students in an effective manner and supporting them is our primary goal."

Online Therapy for Students

The Counselling and Psychological Services (CAPS) team recognises that the transition for students from a regular university experience to an online one in the backdrop of a pandemic, can cause stress and anxiety. To help the students cope, Dr. Tahira Haider, Head of Department, explains that CAPS has taken a proactive approach, "As we navigate this difficult time in which so many individuals and communities are being impacted, we are extending support to our students through online therapy. CAPS remains committed to supporting students through virtual services and resources."

The team is extending support to the student community through online therapy, and also has a dedicated alias askcaps@lums.edu.pk where students can share their concerns with qualified counsellors. Students without an internet connection are also given the opportunity to connect with their therapist through a conference call over the phone.

In addition to managing and updating a closed Facebook group, a mental health bulletin is also dispatched to the students. In May, the bulletin contained consolidated resources for issues that the students were facing due to the pandemic. The Department has also started monthly live sessions with counsellors called CAPS Live addressing the students' most pressing concerns.

COVID-19 LUMS Health and Safety Committee

The COVID-19 LUMS Health and Safety Committee was created in order to guide the administration on essential steps that needed to be taken to keep the LUMS community safe, and to help develop a layered health strategy for the Fall semester. Members of the committee analysed how the pandemic was developing in the country and looked at ways and possibilities for a successful phased re-opening of the campus.

The subsequent health strategy included the implementation of bringing smaller groups of students back on campus, mapping the situation and creating standard operating procedures to cover all parts of campus.

A weekly online session titled Health and Safety Hour with Dr. Samia Altaf, Professor of Practice of Public Health and Director Health and Safety, LUMS, is also conducted to apprise the community of recent developments at the University regarding Health and Safety.

Dr. Ali Khan, Convener of the Health and Safety Committee, shares that it was the combined effort of a diverse team that has helped the University navigate the COVID-19 crisis. "The biggest challenge that the committee has faced has been the fact that globally we are still trying to understand how COVID-19 behaves. However, we have been fortunate enough to have the expertise of health specialists, epidemiologists, senior administrators and student representatives."

Recently, the University has created a COVID Operations team so that all COVID related measures at LUMS are coordinated and executed in a timely manner.



NEW Welcoming Leadership

LUMS is proud to welcome on board the following inspiring individuals; each of whom bring forth impeccable personal and professional standards to their roles.

Dr. Farhat Haq

Provost, LUMS

“One part of my role is to ensure that we are delivering the best education we possibly can. At the same time, it is important to coordinate all of the University’s initiatives in a way that the sum is greater than the parts.”



Dr. Farhat Haq is the first female to hold the position of Provost at LUMS. She has a PhD in Political Science from Cornell University, has served at Monmouth College in Illinois for more than 25 years as a Professor, and was previously Chair of the Department of Political Science.

She has been associated with LUMS as a Visiting Professor from 2002-2003 and recalls it as one of the most enriching experiences of her personal and professional life. In fact, she enjoyed herself so much that she decided to return for ten consecutive summer semesters.

Dr. Haq has immense respect and appreciation for the work currently underway at the University. In reference to her role as Provost, Dr. Haq notes that LUMS has evolved over the past 30 years and has grown from only offering a business programme to five distinct schools, along with establishing many centres and other initiatives. She

explains, “The goal is to bring all the great work being done together in a way that lets the schools maintain their identity and autonomy, while moving forward as a University.”

As a female in senior leadership, representation is very important to her. She says, “One of the reasons that teaching at LUMS was so meaningful for me is that I formed a connection with young female students and we became lifelong friends. Being a source of encouragement for our women students, female faculty and staff would be a huge honour.”

Dr. Tariq Jadoon

Vice Provost, LUMS



“Most of our role is coordination and facilitation, as opposed to doing a specific operations role for a single department. It is more of developing policies and ensuring a coordinated effort, as well as providing University-wide guidelines.”

Dr. Tariq Jadoon is a familiar face on campus. Having spent two decades at LUMS, his close association with the various departments and offices makes him the perfect choice for the post of Vice Provost.

Dr. Jadoon completed his PhD from the University of Strathclyde. He is a thorough academic and his administrative experience has been vital to LUMS’ growth throughout the years. Dr. Jadoon

has been a faculty member at the School of Science and Engineering and also served as the Registrar from 2000 - 2011, with a short stint in 2019. He has overseen a lot of computing solutions that are an integral part of the academic experience at the University, and now, building on that history, he is looking forward to providing the LUMS leadership, relevant guidance and support.

Explaining the huge portfolio of the Provost's office, he says, "It is supposed to ensure standards across the University and facilitate Schools in their academic endeavours,

while also supporting the different Centres in their research ambitions." Meanwhile, determined to face all challenges that might come with the role, he says, "As an engineer you're a problem solver, you're sort of excited by rolling up your sleeves and venturing into uncharted territory."

As Vice Provost, Dr. Jadoon is prepared to navigate an education environment heavily impacted by COVID-19 and is confident that LUMS is perfectly positioned to set an example when it comes to transitioning to new ways of teaching and learning.

Ms. Zara Fateh Qizilbash

Registrar, LUMS

"As the Office of the Registrar continues to support this wonderful institution in the coming days, my team and I know there will be new responsibilities to shoulder, but equally, there will be exciting opportunities. We look forward to both."

Ms. Zara Fateh Qizilbash's association with LUMS began in the year 2007, when she joined the School of Science and Engineering. With a background in Condensed Matter Physics from Somerville College, Oxford, she was thrilled to work on the freshman Physics lab amongst other things, and felt



privileged to see the hard work and dynamics underpinning the setting-up of a world-class school of science and engineering. This experience, according to her, proved to be invaluable as she now joins the Office of the Registrar, which provides the nuts and bolts of the academic experience that LUMS is acclaimed for.

Speaking about her present role, Ms. Qizilbash said, "Working within a start-up differs greatly from running an essential office in the steady-state, but there are myriad challenges in both cases. Nothing can be as daunting as the challenge we collectively face today, in the form of the COVID-19 pandemic. Surely, this is the greatest test to date of our commitment to provide a rigorous and multidisciplinary educational experience to our student body."

Speaking about the standing of LUMS as a premier University in the region, she added, "LUMS has always gracefully accepted its role as a leader that other universities in the region look towards, and try to emulate. The paths we now tread, under rapidly changing circumstances, will determine our future success and our legacy."

Dr. Ali Khan

Dean, School of Humanities and Social Sciences



"Leadership is not about imposing your will and ideas on others but is about helping others achieve their goals."

Dr. Ali Khan is no stranger to the LUMS community. He has taught Anthropology at LUMS for the last 15 years.

A University of Cambridge alum, Dr. Khan has an MPhil and PhD in Social Anthropology from the prestigious university. He did his bachelor's from the University of Kent. He has authored a monograph on child labour and co-authored a book on cricket in Pakistan. In between, he was the series editor for seven books on Sociology and Anthropology in Pakistan for Oxford University Press. He also co-edited books on cinema in Pakistan.

Dr. Khan's research is focused on labour issues particularly child and forced labour in Pakistan which was an extension of his PhD research. He has since branched out into popular culture in Pakistan, more specifically cinema and cricket.

Sharing his vision as Dean, Dr. Khan said, "The School has achieved an enormous amount since it was established. We want to ensure that we continue the tradition of advancing knowledge through excellence in teaching and research. The School is also committed to nurturing individuals to be principled, intellectually engaged, and socially responsible."

He added that he believes it is his job to try and create an environment which allows for the faculty, staff and students to reach their potential.

Dr. Faisal Bari

Interim Dean, School of Education

“We will all have to rise to the occasion and exhibit leadership – be it in your household, community or workgroup. This will form the basis of educational reform and has the power to shape communities.”



One of the most popular economics faculty members at LUMS, Dr. Faisal Bari has been appointed as Interim Dean for a one-year term, effective July 1, 2020 at the School of Education (SOE). Apart from his roles as Associate Professor at SOE and the School of Humanities and Social Sciences, Dr. Bari has also served as the Director of Academic Programmes at SOE. He is also a Senior Research Fellow at the Institute of Development and Economic Alternatives. His current teaching interests are in the areas of philosophy of education inclusion, economics of education, game theory, microeconomics and industrial organisation.

While talking about the next steps for SOE, he notes, “The first few years of SOE involved setting up the school. Now that our first ELM batch has graduated, we have to start thinking about expansion in various areas and fields.”

Commenting on how the School’s future fits into the University’s no-borders agenda, he explains that the field of education is, by nature, transdisciplinary. The MPhil programme itself is an example of this. Faculty members at SOE come from various backgrounds, including sociology, anthropology and economics. In fact, Dr. Bari’s dual role as Associate Professor at both SOE and the School of Humanities and Social Sciences is the first joint faculty appointment in the University’s history.

Prof. Jeff Redding

Dean, School of Law

“I look forward to learning from my colleagues in the many disciplines represented at LUMS, and leading the Law School’s energetic team in their efforts to shed light on longstanding issues in law and beyond.”



Joining LUMS all the way from Australia as Dean and Professor at the School of Law, is Professor Jeff Redding. Prof. Redding’s prior post was at the University of Melbourne where he was the Senior Research Fellow at the Melbourne Law School. He earned his BA from Harvard University and his JD from the University of Chicago Law School and has previously held research fellowships at Yale Law School, Harvard Law School, and Columbia Law School. He has also taught at LUMS in 2001 and 2014.

Prof. Redding is the author of *A Secular*

Need: Islamic Law and State Governance in Contemporary India (University of Washington Press, Global South Asia series, 2020).

In his role as Dean, Prof. Redding aims to collaboratively work with his colleagues at the Law School to enhance its international, regional, and local reputations and reach. “In these times of intense global worry and discord, there is a strong need for fresh interpretations and renovation of legal institutions and precedents, and I believe that Pakistan’s preeminent law school has the resources, perspective, and skills to contribute to the tasks ahead for Pakistan, South Asia, and the world,” he said.

Dr. Samia Altaf

Professor of Practice in Public Health and Director of Campus Health and Safety, LUMS

“LUMS has proactively taken on itself a serious task - to find ways to keep its community safe and to provide an environment for them to be productive in these unpredictable times. It is an admirable goal that I subscribe to.”



Dr. Samia Altaf is an internationally recognised public health physician, certified by the American Board of Public Health and Preventive Medicine. She graduated from the Fatima Jinnah Medical College, Lahore, and University of California at Berkeley, and has extensive international experience, including an advisory role with USAID and as a consultant for WHO.

She is an expert in designing, managing and monitoring large health services systems in the context of local challenges. With her combined advanced training in medicine and public health and her thorough understanding of Pakistan’s health

systems, the University no doubt is in safe hands.

As part of the LUMS Health and Safety Committee set up in June, Dr. Altaf has been helping the University develop policies and guidelines for the safe recovery of the LUMS community to campus in the context of the pandemic. “We hope to set up systems that protect the LUMS community, and mitigate against spread of infection, so that LUMS community members, especially students and faculty, can thrive and be productive in a safe environment.”

Dr. Altaf strongly believes LUMS has been very thorough and responsible during a global crisis and wants to continue working towards building sensible and sustainable systems at the University.

Snapshots of the **WORK** from **HOME** **LIFE**



Hattaf Ayub
Student Liaison Officer
Office of the Dean of Student Affairs

"I like flaunting my newfound love for nature by having my plants in the background during every meeting. However, I hope my colleagues can ignore the not-so-pretty homemade vases made from water bottles."



Dr. Ali Usman Qasmi
Associate Professor
School of Humanities and
Social Sciences

"Since this is a poem by Iqbal that Mitthan is 'reading', it might be appropriate to caption the picture as 'Mard-e-Momin ka billa!'"



Khadija Zaidi
Communications Associate
Office of the Vice Chancellor

"Using my couch as a workspace has other challenges besides a hopelessly compromised posture and constant backache. Things are even harder when I'm not dressing up, and eating at odd times. I miss my desk!"



Ammaar Bin Saleem
Senior Officer Marketing
Office of Advancement

"Once during a marketing presentation, my nephew in the other room started screaming so loud everybody online could hear him."



Dr. Ali Khan
Dean

School of Humanities and Social Sciences

"I think one of the positive sides of the lockdown was that many of us re-discovered hobbies that we had neglected for some time. I love baking bread from start to finish. Nothing smells or tastes as nice as freshly baked bread!"



Dr. Umair Javed
Assistant Professor
School of Humanities and Social
Sciences

"A very small silver lining to this transition has been the option to reduce wardrobe and sartorial effort while teaching classes. Provided, of course, the camera stays above waist-height!"



Hiba Iqbal Zakai

CCA and Campus Climate Head
Office of the Dean of Student Affairs

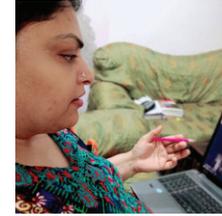
"Since the lockdown I have been able to reunite with my school friends who are scattered throughout the world, explored the nature walks of the LUMS campus, tried my luck with cooking, and watched the sun rise from the rooftop."



Bilal Bukhari

Senior Officer
Office of the Vice Chancellor

"This lockdown and the work from home situation has made me a decent cook, a fine painter, a rookie carpenter and a promising domestic helper."



Shazia Zafar

Officer
School of Science and Engineering

"One day while I was busy doing some work, my nephew came in and asked if he could use my computer to submit some school work. I gave it to him with specific instructions not to touch any of my material. Instead of submitting his solved calculus quiz, he ended up submitting the house ration list addressed to my husband."



Shaharbano Raza

Assistant Manager Accessibility
Office of Accessibility and Inclusion

"My work space now harbours two parallel desks: mine and my son's. One day after noticing I hadn't gone to the office in a while he asked, 'Mama aap ko LUMS ne delete ker diya hai?' (Mama has LUMS deleted you?) and instantly my entire family burst into laughter."



Zainab Tayyab

Assistant Manager,
Stewardship & Donor Relations
Office of Advancement

"Being a stay-at-home mom and a working mom at the same time does come with its challenges. My almost one-year-old wants to attend all my meetings, and write all my articles."



Kainat Khalil Bhutta

Senior Officer
National Outreach Programme Centre

"During a conference call, hearing the laughter and frustration of my colleagues, I realised I truly missed them and our office routine. I will never take my team meetings for granted again."



Marwa Mohkam Sheikh
Assistant Manager Communications
Alumni Affairs
Office of Advancement

"This is where I come for meetings, or when I need to concentrate or just generally need some peace in my life. I position myself on the floor because I tend to get distracted sitting on the sofa looking at all the books in the study."

CONVOCAATION 2020; A Virtual Celebration



“

I know you all have great ambitions for a brighter future of Pakistan. And I hope you will remember these three things: be hopeful, take action, and go ahead with values. You're graduating in a time period where uncertainty could not be more certain. A global pandemic and economic recessions have shaken our health, education, political and economic

systems. We must remember that while the pandemic has affected all of us, it has not affected us all equally. Many of us have lost our loved ones and most of us have lost their jobs. But many poets and thinkers will tell you the darkest moments are to be followed by the brightest.

Our world may never be the same after this crisis but I hope it will be better. When we face big challenges, we learn who we truly are and what we value most. So go ahead with the hope that you can make this world a better place for everyone.

Our country is urging us for change. We must act to build a Pakistan that treats each and every citizen equally regardless of their gender, skin colour, ethnicity or religion. A Pakistan where everyone feels safe to raise their voice. Where your family members do not disappear overnight. A Pakistan where leaders prioritise welfare of the state and invest in education, health, environment, science and technology. A Pakistan which protects minorities, the most marginalised and vulnerable groups, and stands for a stronger democracy and freedom.

This is an extraordinary moment of change. The world needs good people. We need values of fairness, kindness, tolerance and truth. The words sound small, but the acts are big.

I wish you all happiness and success in your journeys ahead. Congratulations once again on your graduation. I will end my remarks with the beautiful words of Faiza Ahmad Faiz:

ham parvarish-e-lauh-o-qalam karte raheñge
jo dil pe guzartī hai raqam karte raheñge

haañ talkhī-e-ayyām abhī aur badhegī
haañ ahl-e-sitam mashq-e-sitam karte raheñge

manzūr ye talkhī ye sitam ham ko gavārā
dam hai to mudāvā-e-alam karte raheñge
ik tarz-e-tağhāful hai so vo un ko mubārak
ik arz-e-tamannā hai so ham karte raheñge

**Excerpt from Ms. Malala Yousafzai's
Keynote address at the LUMS Virtual
Convocation 2020.**

Messages from LUMS Leadership to the Graduating Batch

"You are now entering the real world. The degree that you will get from here is only the entry pass to your next career or your next occupation. After that, you will be judged on how much industry and hard work you put into your effort. As was stressed on you throughout your stay at LUMS, that above all, you will be judged by your truthfulness, by your integrity, and your humility as to how you conduct yourself."



Syed Babar Ali
Founding Pro Chancellor, LUMS

"As the whole world recovers from the effects of COVID-19, they will look to you as the next generation of leaders, to give us purpose, hope and a path forward."



Mr. Abdul Razak Dawood
Pro Chancellor, LUMS

"The virus will be a small mark in our history but your response will shape your future. In a few years, when we revisit this part of our history, we will remember it for the brilliance, collaboration and entrepreneurship of our graduates. More than ever before, we are looking to you, our young graduates, for your drive and innovation. I am confident that the Class of 2020 is more than up to the challenge."



Mr. Shahid Hussain
Rector, LUMS

"This is a time when the calls for help are getting louder, when economic and personal loss are more visible, and when social distress and inequity have taken on new meanings. Could this be your moment, and could this be your opportunity; your defining moment to look beyond personal ambition to consider a more noble social vision that is required more than ever before?"



Dr. Arshad Ahmad
Vice Chancellor, LUMS

"We wish you, our students, the pioneers of tomorrow, the *Shaheens* of Iqbal, much success and triumph in future endeavours; in conquering new frontiers and exploring what the world has to offer you beyond the gates of LUMS."



Zara Fateh Qizilbash
Registrar, LUMS

30th Session of LUMS Live with Ms. Yousafzai

Ms. Malala Yousafzai was also part of a distinguished panel at the 30th session of LUMS Live, along with Dr. Maliha Khan, Chief Programmes Officer, Malala Fund; Syed Babar Ali, Founding Pro Chancellor, LUMS, and Dr. Arshad Ahmad, Vice Chancellor, LUMS. The lively session, moderated by Adeel Hashmi, focused on the universal struggle to make education accessible for all.

A global advocate for education and women empowerment, Ms. Yousafzai is Co-Founder of the Malala Fund, which advocates for 12 years of free education for all girls and currently works in eight countries around the world. Ms. Yousafzai shared during the session that one of the aims close to her heart was to open a school in her hometown, Shangla. A dream that she was able to turn into reality in 2018, "This was just one step forward in the right direction. There is lots more to be done, and to this day, we strive to stay true to our cause."

Syed Babar Ali, Founding Pro Chancellor, LUMS, also shared his thoughts on Pakistan's education system. He expressed that, "The onus is on the government to invest heavily [in education] because even the poorest citizen of our nation has realised the importance of education for a prosperous future."

Dr. Maliha Khan, Chief Programmes Officer, Malala Fund, is an international expert in programme design and performance, learning and accountability, with a focus on women and girls' empowerment. She talked about Malala Fund and its initiatives, and particularly stressed on the need for giving women the choice in building their own destinies, "If we can all take the energy that we spend into defining the roles of women in our society and let them make their own decisions, the world can become a much better place."

Dr. Arshad Ahmad, Vice Chancellor, LUMS reiterated the same thread and shared how LUMS too believes in gender inclusivity and actively works towards reducing gender disparity. "We are one of the very few institutions in the world who offer a 50% scholarship for women. We have multiple offices that operate to ensure accessible education for every student at the University."

He also mentioned the National Outreach Programme, another LUMS initiative that strives to make education accessible to all. "We are extremely proud of making education accessible for aspiring students living in the remotest parts of our country. Our motto of diversity is what we value and cherish the most."

LUMS students also asked Ms. Yousafzai how she felt about being invited to deliver the Keynote address at the LUMS Convocation Ceremony 2020. "I am honoured," she said. "LUMS has produced incredible thinkers and change-makers and will continue to do so. The vision we have for Pakistan is that it has a driving and progressive youth, and LUMS is part of that mission and playing its role."

In conversation with the Vice Chancellor and Outgoing Provost

Dr. Arshad Ahmad, Vice Chancellor, and Dr. Kamran Asdar Ali, Outgoing Provost, led the University's efforts in continuing its operations as smoothly as possible during the pandemic. Here they talk of the institutional, administrative and educational challenges faced by faculty, students and staff, and how everyone in the LUMS community quickly adapted to the changing environment.

Q COVID-19 has forced the world to adjust to a new normal almost overnight. What were some immediate decisions that the University leadership had to make in response to the pandemic?

Vice Chancellor: Our primary focus from the beginning has been the health and safety of our LUMS community. Thus, the most critical decision at the time was to bring together experts to lead on health and safety issues and help alleviate false rumours that were being amplified on social media. Several parallel front line groups that included students, staff, faculty and alumni made recommendations for concrete solutions on a range of pedagogical and connectivity related challenges we faced. This was also a time where we accelerated the communication of our decisions, updating the LUMS community on campus closures, hostels, essential staff and the transition to online learning. In hindsight, while the higher education sector was in shock and uncertain about how to proceed, our faculty, staff and student-led initiatives were responsive and timely.

Outgoing Provost: Before any considerations, we were thinking about the health and safety of not only our students, but faculty and staff as well. Protocols had to be in place that would guarantee a safe and virus free environment on campus. While we were in lockdown, residents on campus and the critical staff required to continue operations, allowed us to monitor and learn a lot about the importance of how we can prepare for a world that had changed drastically.

Q What are some of the fundamental changes that the LUMS faculty had to adapt to during this time?

Vice Chancellor: Several faculty enrolled in instructional training programmes that LUMS had started and to date, many are continuing to participate in and benefit from these initiatives. With the transition to online learning and teaching, some faculty stepped up to become trainers to support their colleagues. The core business of research has also faced challenges as faculty doubled down to ask new questions and apply for major funding initiatives through collaboration with other universities

to address key national challenges. We are proud to say that LUMS has taken the lead, particularly in science and engineering. There have also been visible changes in leadership as several young and mid-career faculty have taken on positions in leading the Rausing Executive Development Centre, Centre for Continuing Education Studies, Office of Programme Enhancement, Centre for Chinese Legal Studies, Office of International Affairs, Office of Accessibility and Inclusion, and the LUMS Learning Institute. The renewed governance and transformation happening right now empowers faculty to take LUMS to the next level.

Outgoing Provost: As the switch to online learning and teaching was mid-way through the semester, the challenges were compounded. Of course, there was a learning curve for the faculty and students alike and many surmounted it. Everyone had to try to balance the pressures of online classes with a range of uncertainties at home. Most of us were not trained in this method of teaching and neither were our students accustomed to be taught online. The faculty was amazing in their responses and the University provided a framework within three weeks through the Ped-Tech Committee, ably led by Dr. Sabieh Anwar who is another example along with Dr. Ali Khan and Dr. Faisal Bari who took on leadership roles as Deans of the Schools of Science and Engineering, Humanities and Social Sciences, and Education, respectively.

Dr. Ahmad, as Vice Chancellor, you have been active in various forums during the pandemic, such as LUMS Live, national forums, and other events. What have you taken away as the broader lessons learned for Pakistan?

Vice Chancellor: I have several opportunities to listen and contribute to the national conversation on a range of issues especially with

regard to the core mission of our universities, which is to serve society at large through knowledge production, its dissemination and service to the community. If I had to highlight three main lessons, they would first and foremost include the importance of putting learning first by listening to our students and redefining our instructional approaches. The need to decentralise power to those who are on the front lines and instil confidence by leading from behind is another lesson we must all heed, given our different contexts. Finally, as institutions we are obligated to increase trust between the key stakeholders to build a more tolerant and service-oriented role for all of us in academics.

In the current climate, are there any other fundamental changes you foresee for the student experience?

Vice Chancellor: While students have experienced a drastic change in their on-campus university experiences, it is important to reiterate that not all of these changes will last forever. When the campus fully re-opens, students will have more options for learning and will be able to take online courses anytime, anywhere. Of course, important milestones like the Convocation, Orientation and Homecoming as well as other signature events will at some point become part of the lived experience as the pandemic dissipates.

Outgoing Provost: The long-term impact of COVID-19 on education as we know is still an open question. If the health and safety issues persist then there will be societal level changes that will have a direct impact on how campuses around the globe open or remain closed. Universities are not only spaces where learning happens in classroom environments, but it is also where lifelong friendships are made,

new ideas are discussed, communities are formed and notions of ethical and responsible citizenships are forged. However, I am also a realist if not a pragmatist, the world changes and we as humans adapt. Let's see what the future holds.

There has been a lot of talk about fee increases and the new system of charging students on a per credit hour basis. Can you clarify this?

Vice Chancellor: There has been a lot of misinformation and social media sensationalism about fees. The most important fact is that tuition fees are being significantly reduced in light of an online semester in the fall. A number of our communiques present a detailed case for fee changes including data, analysis and a transition phase that supports this change. In addition, the per



Dr. Arshad Ahmad, Vice Chancellor, LUMS

credit system ensures students pay proportionately to the number of courses they enrol in. This approach results in a more equitable system and eliminates a cross-subsidy whereby a minority of students could take extra courses at a lower cost. The new system also provides students with more choices to take courses over the year (including the

summer), which allows for better course planning and helps them to avoid course overloads that were often accompanied by anxiety and distress.

When do you foresee the campus re-opening?

Vice Chancellor: Since the beginning of the pandemic, HEC has shifted its dates for re-opening and encouraged each university to look at their situations closely and act accordingly. Over time, Pakistan has seen a surge in COVID-19 cases and at times the country has been in the news for one of the highest infection rates and a shortage of support for those affected. More recent news points to a reduction in numbers. We have decided to err on the side of caution by putting health and safety first and are preparing to wait to open campus operations in the spring of 2021. In the meantime, we will increase the number of critical faculty, staff and students on campus who will experience a range of COVID-19 protocols and SOPs. Overall, we will be monitoring the situation closely.

Outgoing Provost: This question is on the minds of many students facing connectivity issues, health issues and who might be considered at risk. While we intend to accommodate them, we must be mindful that the LUMS campus is an ecosystem where many others are affected. As the Chair of the Health and Safety Committee has said that in the absence of testing, SOPs will be crucial and for that you need to put in place several essential measures. How will you deal with shared bathrooms? How will you deal with PDC? Can we stop students congregating? And God forbid if there is a serious incident, who takes responsibility? There are so many unknowns with COVID-19—will we have a second surge, what happens in winter, will it become less virulent? LUMS is consulting medical experts for all of this.

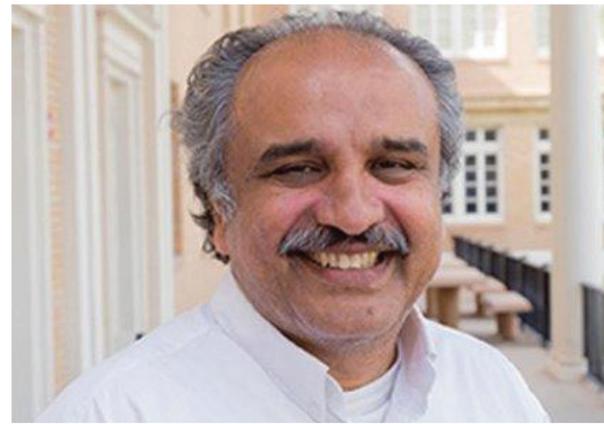
LUMS has been swift to adapt to online learning. Do you envision this to continue in some capacity, even when students are able to return to campus?

Outgoing Provost: Even after we come back to a 'normal' status sometime in the future, online learning is here to stay. In other parts of the world, online courses are perfectly acceptable. With today's sophisticated communication tools, a large number of faculty are experimenting with them and becoming more accustomed with online teaching. There is ample chance that a hybrid learning model, with online courses for those who cannot physically attend, may probably see a rise. However, the important issue that comes forward due to this change has to be the rigour and integrity of the learning experience. That is the challenge that we need to take up at LUMS - our educational standards should remain the same, whether we offer online or classroom based instruction.

Vice Chancellor: The real question is not so much about the medium, but more about what I would call the 3 Ms. If we create a *mahool* to motivate learners we change our mindsets. These are far more important to think about than whether an instructor uses the chalkboard or Zoom.

What have been the lessons and opportunities for LUMS that have come from this pandemic?

Vice Chancellor: The most important lesson is empathy. If we think we have constraints, we just have to look outside our windows to see that in fact we are blessed and there are far too many Pakistanis who really have very little. This is why the LUMS community responded with the COVID-19 campaign. Students, staff, faculty



Dr. Kamran Asdar Ali, Outgoing Provost, LUMS

and alumni have raised rations, money, and have been there for each other. Every member of our community has had to learn new skills to work online from home and we have more opportunities to understand each other's needs. The power-distance between faculty, who must now play a more supportive and humanistic role as coaches and mentors in the learning process has brought them closer to students, who must take on additional roles as partners in their own learning.

Personally, how have you adapted to this new normal? What would be your advice to the LUMS community as they go through these challenging times?

Vice Chancellor: As a permanent resident of the LUMS campus, I have better understood why our colleagues are so special, welcoming and generous. I have participated in growing a community garden on campus, taken more walks and enjoyed the beautiful blossoms, played more sports, breathed in clean air, and for the first time, seen shining stars at night. There are others like me whose families are not with them on campus and COVID-19 has given a new meaning to being adopted by the LUMS family. My advice to others is to remember this to be a once-in-a-lifetime event and ask how we can better serve others. Even though our work schedules have become far more hectic, I think the best advice is to do one thing, and only one thing in excess – and that is to put learning first!

The Creator's Studio;

Telling the LUMS Story in Bigger, Better Ways



Long before COVID-19, LUMS was already pioneering innovative ways to usher in a new era of teaching, learning, and research. True to its philosophy of 'Learning Without Borders', the University recognised that in order to truly transcend geographical boundaries, and to showcase its achievements at a global level, certain infrastructure would be needed.

The solution was clear: a new facility was commissioned where creatives could come together and create high quality content. Nicknamed the Creator's Studio, this state-of-the-art space became operational last December and works under the supervision of the LUMS Learning Institute (LLI). It

Webinars: Continuing Important Conversations

The Creator's Studio is the perfect location to host webinars and webcasts. These give the LUMS community the opportunity to showcase the University and communicate with individuals who are eager to know about it. In fact, the studio was an integral part of this year's admission cycle. Programme specific webcasts were recorded from within the studio, and were then broadcast live to prospective students. Faculty had the chance to talk about their programmes in detail and address any questions prospective students had about the admission process.

In line with the University's global vision, the Studio can also facilitate dialogue and conversations around important topics and research problems with experts from around the world. Fully equipped to produce tier-two productions and shooting a three-camera set-up with professional lighting equipment, the facility is completely soundproof and can house an international standard talk show set-up for webcasts.

houses world-class equipment, complete with a green screen, control room, soundproof recording space and an editing room.

Within a few short months of its opening, it has already become the hub of multiple projects. From recording Massive Open Online Courses (MOOCs) to programme webcasts, this in-house studio provides the LUMS community the opportunity to share their expertise and research with a wider audience, use enhanced media tools to tell the LUMS story, and take conversations about solving complex 21st century problems to a global stage.

Podcasts: Expanding Intellectual Discourse

Podcasts have rapidly gained popularity in the past decade because of the flexibility they offer to the audience when it comes to consuming content. The Creator's Studio has a soundproof control room fitted with condenser microphones that can be customised and adjusted for the vocalist, producing crisp high quality podcasts.

Course content or lectures in podcast form can be an effective study aid for students and give them an added tool to help them absorb vital information. Podcasts also offer a great opportunity for members of the LUMS community who are experts in their field to share their knowledge and valuable insights with individuals from the wider community so they too can benefit and expand their intellectual horizons.

Blended Learning: Building a Richer Learning Experience

The educational landscape, particularly in a post COVID-19 era, is rapidly changing and the traditional models of teaching are being superseded by hybrid learning models. These offer learners more choices and flexibility – a must in today's world. Blended learning provides a richer experience and equips students to become the kind of innovators, thought leaders, and entrepreneurs the world needs.

The studio is perfectly equipped to lead the University into this new phase. Complete with a controlled camera friendly space, specially designed light-board and a green screen for shooting MOOCs, faculty members have the chance to record lectures that are interactive and impactful, and not just for the students enrolled in their class, but for learners around the globe.

In-studio Photography: Developing Perfect Images

The University's picture perfect campus and the community's groundbreaking work warrants being beautifully captured in still images! The Creator's Studio also has a dedicated photography corner with four different coloured backgrounds providing a variety of settings. The cameras available have an impressive dynamic range. As a result, the photographs that come out are clear, have a high resolution and are perfect for print publications, websites or multimedia projects.

The LUMS Legacy

For the newcomer, LUMS can be a daunting architectural façade to experience all at once. Imposing, overwhelming, and beautiful, are just some of the words used to describe the campus when you first enter. However, these impersonal first impressions quickly give way to more concrete, meaningful ones when you start to establish a relationship with the campus.

LUMS comprises of multiple academic disciplines, faculty, and researchers from varied fields of study, students with unquantifiable ambitions and dreams, and staff working tirelessly to forward the LUMS mission of making quality education accessible to all.

Every facet of the architecture these individuals work within, serves a purpose—to make LUMS a university of excellence, where the pursuit of transformational knowledge can benefit others.

The story of LUMS goes back to 1983 when Syed Babar Ali, a renowned businessman, recognised the dearth of qualified managers in the workplace. This originated the idea of establishing

**From a house in
Gulberg to a 100
acre campus in
Lahore Cantt., the
story of LUMS
continues**



The old campus where the LUMS story started



One of the lush green lawns on campus

a world-class university that would train and groom the most talented students in the country. Since its inception, LUMS has been responsible for nurturing leaders in areas ranging from entrepreneurship, economics, biology and mathematics to engineering, education, politics and business.

Though the origins of LUMS stem from a house in Gulberg, the management quickly realised the need for a new campus that would complement the evolving needs of its students, staff and faculty. After careful deliberations, it was decided that the new campus would be designed by one of Pakistan's most prominent architects, the late Habib Fida Ali. A master of the modernist tradition, he was a Karachi based architect and the first Pakistani student to be admitted to the Architectural Association School of Architecture in London.

Form follows functions

While designing the new campus, Mr. Fida Ali also kept in mind the cultural and climactic framework of Pakistan.

It was essential to create a purpose-built business school. Mr. Fida Ali explained, "The requirements for a management school were very specific; for example, classrooms, discussion rooms, the library, computer centre, reprographic centre, and a faculty and management area. Instead of separating them, which was very common, I have set them into one specific building."

Since then, LUMS has grown from merely being classified as a business school to a world-class university that offers undergraduate, graduate and doctoral degrees in a range of disciplines including humanities and social sciences, science and engineering, law, and education. Spaces seamlessly transition from enclosed to open, upholding a practicality and functionality befitting a world-class university, while enhancing the cultural identity of the city of Lahore.

Mr. Fida Ali was meticulous in his choice of material and elements. "I wanted to have integration of not only the elements, which I have achieved

through very strong form, but of the students and the faculty. This will create a pleasant and vigorous academic atmosphere and would be practical and functional too, as most of the spaces will be air-conditioned," he said.

Building on the LUMS legacy

The theme of integration did not stop there. Many decades later, artist, Noorjehan Bilgrami decided to fill in the blanks. Ms. Bilgrami knew that architecture at LUMS was deeply inspired by the old city, with many spaces created to use geometry and brick, coming together to represent the architectural roots of Lahore. The task ahead of her was to further enrich this cultural legacy.

A visual artist, textile designer, researcher and educationist, Ms. Bilgrami was the perfect candidate for this daunting project. Most of her work over decades has revolved around



The picturesque Library and School of Education building

The courtyard of the Academic Block was where Ms. Bilgrami began, which she felt was a blank canvas; she particularly felt the space needed water and a fountain, which she considers an important cultural element.



Mughal inspired frescoes painted by expert artisans

the craft traditions of Pakistan. "The University, designed by Habib Fida Ali, is also very much part of our culture and heritage. You see glimpses of the architecture from the old city such as the Wazir Khan Masjid and the Shahi Hamam. But during my visit I felt the

need to further integrate within, and enhance what was already present."

"I saw students were walking back and forth without interacting with their surroundings. I wanted to create a space which allowed them to think and reflect; where students and faculty can gather



Intricate patterns painted on the walls of the Academic Block

and the richness of their experience can be felt.”

Apart from the installation of a fountain and pathways, and a greenway to escape the sun, on each corresponding wall of the Block, beautifully crafted frescoes have also been painted, inspired by those found in Mughal structures, albeit on a different scale and with more mellow colours.

The frescoes and crafts work was generously funded by the Syed Babar Ali Foundation after Ms. Bilgrami gave Syed Babar Ali a thorough presentation of her ideas and inspiration. The head painter for the project was Ustad Raffaqt Ali, a craftsman with over 30 years of experience of working and perfecting his craft, which he learnt at the Wazir Khan Masjid. His intricate work on the frescoes at LUMS is his way of honouring the regions rich cultural legacy.

From a campus to a home

In the first few weeks of joining LUMS, life for students usually involves walking around the campus figuring out what each building functions as, trying to make friends, keeping up with class schedules, and becoming accustomed to life on campus. However, this unfamiliarity hardly lasts, and eventually everything settles and they embark on a rewarding journey and forge a lifelong relationship with LUMS.

Despite the sprawling campus and its amenities, the Pepsi Dining Centre (PDC), inaugurated in 1995, is where one most potently feels the diversity

of LUMS. The seed of PDC was sown in March 1993 when the Associate Vice President of Pepsi pledged to sponsor the cafeteria at the new LUMS campus.

Early mornings at PDC are a sight to behold; pajama-clad students, with half opened eyes, and rustled, uncombed hair headed to the dining centre for breakfast, come rain or shine. Hunched over their choice of eggs or a cup of tea or coffee, these students slowly become more and more animated as they plan the day ahead, the conversations also occasionally steering towards class schedules, quizzes and exams. The mealtime may change as does the menu, but the flurry of activity around PDC becomes more pronounced as the day passes, with an overwhelming presence of the students, staff and faculty.

For a more casual hangout, it is the *Khokha* outside PDC, students, staff and faculty members throng to. Over the years this place has become symbolic of the importance LUMS places on self-expression and freedom of thought. The space is always bustling with ideas; be it for a class presentation being discussed, preparations underway for a skit, an impromptu musical performance, or a heated discussion on societal issues. The *Khokha* is an expansive space devoid of physical boundaries, and the physicality of its openness seeps into the students’ discourse too.

This openness extends to all other parts of the University. From the classrooms to the faculty offices, to the lush green spaces outside, LUMS welcomes all; be it diversity in its student and faculty profiles, or their outlook on life.



The *Khokha* at LUMS

Mr. Fida Ali’s designed campus is a legacy he has left for thousands of students who consider LUMS to be their home.

The Academic Block, PDC, the *Khokha*, are just a few examples of the spaces on campus that make it feel like home to members of its staff, faculty and student body. The thought, expertise and dedication that has gone into designing the multiple elements of the University’s infrastructure is well reflected in how one feels at LUMS; inspired, connected, and empowered. It is a symbiotic relationship between a sanctuary and a community that brings it to life, and its history is testament to the strength of that bond that will exist for many years to come.



The octagonal courtyard of the Academic Block

A Tribute to Our Outgoing Deans

This year, two valued members of our community completed their tenure and are moving on to new assignments. They have each left a lasting legacy and their devotion, input and leadership will surely be missed.

Dr. Kamran Asdar Ali

“Dost, let’s catch up.”

These are words that students, faculty and staff often heard from Dr. Ali. As Dean of the Mushtaq Ahmad Gurmani School of Humanities and Social Sciences (MGSHSS), Acting Dean at the Shaikh Ahmad Hassan School of Law (SAHSOL), and Outgoing Provost, LUMS, he had a perpetually packed schedule. Somehow, this never stood in the way of him forming strong bonds of friendship with everyone he interacted with.

He cultivated an environment where everyone was on equal footing; ranks and titles meant little to him – everyone was simply his dost. “Students felt comfortable to casually walk up to him and seek advice without needing a formal appointment. He made himself available and approachable,” says Anam Fatima Khan, Learning and Mentoring Centre Director, MGSHSS.

Dr. Ali has the remarkable ability to diffuse any high pressure situation with his warm and affable nature. He would put people at ease and his small gestures, such as bringing back goodies and chocolates from his travels, or taking the time to greet

and catch up with everyone, contributed to a supportive work culture.

At MGSHSS, he introduced and implemented a school-wide Core Curriculum that would give students the opportunity to consider different options and make optimal decisions about their future. He also established a Learning and Mentoring Centre to assist struggling students and took the initiative to strengthen the advising system at the School.

Under his leadership, students found themselves equipped with more opportunities and support. He was passionate about equality and strived to ensure that no student slipped through the cracks. “He worked tirelessly towards helping the School meet various challenges, both structural and student related,” adds Shaharbano Raza, who was Programme Coordinator at SAHSOL during Dr. Ali’s tenure.

He made it a point to attend all events, workshops and seminars held at the School to show his support and appreciation. The intention was clear: he had your back and was looking out for you.

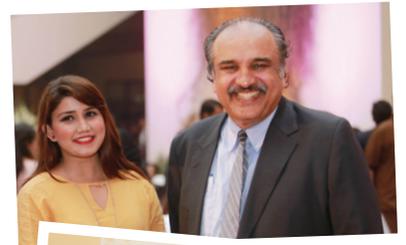
“He was always deeply interested in our research and our work and was always

open to listening. Dr. Ali took a consultative approach and made us feel like we were talking to a senior colleague rather than a boss. Often times, he was more excited about our research than we were!” shares Dr. Ali Raza, Associate Professor, MGSHSS.

He was proud of the work his faculty, staff and students did and made an effort to showcase it. He started the first school-wide newsletter at MGSHSS to highlight its accomplishments and uplift the efforts of his colleagues. When a team member exhibited a talent for graphics and began to experiment with design, he framed her work and displayed it prominently in the office for everyone to see.

“His appreciation became my motivation and my career flourished because of him. If he hadn’t given me that confidence and carved out a path for me, I never would have recognised that I was good at graphics,” says Nazish Riaz, Senior Officer, MGSHSS.

He also championed women’s rights and inclusion in the workplace. While it may be fashionable to talk about these things now, Dr. Ali displayed his commitment through his actions early on in his tenure. When a member of his team could not find



adequate day care for her infant daughter, she faced the difficult reality of having to leave her job. Dr. Ali not only advocated for her to bring her young child to work every day, he even allotted her a separate room to attend to the baby. The matter was never discussed again; it was simply taken for granted that all meetings would have a young special guest in attendance!

“He supported and facilitated me without me having to voice my concerns. He may have faced issues in granting me this allowance, but he never let those reach me. I will never be able to fully thank him for what he has done for me,” says Hira Butt, Student Services Associate, Office of the Dean, MGSHSS.

While his absence will certainly be felt, he has forged such strong ties with LUMS, the faculty, staff and students, that he will surely remain a mentor and comrade for those who knew him. He will be missed for his intellect, chocolates, humour and of course, his dosti.

Dr. Tahir Andrabi

Every Friday at 4 pm, the MPhil Education Leadership and Management students had a standing appointment with the Dean. These meetings were rather unusual: they did not take place in a lecture hall, an office, or even on campus. These sessions were held at Dr. Tahir Andrabi's home.

Never before in the history of LUMS had batches of students gathered at the Dean's house to just catch up over tea. Very quickly, these informal meetings became the highlight of the week for students as they could sit back, relax, and share their triumphs and struggles. This weekly get-together solidified the culture at the Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE) early on. This is just one facet of Dr. Andrabi's incredible tenure.

With only a few months between his appointment as Founding Dean of SOE, and the launch of the School, Dr. Andrabi had a

monumental task ahead of him. He brought with him a tremendous international reputation, vast knowledge about the field of education, and a deep understanding about the nuances of guiding and inspiring a team. It was clear that there could be no one more suited to the role.

He put together a small, but immensely capable team. He has a keen eye for spotting talent and assembled a group with varying experiences and backgrounds. As Dr. Faisal Bari, Interim Dean, SOE, succinctly states, "He was not looking for his replica. He values diversity, and thrives on that."

Under his leadership, SOE quickly became synonymous with quality. His vision was essential in integrating the School into the LUMS structure, and also situating it in the larger context of Pakistan. He set up a robust partnership office that built strong ties with a variety of stakeholders, including government organisations.

Mehreen Noon, Director Partnerships, SOE, shares, "He is smart, friendly and approachable. He cultivated an environment where you could openly discuss things and that raised the bar and standard of our work."

As a firm proponent of transdisciplinary education, Dr. Andrabi championed collaboration across traditional discipline lines, and successfully established the first joint faculty appointment in the University's history.

It is no surprise, then, that his



team members describe him as the definition of an agile leader. He is charismatic and dynamic, and a rare individual who offers and accepts feedback with the same enthusiasm. He facilitates and nurtures, and views mistakes as opportunities to learn rather than reprimand. Above all, he recognises that seniority is not a prerequisite to a good idea. "He would consider everyone's feedback in the team regardless of their age, gender, qualification or position. This way, he created a strong sense of shared purpose within the team," says Maleeha Hameed, Assistant Programme Manager, SOE.

It is clear that Dr. Andrabi has left an enduring mark on the culture of the School. However, it would be an immense disservice to speak of Dr. Andrabi's impact without acknowledging the contributions of his wife, Shaila Andrabi.

Her role, although informal, has been pivotal. She led the gatherings at their house and played a perfect host for students who knew that they were always welcome there. Together, they opened their home and lives to the SOE community.

"They transformed us from a School into a family. They brought everyone closer and set a blueprint for how close knit teams can work together," notes Sarah Mahmood, Manager Marketing and Student Assistance, SOE.

Dr. Andrabi would often say that systems should run an organisation, not people. His colleagues will tell you that it is his leadership and efforts that have formed the rock solid foundation of the School. As he leaves with the great admiration, respect and affection of his faculty, staff and students, Dr. Andrabi's legacy at SOE will guide the community for years to come.

How Can You Help?



As valuable members of the LUMS community, you witness first-hand the impact of a LUMS experience on its students. The rich and diverse educational landscape at the University encourages them to think beyond any boundaries and dream big. These students are imaginative, socially conscious and passionate, making their mark, wherever they may go.

What sets LUMS apart from most other universities in the region is its unwavering dedication to providing world-class education to all meritorious students. 1 in 3 students at the University is on financial aid and to date, the University has expended PKR 6.8 billion in scholarships and financial awards. The LUMS National Outreach Programme (NOP) reaches out to talented students all over Pakistan and supports their admission to LUMS regardless of their financial circumstances, providing 100 percent

tuition scholarship as well as funding for lodging, boarding and course packs among other expenses. With 1,270 inductees to the Programme and over 700+ graduates, the NOP continues to be a successful initiative that creates real and tangible impact across Pakistan and abroad.

We encourage you to spread the word and share the LUMS story with your friends, family and colleagues. You can also contribute to the effort by donating any amount to the various scholarships in place or direct your support towards a research project. Every contribution in this path matters. Every gift you make to LUMS can transform the lives of countless individuals and educate the brightest and the most motivated students across the country.

Please visit <https://giving.lums.edu.pk/> to explore the different initiatives you can donate to and help us continue in our mission!

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