



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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**PhD Management Sciences**

**Islamabad Campus**

***Spring 2016***



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***Executive Summary***



**Quality Enhancement Cell  
Institutional Research Department**

**Self-Assessment Report  
Executive Summary**

**PhD-MS Program-SZABIST Islamabad Campus**

**Introductions**

**SZABIST** - Quality Enhancement Cell (QEC) since its inception has been active in promoting its core function of bringing standardization to **SZABIST**'s academic programs in line with the guidelines enunciated by the Higher Education Commission. In this regard, till Spring 2016, majority (58 of 62) programs offered at **SZABIST** were selected for Self-Assessment process.

QEC conducted a number of workshops to create awareness of the Self-Assessment process and its significance in further improving the quality of education at **SZABIST**. In Islamabad Campus, Self-Assessment of all programs was simultaneously initiated. In this regard twelve programs from Management Sciences, three programs from Computer Sciences, three programs from Social Sciences and one program was from Media Sciences department. The highlights of PhD-MS Self-Assessment process were as follows:

**1. Nomination of Program Team (PT)**

The PT was nominated by the Head of Management Sciences Department, Mr. Amer Riaz Qureshi at March 22, 2016. Following were the members of the PT:

- (i) *Ms. Sabeen Bhatti*
- (ii) *Ms. Faryal Razzaq*

**2. Submission of PT Report**

The PT submitted the report on April 7, 2016. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on June 10, 2016.



### 3. Nomination of Assessment Team (AT)

The AT was nominated by the Head of IR/QEC, Dr. Muhammad Altaf Mukati and Ms. Faryal Shahabuddin on June 15, 2016. Following were the members of the AT:

- (i) *Dr. Ayesha Noor*
- (ii) *Dr. M. Asif Khan*
- (iii) *Mr. Muhammad Imran Tanveer*

### 4. Date of Submission of AT Report

The AT Report was submitted on June 22, 2016.

### 5. AT Findings and Recommendations

Following are the some of the recommendations made by the AT to overcome the major shortcomings in the program:

- (i) Permanent faculty having Finance and Marketing as specialization are found to be low. According to HEC the number faculty should be according to the students' strength in the program, therefore, it is suggested that permanent faculty of the identified domain should be hired on priority basis.
- (ii) There is need for curriculum development incorporating new subjects in line with contemporary trends in research. It is recommended that offered Courses be constantly evaluated in terms of knowledge development. Also, new and advanced courses providing significant basis to deal with modern research trends should be planned for approval of Board of Studies.
- (iii) Faculty motivation and job satisfaction is more towards declining side. It is suggested that an integrated efforts should be made to improve employee motivation and satisfaction level by providing: necessary market oriented compensation, nurturing environment and development oriented opportunities to faculty.

### 6. Preparation of Assessment Results Implementation Plan Summary

The AT prepared the Assessment Results Implementation Plan Summary by highlighting the weaknesses of the program and suggesting remedial measures. The Management Sciences Department plans to implement the suggested corrective measures in the near future to improve the quality of education delivered at **SZABIST**.



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# **SELF-ASSESSMENT REPORT**

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**PhD Management Sciences**

***Program Team Report***



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## **CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES**

Standard 1-1	Program Measurable Objectives
Standard 1-2	Program Outcomes
Standard 1-3	Assessment Results and Improvement Plans
Standard 1- 4	Overall Performance Using Quantifiable Measures

## **Criterion 1: Program Mission, Objectives, and Outcomes**

### **Standard 1-1: Program Measurable Objectives<sup>1</sup>**

#### **a. Mission Statements**

##### **Mission Statement of SZABIST**

The Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST) has been established with the objectives of producing highly qualified, scientific and technical personnel to meet the country's requirements; of conducting state-of-the-art scientific and technological research and development in support of the private and public sector; of providing hi-tech scientific and technological assistance to the Pakistan industry to enable it to compete with the world industries in global trading; of providing highly trained scientific and technological personnel to be able to attract the growth of high-tech industries and foreign and Pakistani investment; and of providing a sound socio-economic and scientific base and infrastructure to Pakistan to be able to meet the economic and technological challenges of the 21st century.

##### **Management Sciences Department Mission Statement**

We are committed to nurturing business professionals by facilitating inquisitive minds in the field of business operations and development through qualified and dedicated faculty and staff without discrimination in the learning process on the basis of financial or physical constraints. Our business management program aims to be the flagship of SZABIST by staying ahead in terms of course development and application leading to excellence in the practical world. We also believe in building a strong alumni network that serves as a beacon to our graduating students.

##### **PhD-MS Program Mission Statement**

SZABIST's PhD-MS program is pursuing its mission for enhancing organizations' performances in Pakistan and abroad through learned faculty, research friendly environment and the inquisitive students. Our students are dedicating their time and energy in understanding the complexities of business and organizational issues through research and investigation under the guidance of their mentors at SZABIST. We arouse curiosity of the scholars under the guiding principles of critical thinking, ethical orientation, and professional integrity for their contribution to the socio-economic development, in the country and beyond. We prepare students to become academic

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<sup>1</sup> The sources of information are Program Managers.



leaders capable of not only making real contribution in the body of knowledge but also prepare a new generation of academicians.

### **b. Program Measurable Objectives**

Doctorate in Management Sciences (PhD-MS) 54 Credit Hours program after having 18 years of education is intended to:

1. Provide students with a strong foundation for research based knowledge on organizational management and development.
2. Prepare students to understand and interpret quantitative and qualitative research publications.
3. Make the students capable of undertaking research independently, writing research papers and get those papers published in research journals.
4. Develop the conceptual and analytical skills among the students to understand and suggest solutions to the complex issues of management and business administration.
5. Sensitized the students as responsive individuals to the need of society.

### **c. Program Outcomes (PhD-MS Program) – 54 Credit Hours**

By fulfilling the academic objectives of the PHD program, the program set the following measurable outcomes. Graduates of the program will be able to:

1. Understand the organization and societal issues and will be able to find their solutions.
2. Identify the research gaps in the disciplines of business, public and not-for-profit organizations.
3. Discover organizational needs and propose innovative solutions to the organizations.
4. Apply the researched based knowledge at operational and tactical level of functional areas of organizations.
5. Acquire, assimilate, process and interpret intricate information for managerial level decision making.
6. Prepare, present and get published students' work in reputable research medium.
7. Work within diverse teams and in multi-disciplinary environments.



**d. Describe how each objective is aligned with program, college, and institution mission statements**

<b>S. No.</b>	<b>Objective</b>	<b>Alignment with program, and institution mission statement</b>
1	Provide students with a strong foundation for research based knowledge on organizational management and development.	Enhancing organizations' performances in Pakistan and abroad through learned faculty, research friendly environment and the inquisitive students.
2	Prepare students to understand and interpret quantitative and qualitative research publications.	Our students' are dedicating their time and energy to understand the complexities of research related to organization and society.
3	Make the students capable of undertaking research independently, writing research papers and get those papers published in research journals.	We arouse curiosity of the research scholars under the guiding principles of critical thinking for their contribution to the research and development.
4	Develop the conceptual and analytical skills among the students to understand and suggest solutions to the complex issues of management and business administration.	We arouse curiosity of the research scholars for critical thinking for their contribution to the research and development.
5	Sensitized the students as responsive individuals to the need of society.	We arouse curiosity of the research scholars under the guiding principles of critical thinking, ethical orientation and professional integrity for their contribution to the socio-economic development, in the country and beyond.

**e. Elements of Strategic Plan**

Our academic strategic plan is based on our mission to be a research-centered program which prepares students for critical thinking and investigation under the guidance of research faculty and development professionals to find the sustainable solutions to the issues of business and society in country and beyond.

**An Integrated Academic Experience:** Our PhD program has been built upon the experiences of academic disciplines being offered at SZABIST for the last 15 years and it is placed at the



second tier of academic apex. It fosters connections among disciplines, faculty, students, organizations, with campus and community. It provides diverse perspectives, and it prepares students to be competent in research and investigation for organization and social development.

1. **Diverse curriculum:** The curriculum of the PhD program is diverse in the sense that it is based on the various aspects of organization and social development. There is a strong system in place for the changes of body of knowledge with the changing priorities of the business and society. For this purpose, a wide range of core and electives courses are offered to ensure that the curriculum is responsive to the ever changing needs of business and society.
2. **Research and Development:** Our PhD program is more a research program based on critical thinking and analytical skills for students. The program engages students as researchers by integrating the basic research, fieldwork, and action research in multi-disciplinary fields.
3. **Professional Career Building:** Most of the students enrolled in PhD program are already employed and they are perusing their career. Studying at SZABIST at the PhD level they further add knowledge and skills of advanced level in the field of research and development which smoothens their career path to the higher tier of organizations as a business manager and leader.

#### f. Program Objectives Assessment

Objective	How Measured	When Measured	Improvement/Issues	Improvements Made
1	1. Matching class progress, course outline coverage. 2. Midterm examination, final examination, 3. Assignments and reports 4. Final Examination	1. Periodically during the semester 2. At the end of every semester	1. Curriculum updating on the basis of students' and experts' feedback 2. On Board of Studies/Academic Council's recommendations	Improvements incorporated on the recommendations of the BoS in the last meeting
2	1. Matching class progress, course outline coverage. 2. Midterm examination, final examination,	1. Periodically during the semester 2. At the end of every semester	There is no issue. continuous improvement in the teaching and other facilities are being undertaken	Improvements incorporated on the recommendations of the BoS in the last meeting





	3. Assignments and reports 4. Final Examination			
3	1. Research Reports 2. Presentations in the conferences 3. Publications in the HEC approved journals	1. Periodically during the semester 2. At the end of every semester	Difficult to find quality researchers (PhDs as teacher and supervisors)	More accomplished researchers are hired on visiting/assignment basis as supervisors
4	1. Midterm examination, final examination 2. Assignments and reports 3. Final Examination	Every Semester	Difficult to find quality researchers (PhDs as teacher and supervisors)	At the end of every semester ads are being given to hire accomplished researchers
5	1. Guest lectures by the Executives of NGOs/Social workers 2. Field visits for their exposure to reality on the ground with reference to poverty and underdevelopment 3. SZABIST's CSR activities	Throughout the program	Need to find and include more researched CSR case studies in the curriculum of the PhD program	Cases are being written at SZABIST on CSR which will be included in the curriculum

Table 4.1: Program objective assessment



## Standard 1-2: Program Outcome

### a. Outcomes versus Objectives

Program Objectives	Program Outcomes						
	1	2	3	4	5	6	7
1	X	S	X	S	M	S	X
2	X	M	X	M	S	S	X
3	X	S	X	M	M	S	X
4	X	X	S	M	S	M	X
5	S	X	X	X	X	X	M

Table 4.2 Outcome versus Objectives

#### Legend:

S = Substantial contribution to the objectives

M = Moderate contribution to the objective

X = No contribution to the objective

### b. Employer Survey<sup>2</sup>

PhD-MS has no graduates up till now

### c. Alumni Survey<sup>3</sup>

No graduates in last three years

### d. Graduating Student Survey<sup>4</sup>

No graduates up till now.

<sup>2</sup> Source of Information: Records Department

<sup>3</sup> Source of Information: Records Department

<sup>4</sup> Source of Information: Records Department



### **Standard 1-3: Assessment Results and Improvement Plans**

#### **a. Describe the action taken based on the periodic assessments<sup>5</sup>**

Assessments occur periodically in the following manner:

Student evaluation of course instructors and the course in the 5th week in order to determine “gaps” in the overall learning processes. Instructors with weak evaluations are asked to improve course delivery. If this fails, retention of such course instructors is not carried for the program.

#### **b. Describe major future program improvement plans based on recent assessments<sup>6</sup>**

##### **Program Improvement Plan based on Recent Assessment**

- Enhancing the research skills
- Introducing high level strategic business courses
- Integrate research project with the areas of specialization by reducing the group size and include industry projects as well along with theoretical and academic research
- Introduce new research themes and topics
- Improvement in teaching methodologies such as; case-based teaching
- All above depends on the approval of board of studies (BOS) of management science department and availability of the human and other resources.

#### **c. List strengths and weaknesses of the program**

##### **➤ Strengths**

- A mix of PhD faculty and faculty from diverse industry/corporate backgrounds
- Bi-annual conferences are conducted on a regular basis
- Students have the opportunity to interact with the national and international conferences twice a year
- Bi-annual journals published in which students have opportunity to get their research work published

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<sup>5</sup> The sources of information are Academic Office and General Administration

<sup>6</sup> The sources of information are Academic Office and General Administration



➤ **Weaknesses**

- Not enough PhD faculty ideally required to run a PhD program.

**d. List significant future plans for the program.**

- Introduce new specialized PhD program, such as PhD in project management etc.
- Changing course delivery from traditional classroom teaching to case-based teaching methodology.

**Standard 1-4: Overall Performance Using Quantifiable Measures**

- a. Indicate the percentage of successful students during study years showing i.e. their average, graduating grade point average per semester, time required to complete the program, drop out ratio of students<sup>7</sup>**

Average GPA for students in the PhD MS program is:

**Average GPA<sup>8</sup>**

Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Average GPA	3.2	3.36	3.39	3.37	3.41	3.39	3.346

**Dropout Ratio**

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Dropout	0	0	0	0	0	0	0
Enrollment	12	0	11	0	9	0	5.33
Dropout Ratio	0	0	0	0	0	0	0

<sup>7</sup> The source of information is Academic Support Office.

<sup>8</sup> The source of information is ZabSolutions.



- b. Indicating the percentage of employers that are strongly satisfied with the performance of the department's graduate.

No students have passed out in the last three years.

- c. Percentage of Student Evaluation/Assessment results for all the courses and faculty.

Semester	Faculty and Course Rating (%)					
	Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
Year 1	40.63	50.00	3.13	3.13	0.00	3.13
Year 2	60.61	21.21	18.18	0.00	0.00	0.00
Year 3	51.72	37.93	6.90	3.45	0.00	0.00

- d. List of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research.

**Publications:**

**SZABIST PUBLICATIONS**

**i. Papers published in Journals**

1. Khan, M. A. An Empirical Study of Determinants of Teachers' Effectiveness in Higher Education Institutions in Pakistan. S.F. Tang, L. Logonnathan (eds.), *Taylor's 7th Teaching and Learning Conference 2014 Proceedings*, Springer Science Business Media Singapore 2015, 295-310, 2015.
2. Khan, M. AUzman, M., Education Quality and Learning Outcomes in Higher Education Institutions in Pakistan. S.F. Tang, L. Logonnathan (eds.), *Taylor's 7th Teaching and Learning Conference 2014 Proceedings*, Springer Science Business Media Singapore 2015, 449-463, 2015.
3. Kamil, H., Khan, M.A. Self-Leadership Behavioral-Focused Strategies and Turnover Intention: The Mediating Effect of Job Satisfaction. *International Journal of Research in Management, Science & Technology*, 3(3), 1-8, 2015.



4. Hira Saleem & Khan, M.A. Impact of workplace anger on employee behavioural outcomes: Mediating role of Emotional Intelligence. *Research Journal of Recent Sciences*, 4(8), 1-8, 2015.
5. Asma Kiran, Arif Noor, Muhammad Asif Khan (2014). Downsizing effects on Survivors. *Journal of Basic and Applied Scientific Research*, (JABSR), 4(5), 105-115, 2014.
6. Khan, M. A. (2014). Students' passion for grades in Higher Education Institutions in Pakistan. *Procedia - Social and Behavioral Sciences*(ELSEVIER) –112,702-709, 2014.
7. Madhia Khalid & Muhammad Asif Khan (2014). Social Capital and Organizational Performance. The Mediating role of Knowledge Transfer. *Middle East Journal of Scientific Research*, 19(2), 239-250, 2014.
8. Kiran, A., & Khan, M. A. (2014). Perceived organizational support and emotional labour. The mediating role of emotional intelligence. *Research Journal of Recent Sciences*, 3 (9), 1-11, 2014.
9. Fatima, A., & Khan, M.A. Does emotional intelligence moderate the relationship between work place bullying and job performance? *Asian Business and Management*, July 2013, 1- 2013.
10. Fatima, A., & Khan, M. A. Organizational Innovation and Organizational Effectiveness among Employees of Cellular Companies. *Pakistan Journal of Psychological Research (PJSR)*, Summer, 28, (1), 1-24, 2013.
11. Nadim, A. G., Khan, M. A. Moderating role of Employee Engagement in relationship of HRM practices and Job Satisfaction. *Business and Management Review*, 2(11), 1-12, 2013.
12. Impact of Retained Earnings on the Maximization of Firm Value and Shareholders Wealth, *African Journal of Business Management*, Vol. 7(18), 1833-1844, May 2013
13. Factors Affecting Commercial Energy Consumption in Pakistan: Progress in Energy, Renewable and Sustainable Energy Reviews, 19 (2013) 107-135
14. Energy for Economic Growth, Industrialization, Environment, and Natural Resources: Living With Just Enough, *Renewable and Sustainable Energy Reviews* 25(2013) 580-595
15. Impact of Work-Life Conflict and Work Over Load on Employee Performance in Banking Sector of Pakistan, *Middle East Journal of Scientific Research*, Vol. 14, Issue 5, p688-95
16. Factors Determining Energy Consumption: Evidence from Indonesia, Malaysia and Thailand, *Renewable and Sustainable Energy Reviews* 42 (2015) 1123-1131
17. Ayesha Noor, Sajid Bashir, and Valerie A Earnshaw: Bullying, internalized hepatitis(Hepatitis C virus) stigma, and self-esteem: Does spirituality curtail the relationship in the workplace (*Journal of Health Psychology*)



18. Procedural justice, Envy and Organizational Citizenship Behavior: A study of Health Professionals in Pakistan”. Page no. 45 to 51 (Jinnah Business Review Vol. 2 Num. 2 July 2014 online ISSN 2307-7921 Print ISSN 2070 0296)

**ii. Papers Presented in other Conference:**

- 1) 7th Taylor Teaching and Learning Conference, Taylor University, Kuala Lumpur, Malaysia, 14- 16 November, 2014.
- 2) International Conference on Education and Education Psychology (ICEEPSY – 4), Antalya, Turkey, 2-5 October, 2013.
- 3) 4. Session Chair, NUML International Conference on Business & Management, National University of Modern Languages, Islamabad, 10-11 December, 2014.
- 4) International Conference on Quality Higher Education (ICQHE-2014). National University of Modern Languages, Islamabad, 26-27 March, 2014

**e. Number of short courses workshops, seminars organized on community service level<sup>9</sup>**

The details of the activities performed at community service level are stated below:

Type of Activity	Number
Workshops	8
Seminars	21

<sup>9</sup> The source of information is Assistant to Program Managers



f. Faculty and student surveys results to measure the administrative services provided.

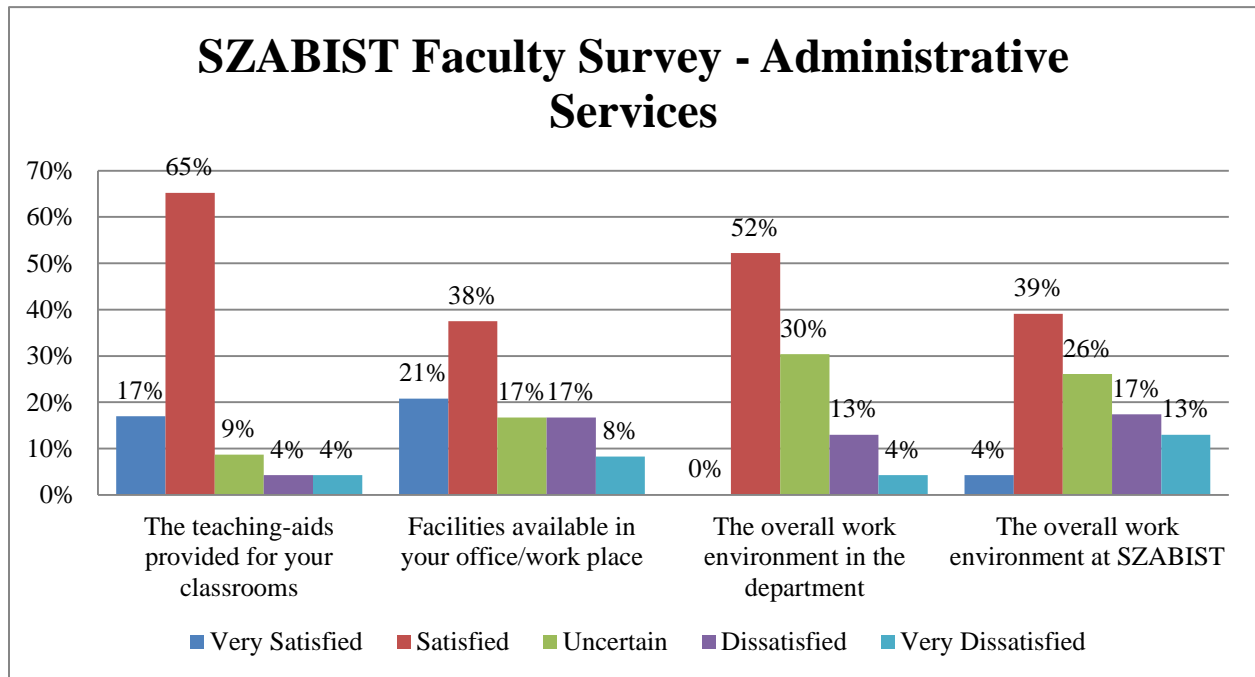


Figure 1.5





## **CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION**

Standard 2-1	Courses vs. Objectives
Standard 2-2	Theory, Problem Analysis / Solution and Design in Program
Standard 2-3	Mathematics & Basic Sciences Requirements
Standard 2-4	Major Requirements as Specified by Accreditation Body
Standard 2-5	Humanities, Social Sciences, Arts, Ethical, Professional & Other Requirements
Standard 2-6	Information Technology Content Integration throughout the Program
Standard 2-7	Communication Skills (Oral & Written)



## Criterion 2: Curriculum Design and Organization

### Standard 2-1: Courses versus objectives

#### a. Title of Degree Program

PhD in Management Sciences

#### b. Definition of Credit Hour

All courses in the program are equal to 3 credit hours. On the whole the PhD-MS program is of 66 credit hours. Breakup of the credit hours is illustrated in the degree plan provided below.

#### c. Degree Plan

**Curriculum Plan**

<b>SEMESTER – I, Fall</b>	<b>SEMESTER – II, Spring</b>	<b>Semester – III, Summer</b>
MS 6106 Advanced Research Methods and Techniques	MS 6xxx Elective-II	
MS 6212 Advanced Quantitative Tools for Research	MS 6xxx Elective-III	
MS 6214 Research Philosophy	MS 6xxx Independent Study-I	
MS 6xxx Elective-I	MS 6xxx Independent Study-II	
MS 6xxx Dissertation (Proposal)	MS 6xxx Dissertation	
MS 6xxx Dissertation	MS 6xxx Dissertation	



**d. Table 4.3 Curriculum Course Requirement**

**Curriculum Plan**

<b>Courses</b>	<b>Core Courses</b>	<b>Electives</b>
MS 6106 Advanced Research Methods and Techniques	√	
MS 6212 Advanced Quantitative Tools for Research	√	
MS 6214 Research Philosophy	√	
MS 6201 Change Management		√
MS 6211 Organizational Development		√
MS 6204 Strategic Marketing Decisions		√
MS 6202 Econometrics		√
MS 6105 Qualitative Tools and Analysis		√
MS 6314 Global Corporate Strategy		√
MS 6413 International Business Management		√
MS 6311 Corporate Governance		√
MS 6111 Business Finance and Decision Making		√
MS 6112 Strategic Human Resource Development		√
MS 6215 Seminars in Marketing		√

Table 4.3: Curriculum Course Requirements



**e.f Describe how the program content (courses) meets the program Objectives**

<b>Courses</b>	<b>Objective</b>	<b>Outcome</b>
MS 6106 Advanced Research Methods and Techniques	1, 3, 4	2, 4, 5
MS 6212 Advanced Quantitative Tools for Research	1, 2, 3	5, 6
MS 6214 Research Philosophy	4, 5	1, 2
MS 6201 Change Management	1, 4, 5	1, 3, 4
MS 6211 Organizational Development	1, 4, 5	1, 3, 4
MS 6204 Strategic Marketing Decisions	1, 4, 5	1, 3, 4
MS 6202 Econometrics	1, 2, 3	5, 6
MS 6105 Qualitative Tools and Analysis	1, 2, 3	5, 6
MS 6314 Global Corporate Strategy	1, 4, 5	1, 3, 4
MS 6413 International Business Management	1, 4, 5	1, 3, 4
MS 6311 Corporate Governance	1, 4, 5	1, 3, 4
MS 6111 Business Finance and Decision Making	1, 4, 5	1, 3, 4
MS 6112 Strategic Human Resource Development	1, 4, 5	1, 3, 4
MS 6215 Seminars in Marketing	1	1, 2, 3

Table 4.4: Courses versus Outcomes



**Standard 2-2: Theory, Problem Analysis/Solution and Design in Program**

The courses comprise of theoretical knowledge and practical applications. In almost all courses students undergo through rigorous projects to apply the knowledge and skills they acquire in a course. Also these diverse projects help them to equip various skills like team building, conflict resolution, and ethical decision making etc., which are necessary for today’s complex organizations.

**a. Table 4.5 Standard 2-2 requirements**

<b>Courses</b>	<b>Theoretical Background</b>	<b>Problem Analysis</b>	<b>Solution Design</b>
MS 6106 Advanced Research Methods and Techniques	√		
MS 6212 Advanced Quantitative Tools for Research	√	√	√
MS 6214 Research Philosophy	√		
MS 6201 Change Management	√		
MS 6211 Organizational Development	√		
MS 6204 Strategic Marketing Decisions	√		
MS 6202 Econometrics	√		
MS 6105 Qualitative Tools and Analysis	√		
MS 6314 Global Corporate Strategy	√		
MS 6413 International Business Management	√		
MS 6311 Corporate	√		



Governance			
MS 6111 Business Finance and Decision Making	√		
MS 6112 Strategic Human Resource Development	√		
MS 6215 Seminars in Marketing		√	

Table 4.5 Standard 2-2 requirements

### **Standard 2–3: Mathematics & Basic Sciences Requirements**

MS 6212 Advanced Quantitative Tools for Research and MS 6202 Econometrics.

### **Standard 2–4: Major Requirements as Specified by Accreditation Body**

- i. Major requirements of HEC as specified in “Business Education Plan” 2012 are met.
- ii. For PhD HEC provides specific courses and dissertation comprising 48 credit hours to be taught. However, it provides bare minimum understanding of strategic core areas of decision making. Therefore SZBIST offers PhD Management Program of 54 credit hours instead of 48 credit hours.
- iii. Further, an interview committee identifies the deficiency among individual students and assigns further pre-requisite courses as needed on case to case basis.
- iv. Along with this the students who have not done thesis at MS / MBA level, they are asked to complete a pre-requisite thesis.

### **Standard 2–5: Humanities, Social Sciences, Arts, Ethical Professional & Other Requirements**

MS 6106 Advanced Research Methods and Techniques and MS 6214 Research Philosophy.



## **Standard 2–6: Information Technology Content Integration throughout the program**

MS 6212 Advanced Quantitative Tools for Research, MS 6105 Qualitative Tools and Analysis and MS 6202 Econometrics.

## **Standard 2–7: Communication Skills (Oral & Written)**

MS 6215 Seminars in Marketing

For PhD, HEC provides specific courses which provide bare minimum understanding of strategic core areas of decision making. At SZABIST most of the suggested courses are in line of the HEC guidelines and the composition of management and research related guidelines are followed e.g. out of 54 credit hours total courses, there are 24 credit hours for theory, problem and solution based courses and 30 credit hours for dissertation. All the eight courses are a mix of compulsory and electives / interdisciplinary courses.



### **CRITERION 3: LABORATORIES AND COMPUTING FACILITIES**

Standard 3- 1	Lab Manuals / Documentation / Instructions
Standard 3- 2	Adequate Support Personnel for Labs
Standard 3- 3	Adequate Computing Infrastructure and Facilities





### **Criterion 3: Laboratories and Computing Facilities**

Laboratories and computing facilities must be adequately available and accessible to faculty members and students to support teaching and research activities. To meet this criterion the standards in this section must be satisfied. In addition departments may benchmark with similar departments in reputable institutions to identify their shortcomings if any.

Provide the following information about the laboratories and computing facilities:

Describe the laboratory/ computer facilities that are available for use in the program under assessment. Indicate for each lab the following

- Laboratory Title
- Location and area
- Objectives
- Adequacy for instruction
- Courses taught
- Software available if applicable
- Major Apparatus
- Major Equipment
- Safety regulations

#### **Standard 3-1: Lab Manuals / Documentation / Instructions**

**a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions.**

SZABIST Islamabad is equipped with state-of-the-art computer facilities with around-the-clock high bandwidth connectivity to the Internet. Moreover, the campuses are equipped with Wi-Fi enabled devices providing students with unlimited access to the Internet.

Computer Labs are open to all students for computing and printing facilities from 8:00 am to 09:30 pm from Monday to Saturday and from 09:00 am to 05:30 pm on Sunday.

To avoid disruptions, students are not allowed to enter the labs while classes are in progress. Color and laser printing is available at nominal cost.

To ensure the integrity of the network, students are not allowed to install their own software programs on SZABIST computers. Should additional software be required to undertake a course-related assignment, students first seek the written approval of the concerned faculty and contact



the Computer Lab Administrator well in advance to make arrangements for loading the software only on specific workstations.

To handle sudden and abrupt power interruptions, a five minutes power backup is available for all computers. All users are advised to regularly save their work. Students are also strongly encouraged to maintain a backup of their data, as the Lab staff will not be responsible for any loss of data.

#### **b. Resources Sufficient**

Yes, the resources are sufficient for the program.

### **Standard 3-2: Adequate Support Personnel for Labs**

#### **Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support**

Instructions are clearly written on the Notice Boards pertaining to:

- Lab student IDs
- Uniquely generated E-mail IDs for Student and SZASBIST Islamabad official Correspondence
- Plagiarism Testing (*plagiarism@szabist-isb.edu.pk*)
- Help Desk for students e.g. Software Installation (*systems@szabist-isb.edu.pk*)
- Installed Software with version.
- Internet Usage Proxy Settings
- Instructions and settings to use Printer
- Rules and Regulations for Lab usage
- Lab classes schedule
- ZABDESK queries (*support@szabist-isb.edu.pk*)

However, No written easy to use manuals are available in the computer Labs for learning to use ZABDESK, Microsoft Office and other related Programs and software.

Computer Laboratories are furnished with a reasonable number of professional personnel's to provide continuous support to the labs, students and faculty.

At SZABIST Islamabad, we have five functional Computer labs. A total of 11 dedicated staff members working at different time slots to ensure unhindered delivery of knowledge.



<b>Shifts</b>	<b>Time Slots</b>	<b>Personnel(s)</b>
Morning	8:00 am -04:00 pm	5
Evening	2:00 pm -10:00 pm	3
General	10:00 am -06:00 pm	3

**Standard 3-3: Adequate Computing Infrastructure and Facilities<sup>10</sup>**

**a. Describe how the computing facilities support the computing component of your program.**

The PhD-MS Program is heavily dependent on the facilities provided by SZABIST, Islamabad, in the form of technology as listed below.

All labs are equipped with latest software to help in parting education in a professional manner. Before the start of each term, all computers are checked, repaired, and replaced if needed. Once the term begins, things usually proceed without a hitch.

<b>No.</b>	<b>Particulars</b>	<b>Quantity</b>
<b>1</b>	<b>Servers</b>	<b>10</b>
	IBM Blade Centre HS 21 Chassis S	1
	IBM Blade Centre HS-21	2
	IBM Blade Centre HS-22	1
	Dell PowerEdge R730	2
	Dell PowerEdge T430	1
	Dell PowerEdge 2900	2
	HP Proliant ML370	1
	Dell PowerEdge 1500	1
<b>2</b>	<b>Desktop Computers</b>	<b>206</b>

<sup>10</sup>Source of information is: Manager IT



	Dell OptiPlex 330	52
	HP Compaq dx2310	60
	Dell OptiPlex 7010 Core i7	10
	HP Compaq 8200 Core i7	14
	HP ProDesk 400 Core i7	40
	Apple I Mac systems	8
	Dell OptiPlex 760 core 2 duo	22
<b>3</b>	<b>Multimedia</b>	<b>26</b>
<b>4</b>	<b>Printers</b>	<b>3</b>
	LaserJet Black	2
	Color	1
	Scanner	1
<b>5</b>	<b>UPS</b>	<b>16</b>
	20 KVA	2
	10 KVA	3
	5 KVA	1
	1 KVA	6
	2KVA	4

**b. Are there any shortcomings in the Computer Science Infrastructure and facilities?**

Based on the information given above, it can be concluded that the computer lab facilities are adequate and up to par for the PhD –MS Program at SZABIST, Islamabad.

Although the above facilities are shared among SZABIST programs, however the schedules are managed so that each program gets sufficient lab time.



## **CRITERION 4: STUDENT SUPPORT AND ADVISING**

Standard 4-1	Sufficient Frequency of Course Offering
Standard 4-2	Effective Faculty / Student Interaction
Standard 4-3	Professional Advising and Counseling



## **Criterion 4: Student Support and Advising**

### **Standard 4-1: Sufficient Frequency of Course Offering**

#### **a. Provide Department's strategy for course offering**

We offer core courses during the course work of 3 semesters of the program.. We continually review course and curriculum as to make these markets competitive. On average, the class strength of PhD-MS is 5-7 students.

#### **b. Explain how often required courses are offered**

All courses are offered as per course plan provided in the Curriculum Plan in Criterion No. 2. Courses are offered in each semester. Students can specialize three major fields of management sciences i.e. HR, Marketing and Finance.

#### **c. Explain how elective courses are offered**

Three elective courses are offered for specialization in the first year. Electives are offered for Finance and Marketing and Management. Students select from the given set of electives courses depending upon which discipline of Management Sciences they intend to adopt in future.

#### **d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency**

PhD-MS course taking policy in other programs is as follows:

- Specific elective courses are co-offered with MS and in that case PhD-MS and MS students take the course simultaneously.
- PhD-MS students are also allowed to take courses along with other programs on the basis of equivalency defined in the course catalogue. Approval of Program Managers of both programs is required in this case.

### **Standard 4-2: Effective Faculty and Student Interaction**

**Describe how you achieve effective student/faculty interaction in courses taught by more than one person such as two faculty members, a faculty member, and a teaching assistant.**

The department achieves student / faculty interaction through class room discussions and faculty spare exclusive counseling time for individual students.



### **Standard 4-3: Professional Advising and Counseling**

#### **a. Describe how students are informed about program requirements**

Students are informed about program requirements through advertisements, prospectus, brochures, student hand book, admissions department, program heads, and orientation, website and ZABDESK guideline.

#### **b. Describe advising system and indicate how its effectiveness measured**

Each faculty posts counseling hours on the ZABDESK, so whenever student has a problem in studies, he/she can visit faculty in counseling hours or by appointment. Students can also discuss their problems with program coordinator when needed.

#### **c. Describe the students counseling system and how students get professional counseling when needed**

The advising services are provided through professional seminars, orientations, workshops, teachers and Program Managers. The campus has establishing an Executive Development Center (EDC) for providing more facilitation to students.

#### **d. Indicate if students have access to professional counseling; when necessary**

Professional counseling is provided mainly through seminars and workshops.

#### **e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.**

Students interact with practitioners in seminars and workshops. The department facilitates students to adapt to new and developing circumstances that challenge their growth as they progress through each grade. Such support may include academic guidance, career counseling, professional grooming, and student support. Students can access program managers and faculty whenever they need any guidance. Campus administration and faculty arranges professional seminars for students in order to interact with market professionals.



## **CRITERION 5: PROCESS CONTROL**

Standard 5-1	Admission Process
Standard 5-2	Registration and Students
Standard 5-3	Faculty Recruitment and Retention Process
Standard 5-4	Effective Teaching and Learning Process
Standard 5-5	Program Requirements Completion Process





## **Criterion 5: Process Control**

### **Standard 5-1: Admission Criteria**

- a. Describe the program admission criteria at the institutional level, faculty or Department if applicable**

#### **Admission Process after Announcement of Admission Dates**

- Candidate registers online and receives ID and Password
- Candidate fills the form online and submits. (Can also use SZABIST Lab Facilities)
- Application goes to pending area. Admission staff checks the application form in pending area.
- Admission staff sends an email to candidate about his/her status i.e. either accepted or rejected or returned to applicant if not filled properly (whatever the decision is)
- Application goes back to applicant for correction and re-submission.
- Students comes along with documents and application processing fee of Rs.1500/-
- Admission staff check documents & issues admit card, (Information regarding test date, time and place)
- Candidate appears for the test
- Test results along with date, time and venue of interview are made available on notice boards, website and online admission site.
- Arrangements for admission test & Interview process, i.e. arrangement of Rooms, Faculty, Food & Refreshments, sitting area for candidates and their parents, Duties of staff and preparation of attendance sheet & score sheet with consultation & help of the office of V.P academics .
- List of accepted & waiting candidates as per merit are made available on Notice Boards, Website and Online Admission Site, Admission letters are sent to the accepted and waiting candidates through courier.
- Accepted & Writing candidates pay fee before deadline. Preparation of final list by (Records Office), is displayed on Notice Boards, Website and Online Admission System.
- Arrange Orientation

#### **Admission Criteria**

- For admission to the PhD program, Eighteen years of education in a related field with minimum 1st division / CGPA 3.00 from a HEC recognized institution.



- Passed the SZABIST PhD Entrance Examination (the candidate must also submit acceptable score on the GRE as per requirement of HEC during their first year of study) preference will be given to GRE/GAT-Special score holders.
- Passed the Selection research proposal, defense / Interview with the SZABIST Graduate Committee.



**b. The admission process flowchart**

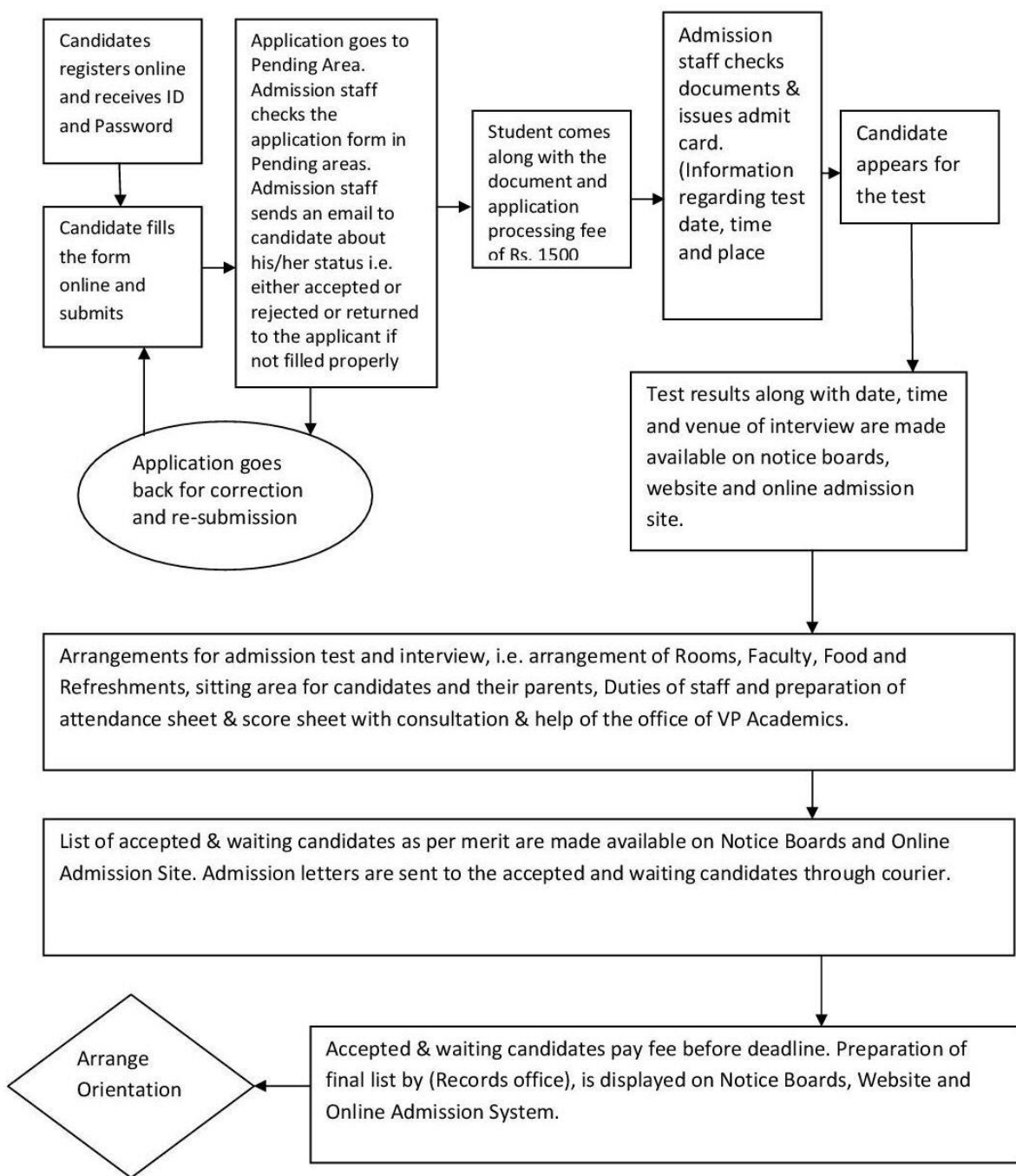


Figure 5.1



**c. Describe policy regarding program/credit transfer**

**Transfer**

Following are two types of transfer:

- 1) Transfer in (Student from other SZABIST campuses come to Islamabad Campus).
- 2) Transfer out (Student from Islamabad Campus gets transferred to other SZABIST campuses).

**Transfer In**

- Relevant campus contact us
- Correspondence with the relevant campus
- Receiving of file
- Checking of documents received in student files.
- Conduct student interview with the relevant Program Manager, if recommended.
- Final approval by HOC Academics
- Provide transfer acceptance letter to student
- Submission of fee
- Get clearance of Finance Office.
- Send documents to Records Office for registration number.
- Update Profile with the registration number in ZABDESK.
- Inform Students

**Transfer Out**

- Receive application of the students
- Check transfer criteria of the students (completion of 25% courses at original campus)
- Contact and correspond with the relevant campus
- Get approval for the relevant campus
- Prepare campus transfer file
- Get clearance by Finance Office, Labs and Library
- Transfer from approval by relevant Program Manager
- Send form to Records Office for closing of account and letter grade issuance
- Get final approval from the VP Academics
- Dispatch form and file to the relevant campus



- Keep a photocopy of file with Karachi Campus.
- A maximum of up to 50 credits may be considered for transfer into Bachelor program.

### **SZABIST Inter-Campus Transfer**

For transfer candidate from other SZABIST campuses, the candidate must fulfill the admission requirements of the local campus he / she wishes to transfer into.

All courses / grades are transferable. A transfer fee will be applicable for students transferring from any other SZABIST campus.

#### ***Certificate Course Transfer***

For transfer candidates from the SZABIST Certificate Programs, all courses having a letter grade B- or above for the PHD-MS are transferable within one year.

- d. Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process.**

Admission Criteria and processes are reviewed in the Academic Council meeting, which is held twice a year.

### **Standard 5-2: Registration and Students**

#### **a. Registration Process and Policy**

The following registration procedure is strictly followed at the beginning of each semester:

- Academic Department sends a formal request to ZABSOLUTION which opens all interface of registration for course registration.
- Program Managers offers courses on ZABDESK and then notices for the registration of courses is announced to the students through Emails and website.
- Students must register through ZABDESK, the automated SZABIST Online Registration System and after that they can do manually which is allowed for 2 days only. For further assistance, they can contact Academic Office.
- Registered students who have paid their fee, but have remained absent for the first four classes, will be forced to de-register from the course.
- Students not registered will not be allowed to attend classes. No registration will be allowed two weeks after classes begin.
- For continuing students, only students with a CGPA of 3.00 will be allowed to register in one additional course, which has to be approved by the Program Manager.



- Students can register for only one IRS or dissertation of 3 credit hours in summer.

**b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements**

**Absence Rules**

Students are required to maintain a minimum of 80 percent attendance throughout the semester in order to qualify for the Final Examination. Maximum 3 absences (for courses of 3 hour duration classes) allowed per semester per course; these absences are to be used for any emergency purposes like health problem, family death etc. Please note that two late arrivals are equal to 1 absence. Registered students who have remained absent for more than three classes during the semester, will be awarded an 'F' grade in the course.

**Leave Rules**

There are no leaves at SZABIST. Students are required to manage their attendance as per above guidelines. However, one additional absence is allowed if the student is travelling for Hajj, subject to submission of documentation and requisite approval by Program Manager.

**General Marks Distribution**

General marks distribution (not applicable to all courses/programs) is as follows:

Tests (for 1.5 hour session courses) optional 20 %

Midterm Examination 30 %

Assignments 5-10 %

Quizzes 5-10 %

Term Paper, Project and Presentation 10-15 %

Final Examination 35-40 %

Depending on the course content, a deviation of 10 percent is permissible at faculty's discretion. Thesis policies vary between departments. For further details consult the relevant Program Manager or Head of Department.

**Grading Plan**

The following Letter Grade Plan is followed at SZABIST:

Letter Range Grade Point



A+ 95 – 100 4.00

A 91 – 94 3.75

A- 87 – 90 3.50

B+ 83 – 86 3.25

B 79 – 82 3.00

B- 75 – 78 2.75

C+ 72 – 74 2.50

C 69 – 71 2.25

C- 66 – 68 2.00

D+ 64 – 65 1.75

D 62 – 63 1.50

D- 60 – 61 1.25

F < 60 0

In certain cases, the following Letter Grades are assigned.

**Letter Remarks:**

S Satisfactory

U Unsatisfactory

I Incomplete

W Withdrawn

J Result withheld

- All grade points earned will be averaged towards the final grade point for graduation; in case a course is retaken, better grade will be used for calculation.
- There is no provision for giving or requesting grace marks.
- Minimum CGPA required for graduation is given in section on Rules Governing Degree Completion.
- If incomplete grade 'I' is not completed before the specified deadline, the default grade is 'F'.



### **Minimum Passing Grade**

Minimum passing grade in each course is as follows:

B- for MS and PhD program courses

### **Compulsory Repeat Grade**

- A course in which low grades are earned, are to be repeated compulsorily. These are as follows:
- For MS/PhD programs, courses with earned grade of 'C+' or below must be repeated.
- 'F' grade in a course does not count as having met the pre-requisite for taking an advanced course, and there will be no attendance or assessment waivers the next time students take the course.
- Students with repeat grades must take the course next time when it is offered.
- Non-undergraduate program students may get attendance waiver in Compulsory Repeat Grade courses, except courses in which they received an 'F' grade.
- However, if a student wants to improve a 'Pass Grade,' he/she is required to take all assessments as assigned for the course, and no attendance waiver is given.
- A student repeating course(s) that is/are no longer offered will be allowed an appropriate replacement course, which will be approved by the Program Manager.

### **Required Maintenance CGPA**

Minimum required CGPA for various degree levels, below which a student may face probation, is as under:

PhD programs: CGPA of 3.00

### **Dismissal**

A student shall be considered for dismissal under the following conditions:

#### ***1. Dismissal on Academics through Probation***

SZABIST follows the probation and dismissal policy as recommended by HEC, "Whenever CGPA of a student falls below the required CGPA, he/she will be placed on "First Probation" for the next semester. If in the First Probation semester the student does not increase his/her CGPA





to the required CGPA, he/she will be placed on “Second Probation” for the next semester. If in the Second Probation semester the student does not increase his/her CGPA to the required CGPA, he/she shall be dismissed from SZABIST.

The required maintenance CGPA for different program levels, below which a student shall be on First or Second Probations or Dismissed, are as under:

All PhD Programs: CGPA of 3.00

Summer semesters are not counted for probations/dismissals, as they are remedial semesters.

### ***2. Degree Time-Barring Dismissal***

The registration will stand terminated if a student has not completed the degree requirements within five years for PhD programs.

### ***3. Dismissal Due to Academic Dishonesty***

The registration will stand terminated if the student is involved in a case of academic dishonesty e.g. submission of fake documents etc.

### ***4. Dismissal on Disciplinary Grounds***

The registration will stand terminated if a student is dismissed on disciplinary grounds by the Disciplinary Committee.

On dismissal, a notification shall be issued by the Campus, and forwarded to the Office of Vice President (Academics) for dissemination to other SZABIST Campuses for information.

A student, once dismissed shall not be allowed to register for any certificate courses, at any campus.

A dismissed student may apply for “Letter Grade” as documentation for credits taken at SZABIST, after dismissal.

- c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process**

#### **Evaluation of Registration and Student Monitoring Process**

The Student Registration and Student Progress Monitoring processes are regularly reviewed through ZABDESK by the relevant Program Managers. A Program Managers meeting is held once in a month chaired by head of the Campus to discuss all the relevant issues in the Program.



If needed, meeting could be held before the completion of one month. Any necessary amendment in policy and resolving certain individual cases is carried out in these meetings.

### **Standard 5-3: Faculty Recruitment and Retention Process**

- a. Describe the process used to ensure that highly qualified faculty is recruited to the program.**

#### **Recruitment Process:**

Human Resource department of SZABIST Islamabad advertises the faculty positions every year in national newspapers and official website for attracting a pool of qualified candidates for recruitment.

HR department receives the applications and files the relevant ones according to discipline & position. HR department sends the CVs to the committee of program managers along with HEC criteria of faculty appointment. Further, they are shortlisted by the relevant HOD at Head office i.e. SZABIST Karachi.

Then, a selection committee (consisting of Head of Campus, Program Managers, Director Academics, and relevant HOD and Program Managers at SZABIST Karachi) is formed to conduct the interviews of screened candidates. For effective evaluation, there is a standard interview criterion (faculty interview form) for faculty positions. Those who qualify the interviews are invited for a demo session in which selection committee evaluates effectiveness of lecture delivery as per standard demo evaluation form.



b. Flow Chart

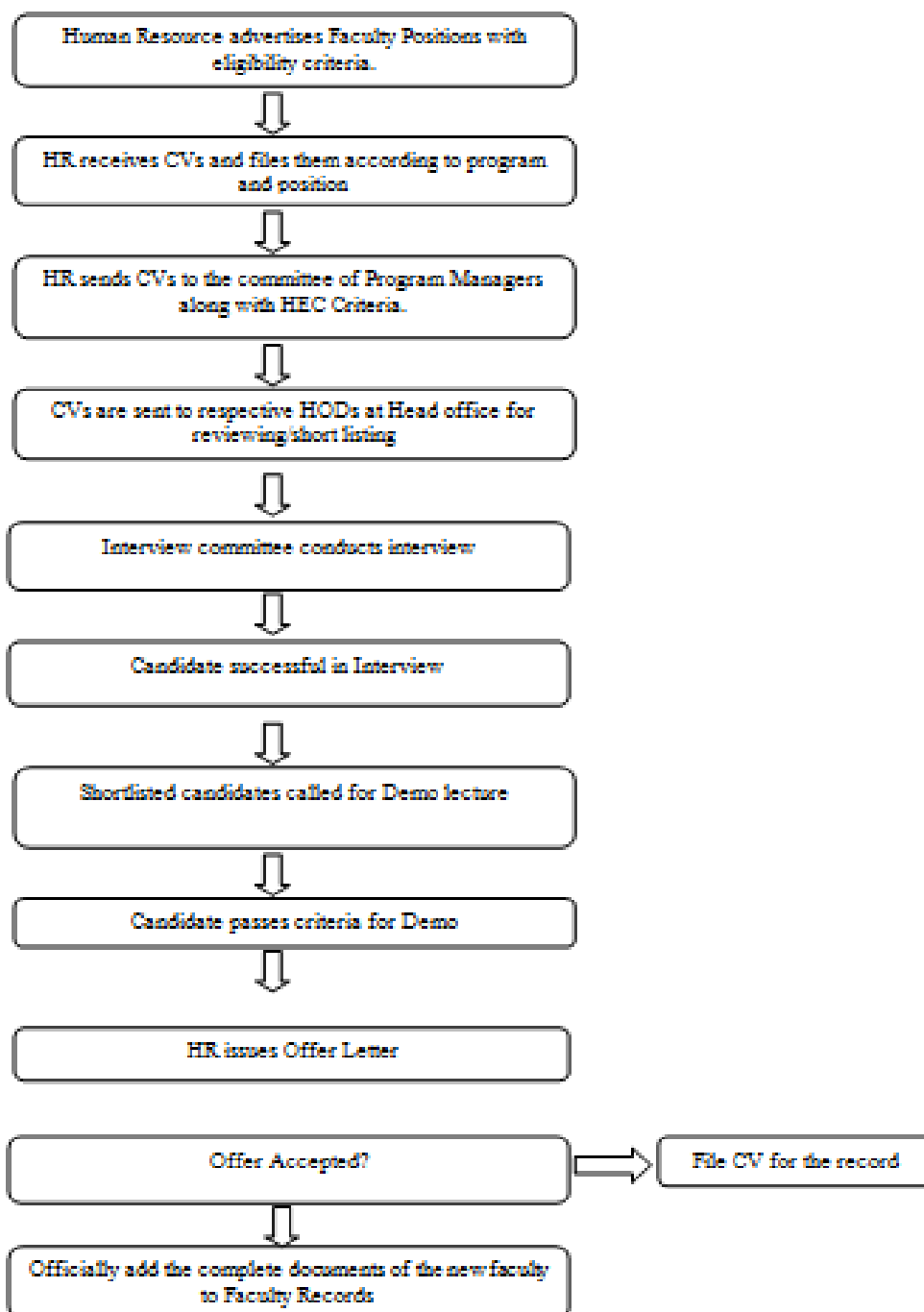


Figure 5.2



**c. Indicate methods to retain excellent faculty member.**

**Retention Process**

For permanent faculty members, SZABIST Islamabad Campus has incorporated such aspects of employee motivation into the incentives being offered that help in retaining faculty members. Besides, encouraging research and development activities through publication honorarium, continuing education program and financial support for participation in national international conferences, some other benefits offered are car loan, provident fund, life insurance etc.

The SZABIST Islamabad Campus aims to produce highly qualified, scientific and technical personnel to meet the economic and technological challenges of the 21st century. In order to support the mission statement of the institute, SZABIST Islamabad makes sure that HEC criteria be incorporated into recruitment, appraisal and faculty promotion processes. For promotion, faculty members are evaluated as per HEC guidelines i.e. qualification, experience and publication etc. Promotion cases of faculty members are reviewed every year by the promotion committee at Head Office i.e. SZABIST Karachi. Faculty members meeting the promotion criteria of HEC submit the required documents to HR office for case preparation and submission to Head office. Cases are reviewed by the committee considering the HEC criteria and availability of positions in respective department/area.

**d. Indicate how evaluation and promotion processes are in line with institution mission statement.**

The SZABIST Islamabad Campus aims to produce highly qualified, scientific and technical personnel to meet the economic and technological challenges of the 21st century. In order to support the mission statement of the institute, SZABIST Islamabad makes sure that HEC criteria be incorporated into recruitment, appraisal and faculty promotion processes. For promotion, faculty members are evaluated as per HEC guidelines i.e. qualification, experience and publication etc. Promotion cases of faculty members are reviewed every year by the promotion committee at Head Office i.e. SZABIST Karachi. Faculty members meeting the promotion criteria of HEC submit the required documents to HR office for case preparation and submission to Head office. Cases are reviewed by the committee considering the HEC criteria and availability of positions in respective department/area.

**HEC Criteria for the Promotion of Higher Grade Position**

(Source: HR Manual, Faculty Promotion Policy)

The Higher Education Commission of Pakistan enumerates the following criteria for each faculty promotion in various ranks.



- i. Qualification
- ii. Research: The publications in Journals with high impact factor will be preferred.
- iii. Length of service

## **1. Faculty of Management Sciences**

### **a. Lecturer to Assistant Professor**

#### **Option I**

##### **Degree requirement**

The candidate is eligible for promotion if s/he has got a MS/M.Phil or equivalent degree awarded in the field of Management Sciences or allied field of studies.

##### **Experience**

At least four years of teaching/research experience in an HEC recognized University/DAI or equivalent professional experience in the relevant field in a national or International organization.

##### **Publications**

No publications are required.

#### **Option II**

##### **Degree requirement**

The candidate is eligible if s/he has earned a PhD degree awarded in Management Sciences or allied field of studies from HEC recognized University.

##### **Experience**

No teaching experience is required for a candidate with PhD degree.

##### **Publications**

No publications are required.

### **b. Assistant Professor to Associate Professor**

##### **Degree requirement**

The candidate must have earned a PhD degree awarded in Management Sciences or allied field of studies from HEC recognized University.

##### **Experience**



At least ten years of teaching/research experience in an HEC recognized University / DAI or equivalent professional experience in the relevant field in a National or International organization.

**Publications**

The candidates applying for promotion must have eight scholarly publications in Journals recognized by the Higher Education Commission of Pakistan.

**c. Associate Professor to Professor**

**Degree requirement**

The candidate must have earned a PhD degree awarded in Management Sciences or allied field of studies from HEC recognized University.

**Experience**

At least fifteen years of teaching/research experience in an HEC recognized University/ DAI or equivalent professional experience in the relevant field in a National or International organization.

**Publications**

The candidates applying for promotion must have twelve scholarly publications in Journals recognized by the Higher Education Commission of Pakistan.

**Table 1: Faculty of Management Sciences**

	<b>Designation</b>	<b>Options</b>	<b>Qualification</b>	<b>Experience</b>	<b>Publications</b>
A	Lecturer to Assistant Professor	Option I	MS/M. Phil	4-years teaching/research experience in a recognized university or a post graduation Institution or professional experience in the relevant field in a National or International organization	Nil
		Option II	PhD in relevant field	No experience	Nil



			from HEC recognized University / Institution.	required	
B	Assistant Professor to Associate Professor		PhD in the relevant field from an HEC recognized University / Institution.	10-years teaching/ research in an HEC recognized University or a postgraduate Institution or professional experience in the relevant field in a National or International Organization.	The applicant must have 8 publications in the HEC recognized Journals.
C	Associate Professor to Professor		PhD in the relevant field from an HEC recognized University / Institution.	15-years teaching/ research in an HEC recognized University or postgraduate Institution or professional experience in the relevant field in a National or International organization.	The applicant must have 12 research publications in HEC recognized Journals.

**e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process**

The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

The process is evaluated annually on the following parameters for improvement:



- i. Promotion cases are reviewed by the promotion committee annually as per HEC guidelines to promote and retain the qualified faculty members.
- ii. Performance of faculty members is appraised annually to reward and recognize their achievements in the areas of teaching, research and academic and non-academic activities etc.

#### **Standard 5-4: Effective Teaching and Learning Process**

- a. **Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning Process and Procedures used to ensure Active Learning and that Courses' Learning Outcomes are met.**

The PhD Class size is limited to 5-7 students. This strength allows a more interactive session imparting high quality of education. The faculty members pay individual attention and encourage participation and constructive discussion. All class rooms are air-conditioned and equipped with overhead projectors, white boards, PCs, and Internet connectivity.

The above mentioned are planned in line with the Learning Outcomes that are clearly stated in the Course Outline at the beginning of each semester.

- b. **Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process**

Every semester in the 5th week all the faculty members are evaluated by the students for their methods of teaching and delivery of course material. The Head of the Campus gives his comments on all the evaluations and then forwards them to relevant the Program Managers.

If a faculty member scores less the 60% in the evaluation, the Program Mangers counsel him/her about the scores and allots time for improvement. After two weeks evaluation is done again to see if there is some improvement in the teaching methodology or not. If there is no improvement in case of permanent faculty, the final verdict lies with the Head of the Campus. If no improvement is made in case of visiting faculty, the faculty member is removed from the course with the consent of Head of the Campus.

#### **Standard 5-5: Program Requirements Completion Process**

- a. **Describe the procedure used to ensure that graduates meet the program requirements**

##### **Program Requirements**

Records office will make sure that the student has completed all core courses and all elective courses with minimum credits for the degree requirement.





When student apply for their final transcript his/her credential will be checked and verified through the Zabdesk by records office.

Following points to be noted when students apply for his/her final transcript.

- Passed all required courses for completion of degree.
- Passed comprehensive Exam.
- Complete minimum 06 weeks internship (internship appraisal form to be filled, attached with final transcript form).
- In case of job, job letter/experience certificate to be attached with request and form internship waiver form to be filled (attached with final transcript request form).
- Student has to filled Survey of Graduating Students (form attached with final transcript form)
- Student has to fill the Alumni Database Form.
- Submission of final transcript request form in records office.
- Submission all necessary documents (previous documents) with final transcript request form.
- After submission of final transcript request form, records office is scrutinize all the documents and information given by the student on final transcript form. In case of any deficiency records office is informed to the student to complete all the necessary requirements.
- After getting final transcript form records office will update Survey of Graduating Students in soft copy.

### **Completion Progress**

Final transcript will be duly signed by Controller Records, Controller Examination, Head of Campus and then President. Degree will be conferred in Convocation which will be duly signed by President and Chancellor. SZABIST Islamabad is arranging graduation ceremony every year to award the degree to their graduates, gold medals, special certificates and awards to position holders.

#### **b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process**

No such procedure is in place to evaluate.



## **CRITERION 6: FACULTY**

Standard 6-1	Program Faculty Qualifications and Number
Standard 6-2	Current Faculty, Scholarly Activities & Development
Standard 6-3	Faculty Motivation and Job Satisfaction



## Criterion 6: Faculty

### Standard 6-1: Program Faculty Qualification and Number

#### a. Faculty resumes in accordance with the format

Launched.

#### b. Faculty distribution by program's areas<sup>11</sup>

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area*	Number of faculty with Ph.D. degree
Marketing		2	2
Economics & Finance	No section	1	1
HRM		2	2
<b>Total</b>		<b>5</b> <b>3 permanent</b>	<b>5</b> <b>3 permanent</b>

Table 4.6 faculty distribution by program's areas

### Standard 6-2: Current Faculty Scholarly Activities and Development<sup>12</sup>

#### a. Describe the criteria for faculty to be deemed current in the discipline and based on these criteria and information in the faculty member's resume, what percentage of them is current. The criteria should be developed by the department.

The criteria are as under:

1. Presenting and publishing research papers in national/international conferences
2. Publishing research papers in national/international journals
3. Supervising research related assignments and projects
4. Participation in academic/professional activities i.e. seminars, training sessions, conferences, workshops organized in campus

<sup>11</sup>Source Program Manager

<sup>12</sup> Source of Information is HR



5. Keeping abreast of latest developments and concepts in the field and incorporating them in lecture delivery
6. Pursuing higher studies under continuing education program and study leave policy

**Note:** due to no availability of faculty resume by all the persons teaching in PHD the percentage of how the faculty is current couldn't be processed.

**b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.**

SZABIST Islamabad Campus understands and values the fact that faculty members should have space enough to concentrate on their professional development with respect to their involvement in research and academic activities with a balanced amalgamation of personal and professional life. Continuing education policy is a great incentive for faculty members pursuing higher studies in the field.

**c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development.**

SZABIST Islamabad Campus motivates the faculty members to actively participate in research activities and publications through financial rewards and appreciation. Continuing education program is another incentive for faculty members to keep them abreast of latest developments and concepts in the field.

**d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement.**

Presently the HR office is not involved in this process. As per PM Every week a meeting is held involving HOD of management sciences and Program Managers of management Sciences, chaired by HOC. In addition to it, regular faculty meetings are held to address academics and administrating issues to ensure smooth running of program.

Furthermore, faculty evaluation is carried out for each course in each semester in order to get feedback of student related to a particular course and faculty member. It helps program manager to interact with faculty member to optimize the learning experience.

### **Standard 6-3: Faculty Motivation & Job Satisfaction**

**a. Describe programs and processes in place for faculty motivation**



2. Performance merit increment
3. Performance bonus
4. Conference sponsorship one per year for main author in a reputed conference nationally that is completely sponsored by SZABIST and one per two years internationally sponsored 50%.
5. Honoraria for publishing research papers in reputed journals.
6. Continuing education facility
7. Flexible working hours
8. Study leave

**b. Indicate how effective these programs are?**

Programs are effective as:

- Employees get the opportunity of personal and professional growth by acquiring education free of cost.
- The 50% concession of fee to children of employees gives employees the opportunity to provide their children with quality education at an affordable price.
- The flexible timing enables the employees to manage their time on campus with the time of their classes.
- The performance-based increments and an annual bonus motivate employees to work effectively and efficiently.
- Personal and professional development through continuing education program, honoraria, and institutional sponsorship for participation in conferences prove motivational.

Flexible work hours help the employees to manage their time on campus without compromising on their academic commitments. Flexible work hours also help the employees to have work-life balance.

**c. Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction<sup>13</sup>.**

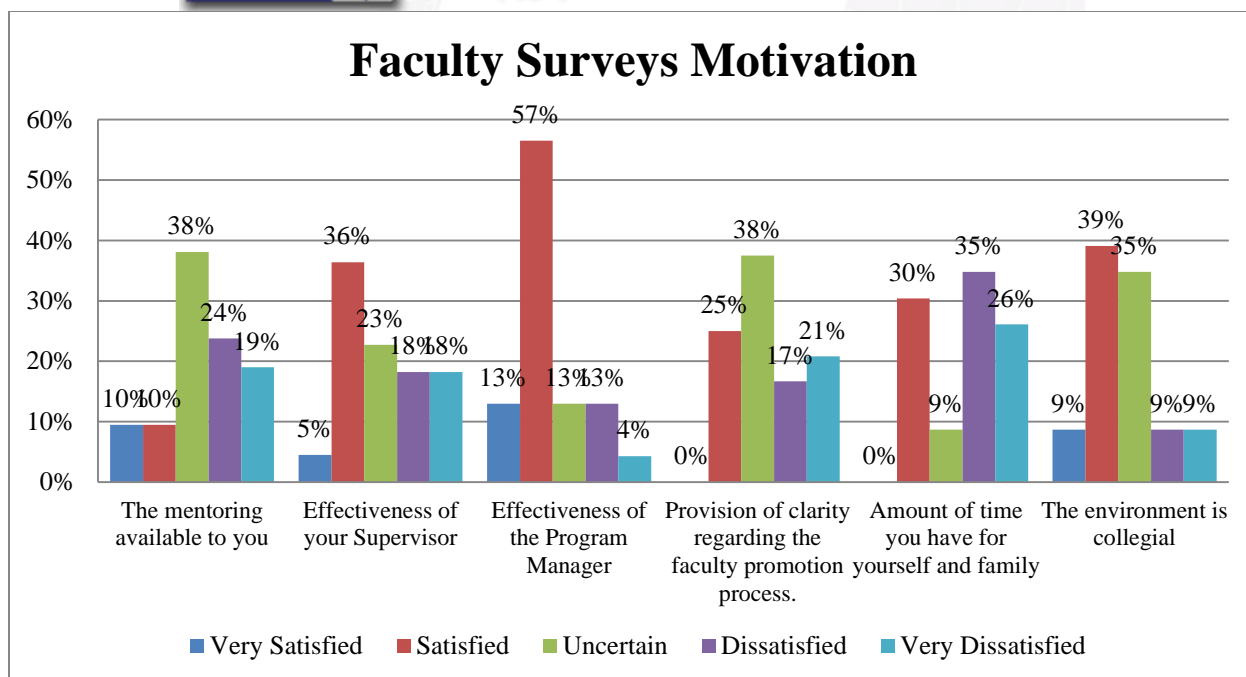


Figure 6.1

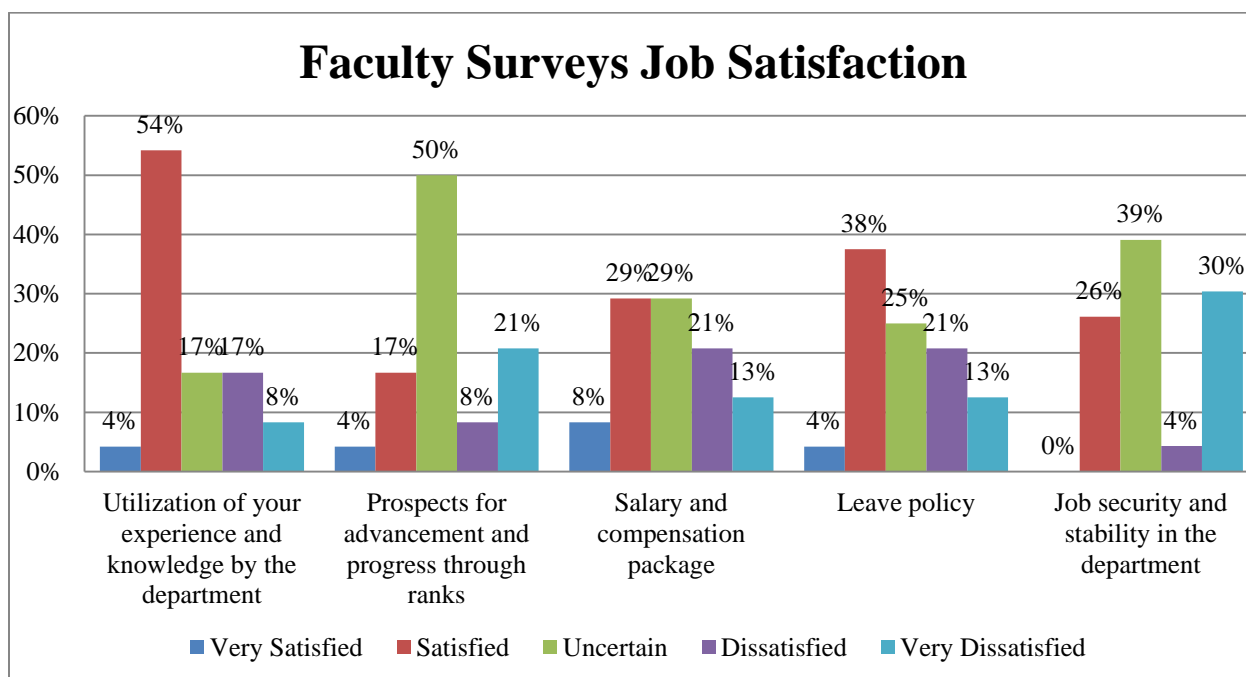


Figure 6.2



## **CRITERION 7: INSTITUTIONAL FACILITIES**

Standard 7-1	New Trends in Learning (e.g. E-Learning)
Standard 7-2	Library Collections & Staff
Standard 7-3	Class-rooms & Offices Adequacy



## Criterion 7: Institutional Facilities

### Standard 7-1: New Trends in Learning (e.g. E-Learning)

#### a. Describe infrastructure and facilities that support new trends in learning

At SZABIST Islamabad, new learning trends are welcomed with great enthusiasm and significant efforts are made to make sure that students are given every chance to excel in their studies by all means possible. This includes the introduction of interactive CBT sessions in class, innovative practical puzzle oriented solutions and most important of all is the HEC digital library which allows some of the best research resources to be accessed by students.

- There are ample class rooms with all the multimedia and computer access.
- Ample library infrastructure and access to scholarly journals and articles for supporting learning and education
- Fully equipped computer labs with required software and internet access are adequate to support new trends in learning

#### b. Adequacy of Facilities

In the light of institutional infrastructure and Library and computer/IT support the facilities for library and computer labs are adequate for new trends in learning.

### Standard 7-2: Library Collections & Staff

#### a. Describe the adequacy of library's technical collection

**Table 2.5: SZABIST Islamabad Campus-Library Resources 2014-2015**

No.	Particulars	Quantity
<b>1</b>	<b>Printed Form</b>	
	a. Computer Sciences	3647
	b. Miscellaneous	24
	<b>A. Reports</b>	<b>3698</b>
	a. Independent Study	2623
	b. Project	303
	c. Thesis	618
	d. Practicum	154
	<b>B. Newspapers (Daily)</b>	<b>12</b>
<b>2</b>	<b>Digital Form</b>	
	A. E-Books (SZABIST Digital library developed by the Librarians)	25000
	B. Books (Ebrary HEC)	41000
	C. CD's	2850





a. Research (IS) Related	2000
b. Books Related	850
C. DVD's (Video Lectures)	200
D. Journal/Magazines (Online)	41000
a. Emerald	Yes
b. Springer Link	Yes
c. Jstore	Yes
d. Ebscohost	Yes
e. Taylor and Francis	Yes
f. Project Muse	Yes
g. Ebrary	Yes

#### **b. Describe the support rendered by the library**

The details of computer lab facilities are elaborated in Section 3 under criteria 3-1. The details of the backup support i.e. server support to utilize lab equipment in efficient and appropriate manner are described below.

#### **Active Directory Server**

HP Proliant ML-370 G4 Server Intel Xeon dual processor E5-2620 v3 2.40 GHz, 8GB RAM, 1-TB HDD, RAID controller 5. Installed Windows Server 2008 R2 as a Server operating system with Active Directory and DNS Server roles are deployed for Users Accounts.

#### **File and Print Servers**

IBM Blade Centre Servers HS-21 and HS-22 servers with 8GB RAM and large amount of storage capabilities are available for the students for file sharing and printing services.

#### **Internet Gateway (Proxy) server**

HP core i7, 8GB RAM 1TB HDD with Linux based operating system Installed running Squid Proxy server for Caching & fast internet access.

#### **ZABDESK server:**

Dell-R730 rack mount based Server Intel Xeon dual processor E5-2620 v3 2.40 GHz, 32GB RAM, 3-TB HDD, RAID controller 5. Installed Windows Server 2012 R2 Hyper-V and IIS roles for ERP based application access for faculty and students ZABDESK.

#### **Web server**

Dell-R730 rack mount based Server Intel Xeon dual processor E5-2620 v3 2.40 GHz, 32GB RAM, 3-TB HDD, RAID controller 5. Installed Windows Server 2012 R2 Hyper-V and IIS roles, Symantec Mail Gateway Services.



## **VPN Server**

Dell PowerEdge 2900 Series, Technical Specifications are Intel Xeon processor E5410 2.33 GHz, 6GB RAM, 3\*72GB SCSI HDD, RAID controller 5. Installed with MSWindows Server 2008 R2 using VPN over Intranet with other Campuses.

In the light of institutional infrastructure and Library and computer/IT support the facilities for library and computer labs are adequate for new trends in learning.

## **Standard 7.3: Class-rooms & Offices Adequacy**

### **a. Describe the adequacy of the classrooms**

We have following teaching facilities available at SZABIST Islamabad campus

- Classrooms / Lecture rooms: 16
- Seminar / Exam Halls: 03
- Computer Labs 02
- Telecom Lab 01
- Digital Lab 01
- Radio Station 01
- Media Lab 01
- TV Studio 01

We have following state of the art facilities in all classrooms;

- Automatic Multimedia
- Computer Systems with UPS backup
- ACs
- Fans
- 24/7 Power Generators
- Heaters
- Whiteboards
- Comfortable Chairs
- Rostrum / Dyce
- Marble floors
- Ceiling roofs

Other than these facilities, we have following facilities for seminars;

- Portable sound system
- Electronic Dyce



- Wireless MICs
- Video Conferencing facilities
- Portable/fixed LCDs

We are planning to have all classrooms equipped with central and fixed sound systems. However, portable speakers are available which can be used with laptops and systems for video lectures.

**b. Describe the adequacy of faculty offices**

Every Faculty member is assigned a working space in the form of cubicle/office with computer systems, telephone land line connected through internal exchange and adequate furniture and adequate heating/cooling/ printers/ stationary and other required support are provided to carry out official duties and work independently.



## **CRITERION 8: INSTITUTIONAL SUPPORT**

Standard 8-1	Support and Financial Resources
Standard 8-2	Number and Quality of GSs, Students
Standard 8-3	Financial Support for Library and Computing Facilities



## **Criterion 8: Institutional Support**

### **Standard 8-1: Support and Financial Resources**

- a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation.**

Competitive compensation package is being offered to the permanent faculty members being appointed at SZABIST Islamabad Campus.

1. Annual and performance increments are awarded on gross salary. Annual (inflationary) increment is 10% whereas performance increment is 5%. A performance bonus is also awarded to every employee annually.
2. After completion of three years of successful teaching, SZABIST Islamabad Campus will provide them vehicle (car) loan.
3. For permanent faculty members, SZABIST Islamabad Campus offers continuing education program to pursue higher studies as per their requirement.

- b. Describe the level of adequacy of secretarial support, technical staff and office equipment.**

Academics support office at SZABIST Islamabad Campus provides secretarial and technical support to the department which includes the following:

- Class management
- Attendance sheet circulation
- Time table maintenance
- Schedule circulation

### **Standard 8-2: Number and Quality of GSs, RAs and Ph.D. Students**

- a. Provide the number of graduate students, research assistants and Ph.D students for the last three years**

**Number of Graduate Students**

<b>Year</b>	<b>No. of Graduates</b>
<b>2012-13</b>	<b>0</b>
<b>2013-14</b>	<b>0</b>
<b>2014-15</b>	<b>0</b>

Table 8.1: Number of Graduate Students



**b. Provide the faculty: graduate student ratio for the last three years**

**Graduates: Faculty Ratio \***

<b>Year</b>	<b>Graduates</b>	<b>No. of Faculty Members</b>	<b>Ratio</b>
<b>2012-2013</b>	<b>0</b>	<b>10</b>	<b>0</b>
<b>2013-2014</b>	<b>0</b>	<b>12</b>	<b>0</b>
<b>2014-2015</b>	<b>0</b>	<b>14</b>	<b>0</b>

Table 8.2: Graduates: Faculty Ratio

<b>Particulars</b>	<b>Faculty</b>		
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Total Number of Faculty</b>	10	12	14
Full Time faculty	9	12	12
Adjunct Faculty <sup>**,**</sup>	1	0	3

Table 8.3: Faculty

**Standard 8-3: Financial support for Library and computer Facilities**

**a. Describe the resources available for the library**

<b>Particulars</b>	<b>Budgetary Allocation (Rupees)</b>		
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Library	1,000,000	1,000,000	1,000,000

Table 8.4: Resources available for the library



**b. Describe the resources available for laboratories**

Not Applicable on PhD-MS program

**c. Describe the resources available for computing facilities**

<b>Particulars</b>	<b>Budgetary Allocation (Rupees)</b>		
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Computing Facilities	5,735,000	5,770,000	5,675,000

Table 8.5: Resources available for computing facilities

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **PhD-MS Management Sciences**

**Islamabad Campus**

***Program Self-Assessment Checklist***





SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

## Guidelines for Program Team Report and QEC Review

Program: PhD -MS

Date: 5/16/2016

**Prepared by QEC Staff:**

**Dr. Daniel Peerzada**

**Ms. Faria Tausif**

**Mr. Syed Muhammad Ali**



**PROGRAM SELF ASSESSMENT CHECKLIST**

The following is a summary checklist of the main criteria and the associated standards that need to be addressed in the program self-assessment report.

<b><u>CRITERIA AND ASSOCIATED STANDARDS</u></b>		<b>Yes/No</b>	<b>Issue/Observation</b>	<b>Possible Evidences</b>
<b>Criterion 1- Program Mission, Objectives, and Outcomes</b>				
Standard 1-1	Program Measurable Objectives			
	<b>a. Document institution, department, and program mission statements</b>	Yes		
	<b>b. State program objectives</b>	Yes		
	<b>c. State program outcomes</b>	Yes		
	<b>d. Describe how each objective is aligned with program, college, and institution mission statements</b>	Yes		
	<b>e. Outline the main elements of the strategic plan to achieve the program mission and objectives</b>	Yes		
	<b>f. Table 4.1 program objectives assessment</b>	Yes		
	<b>Please find sample of Table 4.1 attached in Annexure I(i-ii)</b>			
Standard 1-2	Program Outcomes	Yes		
	<b>a. Table 4.2 outcomes versus objectives Please find example of Table 4.2 attached in Annexure II(iii)</b>	Yes		
	<b>b. Employer survey</b>	Yes		
	<b>c. Alumni survey</b>	Yes		
	<b>d. Graduating student's survey</b>	Yes		
Standard 1-3	Assessment Results And Improvement Plans	Yes		
	<b>a. Describe the action taken on based on the periodic assessments</b>	Yes		
	<b>b. Describe major future program improvement plans based on recent assessments</b>	Yes		
	<b>c. List strengths and weaknesses of the</b>	Yes		



	<b>programs</b>			
	<b>d. List significant future plans for the program</b>	Yes		
Standard 1-4	Overall Performance Using Quantifiable Measures	Yes		
	<b>a. Indicate the CGPA of successful students per semester, time required to complete the program, drop out ratio of students per semester (of the last 3 yrs) Please find example attached in Annexure III (pgiv)</b>	Yes		
	<b>b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.</b>	Yes		
	<b>c. Percentage of Student Evaluation/Assessment results for all the courses and faculty. Use Teacher Evaluation Results.</b>	Yes		
	<b>d. Percentage/List/Number of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research Please find example attached in Annexure III (pgiv)</b>	Yes		
	<b>e. Number of short courses workshops, seminars organized on community service level Please find example attached in Annexure III (pgiv)</b>	Yes		
	<b>f. Faculty and student surveys results to measure the administrative services provided</b>	Yes		
<b>Criterion 2 – Curriculum Design And Organization</b>				
	Courses detailed outline as in item E criterion 2 of the Self Assessment Manual			
Standard 2-1	Courses Vs. Objectives			
	<b>a. Title of Degree Program</b>	Yes		
	<b>b. Definition of Credit Hour</b>	Yes		
	<b>c. Degree Plan: Attach a flow chart showing pre-requisites, core, and elective courses.</b>	Yes		



	<b>Please find example attached in Annexure IV (pg v-ix)</b>			
	<b>d. Table 4.3 curriculum course requirement Please find example attached in Annexure IV (pg v-ix)</b>	Yes		
	<b>e. Describe how the program content (courses) meets the program Objectives.</b>	Yes		
	<b>f. Table 4.4 Courses versus Outcomes. List the courses and tick against relevant outcomes. Please find example attached in Annexure IV (pg v-ix)</b>	Yes		
Standard 2-2	Theory, Problem Analysis/ Solution and Design in Program	Yes		
	<b>a. Table 4.5 Standard 2-2 requirements</b>	Yes		
Standard 2-3	Mathematics & Basic Sciences Requirements	Yes		
	<b>a. Address standards 2-3, 2-4, and 2-5 using information required in Table 4.4</b>	Yes		
Standard 2-4	Major Requirements as Specified by Accreditation Body	Yes		
Standard 2-5	Humanities. Social Sciences, Arts, Ethical. Professional & Other Requirements	Yes		
	<b>a. List the courses required by the Accreditation Body.</b>	Yes		
Standard 2-6	Information Technology Content Integration Throughout the Program	Yes		
	<b>a. List the courses required by the Accreditation Body.</b>	Yes		
	<b>b. Describe how they are applied and integrated throughout the program</b>	Yes		
Standard 2-7	Communication Skills (Oral & Written)			
	<b>a. List the courses required by the Accreditation Body.</b>	Yes		
	<b>b. Describe how they are applied in the program.</b>	Yes		
<b>Criterion 3 – Laboratories and Computing Facilities</b>				
Standard 3- 1	Lab Manuals / Documentation / Instructions	Yes		
	<b>a. Explain how students and faculty have</b>	Yes		



	<b>adequate and timely access to the manuals/documentation and instructions</b>			
	<b>b. Are the resources available sufficient for the program?</b>	Yes		
Standard 3- 2	Adequate Support Personnel for Labs	Yes		
	Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support. <b>Please find example attached in Annexure V(pg x)</b>	Yes		
Standard 3- 3	Adequate Computing Infrastructure and Facilities	Yes		
	<b>a. Describe how the computing facilities support the computing component of your program</b>	Yes		
	<b>b. Are there any shortcomings in the computing infrastructure and facilities?</b>	Yes		
<b>Criterion 4 – Student Support and Advising</b>				
Standard 4-1	Sufficient Frequency of Course Offering			
	<b>a. Provide the department’s strategy for course offerings</b>	Yes		
	<b>b. Explain how often core courses are offered.</b>	Yes		
	<b>c. Explain how often elective courses are offered.</b>	Yes		
	<b>d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency</b>	Yes		
Standard 4-2	Effective Faculty / Student Interaction	Yes		
	Describe how you achieve effective student/faculty interaction in courses taught by one or more than one person; such as two faculty members, a faculty member, and a teaching assistant or a lecturer	Yes		
Standard 4-3	Professional Advising and Counseling	Yes		
	<b>a. Describe how students are informed about program requirements</b>	Yes		
	<b>b. Describe the advising system and indicate how its effectiveness is measured</b>	Yes		
	<b>c. Describe the student counseling system and how students get professional counseling</b>	Yes		



	<b>when needed</b>			
	<b>d. Indicate if students have access to professional counseling; when necessary</b>	Yes		
	<b>e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies</b>	Yes		
<b>Criterion 5 – Process Control</b>				
Standard 5-1	Admission Process	Yes		
	<b>a. Describe the program admission criteria at the institutional level, faculty or department if applicable.</b> <b>b. Make a Flowchart</b> Please find example attached in Annexure VI (pg xi-xii)	Yes		
	<b>c. Describe policy regarding program/credit transfer</b>	Yes		
	<b>d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process</b>	Yes		
Standard 5-2	Registration and Students			
	<b>a. Describe how students are registered in the program</b>	Yes		
	<b>b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements</b>	Yes		
	<b>c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process</b>	Yes		
Standard 5-3	Faculty Recruitment and Retention Process			
	<b>a. Describe the process used to ensure that highly qualified faculty is recruited to the program.</b> <b>b. Make a Flowchart</b> Please find example attached in Annexure VI (pg xi-xii)	Yes		
	<b>c. Indicate methods used to retain excellent</b>	Yes		



	<b>faculty members</b>			
	<b>d. Indicate how evaluation and promotion processes are in line with institution mission statement</b>	Yes		
	<b>e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process</b>	Yes		
Standard 5-4	Effective Teaching and Learning Process			
	<b>a. Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning</b>	Yes		
	<b>b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process</b>	Yes		
Standard 5-5	Program Requirements Completion Process			
	<b>a. Describe the procedure used to ensure that graduates meet the program requirements</b>	Yes		
	<b>b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process</b>	Yes		
<b>Criterion 6 – Faculty</b>				
Standard 6-1	Program Faculty Qualifications and Number			
	<b>a. Faculty resumes in accordance with the format</b>	Yes	launched	
	<b>b. Table 4.6 faculty distribution by program's areas</b> Please find example attached in Annexure VII (pg xiii)	Yes		
Standard 6-2	Current Faculty, Scholarly Activities & Development	Yes		
	<b>a. Describe the criteria for faculty to be deemed current (updated in the field) in the discipline and based on these criteria and information in the faculty member's resumes, what percentage of them is current. The criteria should be developed by the department</b>	Yes		



	<b>b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development</b>	Yes		
	<b>c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development</b>	Yes		
	<b>d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement</b>	Yes		
Standard 6-3	Faculty Motivation and Job Satisfaction	Yes		
	<b>a. Describe programs and processes in place for faculty motivation</b>	Yes		
	<b>b. Indicate how effective these programs are</b>	Yes		
	<b>c. Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction</b>	Yes		

### **Criterion 7 – Institutional Facilities**

Standard 7-1	New Trends in Learning (e.g. E-Learning)			
	<b>a. Describe infrastructure and facilities that support new trends in learning</b>	Yes		
	<b>b. Indicate how adequate the facilities are</b>	Yes		
Standard 7-2	Library Collections & Staff			
	<b>a. Describe the adequacy of library's technical collection</b>	Yes		
	<b>b. Describe the support rendered by the library</b>	Yes		
Standard 7-3	Class-rooms & Offices Adequacy			
	<b>a. Describe the adequacy of the classrooms</b>	Yes		
	<b>b. Describe the adequacy of faculty offices</b>	Yes		
<b>Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)</b>				

### **Criterion 8 – Institutional Support**

Standard 8-1	Support and Financial Resources			
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	<b>a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation</b>	Yes		
	<b>b. Describe the level of adequacy of secretarial support, technical staff and office equipment</b>	Yes		
Standard 8-2	Number and Quality of GSs, RAs and Ph.D. Students			
	<b>a. Provide the number of graduate students, research assistants and Ph.D.students for the last three years</b>	Yes		
	<b>b. Provide the faculty: graduate student ratio for the last three years</b>	Yes		
Standard 8-3	Financial Support for Library and Computing Facilities			
	<b>a. Describe the resources available for the library</b>	Yes		
	<b>b. Describe the resources available for laboratories</b>	N/A		
	<b>c. Describe the resources available for computing facilities</b>	Yes		
<b>Please find tables of Criterion 8 attached in Annexure IX (pg xvii-xix)</b>				

**\*Key**

Y- Yes      N- No      N/A- Not Applicable



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **PhD Management Sciences**

**Islamabad Campus**

***Assessment Team Report***



# Assessment Team Report

The AT report is comprised of the following:

- A. Review Report
- B. Assessment Results Implementation Plan Summary
- C. Criteria Referenced (Rubric) Evaluation of SAR

## A. The Review Report

### 1. Names of Assessment Team Members

- i. Dr. Muhammed Asif Khan
- ii. Dr. Ayesha Noor
- iii. Mr. Muhammad Imran Tanveerr

### 2. Date of Nomination

June 15, 2016

### 3. Assessment duration (e.g. 7 days or 10 days)

12 days.

### 4. Name of Department and Program being assessed.

Management Sciences & Doctor of Philosophy in Management Sciences

### 5. Shortcomings of the PT report

The shortcomings of the report have been discussed in detail below.

- There has been a very significant similarity of PhD Report and the MS (MS) report, even to the extent that the objectives and the outcomes of the program are the same. The report appears to be MS (MS) focused as contrary to PhD focused. This focus digress the contents of the report from PhD program perspective and needs adequate revision, especially objectives and outcomes, in line with PhD program requirements.



- The Report highlights compliance to the major requirement of HEC as specified in “Business Education Plan” 2012, (p.28). It is, however, pertinent to note that this particular referred document relates to BBA, MBA, and MS level programs. PhD program requirements are not covered in this document. There is need to specify requisite HEC requirements relating to PhD Program, and the alignment of implementation in line with these prerequisites.
- The Report focuses on what are the policies and lacks as to what is implemented, monitored, evaluated, and improvements affected. The Report is descriptive in nature and not analytical. The Report lacks drawing relevant conclusions based on the analysis of summaries, tables, and surveys.
- The duration of the program, as indicated varies from 66 credit hours (p.23), 54 credit hours (p.28). This dichotomy needs to be resolved.
- The course work is based on theoretical knowledge and its practical application. However, Table 4.5 (p.27, 28) indicates desired outcomes as theoretical background, and problem analysis as well as solution design are missing. This defies the fundamental philosophy of the courses with definite outcomes in application context.
- PhD Program is offered in three specializations of Marketing, Finance, and Human Resource Management. However, in faculty distribution by program table (p.57), the much needed information about courses offered in marketing, finance, and HRM are not indicated. Moreover, the number of faculty in Marketing has been mentioned as “2”, whereas there is no faculty with PhD in Marketing is available at the moment.
- The language of the Report needs improvement.



**6. Comments on:**

**i. Relevance and the comprehensiveness of the responses to criteria / standards given in the SA Manual**

The details about comprehensiveness of the responses are attached in Annex. A

**ii. Authenticity of the information / data provided in the report**

The source of information has been provided in the Report. However, it fails to authenticate that information/data. Probably the short time available for preparation of Report might have affected the accuracy.

**iii. Adequacy of the summaries / conclusions drawn by PT on the basis of various feedbacks / surveys**

The Report does not cover this aspect at all.

**iv. Observations made during the assessment**

These have been reflected while identifying the shortcoming of Report as well as the analysis of the each standard of the Report. The details have been highlighted in above paragraphs.

**v. Strengths and weaknesses of the Program**

**Strengths:**

- The program has a strong foundation, fairly mature, and strong reputation of its research related focus.
- The faculty is competent and committed and works with a sense of purpose to achieve institutional goals.
- Good support infrastructure that provides conducive environment for research related works.
- Research focus on the program through IRS, and Research Projects, and software related workshops for the student.

**Weaknesses:**

- Lack of permanent faculty in the area of Finance and Marketing.
- Lack of opportunities to attend international conference abroad which deprives faculty to acquire knowledge, and enhance the breadth of their professional horizon through exposure to intellectual and academic forum
- Lack of holding national conference to provide greater opportunity to students to participate and present their research works.
- Inadequate compensation package, relative to the market, that makes the SZABIST as least attractive employer for competent and experienced faculty for PhD program.
- Excessive workload of faculty with teaching, administrative, supervising and other related activities that offer little time to concentrate on research.
- Lack of motivation and job satisfaction of the faculty.
- Lack of publication by program students.

**vi. Date of the presentation of AT report in the exit meeting**

July 13, 2016.



## B. Criteria Referenced (Rubric) Evaluation of SAR

### CRITERIA REFERENCED SELF ASSESSMENT – METHODOLOGY AND EVALUATION TOOL

#### Scoring of Criterion Items:-

1. Key areas of each criterion are to be scored normally by considering the approach taken by the university and the results achieved. Maximum score for each item is 5 and the minimum is 1. The visiting team is required to award the score by encircling one of the entries against each item. The total of the encircled values (TV) for each criterion will be determined and normalized in percentages. Each criterion has a weight allocated to it. Scores pertaining to a particular criterion will be the product of TV and its weightage. Following are the guidelines to be used to awarding score to each key area.

<b>Self-Assessment Report</b>	
<b>Criterion 1 - Program Mission, Objectives and Outcomes Weight = 0.05</b>	
<b>Factors</b>	<b>Score</b>
1. Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	5
2. Does the Program have documented outcomes for the graduating students?	5
3. Do these outcomes support the program objective?	3
4. Are the graduating students capable of performing these outcomes?	2
5. Does the department assess its overall performance periodically using quantifiable measures?	4
6. Is the result of the Program Assessment Documented?	4
<b>Total Encircled Value (TV)</b>	23
<b>SCORE 1 (S1) = [TV / (No. of questions * 5)] * 100 * Weight</b>	3.83



<b>Criterion 2 - Curriculum Design and Organization</b>		<b>Weight= 0.20</b>
<b>Factors</b>	<b>Score</b>	
1. Is the curriculum consistent?	2	
2. Does the department assess its overall performance periodically using quantifiable measures?	3	
3. Are theoretical background, problem analysis and solution design stressed within the program's core material?	2	
4. Does the curriculum satisfy the core requirements laid down by Accreditation Body?	3	
5. Does the curriculum satisfy the major requirements laid down by HEC and Accreditation Body?	3	
6. Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	3	
7. Is the information technology component integrated throughout the program?	4	
8. Are oral and written skills of the students developed and applied in the program?	4	
<b>Total Encircled Value (TV)</b>	24	
<b>SCORE 2 (S2) = [TV / (No. of questions * 5)] * 100 * Weight</b>	12	

<b>Criterion 3 – Laboratories and Computing Facilities</b>		<b>Weight= 0.10</b>
<b>Factors</b>	<b>Score</b>	
1. Are laboratory manuals / documentation / instructions etc for experiments available and readily accessible to faculty and students?	4	
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	4	
3. Are the university's infrastructure and facilities adequate to support the program's objectives?	4	
<b>Total Encircled Value (TV)</b>	12	
<b>SCORE 3 (S3) = [TV / (No. of questions * 5)] * 100 * Weight</b>	8	





<b>Criterion 4 – Students Support and Advising</b>		<b>Weight = 0.10</b>
<b>Factors</b>	<b>Score</b>	
1. Are the Courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	4	
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	3	
3. Does the university provide academic advising on course decision and career choices to all students?	2	
<b>Total Encircled Value (TV)</b>	9	
<b>SCORE 4 (S4) = [TV / (No. of questions * 5)] * 100 * Weight</b>	6	

<b>Criterion 5 - Process Control</b>		<b>Weight = 0.15</b>
<b>Factors</b>	<b>Score</b>	
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	
3. Is the process to register students in the program and monitoring their progress documented?	5	
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	3	
5. Is the process to recruit and retain faculty in place and documented?	5	
6. Are the processes for faculty evaluation and promotion consistent with the institution mission?	5	
7. Are the processes in 5 and 6 mentioned above are periodically evaluated to ensure that they are meeting their objective?	4	



8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	3
9. Is the process in 8 mentioned above periodically evaluated to ensure that it is meeting its objectives?	3
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	4
<b>Total Encircled Value (TV)</b>	47
<b>SCORE 5 (S5) = [TV / (No. of questions * 5)] * 100 * Weight</b>	12.81

<b>Criterion 6 - Faculty</b>		<b>Weight = 0.15</b>
<b>Factors</b>	<b>Score</b>	
1. Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	2	
2. Are the qualification and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	2	
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	3	
4. Do the majority of faculty members hold a PhD degree in their discipline?	4	
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	2	
6. Are the mechanisms in place for faculty development?	2	
7. Are faculty member motivated and satisfied so as to excel in their	1	



profession?	
<b>Total Encircled Value (TV)</b>	16
<b>SCORE 6 (S6) = [TV / (No. of questions * 5)] * 100 * Weight</b>	6.857

<b>Criterion 7 – Instructional Facilities</b>		<b>Weight = 0.15</b>
<b>Factors</b>	<b>Score</b>	
1. Does the institution have the infrastructure to support new trends such as e-learning?	3	
2. Does the library contain technical collection relevant to the program and it is adequately staffed?	4	
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	
<b>Total Encircled Value (TV)</b>	12	
<b>SCORE 7 (S7) = [TV / (No. of questions * 5)] * 100 * Weight</b>	12	

<b>Criterion 8 – Instructional Support</b>		<b>Weight = 0.15</b>
<b>Factors</b>	<b>Score</b>	
1. Is there sufficient support and finances to attract and retain high quality faculty?	1	
2. Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	1	
<b>Total Encircled Value (TV)</b>	2	
<b>SCORE 8 (S8) = [TV / (No. of questions * 5)] * 100 * Weight</b>	3	

$$\text{OVERALL ASSESSMENT SCORE} = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 + S9 + S10$$

$$= 54.51$$



### C. Assessment Results Implementation Plan Summary-PhD-MS SZABIST Islamabad Campus

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
Permanent faculty having Finance and Marketing as specialization are found to be low.	According to HEC the number faculty should according to students' strength in the program, therefore, it is suggested that permanent faculty of the identified domain should be hired on priority basis.	August 2016	HOD and HR Department	Budget to hire renowned PhDs from the market Policy to allow faculty to teach outside
There is need for curriculum development incorporating new subjects in line with contemporary trends in research.	It is recommended that offered Courses be constantly evaluated in terms of knowledge development. Also, new and advanced courses providing significant basis to deal with modern research trends should be planned for approval of Board of Studies.	November	Board of Studies and BASR	Time
Faculty motivation and job satisfaction is more towards declining side.	It is suggested that an integrated efforts should be made to improve employee motivation and satisfaction level by providing: necessary market oriented compensation, nurturing environment and development oriented opportunities to faculty.	January 2017	HR Department and HOD	Budget Time



AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
Faculty is not motivated to publish research papers in reputed international academic journals.	It is recommended that the institution should provide the adequate guidance and required financial support for encouraging faculty members for publishing research papers in international journals.	January 2017	Faculty Members and HR (for facilitation)	Budget Time
There is a lack of publications by the students of the program.	It is suggested that biannual National Research Conference should be held for enabling to present their research works. Moreover, students should be advised and encouraged to publish their research works in international journals	January 2017	Faculty Members, PMs and Students	Budget Time Policy revision for conference budget
The work load of faculty members is multiplied with the inclusion teaching, administrative, advising and supervising works.	It is recommended that the work load should be rationalized in line with HEC requirement enabling faculty of the program to concentrate on research work.	August 2017	HOD and Management	Policy Revision Time Budget



**President's Comments:**

The results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education. It is essential that the identified corrective actions are steadily implemented to further improve the quality of this program. I would like to thank the Program Team, Assessment Team and the IR/QEC staff for their efforts in completing this exercise.

**Name and Signature:**

Madame Shahnaz Wazir Ali

**Dean's or HoD's Comments :**

The assessment of PhD-MS programs of Management Sciences Department has helped the team to be able to capitalize on the strengths and workout weaknesses in order to achieve excellence in providing quality education. This process will provide SZABIST with the confidence that we are serving scholars with higher levels of quality in research and education, which in return, will create a positive image of SZABIST graduates in the market.

**Name and Signature:**

Mr. Amer Riaz Qureshi

**QEC Comments :**

The evaluation of the PhD-MS program has highlighted areas for development. The implementation of the Assessment Team's recommendation will improve the quality of the program and enhance the overall educational experience of the students.

**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Faria Tausif



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***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **PhD Management Sciences**

**Islamabad Campus**

***Program Team Registration Forms***



## Registration Form

### Program Team

Program Team of (Name of Department / Faculty): PhD/MS

Team Leader: Sabeen Bhatti

Name: Sabeen Bhatti

Position: Lecturer

Institution: SZABIST, ISLAMABAD

Contact No: (Office) SZABIST Ext 507

Mobile No: \_\_\_\_\_

Email Address: sabeen@szabist-isl.edu.pk

### Role in Program Team:

Beside his / her own responsibilities, he/ she will also be responsible for the following:

- To attend the SAR meetings as and when required.
- To ensure that Self Assessment Mechanism is being implemented as per the given guidelines.
- To prepare drafts of the SAR on the given dead line and send them to QEC for timely feedback.
- To keep the record of all the supporting documents addressing various standards of the SAR.
- To circulate all the applicable feedback forms to the target stakeholders and include the analysis of the same in the SAR.
- To communicate with the management on the effectiveness and suitability of the Self Assessment Mechanism.

### Declaration of the Program Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Program Team.

Sabeen

01.04.2016.

(Signature of PT Member)

Date

Approved By: \_\_\_\_\_

(Head of the Department)

**Note:** Completed form should be sent to the QEC





## Registration Form

### Program Team

Program Team of (Name of Department / Faculty): PhD/MS

Team Leader: Sabeen Bhatti

Name: Fayyal Razaq

Position: Assistant Professor

Institution: S2AB2ST ISLAMABAD

Contact No: (Office) S2AB2ST Bx1; 517

Mobile No: \_\_\_\_\_

Email Address: fayyal@s2ab2st-ist.edu.pk

### Role in Program Team:

Beside his / her own responsibilities, he/ she will also be responsible for the following:

- To attend the SAR meetings as and when required.
- To ensure that Self Assessment Mechanism is being implemented as per the given guidelines.
- To prepare drafts of the SAR on the given dead line and send them to QEC for timely feedback.
- To keep the record of all the supporting documents addressing various standards of the SAR.
- To circulate all the applicable feedback forms to the target stakeholders and include the analysis of the same in the SAR.
- To communicate with the management on the effectiveness and suitability of the Self Assessment Mechanism.

### Declaration of the Program Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Program Team.

F. Razaq  
(Signature of PT Member)

05/4/16  
Date

Approved By: [Signature]  
(Head of the Department)

Note: Completed form should be sent to the QEC



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **PhD Management Sciences**

**Islamabad Campus**

***Assessment Team Registration Forms***



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INSTITUTE OF SCIENCE AND TECHNOLOGY**



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**

Islamabad Campus

## Registration Form

### Assessment Team

Assessment Team of (Name of Department / Faculty): PhD-MS

Team Leader: Dr. Muhammad Asif Khan

Name: Dr. Muhammad Asif Khan

Position: PM (MS-MS)

Institution: SZABIST, ISB

Contact No: (Office) \_\_\_\_\_

Mobile No: \_\_\_\_\_

Email Address: dr.asif@szabist-isb.edu.pk

#### Role in Assessment Team:

- Beside his / her own responsibilities, He/ She will also be responsible for the following:
- The review of SAR
- Physical Verification of the academic facilities
- Verification of the contents of SAR
- Evidence gathering to support their findings
- Evaluation of SAR in light of the above points
- Reporting on the findings of the evaluation and visits
- Converting the report in the HEC-specified rubric format

#### Declaration of the Assessment Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Assessment Team.

[Signature]

(Signature of AT Member)

16<sup>th</sup> JUNE, 2016

Date

Approved By: \_\_\_\_\_

[Signature]

(Head of the QEC)



## Registration Form

### Assessment Team

Assessment Team of (Name of Department / Faculty): PhD and M.S.

Team Leader: Dr. Muhammad Asif Khan

Name: Dr. Ayeshah Noor

Position: Assistant Professor

Institution: SZABIST, Isb.

Contact No: (Office) Ext 515

Mobile No: 03060950715

Email Address: dr.ayeshah@szabist-isb.edu.pk

### Role in Assessment Team:

- Beside his / her own responsibilities, He/ She will also be responsible for the following:
- The review of SAR
- Physical Verification of the academic facilities
- Verification of the contents of SAR
- Evidence gathering to support their findings
- Evaluation of SAR in light of the above points
- Reporting on the findings of the evaluation and visits
- Converting the report in the HEC-specified rubric format

### Declaration of the Assessment Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Assessment Team.

[Signature]

(Signature of AT Member)

16<sup>th</sup> June, 2016

Date

Approved By: [Signature]

(Head of the QEC)



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**

Islamabad Campus

## Registration Form

### Assessment Team

Assessment Team of (Name of Department / Faculty): PHD(MC)  
Team Leader: DR. M. ASIF KHAN  
Name: M. IMRAN TANVEER Position: ASST. CONTROLLER ACADEM  
Institution: S2ABIST Contact No: (Office) 4863363-65  
Mobile No: 0321-5159049 Email Address: imran.tanveer @  
S2ABIST-158-EDU-PI

### Role in Assessment Team:

- Beside his / her own responsibilities, He/ She will also be responsible for the following:
- The review of SAR
- Physical Verification of the academic facilities
- Verification of the contents of SAR
- Evidence gathering to support their findings
- Evaluation of SAR in light of the above points
- Reporting on the findings of the evaluation and visits
- Converting the report in the HEC-specified rubric format

### Declaration of the Assessment Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Assessment Team.

Imran Tanveer  
(Signature of AT Member)

16/6/16  
Date

Approved By: Jaryal  
(Head of the QEC)