



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

Executive MBA

Spring 2016



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SELF-ASSESSMENT REPORT

Executive Summary



**Quality Enhancement Cell
Institutional Research Department**

**Self-Assessment Report
Executive Summary**

EMBA 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 process of all the 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 EMBA 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 on March 22, 2016. Following were the members of the PT:

- (i) Zeeshan Hamid
- (ii) Zohaib Khan

2. Submission of PT Report

The PT submitted the report on April 28, 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 24, 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 24, 2016. Following were the members of the AT:

- (i) Ms. Shumaila Zeb
- (ii) Mr. Naveed Ullah Hashmi



4. Date of Submission of AT Report

The AT Report was submitted on July 12, 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 Industrial exposure found to be low. According to the nature of this program faculty of this program must have strong industry and business exposure to fulfill the requirements of business professional's (students) permanent faculty for the identified domain should be hired
- (ii) There is less focus on case studies in the teaching, so it is recommended that case studies must be incorporated in the curriculum.
- (iii) Curriculum development incorporating new courses in line with current business/industry trends, it is suggested that program curriculum should be developed in accordance to business market needs, renowned professionals should be added in the curriculum design committees.

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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Executive MBA

Program Team Report

Spring 2016



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INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Program Team Report

Executive MBA

Spring 2016

April 27, 2016

Shaheed Zulfikar Ali Bhutto Institute of Science and Technology
Islamabad



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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



Criteria 1-Program Mission, Objectives, and Outcomes

Standard 1-1 Program Measurable Objectives¹

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.

Mission Statement of EMBA Program

The EMBA program aims to prepare successful working professionals to senior leadership roles, new careers and entrepreneurial opportunities. The program will develop business leaders and enable them to create a personal and corporate vision. Moreover it aims to strengthen the leadership and teamwork capabilities and enhance their research and conceptual skills.

b. Program Objectives

The EMBA program intends to:

1. To develop mid-career professionals and emerging managers into complete executives capable of applying advanced leadership practice in the global marketplace.
2. To cultivate business leaders who can develop financially healthy companies while acting with the highest level of character, integrity and purpose.

¹ The sources of information are Program Managers.



3. Enable the students to create a vision for a personal commitment to positive change in one's self, organization, or broader community while maintaining a successful bottom line for the business.
4. Develop strong leadership, teamwork and entrepreneurial skills that enhance their current and future growth.
5. Acquaint them with research tools and research report writing to enable them to solve business critical issues.
6. Provide easily applicable concepts and business models to solve the contemporary issues by using more hands on and practical style of teaching.

c. Program Outcomes

By fulfilling the educational objectives of the EMBA program, the department set the following measurable outcomes. Graduates of the program will be able to:

1. Understand core business administration concepts and applications in practical business operations.
2. Demonstrate effective written and verbal communication skills that are professionally appropriate, promote mutual respect, and encourage healthy discourse.
3. Demonstrate decision-making skills within a global business context that are well-reasoned, based on evidence, and are both ethically and socially responsible.
4. Apply the body of knowledge at operational and tactical level of functional areas of organizations
5. Lead and start organizations with entrepreneurial capabilities and contribute effectively to economy.
6. Work within diverse teams and in multi-disciplinary environments.
7. Assess opportunities to sustain and improve an organization's competitive position in a dynamic and complex global marketplace by employing critical, creative, or strategic thinking.
8. Be able to have a personal vision and mission statement for the future growth.
9. Identify the various market opportunities and be able to evaluate them with effective implementation of the plan.
10. Develop good networks that can be extended into long term friendships and potential business partnerships in future.



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

Objective	Alignment with program, and institution mission statement
To develop mid-career professionals and emerging managers into complete executives capable of applying advanced leadership practice in the global marketplace.	Providing the practical and fundamental concepts along with the real world case studies both with local and global perspective.
To cultivate business leaders who can develop financially healthy growth companies and make effective decisions for a sustainable growth.	Highly experienced and seasoned faculty along with practical projects and research on real time business issues.
Enable the students to create a vision for a personal commitment to positive change in one's self, organization, or broader community while maintaining a successful bottom line for the business.	A focus on enhancing the personal characteristics through seminars, trainings, workshops and developing the leaders of change.
Develop strong leadership, teamwork and entrepreneurial skills that enhances their current and future growth	Transforming the individuals to work at tactical and strategic level decision making as the change agent in socio-economic areas.
Acquaint them with research tools and research report writing to enable them to solve business critical issues.	The research projects, symposiums, conferences all address contemporary business issues.
Provide easily applicable concepts and business models to solve the contemporary issues by using more hands on and practical style of teaching.	The highly seasoned faculty with corporate exposure focuses on concepts along with the practical application through case studies and life examples.

Table: 1.1 Alignment with program, and institution mission statement

e. Outline the main elements of the strategic plan to achieve the program mission and objectives.

Our academic strategic plan is based on our mission to be a student-centered department that prepares broadly educated, technologically proficient and highly productive citizens.

- 1. An Integrated Academic Experience:** An integrated academic environment fosters connections among disciplines, between faculty and students, and with campus and community. Such an integrated experience is rich in opportunities for exploration, discovery and learning. It provides diverse perspectives, and it prepares students to be thoughtful competent citizens able to contribute to the common good. We achieve this



goal through ongoing collaborative efforts that involve administration, faculty, students and staff.

2. **Diverse curriculum:** Keeping in mind that a well-designed academic curriculum needs not only to be comprehensive and effective but also flexible. Therefore, global changes emerge and demands of the field evolve, the curriculum is revised without losing its commitment to quality. 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 field.
3. **Research and Development:** Student research, especially which is connected to real world concerns, not only enhances critical thinking and analytical skills for students, it also enriches research scholarship and benefits the country. The Management Sciences department engages students as researchers by integrating research opportunities into the curriculum (particularly through fieldwork, projects and internship-based learning opportunities), by providing training for graduate students in research methodology and conducting ethical research and by involving graduate students in multi-disciplinary research carried out at SZABIST.
4. **Professional Career building:** Executive Development Center (EDC) facilitates arranging Internships for all students and acts as a liaison between the industry and the students. Every semester, renowned national and multinational companies contact the EDC to conduct their employment tests, interviews and other on-campus recruitment activities to directly induct SZABIST graduates into their organizations. Additionally, at least once a year, a 'Job Fair' is held at the college campus where many leading companies are invited to explain their recruitment procedures and the scenario about present and future vacancies. A graduate directory is published, once a year. It is a compendium which gives CVs of all students who have graduated during the year and it is distributed free of charge to all leading companies, where it serves as a useful reference book to find appropriate candidates for present and future vacancies.
5. **Co-curricular Learning:** In order to promote learning that is active, self-motivated, exploratory and attentive, a wide range of learning opportunities, both curricular and co-curricular are used. It includes student research, internships, recreational and athletic programs, and co-curricular opportunities, such as, academic societies and student councils. Furthermore, an annual dinner is held with its leading alumni and adjunct faculty, particularly those who are gold medalists or are working in top multinational organizations, to network with the corporate world for innovative curriculum development, internships, placements, sponsorships and joint activities.



f. Program Objective Assessment

Objective	How measured	When measured	Improvement identified	Improvement made
1- To develop mid-career professionals and emerging managers into complete executives capable of applying advanced leadership practice in the global marketplace.	Course Outline, midterm examination, final examination, assignments and reports.	Every Semester	Curriculum needs updating.	Board of Studies has been formed to recommend and approve changes in curriculum.
2- To cultivate business leaders who can develop financially healthy growth companies and make effective decisions for a sustainable growth.	Course Outline, midterm examination, final examination, assignments and reports.	Every Semester	Need more focus on ethical decision-making concepts and applications.	Students are encouraged to work on more industry issues in the projects. Training, workshops planned this semester on ethical business practices.
3- Enable the students to create a vision for a personal commitment to positive change in one's self, organization, or broader community while maintaining a successful bottom line for the business.	Course Outline, guest speaker session, projects.	Every Semester	Projects need to be more business and industry focused.	Many businesses have been asked to share their issues so students can work on them as part of term end projects/reports.
4- Develop strong leadership, teamwork and entrepreneurial skills that enhance their current and future growth.	Group assignments, final reports and presentation.	Every Semester	A few basic refresher courses to be introduced before the start of program.	Most of the courses involve a practical project and extracurricular activities are encouraged.



5- Acquaint them with research tools and research report writing to enable them to solve business critical issues.	Group assignments, final reports and presentation.	Every Semester	Report writing skills could be improved through the research report and final reports.	Courses introduced to rectify this issue. Further, in discussion to add foundation courses in the first-year of the program.
6- Provide easily applicable concepts and business models to solve the contemporary issues by using more hands on and practical style of teaching.	Group assignments, final reports and presentation.	Every Semester	More courses could be incorporates with greater corporate and global outreach.	Case studies incorporated in most of the course outlines and projects based on more practical issues.

Table: 1.2 Program Objectives Assessment²

Standard 1-2 Program Outcomes

a. Outcomes versus Objectives

PROGRAM OBJECTIVES	PROGRAM OUTCOMES									
	1	2	3	4	5	6	7	8	9	10
1	x				x		x		x	x
2		x	x	x	x	x		x		
3			x	x	x	x		x		x
4	x	x		x	x	x	x		x	x
5	x	x					x	x	x	
6	x	x	x		x	x		x	x	x

Table 1.2: Outcomes versus Objectives³

² Table 1.2 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report

³ Table 1.2 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report



b. Employer's Survey⁴

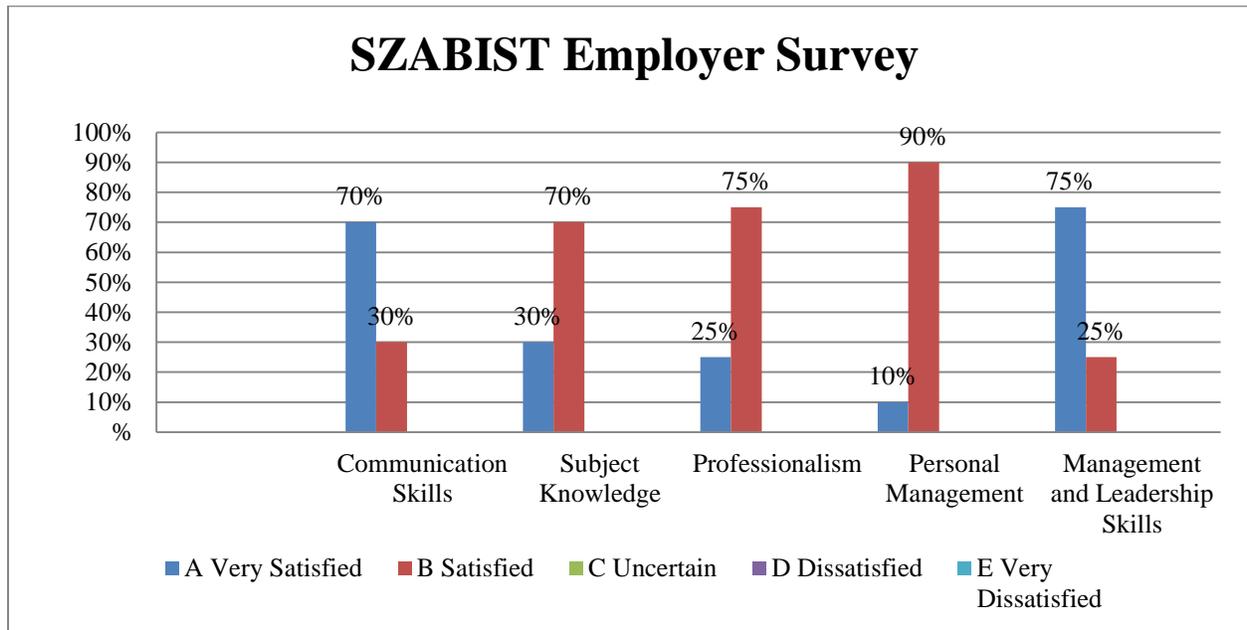


Figure 1.1

c. Alumni Survey⁵

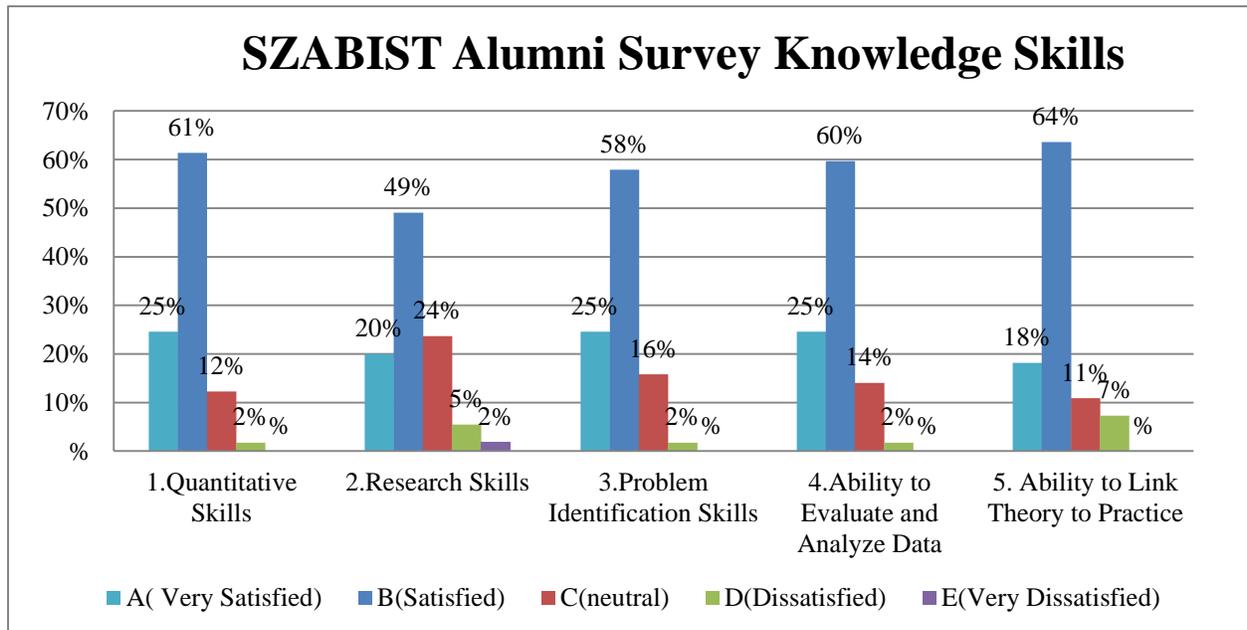


Figure 1.2

⁴ The source of information is Employer Survey

⁵ The source of information is SZABIST Alumni Survey



SZABIST Alumni Survey Communication Skills

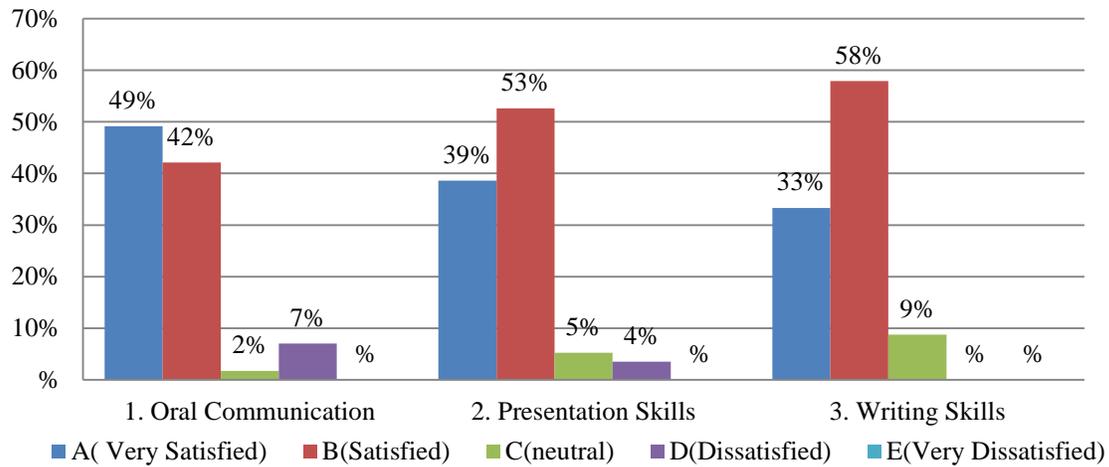


Figure 1.3

SZABIST Alumni Survey Interpersonal Skills

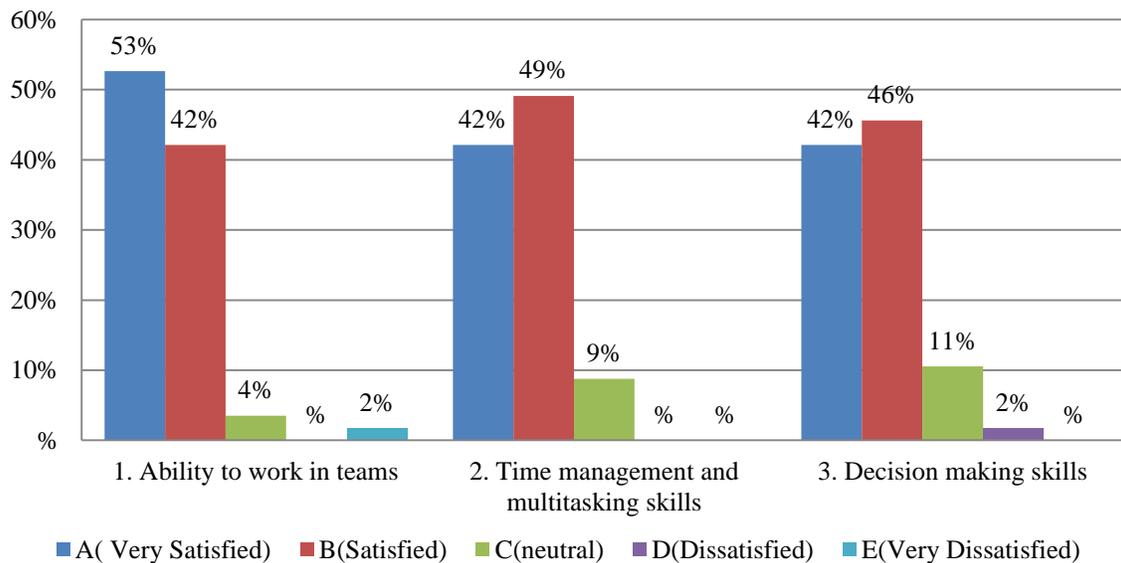


Figure 1.4



d. Graduating Students' Survey⁶

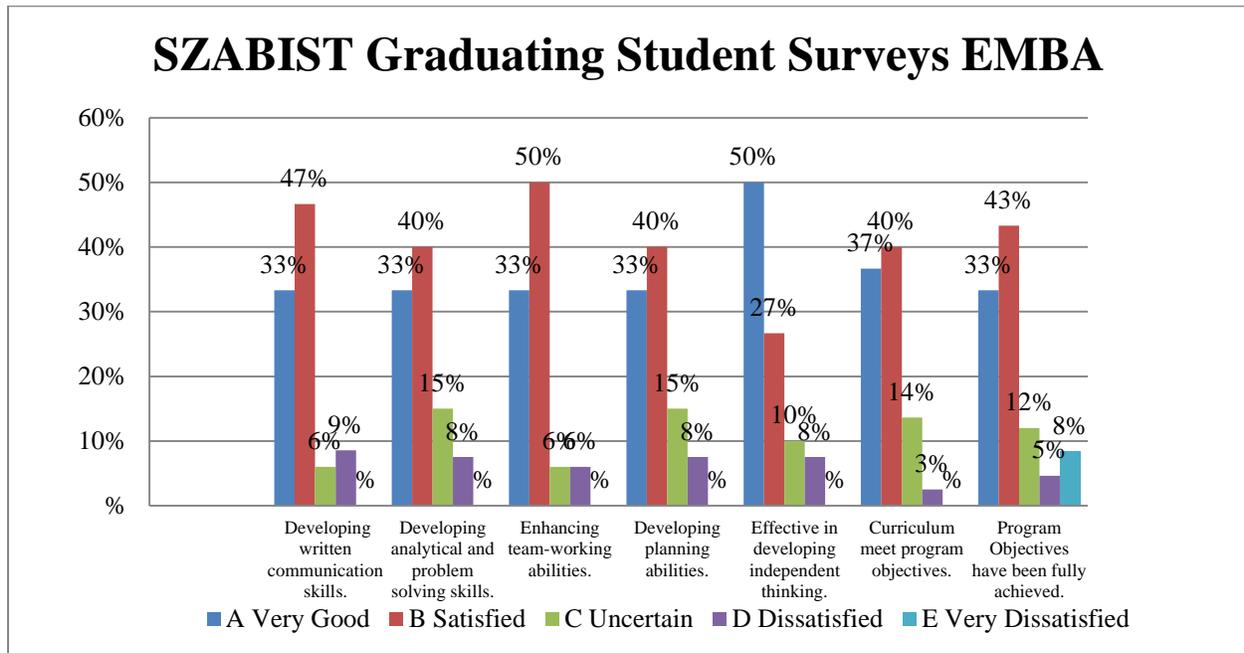


Figure 1.5

Standard 1-3 Assessment Results and Improvement Plans

a. Describe the action taken based on the periodic assessments⁷

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.

Periodic meeting of class representatives with the program manager is held to ensure effective course delivery and other class issues and improvement areas.

The faculty meeting is also held twice in the semester to make sure the desired course outline and methodology is being followed.

b. Describe major future program improvement plans based on recent assessments⁸

Program Improvement Plan based on recent assessment

- Introducing strategic level courses like Strategic Finance in the curriculum

⁶ The source of information is Graduating Students Survey.

⁷ The sources of information are Academic Office and General Administration

⁸ The sources of information are Academic Office and General Administration



- Introducing new specialization areas in electives like entrepreneurship, supply chain and project management.
- Changing course delivery from traditional classroom teaching to case-based teaching methodology.
- Changing the course outline of a few courses to make it more robust and practical.
- Incorporating more projects and seminars as part of the courses.

c. List strengths and weaknesses of the program

Strengths

Strengths of the EMBA 66 Credit-hour program include:

- Highly qualified, seasoned and experienced faculty.
- Excellent networking opportunity with the executives.
- Number of training sessions and seminars.
- The flexibility in the program offered to the executives.

Weaknesses

Weaknesses of the EMBA 66 Credit-hour program include:

- Lack of additional foundation courses in English and Basic Arithmetic skills
- Need more strategic and advanced level courses in curriculum.
- Little flexibility in the offered electives due to smaller class size.

d. List significant future plans for the program.

- Introduce new specialization areas
- Enhance the credit hours to 72.
- Incorporate seminars and workshops as part of curriculum
- 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 students⁹

➤ **Average GPA** for students in the EMBA program is

Semester GPA	Fall - 2012	Spring- 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Total Average
Average GPA	2.96	3.1	3.1	3.11	2.92	3.1	3	2.8	3.01125

Table 1.4: Average GPA

➤ **Drop-out ratio** of student every semester

	Fall-Tri 2012	Spring-tri 2013	Fall tri- 2013	Spring tri 2014	Fall tri- 2014	Spring tri- 2015	Total Average
Dropout	0	1	1	1	1	0	0
Enrollment	19	7	12	21	25	22	17.66
Drop out Ratio	0	0.142	0.083	0.047	0.04	0	0

Table 1.5: Drop-out Ratio

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

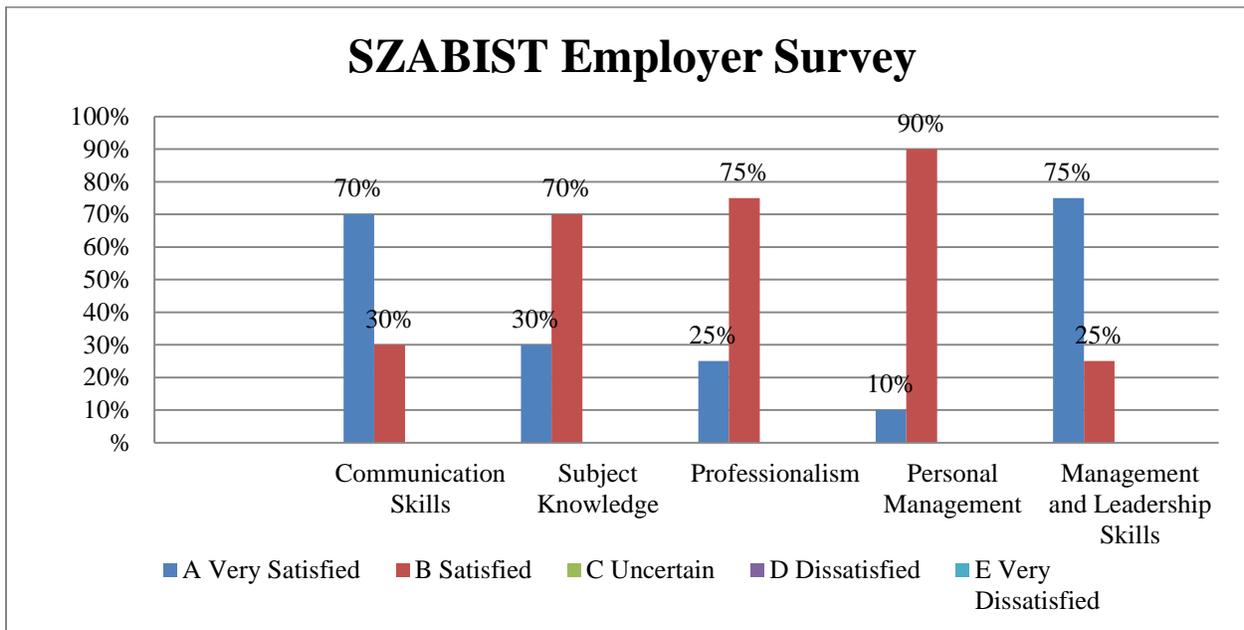


Figure 1.6

⁹ The sources of information is Academic Office, Dismissal List.



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

Year	Semester	% Faculty & Course Evaluation					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2009	September	67	0	33	0	0	0
2010	January	67	17	0	0	17	0
	May	0	50	17	0	33	0
	September	22	44	11	11	0	11
2011	January	43	50	0	0	7	0
	May	80	13	0	0	0	7
	September	33	33	25	0	0	8
2012	January	58	25	17	0	0	0
	May	54	46	0	0	0	0

Table 1.6: Faculty & Courses Rating

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:

Dr. MUHAMMAD AYUB SIDDIQUI

- “Exploring the Financing Gap between Young Entrepreneurs and Venture Capitalists”, East Asian Journal of Business Management 3-2 (2013) 5-15, [Print ISSN: 2234-3040 / Online ISSN: 2234-3059; doi: 10.13106/eajbm.2013.vol3.no2.5].
- “Macroeconomic Dynamics of Standard of Living in South Asia”, Journal of Distribution Sciences, 11-7 (2013), 5-13, [Print ISSN: 1738-3110 / Online ISSN: 2093-7717; doi: <http://dx.doi.org/10.13106/jds.2013.vol11.no7.5>].
- “Empirical Investigation of the Factors Affecting Foreign Direct Investment in Pakistan: ARDL Approach”, World Applied Sciences Journal 22 (9): 1318-1325, 2013, ISSN 1818-4952, © IDOSI Publications, 2013, DOI: 10.5829/idosi.wasj.2013.22.09.257.
- “Financing Young Entrepreneur through Venture Capital: Preliminary Research Report”, The Macrotheme Review (ISSN 1848-4735), 2(4), 199-204, Summer 2013 - A Multidisciplinary Journal of Global Macro Trends, Macrotheme Capital Management,



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- “Implementation of Quality Management: An Internal Marketing Perspective”, the Book Published by LAMBERT Academic Publishing Company USA, July 2012.
- “Panel Data and Quantile Dynamic Analysis of Fama French Three Factor Model in the Karachi Stock Exchange”, Archives Des Sciences Journal (ISSN: 1661-464X), Volume. 65, Issue. 7, July 2012, Switzerland, Geneva, pp. 239-258.
- “An Empirical Investigation of Working Capital as a Measure of Performance and Monopoly Power of Non-Financial Sector”, Archives Des Sciences Journal (ISSN: 1661-464X), Volume. 65, Issue. 7, July 2012, Switzerland, Geneva, pp. 620-647.
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- Presented paper titled “A future perspective of the role of higher education, in education for sustainable development and life-wide learning” in “International Conference On Learning and Community Enrichment” (ICOLACE) in Singapore on July 2010.
- Presented paper titled “Commodity Exchange: An Efficient System for Price Stabilization- A Case of Emerging Economies’ Agriculture Sector” accepted in “Business & Economics Society International” (B&ESI) Conference titled “Global Business & Economics Anthology”, held in Athens, Greece on July 2010.
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e. Number of short courses workshops, seminars organized on community service level¹⁰

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

Type of Activity	Number
Workshops	3
Seminars	17
Project	0

Table 1.8: Activities on community service

¹⁰ The source of information is Assistant to Program Managers



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

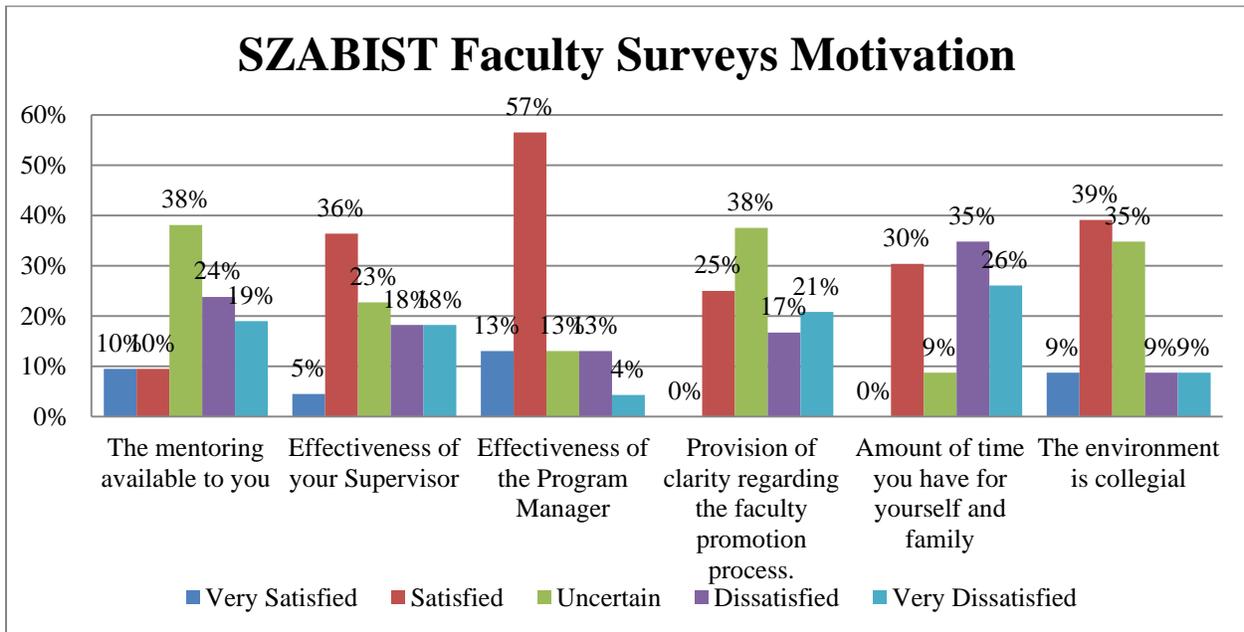


Figure 1.7

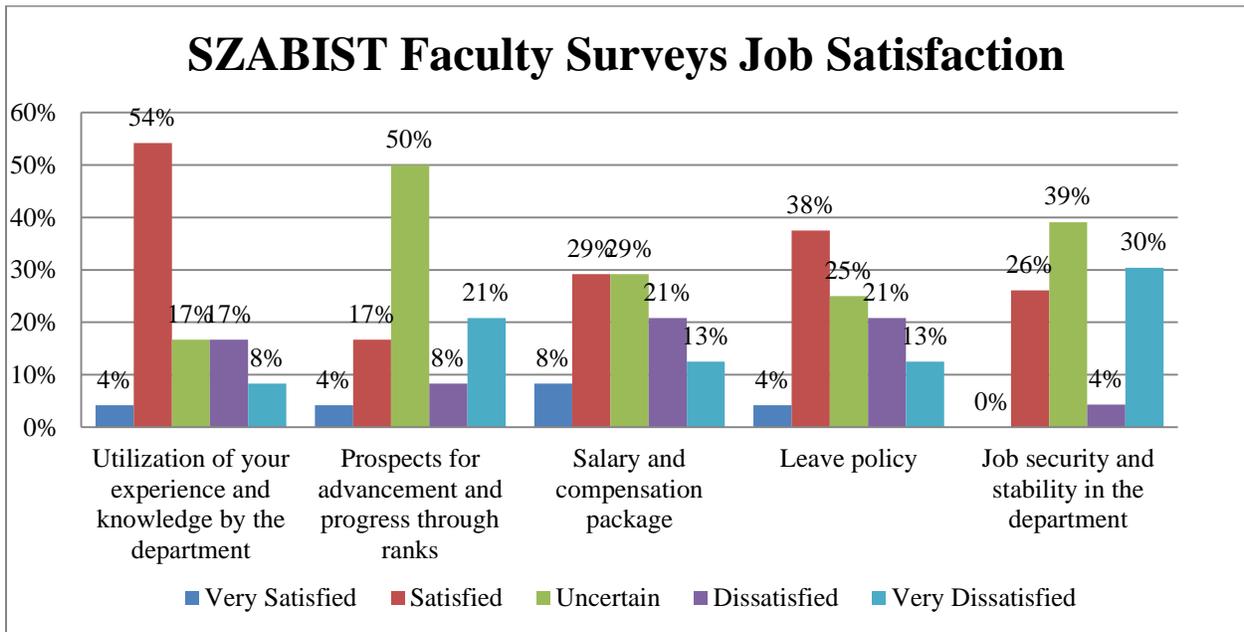


Figure 1.8



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

Executive Master of Business Administration

b. Definition of Credit Hour

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

c. Degree Plan

<i>SEMESTER – I</i>	<i>SEMESTER – II</i>	<i>SEMESTER – III</i>	<i>SEMESTER – IV</i>	<i>SEMESTER – V</i>	<i>SEMESTER – VI</i>
BE-492 Business Management	BE 413- Quantitative Analysis for Decision Making	BE 414-Business Finance	BE 423- Human Resource Management	BE 419- Strategic Management	BE 449- Operations and Supply Chain Management
BE 417- Accounting for Business	BE 415- Contemporary Marketing	BE 418- Business Research Methods	BE 443- Entrepreneurship and Family Business	BE 444- Ethics and Corporate Governance	BE 4xxx- Elective III
BE 447- Managerial Communication	BE 421- Economics for Business	BE 478- Business Project	BE 434- Marketing Management	BE 4xxx- Elective II	BE 448- Research Project
BE 451- Business Application of IT	BE 416- Organisational Behavior		BE 4xxx- Elective 1	BE 445- Managerial Accounting and Control	

Table 2.1: Degree Plan



d. Curriculum Course Requirement

Curriculum Plan

Semester	Course Number	Category (credit hours)		Elective Courses
		Core Courses		
		Business	Support	
1	BE-492	Business Management(3)		
	BE 417	Accounting for Business (3)		
	BE 447		Managerial Communication (3)	
	BE 451		Business Application of IT	
2	BE 413		Qualitative Analysis for Decision Making (3)	
	BE 415	Contemporary Marketing (3)		
	BE 421		Economics for Business (3)	
	BE 416	Organizational Behavior (3)		
3	BE 414	Business Finance (3)		
	BE 418	Business Research Methods (3)		
	BE 478	Business Project		
4	BE 423	Human Resource Management		
	BE 443	Entrepreneurship and Family Business		
	BE 434	Marketing Management		
	BE 4xxx			Elective – 1 (3)
5	BE 445	Strategic Management		
	BE 449	Ethics and Corporate Governance		
	BE 4xxx			Elective – 2 (3)
	BE 422	Managerial Accounting and Control		
6	BE 444	Operations and Supply Chain Management		
	BE 4xxx			Elective – 3 (3)
	BE 448	Research Project		

Table 2.2: Curriculum Course Requirement¹¹

¹¹ Table 2.2of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report



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

Group of Courses	Objectives					
	1	2	3	4	5	6
Basic Business Courses	x	x		x		x
Communication Skills Courses	x		x	x	x	
Information Technology Courses						x
Support Courses	x		x			
Advanced Business Courses	x	x	x	x		x
Specialization Courses	x	x	x	x	x	x
Research courses					x	x

Table 2.3 Courses versus Objectives

- Basic Business Courses:** Business Management, Accounting for Business, Contemporary Marketing, Organizational Behavior
- Communication Skills Courses:** Managerial Communication
- Information Technology Courses:** Business Application of IT
- Support Courses:** Qualitative Analysis for Decision Making, Economics for Business
- Advanced Business Courses:** Business Finance, Strategic Management, Ethics and Corporate Governance, Managerial Accounting and Control, Operations and Supply Chain Management
- Specialization Courses:** Three electives in the specialization field of marketing, finance, HRM and Supply Chain Management
- Research Courses:** Business Research Methods and Research Project.

f. Courses versus Outcomes

Group of Courses	Outcomes									
	1	2	3	4	5	6	7	8	9	10
Basic Business Courses	x		x	x	x	x				
Communication Skills Courses		x				x	x	x	x	x
Information Technology Courses		x							x	
Support Courses			x	x						
Advanced Business Courses				x		x	x		x	
Specialization Courses			x					x	x	
Research courses			x							

Table 2.4 Courses versus Outcomes¹²

¹² Table 2.4 of PT Report is the Table 4.4 (Courses versus Outcomes) of AT Report



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. Standard 2-2 requirements

Element	Courses
Theoretical Background	BE492,417,447,413,415,421,414,416,418,434,423,443,478,445,49,419,444,451
Problem analysis and solution(Students select any four courses)	BE473,474,436,432,472,484,481,424,482,487,488,483,427,471,485,486,476
Research & Applications	BE 448, BE 418

Table 2.5: Standard 2-2 Requirements¹³

Standards 2-3, 2-4, and 2-5

The table below indicates, how the program meets the course requirements specified n Standard 2-3. 2-4, and 2-5. Major requirements of HEC as specified in “Business Education Plan” July 2007 are met.

Program	Basic Business Courses	Communication Skills Courses	Information Technology Courses	Support Courses	Advanced Business Courses	Specialization Courses	Research Courses
EMBA 66 Credit Hours	BE-492, BE 417, BE 415	BE 447	BE 451	BE 413 ,BE 421	BE 414, BE 445, BE 449, BE 444	BE 473, BE474, BE436, BE432, BE472, BE484, BE481, BE424, BE482, BE487, BE488, BE483, BE427, BE471, BE485, BE486, BE476	BE 448, BE 418

Table 2.6: Standard 2-3, 2-4 and 2-5 Requirements

¹³ Table 2.5 of PT Report is the Table 4.5 (Standard 2-2 requirements) of AT Report



Standard 2-6 Information Technology Content Integration throughout the Program

a. List the courses required by the Accreditation Body

Not applicable for EMBA

b. Describe how they are applied and integrated throughout the program

The course Business Application of IT is taught in the sixth semester of the program. The entire program's courses – its progress reports, grade and enrollment sheets, lesson plans and materials – are maintained and updated by the faculty through an in-house, online system developed by SZABIST called ZabDesk.

Standard 2-7 Communication Skills (Oral & Written)

a. List the courses required by the Accreditation Body

N/A

b. Describe how they are applied in the program

Basic business, communication skills and support courses are offered in first two semesters (please see course plan). Advanced and strategic business courses along with specialization courses are offered in second year. Research project, based on business research and specialized courses, is offered in last semester.



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 Facilities¹⁴

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: Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

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

¹⁴ Source of Information: System Support Staff, IT department.



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. Total of 11 dedicated staff members working at different time slots to ensure unhindered delivery of knowledge.



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

Table 3.1: Staff Timings

Standard 3-3: Adequate Computing Infrastructure and Facilities¹⁵

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

The EMBA 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.

No.	Particulars	Quantity
1	Servers	10
	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
2	Desktop Computers	206
	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
3	Multimedia	26
4	Printers	3
	LaserJet Black	2
	Color	1
	Scanner	1

¹⁵Source of information is: Manager IT



5	UPS	16
	20 KVA	2
	10 KVA	3
	5 KVA	1
	1 KVA	6
	2KVA	4

Table 3.2: Computing Support Facilities

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 EMBA 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



Criterion4: Student Support and Advising¹⁶

Standard 4-1: Sufficient Frequency of Course Offering

a. Provide Department's strategy for course offering

We offer core courses in the second year , in total 3 electives are offered for EMBA. If 10 or more students who are repeating the course register, then we offer the same course again. We continually review course and curriculum as to make these markets competitive. On average, the class strength of EMBA is 25 to 30 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. If students require a specific elective course then that course is offered as and when required provided it satisfies the minimum number of students criteria.

c. Explain how elective courses are offered

Three elective courses are offered for specialization in the final year. Electives are offered for Finance, Marketing, Human Resource and Supply chain Management. Students select from the given set of elective 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

EMBA course taking policy in other programs is as follows:

- EMBA Students are allowed to take courses in other programs on the basis of defined equivalency in the course catalogue.
- Specific elective courses are co-offered with PMBA and in that case EMBA and PMBA students take the course simultaneously.
- EMBA 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

We achieve student / faculty interaction through class room discussions and faculty spare exclusive counseling time for individual students.

¹⁶ Source: EDC, Student handbook, Prospectus, SSC and Convocation.



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.

Student Development and Counseling Workshops

EDC arranges Workshops comprising of training sessions to acquaint students with the realities of the corporate world, enabling them to make a career congruent with their natural inclinations, aptitudes and interests, and identify several skills and important work-related values that are required on the job. The workshop also coaches students on how to target appropriate jobs and employers.

EDC also arranges interview simulations for graduating students, in collaboration with alumni and corporate sector, to assess and provide feedback for improvement. Relevant students are required to register as per schedule announced by EDC.

Internship Placements

To bridge the gap between classroom and work situation, SZABIST has instituted a mandatory minimum 6-week internship as requirement for degree completion.

Relevant students are required to register as per schedule announced by EDC.

After internship is completed, students are required to write a report on how well the internship enriched the student's learning. This report, along with the 'Internship Certificate' issued by the



company and 'Internship Evaluation Form' filled by the company, are to be submitted to the EDC within given deadline.

Those who are already employed may request a waiver by submitting the 'Internship Waiver Form' with minimum 6 month employment certification and any necessary documentation at the time of degree completion. Such requests are approved on a case-to-case basis.

Job Placements

EDC arranges on-campus recruitment drives of reputed national and multinational companies, throughout the year. EDC keeps students informed about various placement opportunities through notice boards, e-groups, and social networking platforms.

Relevant students are required to register as per schedule announced by EDC.

Career Fair

A 'Career Fair' is held on campus, in which leading companies discuss their recruitment procedures, their current resource requirements, and future vacancies, thereby availing the opportunity to interact directly with students.

Most companies also interview potential candidates for job and internship opportunities. Relevant students are required to register as per schedule announced by EDC, so students are required to be formally attired and bring copies of well-written resumes along with them.

Graduate Directory

EDC compiles students' profiles and publishes the annual Graduate Directory for improving the employability of SZABIST graduates in credible organizations. Relevant students are required to provide updated information in required format, as per schedule announced by EDC.

Alumni Relations

EDC endeavors to keep in touch with the SZABIST Alumni and update their contact details and current employment status. To strengthen the bond with their alma mater, the alumni are invited as guest speakers, motivational speakers, and mentors.

EDC hosts reunion dinner for the alumni to provide them with an opportunity for networking.



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



Criterion5: 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 an 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 EMBA Program, the candidate must possess a Bachelors degree with minimum 50% marks/CGPA 2.50 from a HEC recognized university in any field of study with minimum four years managerial level work experience. Two letters of recommendation are required. No transfer courses are allowed into EMBA, and EMBA courses are not transferable into any other program. However, EMBA program is transferable into the regular MBA program at SZABIST. All applicants are required to pass SZABIST entrance test and interview.

Continuing of Education for Higher Degree

Students completing their EMBA from SZABIST and desiring to continue their studies in the MS/PhD Program should fill out a Program Continuation Form and submit to the Admission Office during their graduating semester. All requisites have to be completed before advancing to a higher degree program. Updated documentation will be required and new registration number will be allocated at the time registration.



b. The admission process flowchart

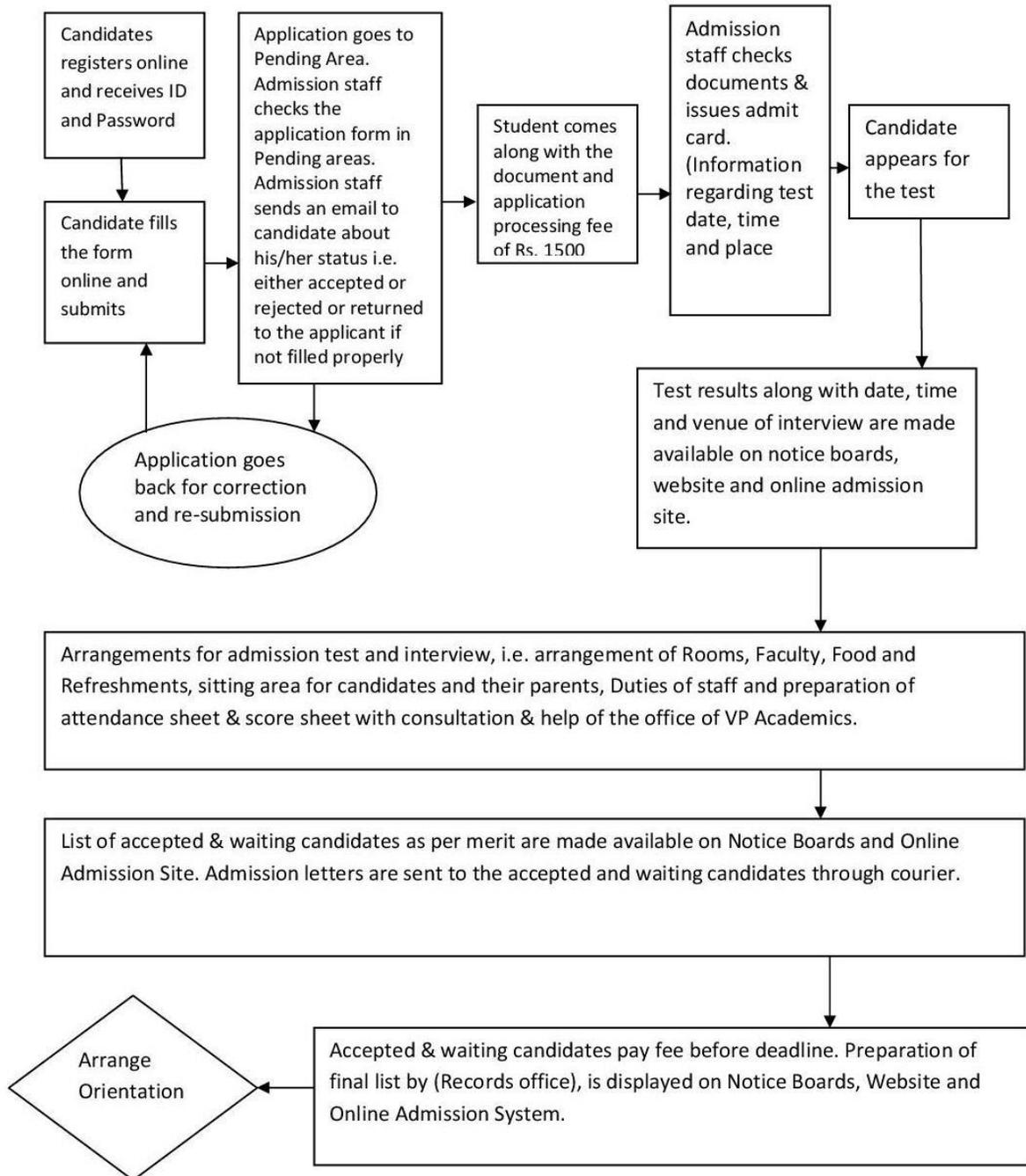


Figure 5.1



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 Manage
- Send from 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 C- or above for the EMBA 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 2.00 will be allowed to register in one additional course, which has to be approved by the Program Manager.
- Student on probation will be allowed to register for only N-2 courses.
- Students can register for maximum 02 courses 06 Credit Hours in Summer semester. Summer semester is a remedial semester.

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) and maximum 6 absences (for courses with 1.5 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:

C- for Masters' program courses

Compulsory Repeat Grade

- A course in which low grades are earned, are to be repeated compulsorily. These are as follows:
- For Masters' programs, courses with earned grades of 'D+' and 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:

Masters' programs: CGPA of 2.50

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 Master's Programs: CGPA of 2.50

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 seven years for Bachelors Program and five years for Masters, and MS and, 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

a. Flow Chart

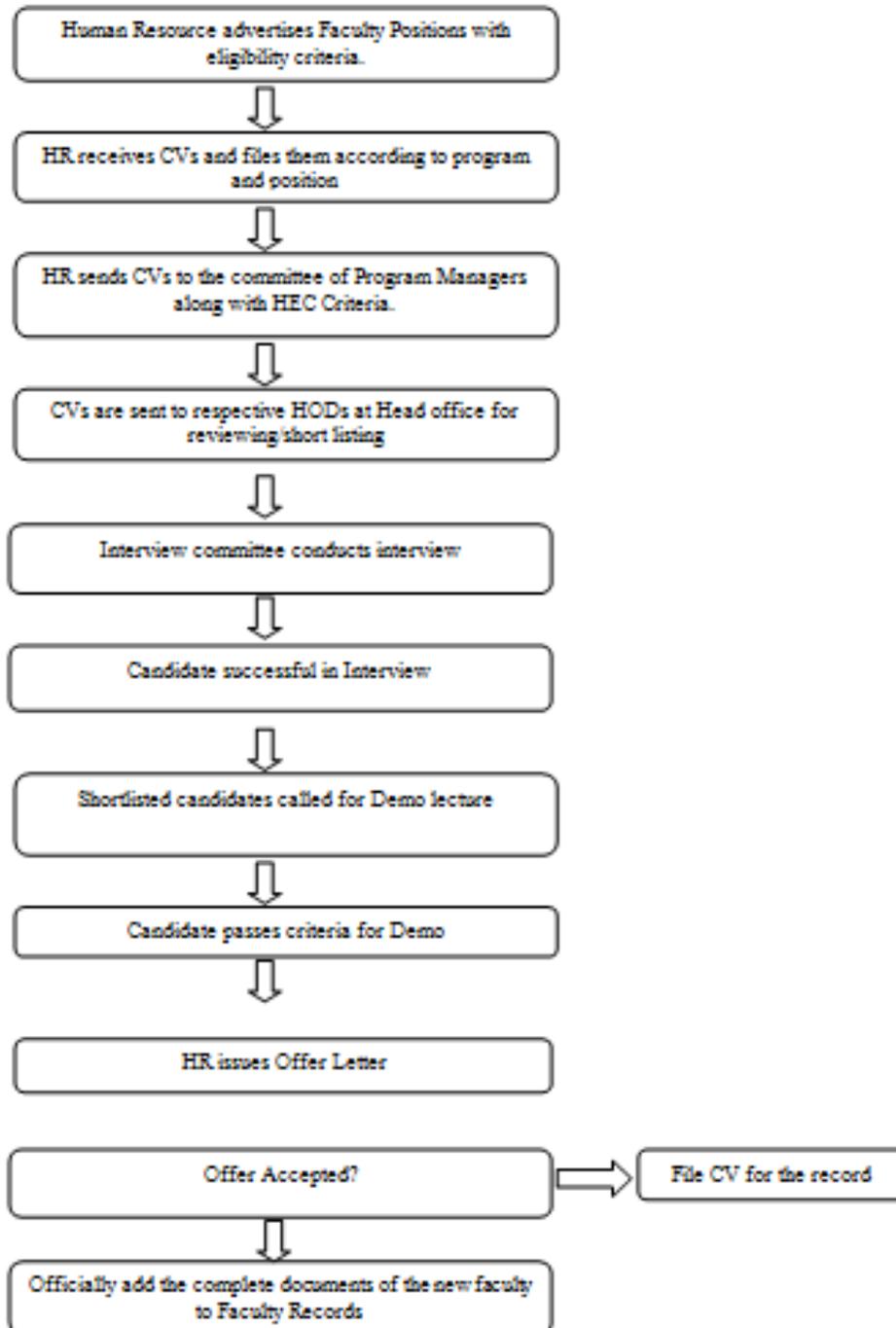


Figure 5.2



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.

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 Position¹⁷

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

¹⁷Source: HR Manual, Faculty Promotion Policy



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.

Faculty of Management Sciences

	Designation	Options	Qualification	Experience	Publications
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 from HEC recognized University / Institution.	No experience required	Nil
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.
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Table 5.1: Publications required for Associate Professor to Professor

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 EMBA Class size is limited to 25 to 30 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. Course related interactive lectures are regularly augmented by co-curricular activities such as:

- i. Class Projects
- ii. Guest speaker sessions
- iii. Workshops



- iv. Group assignments
- v. Term reports based on industrial visits, interviews with company executives and corporate analysis.

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

All the programs are evaluated by-annually by the academic heads. Than decisions are made according and improvements in any aspect of the programs.



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

List of Faculty for EMBA Program- Fall 2012

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area¹⁸	Number of faculty with PhD. degree¹⁹
Accounting and Finance	5 courses / 1 sections	4	1
Marketing	6 courses / 1 sections	4	Nil
Management	4 courses / 1 sections	4	2
Economics	2 courses / 1 sections	1	1
Information Technology	2 courses / 1 sections	1	Nil

Table 6.1: Faculty distribution by program's areas²⁰

List of Faculty Teaching in Fall 2015

S.No	Names	Area of Specialization	Course (Fall 2012)
1	Bakhtiar Muhammad	Entrepreneurship	Business Management
2	HammadShamimi	Organizational Behavior	Managerial Communication
3	Hassan Saleem	General Management	Business Application of IT
4	Sanallah Ansari	Business Finance	Accounting for Business

Table 6.2: List of Permanent Faculty

S.No	Names	Area of Specialization	Course (SP 2015)
1	Faisal Qamar	Entrepreneurship	Accounting for Business
2	HammadShamimi	Organizational Behavior	Managerial Communication
3	Muhammad Jahangir	Supply Chain	Business Management
4	Ahmed Qureshi	Business Finance	Quantitative Analysis for

¹⁸ The stated number represents the visiting faculty and 2 permanent faculty members (one in accounting and finance and the other in management specialization).

¹⁹ The stated PhD faculty in each area of specialization is visiting faculty.

²⁰ Table 6.1 of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report



			Decision Making
5	FahadMuqaddas		Contemporary Marketing
6	Atif Bilal	General Management	Organizational Behavior
7	Dr. Taqadus Bashir	-	Economics for Business
8	Aamir . Ghafoor	-	Brand Management
9	Ajab Khan	-	Entrepreneurship and Family Business
10	Fatima Khushnud	-	International Banking and Finance
11	Khalid Mumtaz	Finance	Ethics and Corporate Governance
12	Ahmed Ali Qureshi	General Management	Quantitative Analysis for Decision Making
13	Abid Saeed	-	Advertising
14	Atif Bilal	General Management	Business Research Methods
15	Khalid Mumtaz	Finance	Managerial Accounting and Control
16	KhawajaTalhaAleem	-	Operations and Supply Chain Management

Table 6.3: List of Permanent Faculty



Standard 6-2 Current Faculty Scholarly Activities & Development

- 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 resumes, what percentage of them is current. The criteria should be developed by the department.**

The criteria for the faculty to be current:

- i) Participating in academic events like seminars / sessions
 - ii) Participating in academic and industry conferences / workshops
 - iii) Presenting and publishing papers in conferences / colloquium / monographs
 - iv) Publishing research papers in local and international journals
 - v) Publishing articles in newspapers and magazines
 - vi) Conducting trainings and workshops
 - vii) Supervising research at bachelors and masters level
 - viii) Supervising research at MS / PhD level
 - ix) Pursuing further education in their specialized field
 - x) Incorporating their research and otherwise learning into their teaching through content and methodology
- In general, a faculty is deemed current, if he or she is taking full load of 4 courses per semester. However, this load may be altered on discretion of Vice President (Academics) to accommodate other institutional activities, such as research. At the moment, Management Science Department has 23 full-time faculty including 4 PhDs.

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

For professional development purposes, full time faculty members are eligible to enroll in Postgraduate programs free of charge. Additionally, faculty members are encouraged to actively participate in research activities through incentive of reduced teaching load.

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

For professional development purposes, full time faculty members are eligible to enroll in Postgraduate programs free of charge. Additionally, faculty members are encouraged to actively participate in research activities through incentive of reduced teaching load. At present, around 8 full time faculties is enrolled in PhD program, that will be greatly benefit both the department and faculty, individually as through active research they are in continuous process of updating their skills to keep abreast of contemporary and future challenges.



Additionally, faculty is nominated to attend seminars and workshops routinely held within Islamabad city and nationally to update and enhance their knowledge in their core teaching areas.

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

Every month an academic heads meeting involving Deans/Head of Departments and coordinators of all programs is held, this meeting is presided by Vice President (Academics). Additionally, regular meetings are scheduled between faculty, program coordinator and Head of Department to address any academic and administrative issues, thereby ensuring smooth running of the program. Furthermore, for each course faculty evaluation is carried out using students' feedback and in light of this feedback coordinator interacts with faculty to optimize student's learning experience.

Standard 6-3 Faculty Motivation and Job Satisfaction

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

The following elements are routinely incorporated to measure faculty motivation:

- Cordial working environment
- Flexible faculty timings
- Annual and casual leaves
- Performance-based increment and annual bonus
- Loan facility
- Continuing Education with waiver on tuition fees
- SZABIST Employees Housing Society (SECHS)
- Annual picnics and social gatherings
- 50% fee concession for children of employees

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 annual bonuses motivates employees to work effectively and efficiently.
- c. **Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction²¹.**

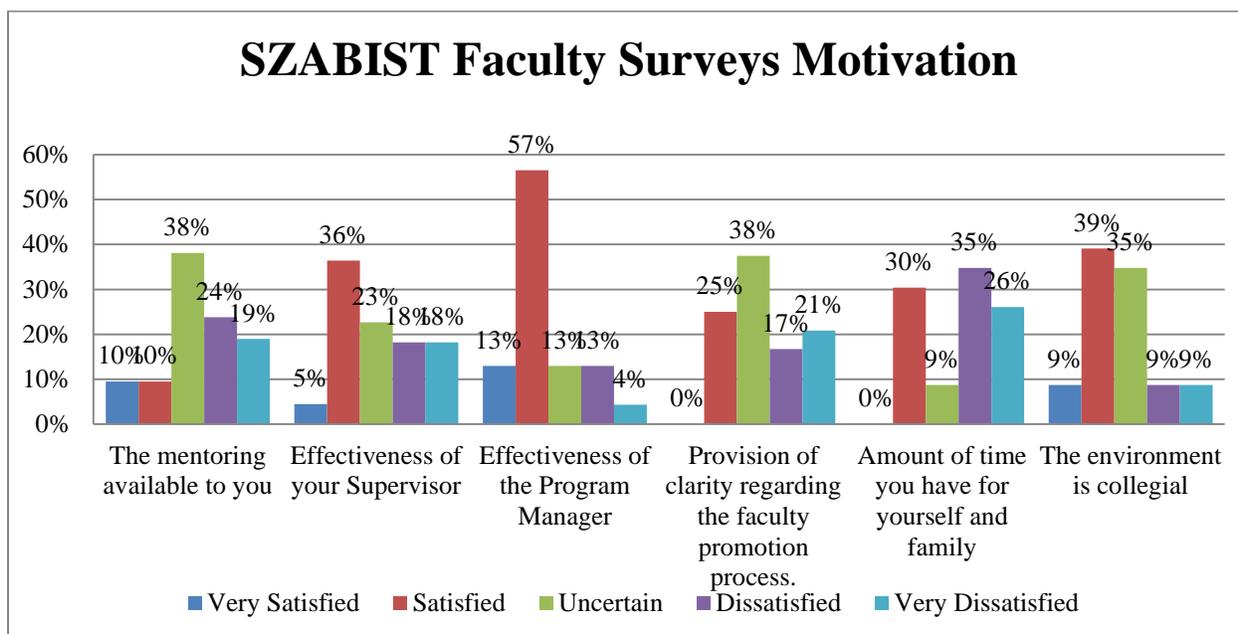


Figure 6.1

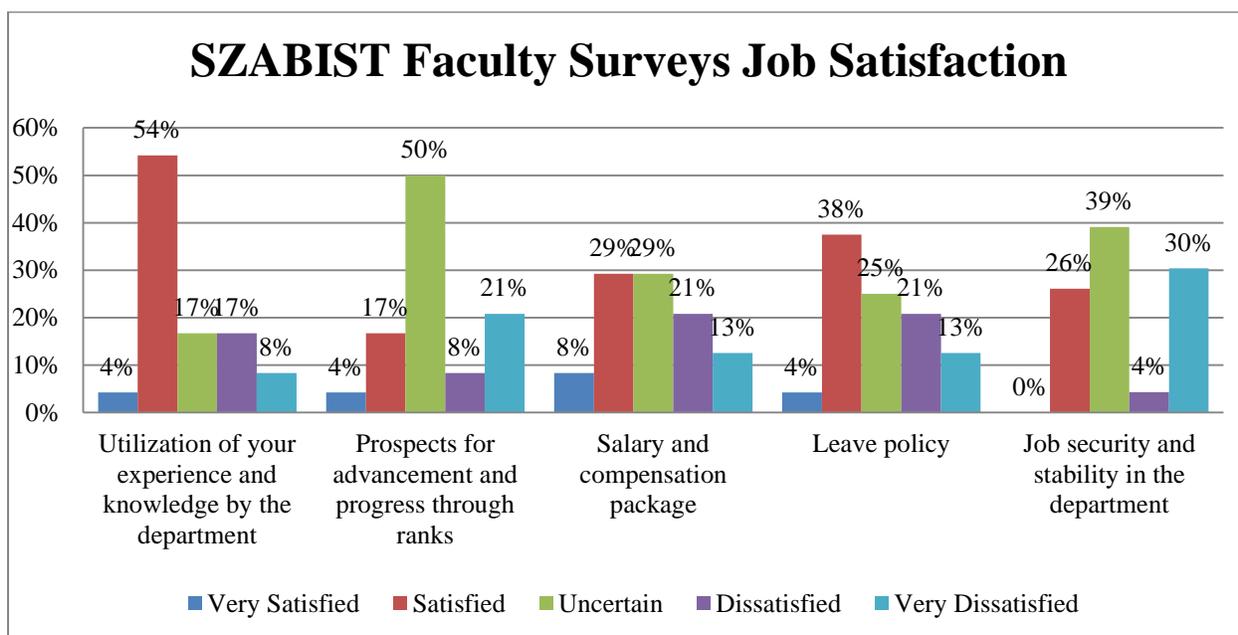


Figure 6.2

²¹ The source of information is Faculty Survey 2010 -2011



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

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
1	Printed Form	
	A. Books	14727
	a. Management Sciences	5896
	b. Miscellaneous	3647
	B. Reports	92
	a. Independent Study	2572
	b. Project	1478
	c. Thesis	922
	d. Practicum	96
	C. Newspapers (Daily)	24
	Digital Form	3698
	A. E-Books (SZABIST Digital library developed by the Librarians)	2623
	B. Books (Ebrary HEC)	303



	C. CD's	618
	a. Research (IS) Related	154
	b. Books Related	12
2	D. DVD's (Video Lectures)	
	E. Journal/Magazines (Online)	25000
	a. Emerald	41000
	b. Springer Link	2850
	c. Jstore	2000
	d. Ebscohost	850
	e. Taylor and Francis	200
	f. Project Muse	41000
	g. Ebrary	Yes

In addition to these there are a lot of digital resources offered through digital library to support e-learning. For Instance,

1. SZABIST Digital library having more than 25000 eBooks on all discipline developed by the SZABIST librarian.
2. EBSCOHOST Business Source Premier is the industry's most used business research database, providing full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles. This database provides full text back to 1886, and searchable cited references back to 1998. Business Source Premier is superior to the competition in full text coverage in all disciplines of business, including marketing, management, MIS, POM, accounting, finance and economics. This database is updated daily on EBSCOhost.
3. E-library offers a wide variety of content across many subject areas, especially in business and social science and computer science. It acquires integrated collections of eBooks and other content. E-library continues to add quality of eBooks and other authoritative titles to their selection from the world's leading academic and professional publishers.
4. Emerald is a long established publisher with over 200 titles in the field of management, information science and engineering. All of Emerald research journals are peer-reviewed to ensure the highest quality. HEC has provided access to 150 of the total journal titles. You can view by clicking @[Journals Listing](#)
5. Content in JSTOR spans many discipline s, with over 500 high-quality publications available in the archives.



6. JSTOR provides the ability to retrieve high-resolution, scanned images of journal issues and pages as they were originally designed, printed and illustrated.
7. Project Muse provides online access to 430 full-text journals from 108 publishers in humanities, and social science. MUSE pricing meets library needs around the world. Access URL <http://muse.jhu.edu/>.
8. Springer is the world's second largest STM publisher, delivering high quality peer-reviewed journals through its acclaimed online service - Springer Link. Through Springer Link, Springer publishes more than 1,250 journals online of which 1,030 are now available to Institutes within a range of PERI countries. Springer also offers optional pricing for the remaining (new and takeover journals in its programme).
9. Taylor & Francis has grown rapidly over the last two decades to become a leading international academic publisher. More than 1,300 titles in humanities, social sciences and applied sciences.

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.

b. Describe the support rendered by the library

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. Adequacy of the class rooms

The 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: Sufficient Support and Financial Resources for Faculties

- 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. There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

Number of Graduate Students

Year	No. of Graduates
2012-13	11
2013-14	12
2014-15	12

Table 8.1: Number of Graduate Students



b. Graduate to faculty ratio.

Graduates: Faculty Ratio *

Year	Graduates	No. of Faculty Members	Ratio
2012-2013	11	17	2.8:1
2013-2014	12	18	3:1
2014-2015	12	20	2.15:1

Table 8.2: Graduate Faculty Ratio

Number of Faculty

Particulars	Faculty		
	2012-13	2013-14	2014-15
Total Number of Faculty	16.5	18	20
Full Time faculty	8	9	12
Adjunct Faculty ^{**,***}	8.3	8.6	7.3

Table 8.3: Number of Faculty

* Graduates / Faculty of EMBA program only

** 3 Adjunct faculty is equal to 1 permanent faculty

*** Adjunct faculty has been counted as per person not according to number of courses taught by them

Standard 8-3: Financial support for Library and computer Facilities²²

a. Describe the resources available for the library

Particulars	Budgetary Allocation (Rupees)		
	2012-2013	2013-2014	2014-2015
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 EMBA program.

²² Source of Information: Finance and is of Islamabad Campus



c. Describe the resources available for computing facilities.

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

Table 8.5: Resources available for the computing

SZABIST

SELF-ASSESSMENT REPORT

Executive MBA

Program Self-Assessment Checklist



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

Guidelines for Program Team Report and QEC Review

Program: EMBA-Islamabad Campus

Date: 6/21/2016

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.

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



Standard 1-4	Overall Performance Using Quantifiable Measures	Yes		
	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)	Yes		
	b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.	Yes		
	c. Percentage of Student Evaluation/Assessment results for all the courses and faculty. Use Teacher Evaluation Results.	Yes		
	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)	Yes		
	e. Number of short courses workshops, seminars organized on community service level Please find example attached in Annexure III (pgiv)	Yes		
	f. Faculty and student surveys results to measure the administrative services provided	Yes		
Criterion 2 – Curriculum Design And Organization				
	Courses detailed outline as in item E criterion 2 of the Self Assessment Manual			
Standard 2-1	Courses Vs. Objectives			
	a. Title of Degree Program	Yes		
	b. Definition of Credit Hour	Yes		
	c. Degree Plan: Attach a flow chart showing pre-requisites, core, and elective courses. Please find example attached in Annexure IV (pg v-ix)	Yes		
	d. Table 4.3 curriculum course requirement Please find example attached in Annexure IV (pg v-ix)	Yes		



	e. Describe how the program content (courses) meets the program Objectives.	Yes		
	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)	Yes		
Standard 2-2	Theory, Problem Analysis/ Solution and Design in Program	Yes		
	a. Table 4.5 Standard 2-2 requirements	Yes		
Standard 2-3	Mathematics & Basic Sciences Requirements	Yes	Combined	
	a. Address standards 2-3, 2-4, and 2-5 using information required in Table 4.4	Yes		
Standard 2-4	Major Requirements as Specified by Accreditation Body	Yes		
Standard 2-5	Humanities. Social Sciences, Arts, Ethical. Professional & Other Requirements	Yes		
	a. List the courses required by the Accreditation Body.	Yes		
Standard 2-6	Information Technology Content Integration Throughout the Program	Yes		
	a. List the courses required by the Accreditation Body.	No		
	b. Describe how they are applied and integrated throughout the program	Yes		
Standard 2-7	Communication Skills (Oral & Written)	Yes		
	a. List the courses required by the Accreditation Body.	No		
	b. Describe how they are applied in the program.	Yes		
Criterion 3 – Laboratories and Computing Facilities				
Standard 3- 1	Lab Manuals / Documentation / Instructions	Yes		
	a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions	Yes		
	b. Are the resources available sufficient for the program?	Yes		
Standard 3- 2	Adequate Support Personnel for Labs	Yes		
	Indicate for each laboratory, support personnel,	Yes		



	level of support, nature and extent of instructional support. Please find example attached in Annexure V(pg x)			
Standard 3-3	Adequate Computing Infrastructure and Facilities	Yes		
	a. Describe how the computing facilities support the computing component of your program	Yes		
	b. Are there any shortcomings in the computing infrastructure and facilities?	Yes		
Criterion 4 – Student Support and Advising				
Standard 4-1	Sufficient Frequency of Course Offering			
	a. Provide the department’s strategy for course offerings	Yes		
	b. Explain how often core courses are offered.	Yes		
	c. Explain how often elective courses are offered.	Yes		
	d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency			
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			
	a. Describe how students are informed about program requirements	Yes		
	b. Describe the advising system and indicate how its effectiveness is measured	Yes		
	c. Describe the student counseling system and how students get professional counseling when needed	Yes		
	d. Indicate if students have access to professional counseling; when necessary	Yes		
	e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies	Yes		
Criterion 5 – Process Control				
Standard	Admission Process	Yes		



5-1				
	<p>a. Describe the program admission criteria at the institutional level, faculty or department if applicable.</p> <p>b. Make a Flowchart</p> <p>Please find example attached in Annexure VI (pg xi-xii)</p>	Yes		
	c. Describe policy regarding program/credit transfer	Yes		
	d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process	Yes		
Standard 5-2	Registration and Students			
	a. Describe how students are registered in the program	Yes		
	b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements	Yes		
	c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-3	Faculty Recruitment and Retention Process			
	<p>a. Describe the process used to ensure that highly qualified faculty is recruited to the program.</p> <p>b. Make a Flowchart</p> <p>Please find example attached in Annexure VI (pg xi-xii)</p>	Yes		
	c. Indicate methods used to retain excellent faculty members	Yes		
	d. Indicate how evaluation and promotion processes are in line with institution mission statement	Yes		
	e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	Yes		
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	Yes		



	b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-5	Program Requirements Completion Process			
	a. Describe the procedure used to ensure that graduates meet the program requirements	Yes		
	b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process	Yes		
Criterion 6 – Faculty				
Standard 6-1	Program Faculty Qualifications and Number			
	a. Faculty resumes in accordance with the format	Yes	Launched	
	b. Table 4.6 faculty distribution by program's areas Please find example attached in Annexure VII (pg xiii)	Yes		
Standard 6-2	Current Faculty, Scholarly Activities & Development	Yes		
	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	Yes		
	b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development	Yes		
	c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development	Yes		
	d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement	Yes		
Standard 6-3	Faculty Motivation and Job Satisfaction			
	a. Describe programs and processes in place for faculty motivation	Yes		



	b. Indicate how effective these programs are	Yes		
	c. Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction	Yes		
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	Yes		
	b. Indicate how adequate the facilities are	Yes		
Standard 7-2	Library Collections & Staff			
	a. Describe the adequacy of library's technical collection	Yes		
	b. Describe the support rendered by the library	Yes		
Standard 7-3	Class-rooms & Offices Adequacy			
	a. Describe the adequacy of the classrooms	Yes		
	b. Describe the adequacy of faculty offices	Yes		
Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)				
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	Yes		
	b. Describe the level of adequacy of secretarial support, technical staff and office equipment	Yes		
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	Yes		
	b. Provide the faculty: graduate student ratio for the last three years	Yes		
Standard 8-3	Financial Support for Library and Computing Facilities			
	a. Describe the resources available for the library	Yes		
	b. Describe the resources available for		Not applicable	



	laboratories			
	c. Describe the resources available for computing facilities	Yes		
Please find tables of Criterion 8 attached in Annexure IX (pg xvii-xix)				

***Key**

Y- Yes

N- No

N/A- Not



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

Executive MBA

Assessment Team Report



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

ASSESSMENT TEAM REPORT

EMBA

July 12, 2016



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. Shumaila Zeb
- ii. Naveed Ullah Hashmi

2. Date of Nomination

June 28, 2016

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

18 days

4. Name of Department and Program being assessed.

EMBA

5. Shortcomings of the PT report

Program outcomes needs to be looked again.

Standard 1-1 Part c

Program outcomes are not related to program Objectives.

In 5.5 (b) the information related to evaluation of program is missing

In 6-1 List of Permanent faculty is given, which is not accurate. It is merged with visiting faculty members.

In 6-2 b and c: The incentive of research activities is not given in the Islamabad Campus.

In 6-2d Needs to be rewritten. This policy is implemented in Karachi campus not in Islamabad Campus.

In 6-3a There is no such SECHS in Islamabad Campus.



Faculty Motivation and Job satisfaction requirements need to be checked because no authenticity has been found like SZABIST Employees Housing Society information.

Same for criteria 6b and c as well.

In 8.3b availability of labs are missing.

Comments on:

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

Criteria 1 c needs to be checked again.

Criteria List of Permanent faculty which is provide does not actually relate to the desired criteria

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

The Program team is unable to find the authenticity of Standard 6-2.

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

Seems appropriate

iv. Observations made during the assessment

Report is more related to the Karachi Campus rather than Islamabad Campus

v. Strengths and weaknesses of the Program

Strength:

- Specially designed for the working community.
- Job alumni circle is being increased because of working people. They help in increasing corporate sector linkages.

Weakness:

- More reliance on the visiting faculty.
- Less training sessions/ workshops.

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

July 12, 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.

Self Assessment Report	
Criterion 1 - Program Mission, Objectives and Outcomes Weight = 0.05	
Factors	Score
1. Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	3
2. Does the Program have documented outcomes for the graduating students?	2
3. Do these outcomes support the program objective?	2
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
Total Encircled Value (TV)	17
SCORE 1 (S1) = [TV / (No. of questions * 5)] * 100 * Weight	2.8



Criterion 2 - Curriculum Design and Organization		Weight
Factors	Score	
1. Is the curriculum consistent?	4	
2. Does the department assess its overall performance periodically using quantifiable measures?	4	
3. Are theoretical background, problem analysis and solution design stressed within the program's core material?	4	
4. Does the curriculum satisfy the core requirements laid down by Accreditation Body?	4	
5. Does the curriculum satisfy the major requirements laid down by HEC and Accreditation Body?	4	
6. Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	4	
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	
Total Encircled Value (TV)	28	
SCORE 2 (S2) = [TV / (No. of questions * 5)] * 100 * Weight	14	
Criterion 3 – Laboratories and Computing Facilities		Weight = 0.10
Factors	Score	
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	
Total Encircled Value (TV)	12	
SCORE 3 (S3) = [TV / (No. of questions * 5)] * 100 * Weight	8	



Criterion 4 – Students Support and Advising		Weight =
0.10		
Factors	Score	
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?	4	
Total Encircled Value (TV)	11	
SCORE 4 (S4) = [TV / (No. of questions * 5)] * 100 * Weight	7.3	

Criterion 5 - Process Control		Weight =
0.15		
Factors	Score	
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	4	
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	4	
3. Is the process to register students in the program and monitoring their progress documented?	3	



4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	4
5. Is the process to recruit and retain faculty in place and documented?	4
6. Are the processes for faculty evaluation and promotion consistent with the institution mission?	4
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?	4
9. Is the process in 8 mentioned above periodically evaluated to ensure that it is meeting its objectives?	4
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	4
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	4
Total Encircled Value (TV)	43
SCORE 5 (S5) = [TV / (No. of questions * 5)] * 100 * Weight	11.72

Criterion 6 - Faculty		Weight = 0.15
Factors	Score	
1. Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	3	



2. Are the qualification and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	3
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?	1
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	3
6. Are the mechanisms in place for faculty development?	2
7. Are faculty member motivated and satisfied so as to excel in their profession?	2
Total Encircled Value (TV)	17
SCORE 6 (S6) = [TV / (No. of questions * 5)] * 100 * Weight	7.2

Criterion 7 – Instructional Facilities		Weight =
		0.15
Factors	Score	
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?	3	
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	3	
Total Encircled Value (TV)	9	
SCORE 7 (S7) = [TV / (No. of questions * 5)] * 100 * Weight	9	



Criterion 8 – Instructional Support		Weight =		
0.15				
Factors	Score			
1. Is there sufficient support and finances to attract and retain high quality faculty?	4			
2. Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	4			
Total Encircled Value (TV)	8			
SCORE 8 (S8) = [TV / (No. of questions * 5)] * 100 * Weight	12			

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 = 72.17



C. Assessment Results Implementation Plan Summary-EMBA Islamabad

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1. Less Permanent faculty	More permanent faculty must be hired	August 30, 2016	HR Department and HOD Mgt Sciences	Budget Time Panels
2. Less Corporate officials	Visiting faculty from corporate sectors must be called in	August 30, 2016	HOD Mgt Sciences	Budget
3. Less case study methodology being used	More focus must be case study teaching	September 2016 (New semester)	Class Instructor	Access to databases on case studies including Harvard Time
4. Certificate course transfer system is vague, similarly inter-campus transfer is not clear	The whole process of intercampus transfer and certificate course transfer should be documented in charts so that should be understood	August 30 th 2016	Admission Department (policy may be revised and reinforced)	Time
5. Placement record of the graduates/Alumni is lacking	Placement record of the graduates/ Alumni should be maintain		EDC	Time Budget & Human Resource for expediting the process



President's Comments :

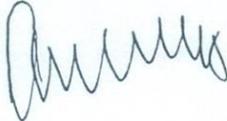
The results of the Self-Assessment Report procedure will help SZABIST in meeting its promise towards excellence in education. It is important that the identified corrective actions are steadily implemented to further development of this program. I appreciate the efforts rendered by the Program Team, Assessment Team and the staff of QEC for the preparation and completion of Self-Assessment Report of the EMBA program.

Name and Signature: 

Madame Shahnaz Wazir Ali

Dean's or HoD's Comments :

The assessment of EMBA program of SZABIST Management Sciences Department has helped the team to be able to capitalize on the strengths and workout the weaknesses in order to achieve excellence in providing quality education. This process will provide SZABIST with the confidence that we are serving the students with higher levels of quality in 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 Self-Assessment procedure of the EMBA program give rise in emphasizing areas that need further strengthening. The implementation of the Assessment Team's recommendation will improve the quality of the program and improve the overall educational experience of the students. The SAR reached its achievement with the support of the Dean of the Department and Program Managers and the efforts of the Program Team and Assessment Team and the dedication of the QEC staff.

Name and Signature: 

Ms. Faryal Shahabuddin

Ms. Faria Tausif 



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

Executive MBA

Program Team Registration Forms



Registration Form

Program Team

Program Team of (Name of Department / Faculty): EMBA

Team Leader: Zeeshan Hamid

Name: Zeeshan Hamid

Position: Lecturer

Institution: S2ABIST ISLAMABAD

Contact No: (Office) S2ABIST Ext: 512

Mobile No: 0333-6904507

Email Address: zeeshan.hamid@s2abist-istb.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.

Zeeshan Hamid
(Signature of PT Member)

3/4/2016
Date

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

Note: Completed form should be sent to the QEC



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INSTITUTE OF SCIENCE AND TECHNOLOGY**



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

Registration Form

Program Team

Program Team of (Name of Department / Faculty): EMBA

Team Leader: Zeeshan Hamid

Name: Zohaib Khan

Position: Lecturer

Institution: S2ABIST ISLAMABAD

Contact No: (Office) S2ABIST Ext 539

Mobile No: 0333-6182868

Email Address: Zohaib.Khan@S2abist-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.

Zohaib Khan

(Signature of PT Member)

3/4/2022

Date

Approved By: [Signature]

(Head of the Department)

Note: Completed form should be sent to the QEC



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SZABIST

SELF-ASSESSMENT REPORT

Executive MBA

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): EMBA

Team Leader: Shumaila Zeb

Name: Shumaila Zeb

Position: PM (BBA)

Institution: SZABIST ISB

Contact No: (Office) 4863363

Mobile No: 0321-5026071

Email Address: shumaila@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 of AT Member)

28/06/16

Date

Approved By: Taryal

(Head of the QEC)



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): E.MBA.

Team Leader: Sumaira Zed.

Name: Naveed Ullah Hashmi

Position: Lecturer

Institution: Media Science

Contact No: (Office) _____

Mobile No: 0333-5181283

Email Address: naveed.hashmi@scadist-bis.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)

29 JUNE 2016
Date

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