



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **Master of Human Resources Management (MHRM)**

**Islamabad Campus**

***Spring 2016***



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***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## ***Executive Summary***



*Quality Enhancement Cell  
Institutional Research Department*

*Self-Assessment Report  
Executive Summary*

**MHRM 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 MHRM 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) *Dr. Ayesha Noor*
- (ii) *Sundus Azeem*

**2. Submission of PT Report**

The PT submitted the report on May 18, 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 23, 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 29, 2016. Following were the members of the AT:

- (i) *Ms Faryal Razzaq*
- (ii) *Dr. Azhar Mehmood*



#### 4. Date of Submission of AT Report

The AT Report was submitted on July 14, 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) Inclusion of Legal Knowledge for Effective HRM, Legalities for practical MHRM should be included either as a module or as a course.
- (ii) No faculty development program, it is suggested that a schedule of activities, like skill building, encouraging participation in national and international conferences, incentives for enhancing studies should be introduced. May be reduced hours or course load for faculty who produce a certain amount of acceptable published research.
- (iii) No measures for attracting qualified applicants for faculty position mentioned, a competitive salary, or fringe benefits should be introduced to attract qualified and competent applicants.
- (iv) Post-Faculty survey concerns, Faculty feedback regarding mentoring, effectiveness of supervisor, faculty promotion, work-life balance and environment, leave policy, salary compensation, job security etc. And course assessment and management may be added.
- (v) Academia-industry linkage missing, Industry collaboration is required to produce specialist in each areas.
- (vi) Availability of HR related software, Adequate IT and lab support to meet the technology advancement in HRM.

#### 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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***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **Master of Human Resources Management (MHRM)**

**Islamabad Campus**

***Program Team Report***

**Spring 2016**



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

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

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

#### **a. Document Institution, department and program 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.

##### **Program Mission Statement**

The Masters in Human Resource Management program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills' or specialists wanting to broaden their knowledge. The program is a tri-semester based and the student is required to complete 33 credit hours of course work within one full calendar year.

The students begin with the study of HRM with strategic and global perspectives, recruitment and selection, employee development, training needs assessment, and advanced learning and development. Specific courses focus on rewards management system, organizational behavior and managing difficult employees. Another unique feature of the program is inclusion of symposia, seminars and workshops, where learners are required to complete a comprehensive

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<sup>1</sup> Source of information is Program Manager



project dealing in an area of their choice. This activity allows learners maximum opportunities to experience the real world of HRM.

### **b. Program Objectives**

Following are the key objectives of the MHRM program

#### **The program is intended to:**

1. Provide theoretical knowledge of the functional area of human resource management.
2. To inculcate problem solving skills among students, enabling them to become effective at managing the human resource department in times of environmental change.
3. Develop teamwork, leadership and motivational skills.
4. Equip students with contemporary knowledge regarding key functions within the human resource department.
5. Acquaint with methods for efficient strategic planning and change management.
6. To enhance people and HR department management ability at an International level where firms are increasingly seeking business in a global environment.

### **c. Program Outcomes**

By fulfilling the objectives of the MHRM program, the department set the following measurable outcomes at the time of graduation:

1. Acquire, assimilate, process and interpret complex information for strategic level decision making for the human resource management function.
2. Critically develop solutions for typical problems related to management of human resources while recognizing the opportunities and challenges of globalization.
3. Understand and balance costs and benefits of employee training and development, professional development and employee engagement strategies.
4. In addition to working within teams and multi-disciplinary environments, enable graduates with skills for team management, meeting group goals and motivating workforce to achieve higher goals .
5. Utilize analytical tools for decision making in a business world of complex business issues and problems.
6. Apply the body of knowledge in the functional area of human resource management at strategic level.
7. Recognize the need for, and ability to initiate and manage continuing professional and personal development of employees.



8. Appreciate the importance of diversity at the workplace, associated issues and methods for managing it in the business world.
9. Identify the business research problems and suggest viable solutions through scientific research.

**d. Describe how each Objective is aligned with the Program, and Institution Mission Statements**

<b>Objectives</b>	<b>Alignment with program, and institution mission statement</b>
1. Provide theoretical knowledge of the functional area of human resource management.	Knowledge pertaining to the necessity and emergence of the HR function and classical and contemporary theories in the field
2. To inculcate problem solving skills among, enabling graduates to become effective at managing the human resource department in times of environmental change.	Real world cases, research projects and critical thinking through individual and group discussions.
3. Develop teamwork, leadership, motivational and entrepreneurial skills.	Group work, projects and seminars.
4. Equip students with contemporary knowledge regarding key functions within the human resource department.	Classroom discussions on latest changes and practices in the field of Human Resource Management. Training and Development and Recruitment and Selection in the contemporary world.
5. To enhance people and HR department management ability at an International level where firms are increasingly seeking business in a global environment.	The course of International HRM is offered to meet the objective.

Table: 1.1 Alignment with program, and institution mission statement

**e. Describe the main elements of the strategic plan to achieve the program mission and objective.**

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 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.

4. **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. It should be noted that a 6 week internship with a reputable company is a compulsory pre-requisite for graduation. This is to give the students a foretaste of what actually happens in industry, an effort to bridge the gulf between the classroom and the industry.

**f. Program Objectives Assessment**

<b>Objective</b>	<b>How measured</b>	<b>When measured</b>	<b>Improvement/issues</b>	<b>Improvement made</b>
Provide theoretical knowledge of the functional area of human resource management.	Mid-term examinations, final examinations, internal assessments, , assignments	Every Semester	Curriculum needs Updating on a periodic basis	Curriculum Committee information to bring in new changes.



	and reports			
To inculcate problem solving skills among, enabling graduates to become effective at managing the human resource department in times of environmental change.	Course Outline case studies, assignments and reports	Every Semester	Need more focus on ethical decision-making concepts and applications	Guest speakers experienced in the domain of HRM are invited to a class session
Develop teamwork, leadership and motivational skills.	group projects and assignments	Every Semester	Need to bring in guest speakers from industry	add foundation courses in the first-year of the program
Equip students with contemporary knowledge regarding key functions within the human resource department.	Case Studies, Projects, Final Report	Throughout the semester, weekly assignments, class discussions	More emphasis needed on contemporary HRM management software.	Establishment of the Executive Development Centre (EDC)
To enhance people and HR department management ability at an International level where firms are increasingly seeking business in a global environment.	Group assignments, final reports and presentation	Every Semester	Greater number of seminars/projects needed to increase exposure to students to meet the objective	

Table: 1.2 Program Objectives Assessment<sup>2</sup>

<sup>2</sup> Table 1.2 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report



## Standard 1-2: Program Outcomes

### a. Program Measureable Objectives

Program Objectives	Program Outcomes								
	1	2	3	4	5	6	7	8	9
1	M	M	M	X	M	S	X	S	M
2	S	S	S	X	S	S	M	X	S
3	X	X	S	S	M	M	M	M	X
4	S	M	X	M	M	S	S	S	X
5	M	S	S	X	M	S	M	S	S

Table 1.3: Outcomes versus Objectives<sup>3</sup>

### Legend:

S = Substantial contribution to the objectives

M = Moderate contribution to the objective

X = No contribution to the objective

### b. Employer Survey<sup>4</sup>

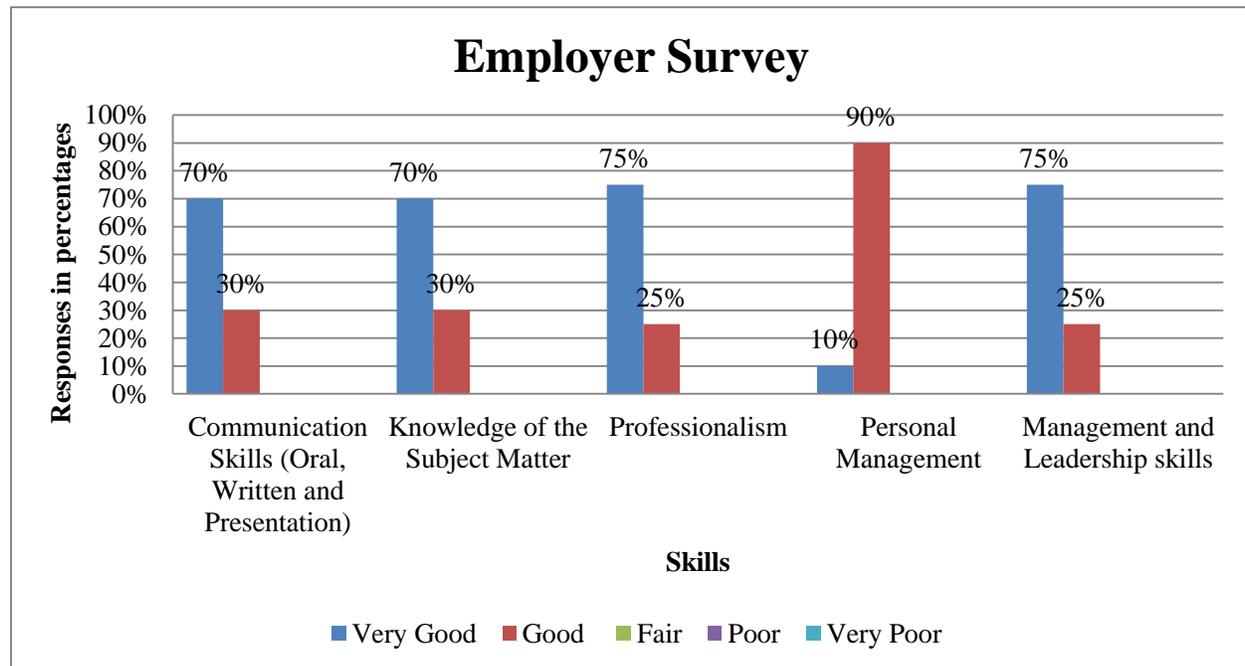


Figure 1.1

<sup>3</sup> Table 1.3 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report

<sup>4</sup> Source of information is SZABIST Employer Survey



c. Alumni Survey<sup>5</sup>

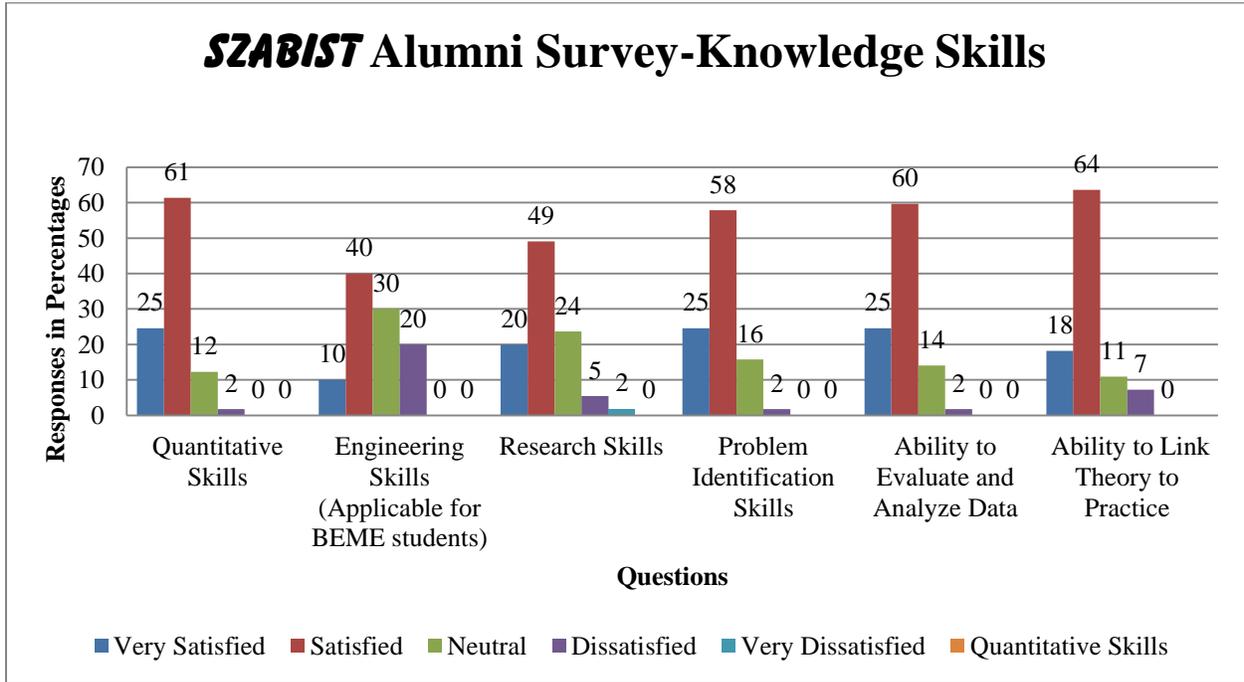


Figure 1.2

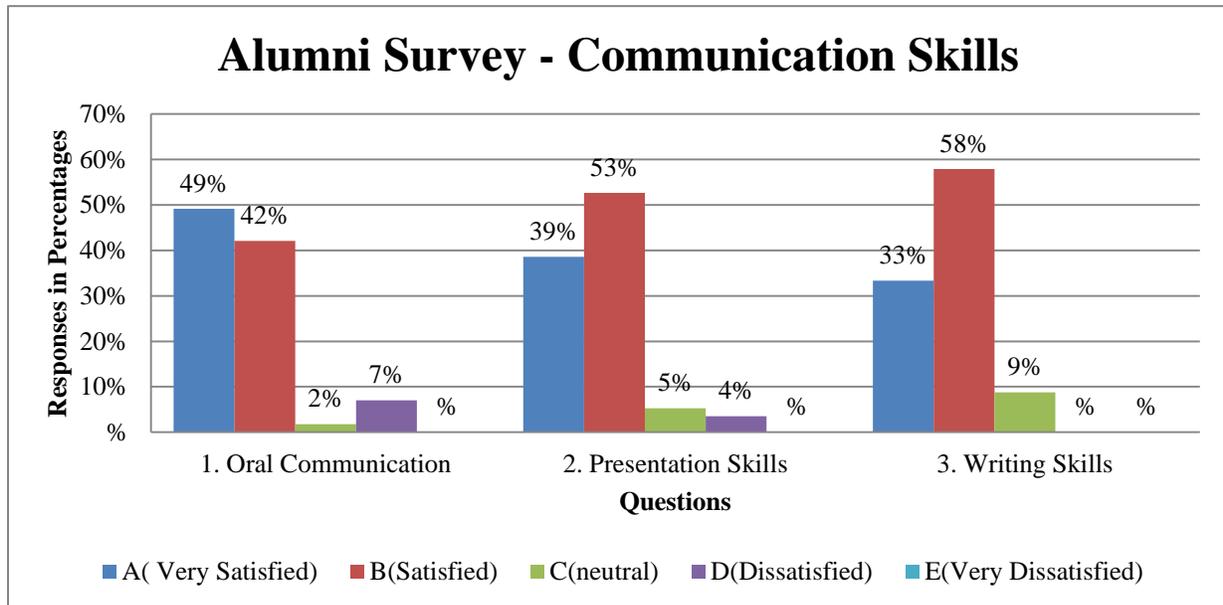


Figure 1.3

<sup>5</sup> Source of information is SZABIST Alumni Survey

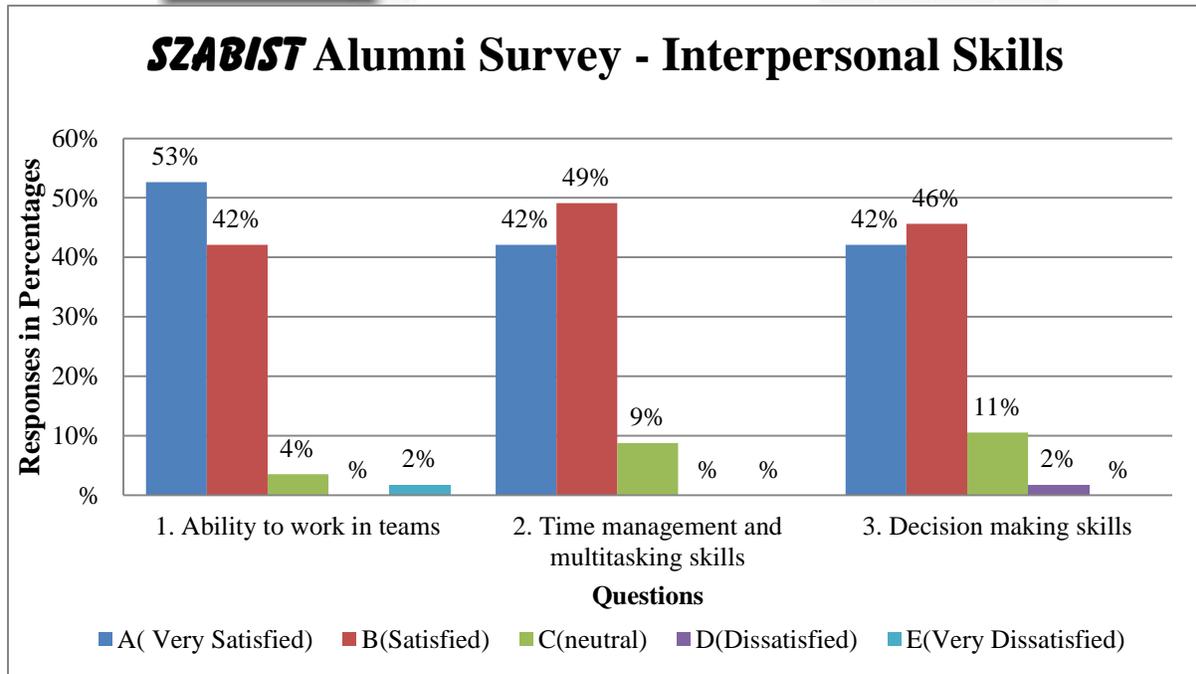


Figure 1.4

Alumni survey is conducted on a periodic basis in order to gauge the alumni feedback and satisfaction regarding various aspects of SZABIST. Responses are sought for various domains such as knowledge skills, communication, leadership, management and interpersonal skills. Respondents respond to various items in these domains on a 5-point Likert scale.

Questions		A	B	C	D	E
<b>A. Knowledge Skills</b>	<b>Total</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
1. Quantitative Skills	57	25%	61%	12%	2%	0%
2. Engineering Skills (Applicable for BEME students)	10	10%	40%	30%	20%	0%
3. Research Skills	55	20%	49%	24%	5%	2%
4. Problem Identification Skills	57	25%	58%	16%	2%	0%
5. Ability to Evaluate and Analyze Data	57	25%	60%	14%	2%	0%
6. Ability to Link Theory to Practice	55	18%	64%	11%	7%	0%
<b>B. Communication Skills</b>	<b>0</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1. Oral Communication	57	42%	49%	7%	2%	0%
2. Presentation Skills	57	39%	53%	5%	4%	0%
3. Writing Skills	57	33%	58%	9%	0%	0%



<b>C. Interpersonal, Management and Leadership Skills</b>	<b>0</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1. Ability to work in teams	<b>57</b>	53%	42%	4%	0%	2%
2. Time management and multitasking skills	<b>57</b>	42%	49%	9%	0%	0%
3. Decision making skills	<b>57</b>	42%	46%	11%	2%	0%

Table 1.4: Alumni Survey Result

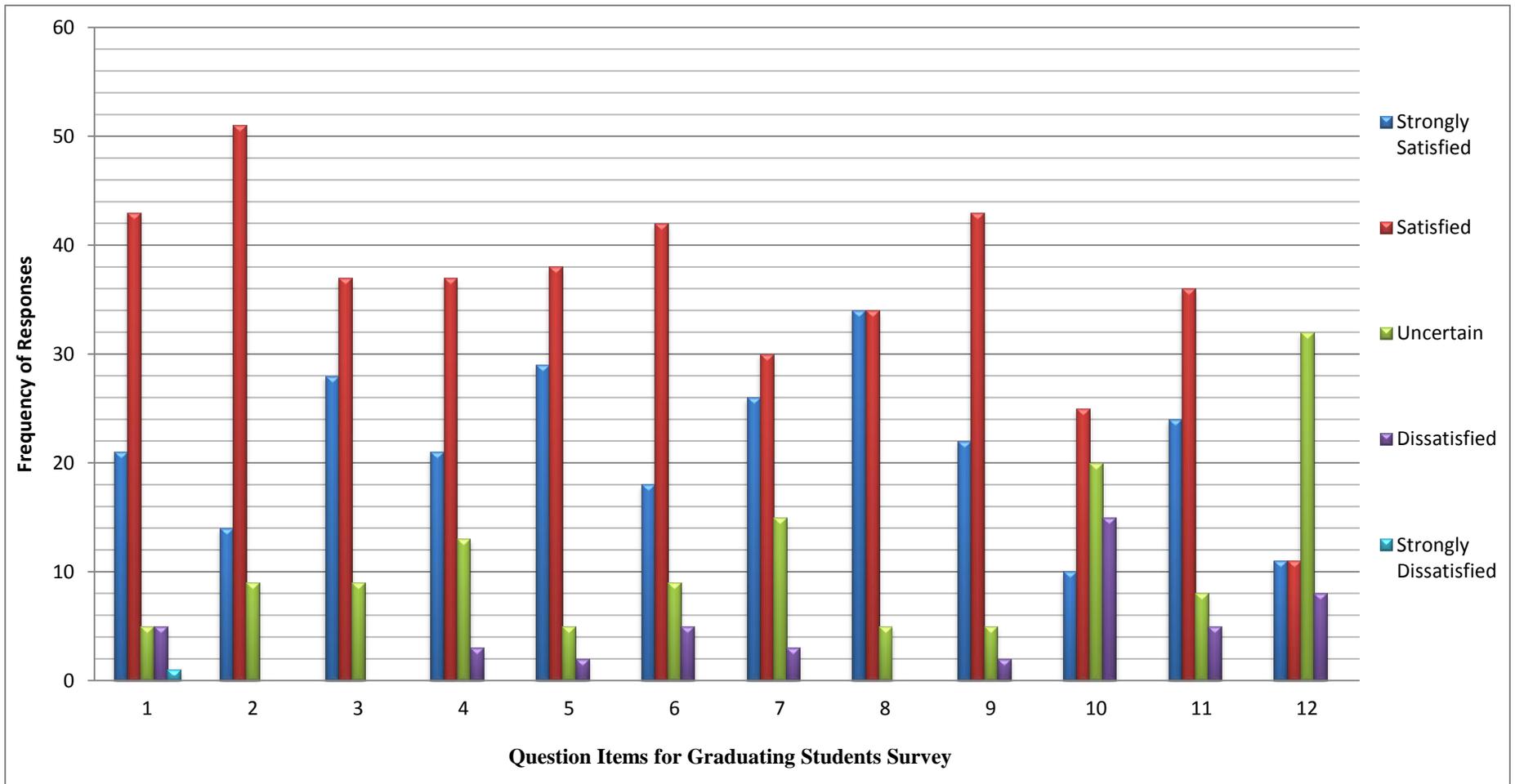
#### d. Graduating Student's survey<sup>6</sup>

Graduating Students are surveyed for their feedback and experience during their studies at SZABIST. The survey consists of a questionnaire with both open ended and closed ended items to which respondents respond on a 5-point Likert Scale. Items for closed ended questions included in the survey are:

Survey Items:

1.	The program is effective in developing written communication skills.
2.	The program is effective in developing analytical and problem solving skills.
3.	The program is effective in enhancing team-working abilities.
4.	The program is effective in developing planning abilities.
5.	The program is effective in developing independent thinking.
6.	Contents of the curriculum meet program objectives.
7.	Faculty is competent and able to meet the program objectives.
8.	The program Coordinator is helpful in supporting learning.
9.	Environment is conducive to learning.
10.	There are enough co-curricular and extra-curricular activities available.
11.	The objectives of the program have been fully achieved.
12.	Scholarships, financial assistance and grants are available.

<sup>6</sup> Source of information is SZABIST Graduating Students' Survey



**MHRM Student responses to the Quantifiable Questionnaire Items of the Graduating Students Survey**

Figure 1.5



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

#### **a. Describe the action taken based on the periodic assessments**

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 continued for the program.

Teaching Evaluation is conducted before mid-term examinations. All faculty members are expected to achieve at least 80% evaluation in all courses (60% maximum in one course as an exception). All full-time faculty members will be re-evaluated for a second time in the following semester.

#### **b. Describe program improvement plans based on recent assessments**

- SZABIST plans to revamp HR relevant courses with increased emphasis on modern HR management strategies and Trends. This plan includes introducing some contemporary HR Management Software related courses.
- Integrate research project with the areas of specialization by reducing the group size and include industry projects as well along with theoretical and academic research
- Introduce new specialization areas changing course delivery from traditional classroom teaching to case-based teaching methodology
- All above depends on the approval by the Board of Studies (BoS).

#### **c. Strengths and weaknesses of the program**

##### **Strengths of the MHRM program:**

- Faculty from diverse industry/corporate backgrounds
- Seminars and workshops conducted on a regular basis
- Case studies made significant part of academic courses
- The program focuses on the core area of HR function.
- The MHRM program at SZABIST is one of the few of its kind offered in the Punjab.
- The Executive Development Centre (EDC) has been established to facilitate and prepare graduates for real world corporate challenges. In aiming towards preparing graduates to become corporate leaders of the near future, the EDC facilitates graduates and students regarding a number of challenges in the same realm.

##### **Weaknesses of the MHRM program:**



- Lack of courses in the IT domain integrating HR with contemporary workplace. E.g., various software uses in HR departments.
- Lack of focus on contemporary HR practices at place in global and multinational firms.
- Currently, the MHRM program places little emphasis on research work owing to the stream of working students opting for the program. However, the need for inculcating some research skills is felt and the department aims to incorporate some research courses for the program in the near future.

**d. Significant future plans for the program**

- To meet the need for a growing number of students opting for the MHRM programs, SZABIST Islamabad aims to appoint more permanent faculty members in the near future. Appointment of additional faculty shall also be aligned with the need to incorporate courses related to contemporary HR management practices and software.
- SZABIST seeks to get its MHRM program accredited from the NBEAC professional body.
- Research relevant subject(s) and project(s) to be included to inculcate some research skills among graduates. This action shall meet the need for a modern day MHRM practitioner to be well versed with basic research skills applicable at the workplace.
- SZABIST aims to increase the number of trainings and SZABIST-industry collaboration to facilitate its business graduates to meet growing industry challenges.
- Introducing the numerical/quantitative subject in first semester and focusing on the ethical aspect of MHRM is under consideration for inclusion in the near future.

**Standard 1-4 Overall performance using Quantifiable Measures**

**a. Indicate percentage of successful students during study years showing their average CGPA per semester, time required to complete the program, and dropout ratio of students.<sup>7</sup>**

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

Semester GPA	Fall - 2012	Spring- 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Total Average
Average GPA	3.2	3.25	2.9	3	3	3.2	3.1	3.1	3.09

<sup>7</sup> The sources of information is Academic Office SZABIST



Table 1.5: Average GPA

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

	Fall - 2012	Spring - 2013	Fall - 2013	Spring - 2014	Fall- 2014	Spring - 2015	Total Average
<b>Dropout</b>	2	0	0	1	0	0	0
<b>Enrollment</b>	17	13	11	10	14	2	11.17
<b>Drop out Ratio</b>	0.12	1	0	0.1	0	0	0

Table 1.6: Drop-out Ratio

**b. Indicate the percentage of employers that are strongly satisfied with the performance of the department’s graduates (Use employer’s survey)**

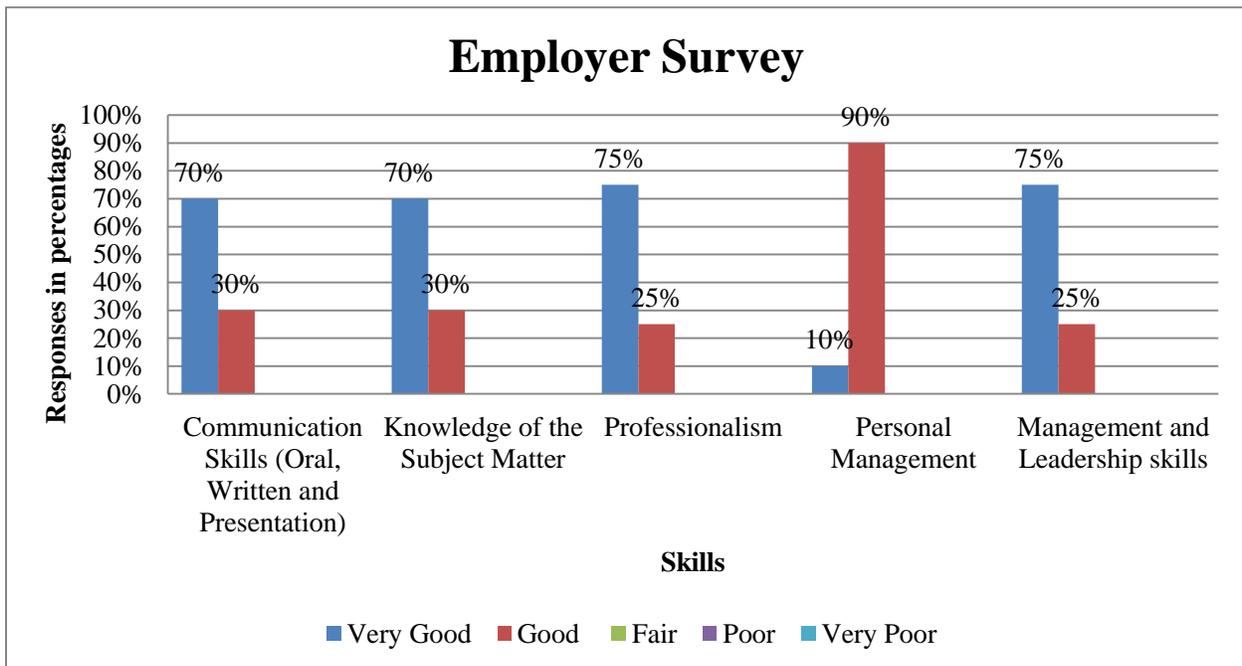


Figure 1.6

**c. Percentage of student evaluation/assessment results for all the courses and faculty**

Feedback from students regarding quality of teaching and lecture delivery of course instructors is a regular activity at SZABIST. This enables improvement based on responses provided by students for each course instructor. This has enabled SZABIST to improve the learning experience of students in addition to improving the overall quality of teaching.

Students respond to a set of items on a five point Likert scale. The items used to evaluate each course instructor cover a number of domains including the instructor, course material and lecture delivery and inclusion of modern and updated content in the course contents.



In addition to these quantifiable measures, students are also encouraged to provide general comments regarding overall classroom environment or any other aspect that may be of concern to them.

The teacher evaluation form is attached as Annexure to this chapter.

Data for teacher evaluation for the courses in the MHRM program are provided below.

<b>MHRM</b>							
<b>Faculty &amp; Course Rating</b>							
<b>Year</b>	<b>Semester</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Poor</b>
2012	Spring	28.57%	57.14%	14.28%			
	Summer	75%	14.2%				
	Fall	50%	33.33%		16.66%		
2013	Spring		57.14%	28.57%	14.28%		
	Summer	16.66%	83.33%				
	Fall	66.66%	33.33%				
2014	Spring						
	Summer	25%	12.5%		25%	25%	25%
	Fall						
2015	Spring	83.33%					16.67%
	Summer		25%		50%		25%
	Fall	50%	10%	30%	20%		
2016	Spring	66.66%	16.67%	16.66%			
	Fall						

Table 1.7: Faculty & Courses Rating

- 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.**

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**e. Number of short courses, workshops, seminars organized on community service level**

SZABIST places due emphasis on social responsibility and on inculcating the same values of community service among its graduates. For the same, a number of activities are organized each semester. Some of these activities in the past few years are mentioned below:

Type of Activity	Number
Workshops	14
Seminars	11
Project	10

Table 1.8: Number of activities



<b>Short Courses, workshops, seminars organized on community service level</b>		
1.	All Pakistan Business Plan Competition Winner (FAST Islamabad)	2015
2.	Quest 2015: A Business Plan Competition	2015
3.	Zab Extravaganza	2015
4.	IBP's Superior Qualification (ISQ) Briefing Session	2015
5.	Guest Lecture on Social Entrepreneurship	2015
6.	Emerging Trends in Strategy	2015
7.	An awareness Session on CDC	2015
8.	Organizational Development and Change	2015
9.	Workshop on Qualitative Research	2015
10.	Workshop on Data Analysis using SPSS	2015
11.	A workshop on 'Research Writing, Formatting and Style Guidelines'	2015
12.	Workshop on E-Views	2015
13.	Seminar on Entrepreneurship and Corporate Culture	Fall 2015
14.	Visit of Information Resource Center	2015
15.	Double Wicket Cricket Tournament October 2015	2015
16.	Blood Donation Camp October 2015	2015
17.	Seminar by AISEC	2015
18.	Movie Night	2015
19.	Scavenger Hunt, 2015	2015
20.	Welcome Party 2k15	2015
21.	Field Trip of MPM Students to the PMI 4th Annual Conference	2015
22.	Sports Week Fall 2015	2015
23.	Awareness Seminar: United States Exchange Programs	2015
24.	Entrepreneur Incubator: Motivation (Information Resource Center)	2015
25.	Workshop on NVIVO	2015
26.	EasyPaisa; Developing Marketing Plan for Corporate Services	2015
27.	Entrepreneurship & Freelancing	2015
28.	CIMA Knowledge Sharing Session	2015
29.	ACCA Information Session	2015
30.	PTCL Awareness Program	2015
31.	A Trip to PunjPeer	2015
32.	Seminar on Pak-China Corridor	2015
33.	Seminar on Self Awareness by Mr. Rizwan	2015
34.	Ajrak and Topi Day	2015
35.	Peace in Asia (A Geopolitical Perspective)	2015



36.	People Do Not Have Time to Think So They Judge	2015
37.	Workshop on NVivo 11	2015
38.	The Jaliawala Affect	2015
39.	Career Talk Session	2015
40.	Thalassemia Seminar and Blood Donation Camp by Pakistan Bait-ul-maal	2015
41.	Due-e-Fatiha in the Memory of APS Peshawar Attack	2015
42.	Presentation on OD Practices	2016
43.	Reinvigorating The Vision of Shaheed Zulfiqar Ali Bhutto	2016
44.	SZABIST Islamabad 6th Convocation	2016
45.	Orientation Spring 2016	2016
46.	First Aid Training by Pakistan Red Crescent	2016
47.	Blood Donation Camp by Pakistan Bait-ul-Mal	2016
48.	Plantation Week	2016
49.	Seminar on National Action Plan	2016
50.	Screening of Pakistan Vs India Match (Asia Cup 2016)	2016
51.	Guest Lecture on Islamic Banking	2016
52.	Speaker Program on Effective Business Communication	2016
53.	Theme based Painting Competition	2016
54.	Screening of Pakistan Vs India Match (T20 World Cup 2016)	2016
55.	Screening of Pakistan Vs India Match (T20 World Cup 2016)	2016

Table 1.9: List of activities



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

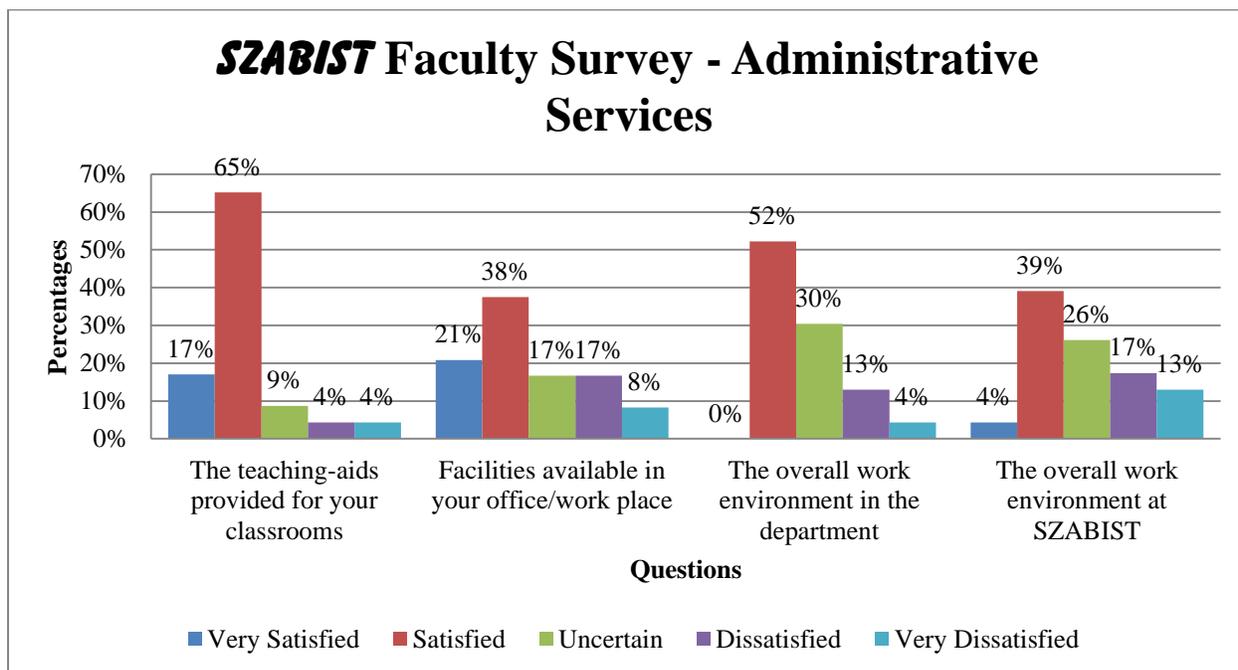


Figure 1.7

SZABIST conducts faculty surveys to assess the overall feedback regarding working conditions at SZABIST. The faculty survey form is attached as Annexure to this chapter.

The following table summarized faculty survey results:

	Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
The teaching-aids provided for your classrooms	17%	65%	9%	4%	4%
Facilities available in your office/work place	21%	38%	17%	17%	8%
The overall work environment in the department	0%	52%	30%	13%	4%
The overall work environment at SZABIST	4%	39%	26%	17%	13%

Table 1.10: Faculty Survey



**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 vs. Objectives

#### a. Title of the Degree

Masters in HRM

#### b. Definition of Credit Hour

- A credit hour means teaching a theory course for 60 minutes each week throughout the semester
- The credit hours are denoted by two digits within brackets with a comma in between. The first digit represents the theory part while the second (right side) digit represents the practical. Thus 3(3,0) means three credit hours of theory
- The weekly contact hours of a 3(3,0) course will be three
- The contact hours during each week of the Summer Session will be doubled to ensure that the course is completely taught in a semester with half the duration compared with a regular (Fall/Spring) semester.
- The Master in HRM program is a tri-semester based and the student is required to complete 33 credit hours of course work within one full calendar year.

#### c. Degree Plan

Detailed course plan of Masters in HRM credit hours and course outlines of all courses are attached in appendix.

### FALL SEMESTER

HR 5201 Advanced Training and Development

HR 5204 Advanced Topics in Organizational Theory and Behavior

HR 5322 Knowledge Management

HR 53xx Elective-I

### SPRING SEMESTER

HR 5319 Institutional Effectiveness & Global Governance in human resource

HR 5101 Advanced Recruitment and Selection

HR 5102 Advanced Rewards and Performance Management

HR 5203 International Human Resource Management

### SUMMER

HR 53xx Elective-II

HR 53xx Elective-III

HR 5308 Final Project



## Elective Courses

- HR 5311 Advanced Topics in Organizational Behavior
- HR 5312 Communication Strategies at Workplace
- HR 5313 Continuous Professional Development
- HR 5314 Employee Engagement Strategies
- HR 5315 Employee Retention
- HR 5316 Ergonomics at workplace
- HR 5317 Human Resource Information Management
- HR 5318 Innovation and Change
- HR 5321 ISOs Certification
- HR 5322 Knowledge Management
- HR 5323 Learning Organization
- HR 5324 Organization Restructuring
- HR 5325 Organizational Development
- HR 5326 QR Strategy and Legality
- HR 5327 Quality Assurance Management
- HR 5328 Rewards and Performance Management
- HR 5329 Supply Chain Management
- HR 5331 Talent Management
- HR 5332 Total Quality Management
- HR 5333 Work and Organization
- HR 5334 Workforce Diversity
- HR 5335 Workload Balance
- HR 5336 Change Management
- HR 5337 Strategic Human Resource Management

## Curriculum Plan

Semester 1	Semester 2	Semester 3
Advanced Training & Development	Institutional Effectiveness & Global Governance in Human Resource	Elective-II
Advanced Topics in Organizational Theory & Behavior	Advanced Recruitment & Selection	Elective-III
Knowledge Management	Advanced Rewards & Performance Management	Final Project
Elective-I	International Human Resource Management	

Table 2.1: Curriculum Plan



- There is no requirement of pre-requisite course.
- All courses are of 3 credits including research project.

**d. Curriculum Course Requirements**

Semester	Course Code	Core Course	Elective courses
1	HR5201	Advanced Training & Development	Elective-I
	HR5204	Advanced Topics in Organizational Theory & Behavior	
	HR5322	Knowledge Management	
2	HR5319	Institutional Effectiveness & Global Governance in Human Resource	
	HR5101	Advanced Recruitment & Selection	
	HR5102	Advanced Rewards & Performance Management	
	HR5203	International Human Resource Management	
3			Elective-II
			Elective-III
			Final Project
Total credit hours		21	12
Minimum requirement		33	

Table 2.2: Curriculum Course Requirement<sup>8</sup>

\*All courses are of 3 credits including research project.

**e. Describe how the program content (courses) meets the program objective<sup>9</sup>**

Group of courses	Objectives					
	1	2	3	4	5	6
Core courses	X	X	X	X		X
Specialization/electives	X	X	X	X	X	
Research		X		X		X

Table 2.3: Courses versus Objectives

<sup>8</sup> Table 2.2a of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report

<sup>9</sup>Source of Information: Program Manager



f. Courses versus Outcomes<sup>10</sup>

Group of courses	Outcomes								
	1	2	3	4	5	6	7	8	9
Core courses		X	X	X	X		X		
Specialization/electives	X	X		X	X	X	X	X	
Research					X		X		X

Table 2.4: Courses versus Outcomes

**Core Courses:** Institutional Effectiveness and Global Governance in HR , Advanced Recruitment and Selection ,Advanced Rewards and Performance Management, International Human Resource Management ,Advanced Training and Development, Advanced Topics in Organizational Theory and Behavior and Knowledge Management

**Specialization courses/Elective courses:** Advanced Topics in Organizational Behavior, Communication Strategies at Workplace ,Continuous Professional Development ,Employee Engagement Strategies, Employee Retention, Ergonomics at workplace ,Human Resource Information Management, Innovation and Change, ISOs Certification, Knowledge Management , Learning Organization, Organization Restructuring, Organizational Development, QR Strategy and Legality, Quality Assurance Management, Rewards and Performance Management, Supply Chain Management, Talent Management, Total Quality Management, Work and Organization, Workforce Diversity and Workload Balance.

**Research:** Research Project

**Standard 2-2: Theory, Problem Analysis / Solution and Design<sup>11</sup>**

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.

Elements	Courses
Theoretical background	HR5204,HR5322,HR5311,HR5337,HR5333
Problem analysis and solution courses	HR5201,HR5319,HR5101,HR5102,HR5203,HR5312,HR5313,HR5314,HR5315,HR5317,HR5316,HR5318,HR5321,HR5325,HR5326,HR5327,HR5328,HR5329,HR5334,HR5336

<sup>10</sup> Source of Information: Program Manager

<sup>11</sup>Source of Information: Program Manager



Research and application	Research/Final Project
--------------------------	------------------------

Table 2.5: Standard 2-2 Requirements

**Standard 2-3: Mathematics & Basic Sciences Requirements**

There is no such requirement

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

There is no such requirements provided by accreditation body for MHRM

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

**a. List the courses required by the Accreditation Body**

There is no such list of courses provided by accreditation body for MHRM

**Standard 2-6: Information Technology Content Integration throughout the Program**

**a. List the courses required by the Accreditation Body.**

There is no such list of courses provided by accreditation body for MHRM

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

There is no such list of courses provided by accreditation body for MHRM

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

**a. List the courses required by the Accreditation Body.**

There is no such list of courses provided by accreditation body for MHRM

**b. Describe how they are applied in the program.**

There is no such list of courses provided by accreditation body for MHRM

**CRITERION 3: LABORATORIES AND COMPUTING FACILITIES**

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



### **Criterion 3: Laboratories and Computing Facilities<sup>12</sup>**

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-

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<sup>12</sup> Source of information is: Manager IT



related assignment, students first seek the written approval of the concerned faculty and contact the Computer Lab Administrator well in advance to make arrangements for loading the software only on specific workstations.

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

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

Yes, the resources are sufficient for the program.

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

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

Instructions are clearly written on the Notice Boards pertaining to:

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

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

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

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



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

Table 3.1: Staff Timings

**Standard 3-3: The University computing infrastructure and facilities must be adequate to support program’s objectives.**

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

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

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

<b>No.</b>	<b>Particulars</b>	<b>Quantity</b>
<b>1</b>	<b>Servers</b>	<b>10</b>
	IBM Blade Centre HS 21 Chassis S	1
	IBM Blade Centre HS-21	2
	IBM Blade Centre HS-22	1
	Dell PowerEdge R730	2
	Dell PowerEdge T430	1
	Dell PowerEdge 2900	2
	HP Proliant ML370	1
	Dell PowerEdge 1500	1
<b>2</b>	<b>Desktop Computers</b>	<b>206</b>
	Dell OptiPlex 330	52
	HP Compaq dx2310	60
	Dell OptiPlex 7010 Core i7	10
	HP Compaq 8200 Core i7	14
	HP ProDesk 400 Core i7	40
	Apple I Mac systems	8
	Dell OptiPlex 760 core 2 duo	22
<b>3</b>	<b>Multimedia</b>	<b>26</b>



<b>4</b>	<b>Printers</b>	<b>3</b>
	LaserJet Black	2
	Color	1
	Scanner	1
<b>5</b>	<b>UPS</b>	<b>16</b>
	20 KVA	2
	10 KVA	3
	5 KVA	1
	1 KVA	6
	2KVA	4

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 MHRM 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 Advising<sup>13</sup>**

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

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

We offer core courses from the beginning and electives are for the final semester of program. 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 MHRM is 15to 25 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 student criteria.

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

Three elective courses are offered for specialization in the final semester. Students select from the given set of electives courses depending upon which discipline of Management Sciences they intend to adopt in future.

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

MHRM course taking policy in other programs is as follows:

- MHRM 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 EMBA and in that case MHRM and EMBA students take the course simultaneously.
- MHRM 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.

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<sup>13</sup> Source: EDC, Student handbook, Prospectus, SSC and Convocation.



#### **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.

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

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

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

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

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

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

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

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

Professional counseling is provided mainly through seminars and workshops.

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

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

**CRITERION 5: PROCESS CONTROL**

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



## **Criterion 5: Process Control**

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

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

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

- Candidate registers online and receives ID and Password
- Candidate fills the form online and submits. (Can also use SZABIST Lab Facilities)
- Application goes to pending area. Admission staff checks the application form in pending area.
- Admission staff sends an email to candidate about his/her status i.e. either accepted or rejected or returned to applicant if not filled properly (whatever the decision is)
- Application goes back to applicant for correction and re-submission.
- Students comes along with documents and application processing fee of Rs.1500/-
- Admission staff check documents & issues admit card, (Information regarding test date, time and place)
- Candidate appears for the test
- Test results along with date, time 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 MHRM Program, the applicant must possess minimum of sixteen (16) years of education / 4 years bachelor / Master degree from HEC recognized educational institutes with minimum 55% marks / CGPA 2.50 (with minimum of one year experience at managerial level). An entrance test and group discussion/ interview will be given to all applicants at SZABIST. NTS score in lieu of SZABIST is also acceptable.

### ***Continuing of Education for Higher Degree***

Students completing their MHRM 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**

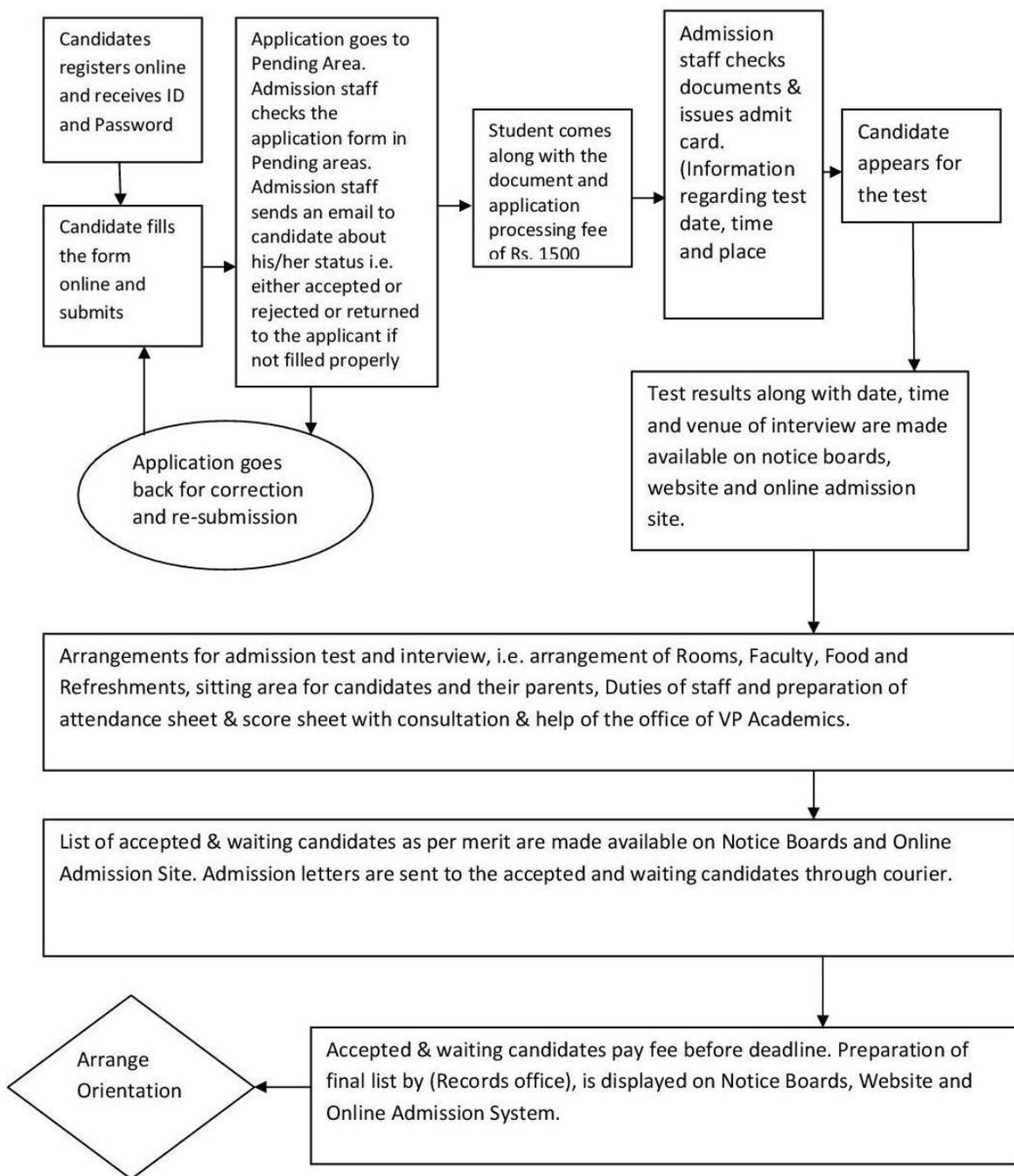


Figure 5.1



**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 MHRM 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.



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

**Absence Rules**

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

**Leave Rules**

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

**General Marks Distribution**

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

Tests (for 1.5 hour session courses) optional 20 %

Midterm Examination 30 %

Assignments 5-10 %

Quizzes 5-10 %

Term Paper, Project and Presentation 10-15 %

Final Examination 35-40 %

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

**Grading Plan**

The following Letter Grade Plan is followed at SZABIST:

**Letter Range Grade Point**

A+ 95 – 100 4.00

A 91 – 94 3.75

A- 87 – 90 3.50

B+ 83 – 86 3.25



B 79 – 82 3.00

B- 75 – 78 2.75

C+ 72 – 74 2.50

C 69 – 71 2.25

C- 66 – 68 2.00

D+ 64 – 65 1.75

D 62 – 63 1.50

D- 60 – 61 1.25

F < 60 0

In certain cases, the following Letter Grades are assigned.

**Letter Remarks:**

S Satisfactory

U Unsatisfactory

I Incomplete

W Withdrawn

J Result withheld

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

**Minimum Passing Grade**

Minimum passing grade is C-.

**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 MHRM degree level is 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 five years for Masters 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

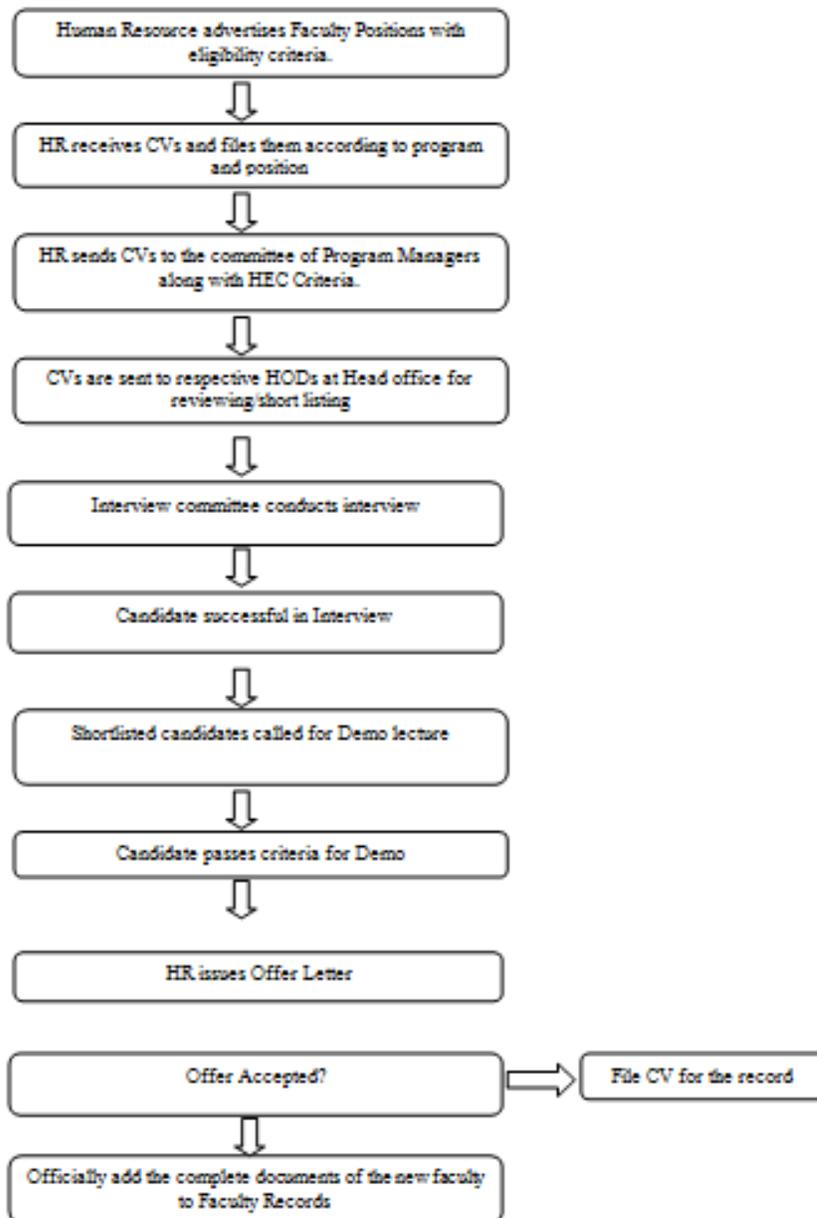


Figure 5.2



**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 Position**

(Source: HR Manual, Faculty Promotion Policy)

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

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

**1. Faculty of Management Sciences**

**a. Lecturer to Assistant Professor**

**Option I**

**Degree requirement**

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

**Experience**



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

**Publications**

No publications are required.

**Option II**

**Degree requirement**

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

**Experience**

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

**Publications**

No publications are required.

**b. Assistant Professor to Associate Professor**

**Degree requirement**

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

**Experience**

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

**Publications**

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

**c. Associate Professor to Professor**

**Degree requirement**

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

**Experience**



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

**Publications**

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

**Faculty of Management Sciences**

	<b>Designation</b>	<b>Options</b>	<b>Qualification</b>	<b>Experience</b>	<b>Publications</b>
A	Lecturer to Assistant Professor	Option I	MS/M. Phil	4-years teaching/research experience in a recognized university or a post graduation Institution or professional experience in the relevant field in a National or International organization	Nil
		Option II	PhD in relevant field 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 MHRM Class size is limited to 15 to 25 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**

No such procedure is in place to evaluate.

**CRITERION 6: FACULTY**

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



**Criterion 6: Faculty<sup>14</sup>**

**Standard 6-1: Program Faculty Organizations and Number**

**a. Faculty Resumes in Accordance with the formal**

Launched

**b. Faculty distribution by program's areas**

Sr. No	Program Area	Name	Area of Specialization	Course in current semester (Semester)
1.	Supply Chain	Dr. M. Daniel Saeed Pirzada	Industrial Engineering / Mechanical Engineering	SCM
2.		Ms. Sabeen Hussain Bhatti	Engineering Management	SCM
3.	HRM	Mr. Atif Bilal		Recruitment and Selection
4.		Mr. Kashif Ahmed	HRM	ARM
5.		Ms. Faryal Razzaq	HRM	OD
6.		Dr Ayesha Noor	HRM	HRM
7.		Ms. Sundas Azeem	HRM	Organizational Behavior
8.		Ms. Khansa Hayat	HRM	HRM
9.		Ms. Sana Mumtaz	HRM	HRM
10.	Finance	Mr. Sanaullah Ansari	Finance	Cost
11.		Ms. Shumaila Zeb	Finance	Strategic Finance
12.		Ms. Nayyab Javed	Finance	Finance
13.	Project Management	Mr. Bilal Ahmad	Project Management	Marketing
14.		Mr. Zohaib Balouch	Project Management	Project Management
15.	Marketing	Ms. Khansa Zaman	Marketing	Marketing
16.		Ms. Samina Islam		Statistics, Mathematics

Table 6.1: List of Faculty

<sup>14</sup> Source of Information: HR



## Standard 6-2: Current Faculty, Scholarly Activities & Development

- a. **Describe the criteria for the faculty to be deemed current in the discipline and based on these criteria in the faculty member's resumes, what percentage of them is current.**

The criteria are as under:

1. Presenting and publishing research papers in national/international conferences
2. Publishing research papers in national/international journals
3. Supervising research related assignments and projects
4. Participation in academic/professional activities i.e. seminars, training sessions, conferences, workshops organized in campus
5. Keeping abreast of latest developments and concepts in the field and incorporating them in lecture delivery
6. Pursuing higher studies under continuing education program and study leave policy

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

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

All Permanent faculty members at SZABIST are responsible for teaching the number of courses as specified in their appointment letter and given below. They can also supervise thesis/research projects/ dissertations/ Independent Studies as per policy. This work load assignment is determined to ensure delivery of high quality education, including attention paid to students. Full-time faculty member will teach 4, 4 and 1 courses in Fall, Spring, and Summer semesters respectively.

In summer semester, permanent and visiting faculty members are allowed 1 (one) course to teach. In case, if any faculty member is given an additional course/ thesis/research project/ dissertation/ independent studies, other than allowed work load, then Program Managers are required to give strong justification and approval is required from Vice President Academics and President, SZABIST.



The course load enables faculty to focus on teaching quality in addition to enabling sufficient time for their scholarly and professional development. Furthermore, faculty is required to supervise projects/theses/ Independent Studies that enable them to further develop their research abilities and produce research.

Designation	Regular Course Load	Paid Course	MS Thesis (Max. Limit)	Research Projects / Thesis (3 or 6 Credit Hrs) (Max. Limit)	Independent Studies (Max. Limit)	Dissertation (Max. Limit)
Program Dean	1	N/A	5	6	5	5
Ho Academic Services	1	N/A	5	6	5	5
HoD/Program Manager	2	N/A	5	6	5	5
Full Time Faculty	4	N/A	5	6	5	5
Adjunct Faculty	2	N/A	2	3	5	5
External Advisor	N/A	N/A	5	6	5	5
Permanent Staff	N/A	1	1	2	2	2

Table 6.2

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

*No faculty development programs are being provided currently with a regular schedule*

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

*No faculty development programs are being currently provided being provided currently with a regular schedule*

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

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

SZABIST has a number of policies and services in place to facilitate the faculty and keep them motivated. SZABIST believes in maintaining a working environment with benefits that keep them satisfied with the University as an employer. For the same purpose, all guidelines and policies are provided in depth in the faculty handbook. Excerpts from the same are mentioned below to provide a detailed account of the facilities in place for keeping the faculty motivated to perform at their optimal level.



Some of these policies are as follows:

### **1. Provident Fund**

SZABIST has established Provident Fund for all SZABIST employees. Employee will become member of the Provident Fund Scheme, the participation in which is compulsory and will commence at the time of joining SZABIST. The current rate of contribution is 05% of basic salary payable each month into the fund. The SZABIST contribution will be 05% and would commence after one year. If an employee plans to leave SZABIST after 5 years of service, full amount will be disbursed to the employees as per rules. Employee can also draw temporary advance and long term loan from the fund as per rules, but this is discouraged.

### **2. Cost of Living Increase in Salary**

Every year the salary of SZABIST employees are increased to account for cost of living (inflation) increase, as per the decision of Board of Trustees. This is implemented every year from 1<sup>st</sup> of July.

### **3. Merit Increase in Salary**

Employees are given a salary increase at the end of each year of services subject to the approval by the Board of Trustees. The merit increment includes an increment up to 5%. The merit increments, subject to the employees' yearly performance, are distributed as; excellent: 5%, very good: 3.75%, good: 2.5%, satisfactory: 1.25%, and unsatisfactory: 0%. It is implemented every year from 1<sup>st</sup> of July.

### **4. Bonus**

There is also a bonus, subject to the approval of the Board of Trustees. The amount of the bonus (maximum one month gross salary) is linked to an employee's performance appraisal. Those employees who have submitted their resignation are not eligible for bonus.

### **5. Leave Encashment**

Accumulated leaves are the unused/ un-availed leaves at the end of the leave year. All unutilized annual and casual accumulated leaves are en-cashable at the rate of one day basic salary. At the end of leave year (1st August to 31<sup>st</sup> July), the leave status is prepared by the Human Resource Department for each employee and submitted to the Finance Department for leave encashment.

### **6. Honoraria for Publications**

SZABIST encourages staff and faculty members to produce high quality research and present paper in public forums to enhance the reputation and image of the Institute. Therefore, Faculty and staff members are required to conduct research and publish in reputed journals and magazines, preferably in the Impact Factor Journals. Publications by the faculty or staff members with SZABIST name will be paid honorarium according to the following terms:



Publications Honoraria	
<b>Faculty and Staff</b>	
	<b>Rates</b> <i>(per publication/book)</i>
Book - Through a Reputed Publisher (with SZABIST name)	Rs. 50,000
International Reputed Journal - Scientific Thompson Indexed	Rs. 20,000
National Reputed Journal - HEC Recognized	
<i>'W' Category</i>	Rs. 10,000
<i>'Y' Category</i>	Rs. 5,000
<i>'Z' Category</i>	Rs. 2,000
International / National Reputed Conference - Scientific Thompson Indexed	Conference rules apply
Article in Local Reputed Magazine/Newspaper (with SZABIST name)	Rs. 3,000
<b>Faculty and Students</b>	
For faculty - student joint publications, students get 50% of total honorarium.	50%
<b>Note:</b> 1. For SZABIST Publications, only students will be paid.	
2. Reputed Publishers such as Oxford University Press, any university affiliated press or equivalent.	
<i>*Program Manager Approval is required.</i>	



<b>Research And Other Honoraria</b>	
<b>Major Advisor for MS/Ph.D. Candidates</b>	
	<b>Rates</b>
For 12 credits - Dissertation/ Thesis per students <i>(Please refer Clause 7 in Service Rules)</i>	Rs. 40,000
The amount will be pro-rated for more or less registered credits e.g. for 6 credits Rs. 20,000	
Meeting* per single meeting	Rs. 1,000
* Maximum 8 meetings for 3 registered credits for adjunct faculty	
Advisors Meeting (At start of each semester)	Rs. 3,000
Visitation fee for Defense/Final Presentation	Rs. 5,000

<b>Committee Members for Review</b>	
<b>For Local Reviewers</b>	
For 30 credits - Dissertation	Rs. 15,000
Second Review	Rs. 5,000
Third Review (A dissertation can be sent for review for a maximum of 3 times)	Rs. 3,000
<b>For International Reviewers</b>	
For 30 credits - Dissertation	\$500
Second Review (In case of major revision, only then it will be sent for 2nd time)	\$250
For 6 credits - Thesis	Rs. 7,500
Second Review	Rs. 4,000
A dissertation can be sent for review for maximum number of three times	Rs. 3,000
Visitation fee for Defense/Final Presentation	Rs. 5,000



<b>Independent Study</b>	
For 3 Credits - Independent Study - per student per semester (Please refer Clause 7 in Service Rules)	Rs. 10,000
Meeting* per single meeting	Rs. 1,000
<i>* Maximum 8 meetings for 3 registered credits for adjunct faculty</i>	
<b>Thesis</b>	
MBA/MCS	Rs. 7,500
BBA/BS	Rs. 7,500
<b>Other Honorariums</b>	
MS. PhD Admission Committee Honorarium (TA/DA)	Rs. 5,000
Law School Advisory Committee Honorarium (TA/DA)	Rs. 15,000 (Travel + B/L)
JISR Review per paper (x1)	Rs. 3,000
NRC Session Chair Person	Rs. 5,000

### **7. Program Managers and Students Advisor Communication Allowance**

All the Program Managers and Students Advisor at SZABIST will be provided with an additional monthly allowance to meet the cost of communicating with the Parents, Students, Alumni and Visiting Faculty. Following allowance will be given:

<i>Designation</i>	<i>No. of Enrollments</i>	<i>Allowance (Rs.)</i>
Program Managers	More than 300 students	1000/-
Program Managers	300 or less students	500/-
Student Advisors	Student societies	1000/-

### **8. Salary Advance Cash**

There is an interest free salary cash advances benefit policy on a 'need' basis with the approval of the President. A maximum of one salary or Rs. 50,000/- (whichever is lower) can be allowed which must be refunded through monthly deduction within 6 month. The advance can be availed once in a period of 12 months and No Disciplinary action should have been taken against the employee during last one year.



### **9. SZABIST Vehicle Loan Facility**

Under the 'Employee Vehicle Loan Scheme', SZABIST employees, who have a minimum full-time three years continuous service at SZABIST, are eligible to apply for a car or motorcycle loan subject to the availability of revolving surplus funds and approval of the President, SZABIST. The car loan amount is equivalent to the employee's 12 month gross salary, not exceeding the amount of Rs. 1000,000/- and motorcycle loan is equivalent to the employee's 6 months gross salary not exceeding Rs. 100,000/-.

### **10. Continuing Education Benefit for SZABIST Employees**

SZABIST has a Continuing Education benefit plan to support employees' professional development. Participation in the Continuing Education Plan would obligate employees' to serve SZABIST for a period of 5 years.

### **11. Fee Concession Facility for Employees' Children**

SZABIST employees are eligible for 50% concession on tuition fee of their children. The employee is eligible to avail this facility after completing two years of continuous service at SZABIST and for a maximum of two children. The 50% concession applies only to tuition fee. All other fees, dues, fines, and charges will be paid in full.

### **12. Ten-Year Service Award**

An employee receives an achievement certificate for completing 10 years' service with SZABIST and a financial reward as proposed by the President of SZABIST and approved by the Chancellor.

### **13. Travel Rules & TA/DA**

#### **- SZABIST Sponsored**

TA/DA rules to be applicable only if assignment is at least 100 km outside base campus and duration of minimum 8 hours (rather than overnight). The travel and lodging cost is fully covered by SZABIST, whereas the rate of Daily Allowance is one day basic salary. Further, the absence from work will be counted as an official leave. However, if an employee on an official visit utilizes part of leave for unofficial activities, those days for private work will be deducted from the annual leaves and no Daily Allowance will be given.

#### **- Jointly Sponsored**

If travel is jointly sponsored by an external agency (host), SZABIST will provide travel (TA) after adjustment of travel support, Boarding & Lodging after adjustment for Boarding & Lodging support, and DA after adjustment for honorarium and other payments by the host.

#### **- Host Sponsored**



For host-sponsored independent assignments (workshops, seminars, conferences, etc.) no TA/DA is applicable and leave will be deducted.

#### **14. Conference Travel**

**Domestic:** For faculty, one per year for main author in a reputed conference. The paper must not have been published elsewhere in a similar form. Daily allowance will be given (at a rate of one (1) day basic salary) and cost of travel, lodging and boarding will be covered.

**Foreign:** For faculty, one per two years for main author only. Other rules will remain same as for the domestic conference and 50% travel allowance cost of lodging and boarding will be covered by SZABIST.

#### **15. Official Educational/ Leisure Travel**

For official educational/leisure tours a minimum of 20 students are to qualify as 'official'. One faculty advisor/project supervisor allowed per trip (more than 1 faculty if number of students increase to 30 or more). Same rules apply as those for Foreign Conference Travel.

##### **b. Indicate how effective these programs are:**

1. Performance based increments and bonus encourage the employees to perform more efficiently and effectively. It provides a source of motivation to perform better and give optimal input.
2. Honoraria and institutional sponsorship for participation in conferences help foster a research oriented environment within SZABIST. Institutional sponsorship for participation in conferences motivates SZABIST faculty to give their optimal.
3. Flexible work hours help the employees to manage their time on campus without compromising on their academic commitments. Flexible work hours also help the employees to have work-life balance.



**c. Obtain faculty input using faculty survey for faculty motivation and job satisfaction.**

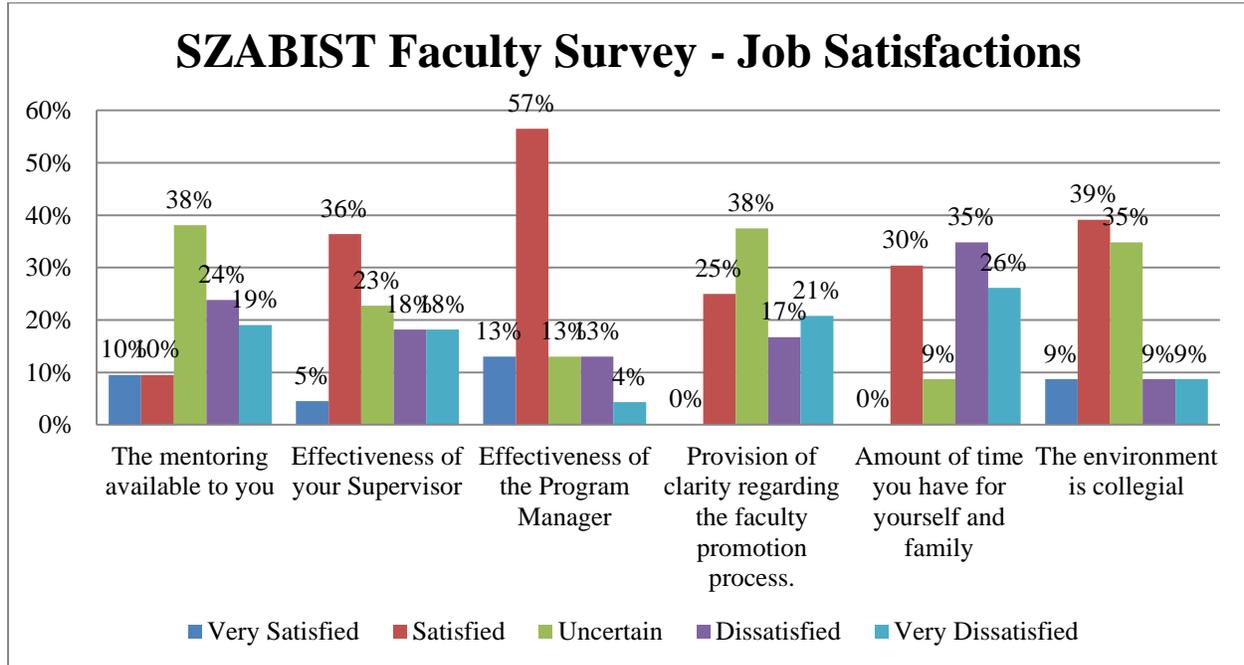


Figure 6.1

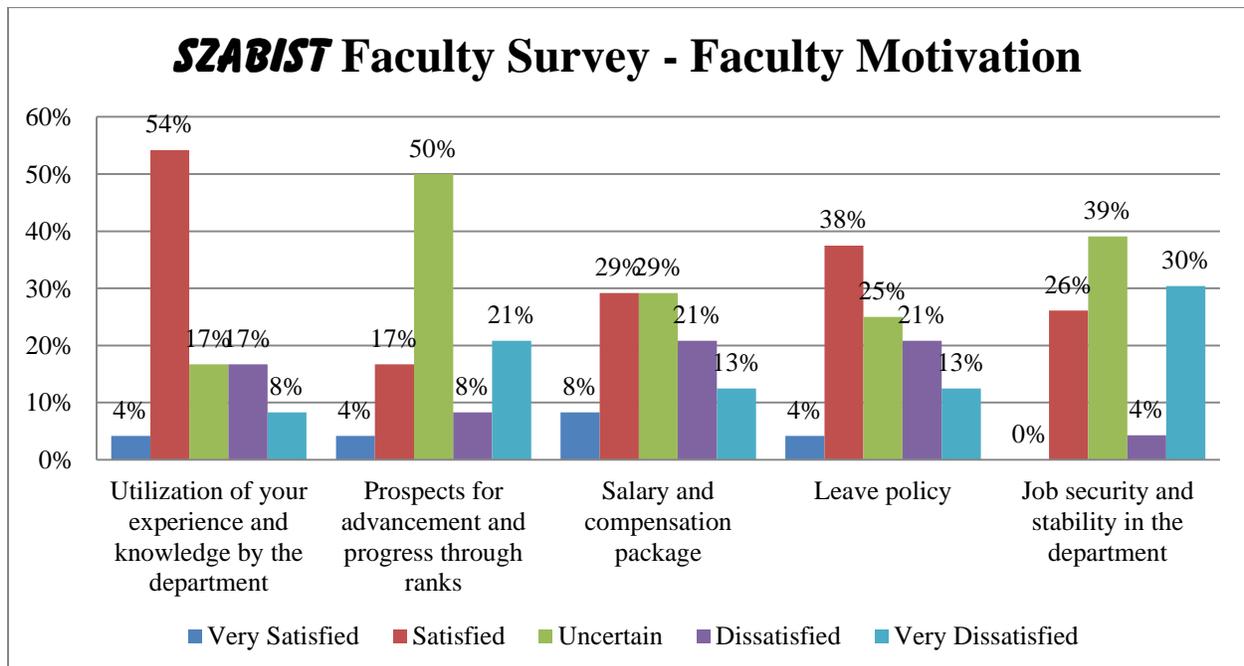


Figure 6.2

Mentioned below are details of the faculty survey.



The faculty survey measures faculty responses on a 5 point likert scale. Responses are sought to items regarding various aspects of the working environment and facilities at SZABIST.

<b>Survey Items</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Uncertain</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
Utilization of your experience and knowledge by the department	4%	54%	17%	17%	8%
Prospects for advancement and progress through ranks	4%	17%	50%	8%	21%
Salary and compensation package	8%	29%	29%	21%	13%
Leave policy	4%	38%	25%	21%	13%
Job security and stability in the department	0%	26%	39%	4%	30%

Table 6.3: Faculty Motivation

**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. Indicate how adequate the facilities are**

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**

<b>Table 2.5: SZABIST Islamabad Campus-Library Resources 2014-2015</b>		
<b>No.</b>	<b>Particulars</b>	<b>Quantity</b>
<b>1</b>	<b>Printed Form</b>	
	<b>A. Books</b>	<b>14,727</b>
	a. Management Sciences	5,896
	b. Computer Sciences	3,647
	c. Media Sciences	92
	d. Social Sciences	2,572
	e. Economics	1,478
	f. Engineering	922
	g. Law	96
	h. Miscellaneous	24
	<b>B. Reports</b>	<b>3,698</b>
	a. Independent Study	2,623
	b. Project	303



	c. Thesis	618
	d. Practicum	154
	<b>C. Newspapers (Daily)</b>	<b>12</b>
<b>2</b>	<b>Digital Form</b>	
	A. E-Books (SZABIST Digital library developed by the Librarians)	25,000
	B. Books (Ebrary HEC)	142,000
	C. CD's	2,850
	a. Research (IS) Related	2,000
	b. Books Related	850
	D. DVD's (Video Lectures)	200
	E. Journal/Magazines (Online)	5,880
	a. Emerald	Yes
	b. Springer Link	Yes
	c. Jstore	Yes
	d. Ebscohost	Yes
	e. Taylor and Francis	Yes
	f. Project Muse	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 disciplines, 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.

#### **1. 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.

#### **2. 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.

#### **3. 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.

#### **4. 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.



### 5. 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.

### 6. 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 MS. Windows 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. Describe the adequacy of the classrooms

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

Number of Graduate Students

Year	No. of Graduates
2012-13	19
2013-14	25
2014-15	16

Table 8.1: Number of Graduate Students



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

**Graduates: Faculty Ratio\***

Year	Graduates	No. of Faculty Members	Ratio
2012-2013	19	12	1.5:1
2013-2014	25	10	2.5:1
2014-2015	16	14	1.2:1

Table 8.2: Graduate Faculty Ratio

**Number of Faculty**

Particulars	Faculty		
	2012-13	2013-14	2014-15
<b>Total Number of Faculty</b>	<b>12</b>	<b>10</b>	<b>14</b>
Full Time faculty	9	7	12
Adjunct Faculty <sup>***</sup>	3	3	2

Table 8.3: Number of Faculty

\* Graduates / Faculty of MHRM 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 Facilities<sup>15</sup>**

**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 MHRM program.

<sup>15</sup> 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



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **Master of Human Resources Management (MHRM)**

**Islamabad Campus**

***Program Self-Assessment Checklist***



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# Guidelines for Program Team Report and QEC Review

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Program: MHRM - Islamabad Campus

**Prepared by QEC Staff:**

**Ms. Riffat Mughal**



**PROGRAM SELF ASSESSMENT CHECKLIST**

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

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



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



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



Standard 3-3	Adequate Computing Infrastructure and Facilities	✓		
	a. Describe how the computing facilities support the computing component of your program	✓		
	b. Are there any shortcomings in the computing infrastructure and facilities?	✓		
<b>Criterion 4 – Student Support and Advising</b>				
Standard 4-1	Sufficient Frequency of Course Offering			
	a. Provide the department’s strategy for course offerings	✓		
	b. Explain how often core courses are offered.	✓		
	c. Explain how often elective courses are offered.	✓		
	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			
	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	✓		
Standard 4-3	Professional Advising and Counseling			
	a. Describe how students are informed about program requirements	✓		
	b. Describe the advising system and indicate how its effectiveness is measured	✓		
	c. Describe the student counseling system and how students get professional counseling when needed	✓		
	d. Indicate if students have access to professional counseling; when necessary	✓		
	e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies	✓		
<b>Criterion 5 – Process Control</b>				
Standard 5-1	Admission Process			
	a. Describe the program admission criteria at the institutional level, faculty or department if applicable.	✓		



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



Standard 5-5	Program Requirements Completion Process			
	a. Describe the procedure used to ensure that graduates meet the program requirements	✓		
	b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process	✓		
<b>Criterion 6 – Faculty</b>				
Standard 6-1	Program Faculty Qualifications and Number			
	a. Faculty resumes in accordance with the format	Launched		
	b. Table 4.6 faculty distribution by program's areas <b>Please find example attached in Annexure VII (pg xiii)</b>	✓		
Standard 6-2	Current Faculty, Scholarly Activities & Development			
	a. Describe the criteria for faculty to be deemed current (updated in the field) in the discipline and based on these criteria and information in the faculty member's resumes, what percentage of them is current. The criteria should be developed by the department	✓		
	b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development	✓		
	c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development	✓		
	d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement	✓		
Standard 6-3	Faculty Motivation and Job Satisfaction			
	a. Describe programs and processes in place for faculty motivation	✓		
	b. Indicate how effective these programs are	✓		
	c. Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction	✓		



### 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	✓		
	b. Indicate how adequate the facilities are	✓		
Standard 7-2	Library Collections & Staff			
	a. Describe the adequacy of library's technical collection	✓		
	b. Describe the support rendered by the library	✓		
Standard 7-3	Class-rooms & Offices Adequacy			
	a. Describe the adequacy of the classrooms	✓		
	b. Describe the adequacy of faculty offices	✓		
<b>Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)</b>				

### Criterion 8 – Institutional Support

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

**\*Key**

✓ - Yes      X- No      NA- Not Applicable



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

***SZABIST***

# **SELF-ASSESSMENT REPORT**

---

## **Master of Human Resources Management (MHRM)**

**Islamabad Campus**

***Assessment Team Report***



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

**SZABIST**

# **ASSESSMENT TEAM REPORT**

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## **Master of Human Resources Management (MHRM)**

**Islamabad Campus**

*Spring 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. Dr. Azhar Mahmood
- ii. Ms. Faryal Razzaq

### 2. Date of Nomination

June 29, 2016

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

16 days

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

Management Sciences & Master of Human Resources Management (MHRM)

### 5. Shortcomings of the PT report

- i. For Criterion 1,2,5 and 6, no interpretations are given for surveys, The program mission is too generic no evidence of the feedback on teacher evaluation, role of EDC, the weaknesses mentioned raise serious questions on the program objectives and mission. Research journal publications details are not provided. Faculty survey raises a lot of serious questions regarding motivation, salary, work life balance, progress and development opportunities. The course allocation is not according to 2015 prospectus. No information is provided regarding, mathematics and basic science, humanities, social science, arts ,ethical etc courses, specifications requirements met for accreditation bodies. Also there is no mention how information technology is integrated into the course, or how oral and communication skill are developed in the program.
- ii. Information regarding continuing for MS and PhD program is vague. No tangible steps are given to attract qualified applicants. faculty survey results raise serious questions regarding



- promotional prospects in line with institutional policies. No mention of how many faculty was current in the subjects being taught.
- iii. Standard 3.1 has missing information of laboratories to support in teaching various courses of MHRM program, there is no information provided regarding lab manuals to operate comp labs and the software's are required for various courses e.g. research students use analysis tools and methods which can be performed in labs.
  - iv. Standard 3.2 need to revise for MHRM program, it may be copied from EMBA report.
  - v. Standard 4.1 Course strategy is need to be introduced and also highlight the role of BOS for the approval of courses and contents for elective and core courses.
  - vi. Standard 4.2 There is no mechanism provided to establish student and faculty interaction. Explain the advising strategy and how it's measured? Kindly highlight the role of PM and EDC for Student Counseling?
  - vii. Standard 7.1 Provide the description of digital resources to support e-learning?, The details of the backup support should be in standard 7.1(b).

#### **6. Comments on:**

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

A lot of information is missing, which needs to be incorporated, and at many places as highlighted in SAR in comments by the assessment team is too generic.

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

The incorporated data is collected from various sources; The MHRM SAR includes the description and information of sources.

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

No interpretations or conclusions are provided.

**iv. Observations made during the assessment**

A lot of work needs to be done as important information is still missing, not enough explanations, and also not very specific to Program.

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

**Strengths:**



- i. It is a unique program for professionals in HR, one year degree in a weekend program makes it very easily professionals to learn HR practices and improve their qualifications.
- ii. MHRM offers diverse courses to have a better understanding of the field with a chance to have hands on experience shared by the HR professional in seminars and guest lecturers to know the current trends in the field.

**Weaknesses:**

- i. The Program does not incorporate current trends in HR, research based approaches, and HRM practices in multinational organizations, no IT training, or HR software is incorporated in the course work or workshops.
- ii. Some MoU with international HR firms/Training institutes and presence in International/national HR conference might give the required exposure.
- iii. There is no research activities support for students and faculty.
- iv. Advance tool and techniques need to be introduced occasionally to meet the advancements of MHRM program.
- v. Specialized and highly qualified faculty should teach the courses, specially there is need for more PhD faculty members to improve the quality teaching and research activities.

**7. Date of the presentation of AT report in the exit meeting**  
July 14, 2016

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## 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.

Result	Score
Poor performance in most of the areas.	1
Fair performance in most of the areas.	2
Good performance for most areas. No poor performance in any areas.	3
Good to excellent performance in all areas.	4
Excellent performance in most of the areas.	5



**Criteria Referenced Self-Assessment – Methodology and Evaluation Tool**

<b>Criterion 1 – Program Mission, Objectives and Outcomes</b>		<b>Weight = 0.05</b>				
<b>Factors</b>		<b>Score</b>				
1	Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	5	4	3	2	1
2	Does the Program have documented outcomes for graduating students?	5	4	3	2	1
3	Do these outcomes support the Program objectives?	5	4	3	2	1
4	Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5	Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6	Is the result of the Program Assessment documented?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>16</b>				
<b>Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>2.67</b>				
<b>Criterion 2 – Curriculum Design and Organization</b>		<b>Weight = 0.20</b>				
<b>Factors</b>		<b>Score</b>				
1	Is the curriculum consistent?	5	4	3	2	1
2	Does the department assess its overall performance periodically using quantifiable	5	4	3	2	1
3	Are theoretical background, problem analysis and solution design stressed within the program’s core material?	5	4	3	2	1
4	Does the curriculum satisfy the core requirements laid down by respective accreditation bodies?	N/A				
5	Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies?	N/A				
6	Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	N/A				
7	Is the information technology component integrated throughout the program?	5	4	3	2	1
8	Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>16</b>				
<b>Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>12.8</b>				



<b>Criterion 3 – Laboratories and Computing Facilities</b>		<b>Weight = 0.10</b>				
<b>Factors</b>		<b>Score</b>				
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students?	5	4	3	2	1
2	Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	1
3	Are the university's infrastructure and facilities adequate to support the program objectives?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>9</b>				
<b>Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>6</b>				
<b>Criterion 4 – Student Support and Advising</b>		<b>Weight = 0.10</b>				
<b>Factors</b>		<b>Score</b>				
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	4	3	2	1
2	Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1
3	Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>9</b>				
<b>Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>6</b>				
<b>Criterion 5 – Process Control</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
3	Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1
4	Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
5	Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1



8	Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1
9	Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
10	Is the process to ensure that graduates have completed the requirements of the program base on standards and documented procedures?	5	4	3	2	1
11	Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>42</b>				
<b>Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>11.45</b>				
<b>Criterion 6 – Faculty</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
1	Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	5	4	3	2	1
2	Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5	4	3	2	1
3	Do the faculty members posses a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1
4	Do the majority of faculty members hold a PhD degree in their discipline?	5	4	3	2	1
5	Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1
6	Are there mechanisms in place for faculty development?	5	4	3	2	1
7	Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>14</b>				
<b>Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>6</b>				



<b>Criterion 7 – Institutional Facilities</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
1	Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1
2	Does the library contain technical collection relevant to the program and is it adequately staffed?	5	4	3	2	1
3	Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>13</b>				
<b>Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>13</b>				
<b>Criterion 8 – Institutional Support</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
1	Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1
2	Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>10</b>				
<b>Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>15</b>				

**OVERALL ASSESSMENT SCORE = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 + S9 + S10**

**= 72.92**



**C. Assessment Results Implementation Plan Summary MHRM Islamabad  
Campus**

<b>AT Findings</b>	<b>Corrective Action</b>	<b>Implementation Date</b>	<b>Responsible Body</b>	<b>Resources Needed</b>
Inclusion of Legal Knowledge for Effective HRM,	Legalities for practical MHRM should be included either as a module or as a course	January 2017	HOD, BOS	Time
Practical Projects for problem solving skills	Compulsory inclusion of practical projects in course assessment	September 2016	Faculty Members and HOD	Budget Time
No faculty development program	It is suggested that a schedule of activities, like skill building, encouraging participation in national and international conferences, incentives for enhancing studies should be introduced. May be reduce hours or course load for faculty who produce a certain amount of acceptable published research	December 2016	HOD, Admin and HR (for support)	Budget Time Funding of faculty for conferences
No measures for attracting qualified applicants for faculty position mentioned	A competitive salary, or fringe benefits should be introduced to attract qualified and competent applicants	September 2016	HOD and PM	Budget Policy
Post-Faculty survey concerns	Faculty feedback regarding mentoring, effectiveness of	December 2016	HR Department And	Budget Time



	supervisor, faculty promotion, work-life balance and environment, leave policy, salary compensation, job security etc. and course assessment and management may be added		SZABIST Management (for revision of policies)	
Academia-industry linkage missing	Industry collaboration is required to produce specialist in each areas	October 2016	EDC and PM	Budget Human Resource Time
Fewer PhD faculty	The PhD faculty is less and if the new faculty is hired they must be specialized in HRM major.	September 2016	HOD and PM	Budget Policy
Courses/training on IT and HR information software missing	E-learning facilities need to be improved	December 2016	PM, Faculty Members and Admin (for support)	Budget
Availability of HR related software	Adequate IT and lab support to meet the technology advancement in HRM	November 2016	IT department, PM and Admin (for support)	Budget
Lack of sufficient reference books on HRM	Relevant reference/recommended books with consent from pertinent faculty required for library replenishment of the mentioned books.	December 2016	PM, Faculty Members and Library (for support)	Budget
No evidence of research	The student and faculty should be encouraged	January 2016	Faculty members,	Budget Time



publications	to produce research in the form of either an IRS. For students the whole internal marks maybe divided into subheading to produce a research project for any relevant course. For faculty, rewards should be competitive as per the education industry, to encourage them to publish in impact factors or at least HEC recognized journals. Model of successful universities that produce research could be studied for this purpose. On top of it the faculty should be given some exemption of course load and time to focus on their research work.		students and HR (for support)	Policy
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**President's Comments :**

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

**Name and Signature:**

Madame Shahnaz Wazir Ali

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

The assessment of MBA programs of 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 evaluation of the MHRM program has highlighted areas for development. The implementation of the Assessment Team's recommendation will improve the quality of the program and enhance the overall educational experience of the students.

**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Faria Tausif



**President's Comments :**

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

Name and Signature: *Shahnaz W. Ali*

Madame Shahnaz Wazir Ali

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

The assessment of MBA programs of 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: *Amer Riaz Qureshi*

Mr. Amer Riaz Qureshi

**QEC Comments :**

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

Name and Signature:

Ms. Faryal Shahabuddin

Ms. Faria Tausif



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

---

## **Master of Human Resources Management (MHRM)**

**Islamabad Campus**

***Program Team Registration Forms***



## Registration Form

### Program Team

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

Team Leader: Dr. Ayesha Noor

Name: Dr. Ayesha Noor

Institution: S2ABST ISLAMABAD

Mobile No: 03060950715

Position: Assistant Professor

Contact No: (Office) S2ABST Ext. 515

Email Address: dr.ayesha@S2abst-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.

[Signature]

(Signature of PT Member)

4<sup>th</sup> April, 2016

Date

Approved By: [Signature]

(Head of the Department)

Note: Completed form should be sent to the QEC



## Registration Form

### Program Team

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

Team Leader: Dr. Ayesha Noor

Name: Sundus Azeem

Position: Lecturer

Institution: S2ABEST, ISLAMABAD

Contact No: (Office) S2abest Ext: 506

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

Email Address: sundus.azeem@s2abest-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.

Sundus Azeem

(Signature of PT Member)

4<sup>th</sup> April, 2016

Date

Approved By: [Signature]

(Head of the Department)

Note: Completed form should be sent to the QEC



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

---

## **Master of Human Resources Management (MHRM)**

**Islamabad Campus**

***Assessment Team Registration Forms***



### Registration Form

#### Assessment Team

Assessment Team of (Name of Department / Faculty): MHRM

Team Leader: D. Y. AZHAR MAHAMUD

Name: D. Y. AZHAR MAHAMUD

Position: ASSISTANT PROFESSOR

Institution: S2ARIST ISB

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

Mobile No: 0345-5035763

Email Address: Dr. Azhar@S2ARIST.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)

29/06/2016

Date

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



## Registration Form

### Assessment Team

Assessment Team of (Name of Department / Faculty): MHRM

Team Leader: Dr. Azhar Mahmood

Name: Faryal Razzaz

Position: Assistant Professor

Institution: SZABIST-isp

Contact No: (Office) Ext. 511

Mobile No: 03215081749

Email Address: faryal@szabist-isp.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.

F. Razzaz

(Signature of AT Member)

29/6/16

Date

Approved By: Faryal

(Head of the QEC)