



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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**PhD- Management Sciences**

**Karachi Campus**

***Spring 2016***



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## **Executive Summary**



*Quality Enhancement Cell*  
*Institutional Research Department*

Self-Assessment Report

Executive Summary

PhD- Management Sciences (MS) Program

SZABIST Karachi 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 Karachi Campus, after completing the Self-Assessment Reports of three programs in the Computer Science Department, nine programs in the Management Sciences Department, three programs in the Social Sciences Department, one program in Mechatronics Department, one program in Media Sciences Department and three programs in Biosciences Department the QEC initiated the Self-Assessment process of PhD-MS program. The highlights of the process were as follows:

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

The PT was nominated by the Head of Management Sciences Department, Dr. Nadeem A. Syed on March 18<sup>th</sup>, 2016. Following were the members of the PT:

- (i) **Dr. Zaki Rashidi**
- (ii) **Dr. Jawaaid Ahmed Qureshi**
- (iii) Ms. Ambreen Ahmed

**2. Submission of PT Report**

The PT submitted the report on April 12<sup>th</sup>, 2016. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on May 25<sup>th</sup>, 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 May 30<sup>th</sup>, 2016. Following were the members of the AT:

- (i) Dr. Kashif Ali
- (ii) Dr. Imran Amin
- (iii) Mr. Mazhar Ali

### 4. Date of Submission of AT Report

The AT Report was submitted on July 13<sup>th</sup>, 2016.

### 5. AT Findings and Recommendations

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

- (i) Lack of international research activities. It is recommended that to achieve international research and development activity component of the program mission considerable efforts should be made to increase the international research journal. Also, mission statement should be revisited.
- (ii) Very few publications by the faculty for the past 5 years. It is suggested that for improving the number of publication faculty should be encouraged to write paper by providing research relevant resources such as reduction in working, increased honorarium finances, moral and material support and the like.

### 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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**PhD- Management Sciences**

***Program Team Report***

**Spring 2016**



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

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



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

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

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

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

SZABIST is committed to produce highly qualified professionals to:

- Meet national and global contemporary needs;
- Conduct cutting edge research and development;
- Provide hi-tech scientific and technological expertise;
- Meet current and future socio-economic challenges;
- Meet global citizenship responsibility.

##### **Business School Mission Statement**

SZABIST Business School is committed to:

- Produce highly qualified business professionals to meet dynamic and challenging contemporary needs;
- Create scientific knowledge and expertise for business and economic solutions;
- Build sustainable environment for corporate and entrepreneurial mindset
- Serve the community through student, faculty, and alumni collaboration.

##### **Mission Statement of PhD Management Sciences**

We are committed to enhance research and development activities in Pakistan and abroad by having learned faculty, excellent research environment and the inquisitive students whose talents and backgrounds will be responsive to society. We arouse curiosity of the research scholars under the guiding principles of creative thinking, ethical orientation, professional integrity and socio-economic development in the country and abroad.

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<sup>1</sup> The source of information is Program Manager.



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

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

1. Provide students with a strong foundation for research based knowledge on organizational management and development to solve critical problems.
2. Prepare students to understand and interpret qualitative and quantitative research and publications to grasp latest knowledge threads and trends.
3. Make the students capable of undertaking research independently, writing research papers, and get those papers published in reputable research journals to produce the authentic knowledge.
4. Develop the critical reasoning, conceptual, analytic, and diagnostic skills among the students to understand and suggest solutions to the complex issues of management and business administration.

### **c. Program Outcomes (PhD-MS Program) – 54 Credit Hours<sup>2</sup>**

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

1. Understand the organization and societal issues and will be able to find their innovative solutions.
2. Identify the research gaps in the disciplines of business, public and private (for profit and not-for-profit) organizations.
3. Apply the research based knowledge at strategic, tactical, and operational level of functional areas of organizations.
4. Acquire, assimilate, process, and interpret complex information for managerial level for decision making.
5. Prepare, present, research work in reputable research conferences and journals.
6. Work within diverse teams and in multi-disciplinary environments.

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<sup>2</sup> The sources of information are Program Manager, Graduating Students Survey, Alumni Survey, and Employer Survey. These surveys were conducted by the Institutional Research Department of SZABIST.



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

S. N o.	Objectives	Alignment with program, and institution mission statement
1	Provide students with a strong foundation for research based knowledge on organizational management and development to solve critical problems.	Enhancing organizations' performances in Pakistan and abroad through learned faculty, research friendly environment and the inquisitive students.
2	Prepare students to understand and interpret qualitative and quantitative research and publications to grasp latest knowledge threads and trends.	Our students are dedicating their time and energy to understand the complexities of research related to organization and society.
3	Make the students capable of undertaking research independently, writing research papers, and get those papers published in reputable research journals to produce the authentic knowledge.	We arouse curiosity of the research scholars under the guiding principles of critical thinking for their contribution to the research and development.
4	Develop the critical reasoning, conceptual, analytic, and diagnostic skills among the students to understand and suggest solutions to the complex issues of management and business administration.	We arouse curiosity of the research scholars for critical thinking for their contribution to the research and development.

Table 1.1: Objective is aligned with program, department, and institution mission statements

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

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

- 1. An Integrated Academic Experience:** Our PhD-MS program has been built upon the experiences of academic disciplines being offered at SZABIST for the last 15 years and it is placed at the second tier of academic apex. It fosters connections among disciplines, faculty, students, organizations, with campus and community. It provides diverse perspectives, and it prepares students to be competent in research and investigation for organization and social development.
- 2. Diverse curriculum:** The curriculum of the PhD-MS program is diverse in the sense that it is based on the various aspects of organization and social development. There is a strong system in place for the changes of body of knowledge with the changing priorities of the business and society. For this purpose, a wide range of core and electives courses are offered to ensure that the curriculum is responsive to the ever changing needs of business and society.
- 3. Research and Development:** Our PhD-MS program is a research based program inculcating critical thinking and analytical skills among the students. The program engages students as researchers by integrating the pure and applied research, fieldwork, and action research in multi-disciplinary environment.
- 4. Professional Career Building:** Most of the students enrolled in PhD-MS program are already employed and they are perusing their career. While studying at SZABIST at the MS level, they had already added the required knowledge and skills of advanced level in the field of research and development which smoothens their career path to the higher tier of organizations as a business manager and leader.





**f. Program Objective Assessment**

<b>Objective</b>	<b>How Measured</b>	<b>When Measured</b>	<b>Improvement/Issues</b>	<b>Improvements Made</b>
1	1. Matching class progress, course outline coverage 2. Midterm examination, final examination, 3. Assignments and reports 4. Final Examination	1. Periodically during the semester 2. At the end of every semester	1. Curriculum updating on the basis of students' and experts' feedback 2. On Board of Studies/Academic Council's recommendations	Improvements incorporated on the recommendations of the BoS in the last meeting
2	1. Matching class progress, course outline coverage 2. Midterm examination, final examination, 3. Assignments and reports 4. Final Examination	1. Periodically during the semester 2. At the end of every semester	There is no issue. Continuous improvement in the teaching and other facilities are being undertaken.	Improvements incorporated on the recommendations of the BoS in the last meeting
3	1. Research Reports 2. Presentations in the conferences 3. Publications in the HEC approved journals	1. Periodically during the semester 2. At the end of every semester	Difficult to find quality researchers (PhDs as teacher and supervisors)	More accomplished researchers are hired on visiting/assignment basis as supervisors.



4	1. Midterm examination, final examination 2. Assignments and reports 3. Final Examination	Every Semester	Difficult to find quality researchers (PhDs as teacher and supervisors)	At the end of every semester ads are being given to hire accomplished researchers.
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Table 1.2: Program Objectives Assessment<sup>3</sup>

## Standard 1-2 Program Outcomes

### a. Outcomes versus Objectives

Following is the matrix of PhD-MS program's learning outcomes to its objectives:

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

Table 1.3: Outcomes versus Objectives<sup>4</sup>

### Legend:

S = Substantial contribution to the objectives

M = Moderate contribution to the objective

X = No contribution to the objective

<sup>3</sup>Table 1.2 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report

<sup>4</sup> Table 1.3 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report



b. Employer's Survey<sup>5</sup>

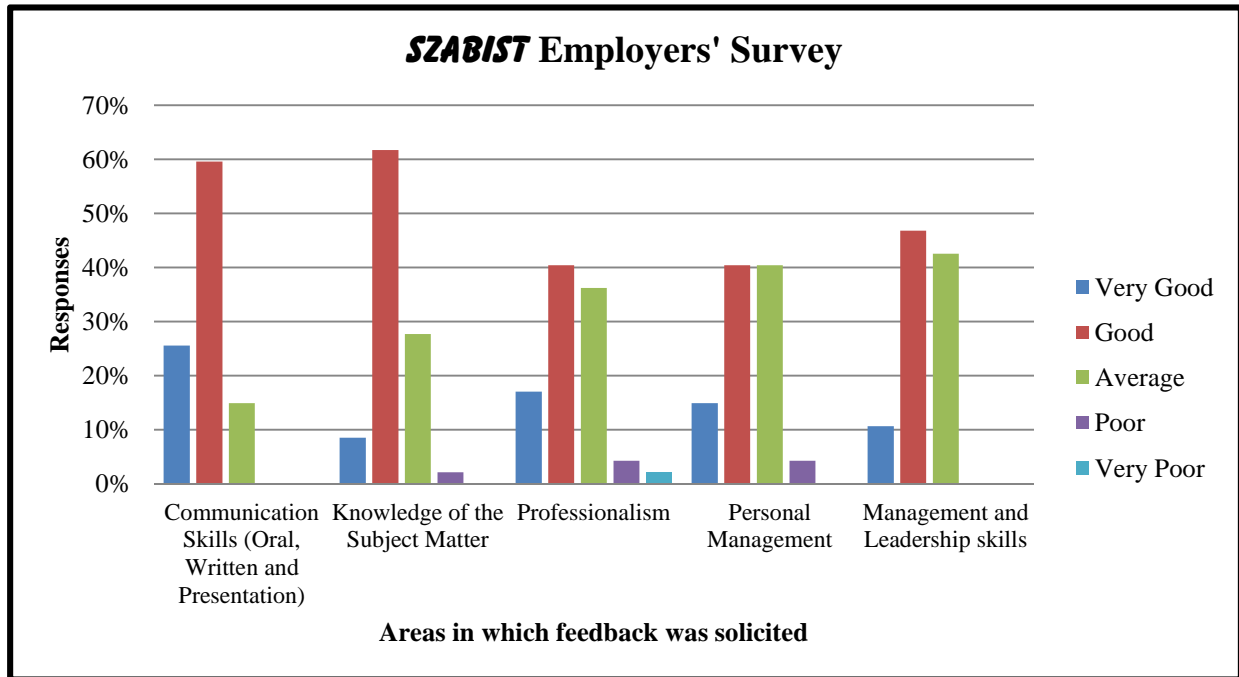


Figure 1.1

c. Alumni Survey<sup>6</sup>

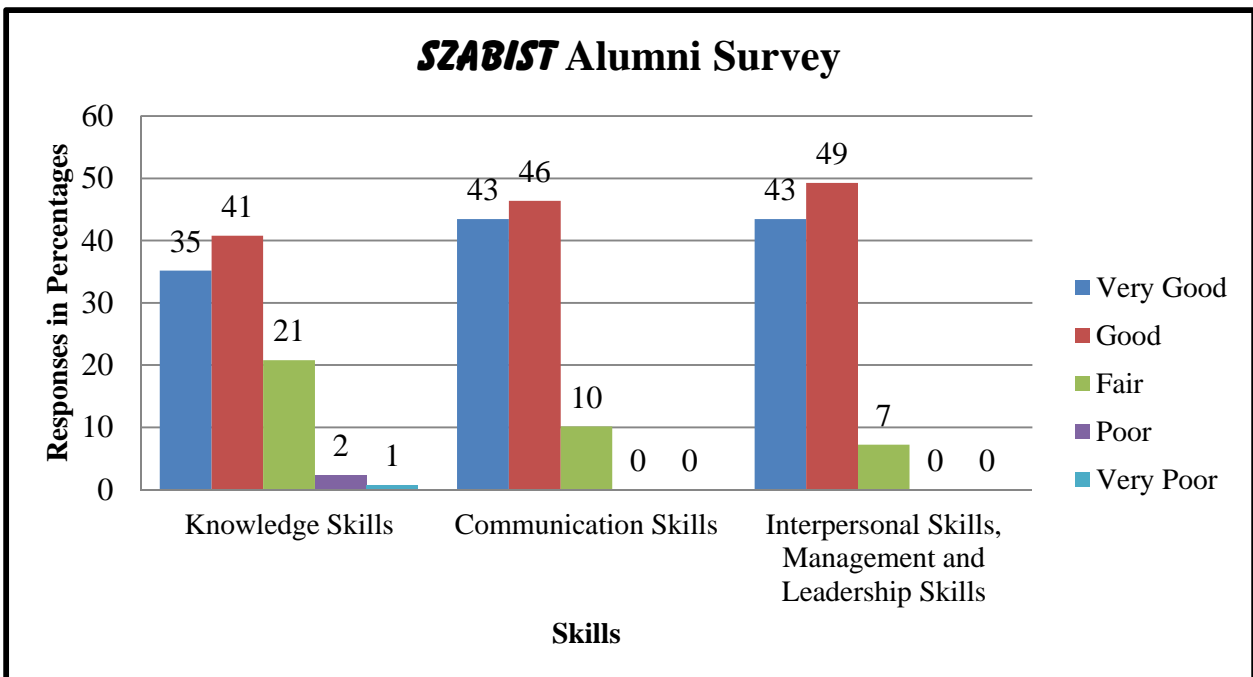


Figure 1.2

<sup>5</sup> The source of information is Employer Survey, SZABIST.

<sup>6</sup> The source of information is Alumni Survey, SZABIST.



d. Graduating Students' Survey<sup>7</sup>

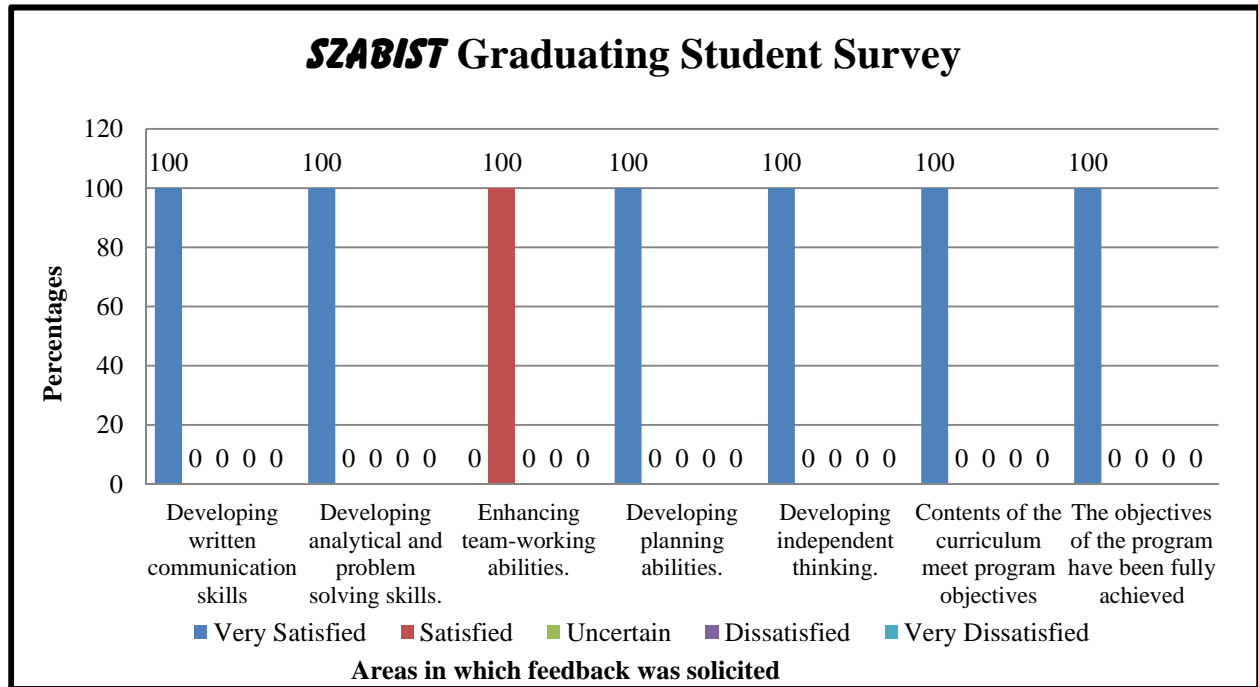


Figure 1.3

### 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 5<sup>th</sup> week in order to determine “gaps” in the overall learning processes. Instructors with not so good evaluations are advised to improve course delivery. If this fails, retention of such course instructors is not carried for that program.

b. Describe major future program improvements

#### Program Improvement Plan based on Recent Assessment

- Enhancing the research skills
- Introducing high level strategic business courses
- Integrate research knowledge with the areas of specialization for independent study

<sup>7</sup> The source of information is Graduating Students Survey, SZABIST.



- Introduce new research areas and methodologies
- Improvement in teaching methodologies such as case-based and research-based teaching
- All above changes are subject to the approval of board of studies (BOS) of management science department and availability of the human and other resources.

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

**Strengths**

1. A mix of PhD faculty and faculty from diverse industry/corporate backgrounds.
2. Periodic and end of semester assessment of students
3. End of semester evaluation of IRS
4. Annual conferences conducted on a regular basis.
5. Students have the opportunity to interact with the national and international conferences twice a year.
6. Bi-annual journals published in which students have opportunity to get their research work published.

**Weaknesses**

1. The program lacks proper physical infrastructure (purpose built university building for management science department including PhD program).
2. Less number of PhD faculty members in specialized areas.
3. Less number of foreign qualified PhD faculty members
4. Excessive workload of courses, supervisory and committee meetings

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

1. Development of better physical facilities for PhD faculty and students
2. Adding more PhD faculty members in existing portfolio mix in diverse areas
3. Initiating clusters and special interest groups
4. Upgrading the curricula and pedagogy.
5. Initiating research centers to stimulate the research culture and create congenial learning environment.



## Standard 1-4 Overall Performance Using Quantifiable Measures<sup>8</sup>

### a. Indicating the GPA of Successful students per semester

- **Average CGPA**

Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Average GPA	3.22	3.19	2.80	3.14	3.07	3.03	3.08

Table 1.4: Average CGPA

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

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Dropouts	0	2	0	0	2	3	1.17
Enrollment	48	52	62	47	57	46	52
Dropout Ratio	0	0.04	0	0	0.04	0.07	0.02

Table 1.5: Drop-out Ratio

<sup>8</sup>The source of information is ZAB Solutions.



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

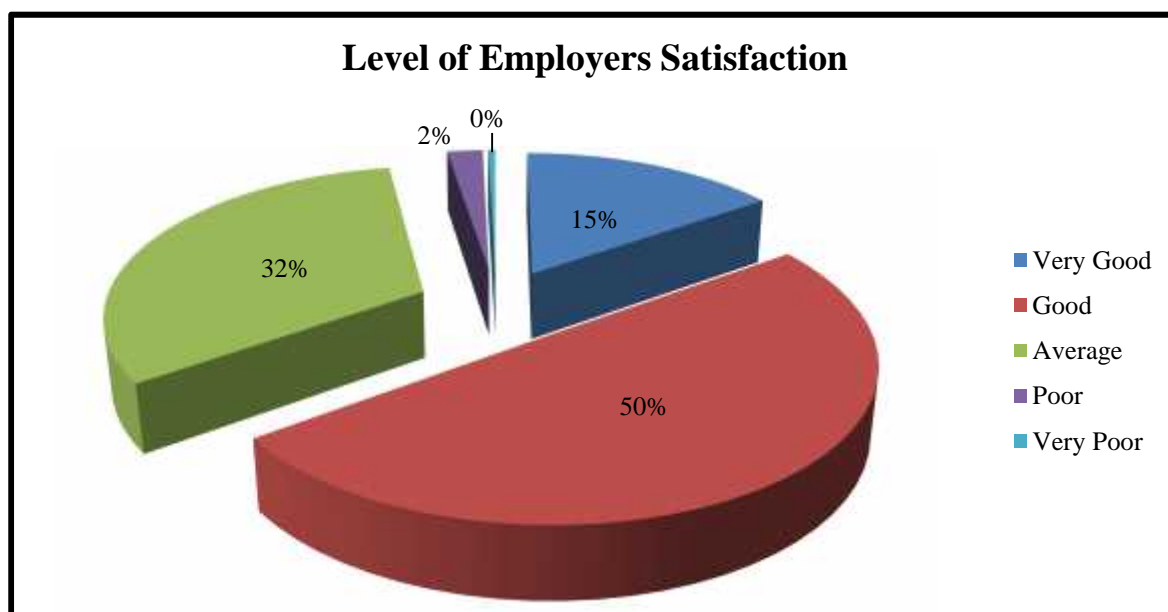


Figure 1.4

- c. Percentage of Student Evaluation/Assessment results for all the courses and faculty.<sup>9</sup>

Year	Semester	Faculty & Courses Rating					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2013	Spring	60	20	20	0	0	0
	Fall	36	27	27	0	9	0
2014	Spring	67	22	11	0	0	0
	Fall	83	8	8	0	0	0
2015	Spring	89	11	0	0	0	0
	Fall	83	8	0	8	0	0

Table 1.6: Faculty & Courses Rating

<sup>9</sup> The source of information is the Academic Office.



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

### **SZABIST PUBLICATIONS**

#### **I. Papers Published in Journals**

1. M. Mumtaz Khan and Zaki Rashidi, "Inpatient Perception about the Health Care Quality: Comparison of Public and Private Sector Hospitals in Karachi," *Journal of Independent Studies and Research*, Volume 9, Number 2, July 2011.
2. Zahida Abro and Zaki Rashidi, "Assessment of Internal Quality Management and its Contributions toward Higher Education Excellence."
3. Masood Ahmed & Dr. Amanat Ali Jalbani, "Impediments in the execution of Wind Power Projects: A Case Study of Gharo Wind Projects in Sindh," *JISR-MSSE*, Volume 9, Number 2, July 2011.
4. Dr Iram Rani & Dr. Amanat Ali Jalbani "Comparative Analysis of NBP & MCB Performance under CAMELS Model". *Interdisciplinary Journal of Contemporary Research in Business*, Volume 2, Number 12, May 2011. [www.ijrb.webs.com](http://www.ijrb.webs.com)
5. Jawaid Ahmed Qureshi & Dr. Jalbani, "Financing Ready-made Micro Businesses: A Case Study of National Bank of Pakistan." *Journal of Independent Studies and Research*, Vol. 10, No. 1, January 2012.
6. Dr. Mustaghis-ur-Rahman & Tariq Jalees, Effectiveness of Support Systems to the SMEs in Pakistan: An Empirical Study of Karachi Based SMEs", *The Pakistan Development Review*, Volume 50, No. 4, 2012.
7. Dr. Mustaghis-ur-Rahman & Dr. Sheikh Tanveer Ahmed, "Where there's a will; there's a way: The Supply Chain of Marvi Project, HANDS", *South Asian Journal of Business and Management Cases*, Volume 2, No. 1. Sage Publications.
8. Dr. Mustaghis-ur-Rahman & Vishnu Parmar, "CCBs Contribution in Health Sector to the People of Sindh: Mirpurkhas & Hyderabad", *Interdisciplinary Journal of Contemporary Research in Business*, Vol 4, No 4, August 2012.  
<http://journal-archievs22.webs.com/968-990.pdf>
9. Muhammad Hasan & Dr. Mustaghis-ur-Rahman, "SBPs Home Remittance Policies and its Effect in Pakistan: A Study of the last ten years (2001-2010)" *Journal of Independent Studies and Research (JISR-MSSE)*, ISSN: 1998- 4154, Vol. 10, No. 1 January, 2012 Co-authored <http://www.jisr.szabist.edu.pk>





10. Abdul Samad Shaikh and Dr. Mustaghis ur Rahman, "Consumer Perceptions of Green Products: A Survey of Karachi," *Journal of Independent Studies and Research*, Volume 9, Number 2, July 2011.
11. Jawaid Ahmed Qureshi, "The Role of Small and Medium-size Enterprises in Socio-economic Sustainability in Pakistan," *Global Journal of Management and Business Research*, Volume 12, Number 19, 2012.
12. Jawaid Ahmed Qureshi, "Financial Quota of Loans for the SME Sector in Pakistan: A Survey in Karachi," *Interdisciplinary Journal of Contemporary Research in Business*, Volume 4, Number 5, 2012.
13. Jawaid Ahmed Qureshi & Amanat Ali Jalbani, "Corporate Global Expansion and Challenges for Pakistani Companies", *Journal of Independent Studies and Research*, Volume 10, Number 1, 2013.
14. Tariq Mehmood, Muhammad Islam, & Jawaid Ahmed Qureshi, "The Role of Human Resource Management Practices in Employee Performance: A Case Study of Pharmaceutical Industry, Karachi-Pakistan," *NICE Newport Institute of Communication & Economics Journal*, Volume 7, 2014.
15. Jawaid Ahmed Qureshi & Amanat Ali Jalbani, "The Puzzle of Mainstream and Deviant Globalization," *Business Review*, Volume 9, Number, 2, 2014.
16. Jawaid Ahmed Qureshi & Amanat Ali Jalbani, "Strategies for Corporate Global Expansion of Pakistani Companies in the Age of Technology," *Mehran University Research Journal of Engineering & Technology*, Volume 34, Number 2, 2015.
17. Jawaid Ahmed Qureshi & Amanat Ali Jalbani, "Corporatization and Globalization of Pakistani Companies," *Journal of Statistics*, Volume 22, 2015.
18. Fariha Raza & Jawaid Ahmed Qureshi, "Why Toyota survived the recall crises – An Analysis of Consumer Based Brand Equity for Toyota," *Journal of Independent Studies and Research*. 2015.

## II. Papers Presented in other Conferences:

- Faryal Salman and Dr. Mustaghis-ur-Rahman, "How Micro-Credits by a Local NGO Instigate the Socio-Economic Uplift of Urban Poor: A case study of Benarsi cloth weavers at Orangi Township in Pakistan" SAICON 2011 December 28-29, 2011, Organized by Comsat Institute of Science and Technology, Islamabad.
- M. Zaki Rashidi, "A Model of Professional Excellence through Personality Quotients," at the 3<sup>rd</sup> SAICON Conference, Lahore (27 – 28 Dec 2011).



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

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

- Annual Conference
- Bi-annual journal publication
- Bi-annual faculty training
- Multiple workshops short courses
- Two symposium
- Bi-annual semester end progress seminars

Last year (in 2015), we had one national research conference, National Research Conference in Management and Business (NRCMB), otherwise, we usually organize two conferences a year, one national, called National Research Conference (NRC) and the other international, called SZABIST International Research Conference (SIRC).

**f. Faculty and student surveys results to measure the administrative services provided.<sup>10</sup>**

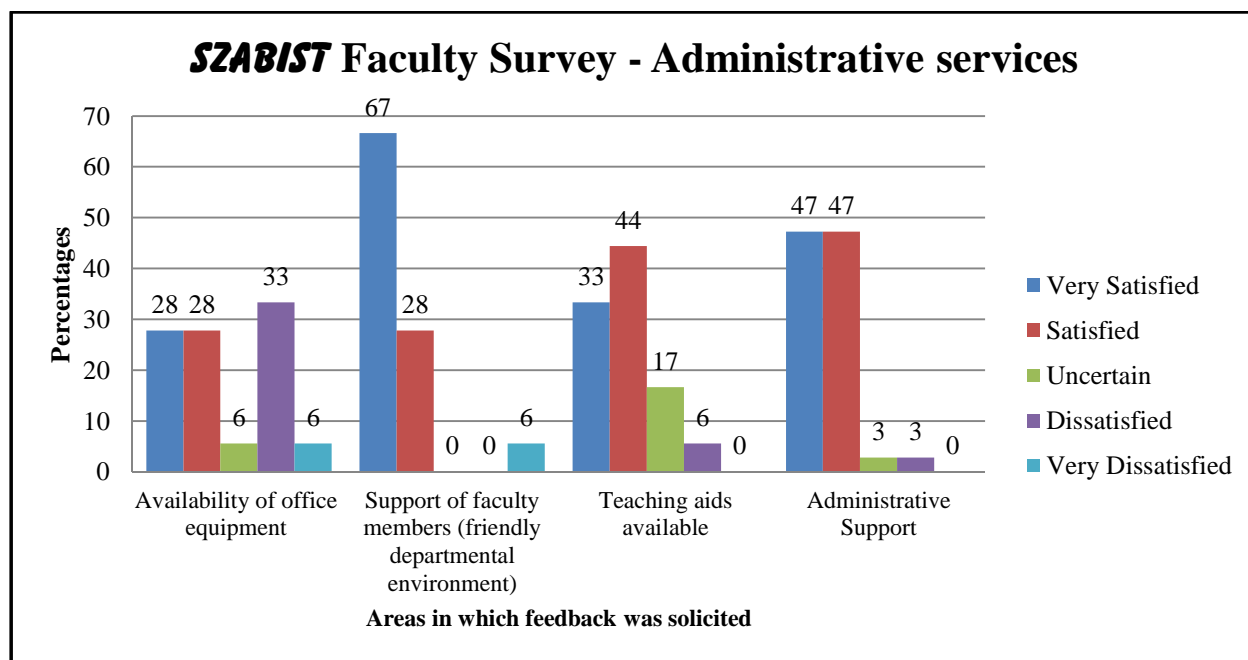


Figure 1.5

<sup>10</sup> The source of information is Faculty Survey, Graduating Student Survey, and Alumni Survey.



## Graduating Student Survey

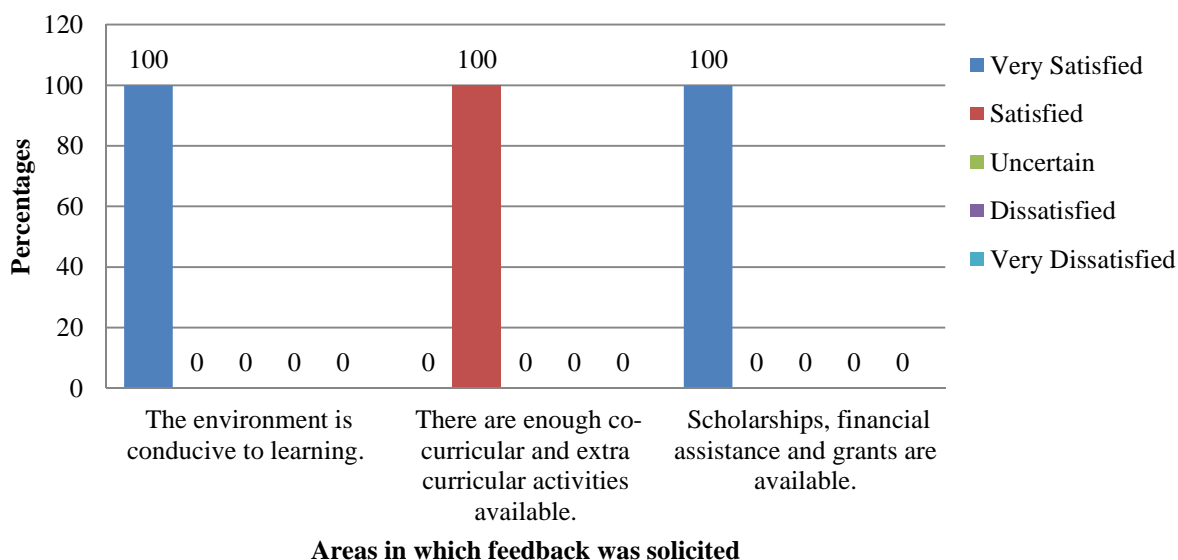


Figure 1.6

## Alumni Survey

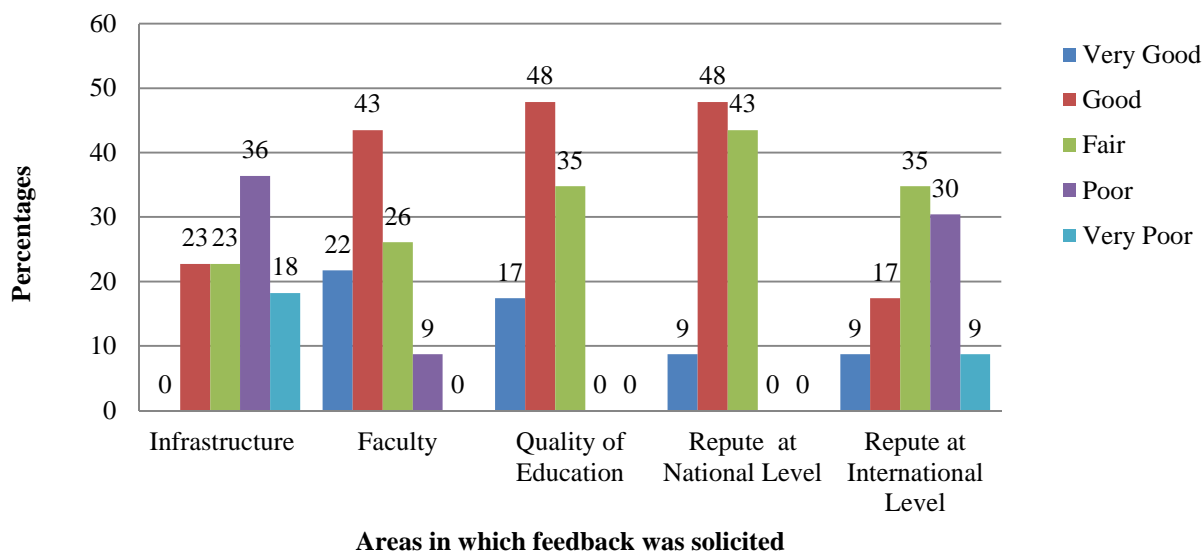


Figure 1.7



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

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



## Criterion 2: Curriculum Design and Organization

### Standard 2-1 Courses versus objectives

#### a. Title of Degree Program

PhD (Management Science)

#### b. Definition of Credit Hour

A credit hour is equal to one contact hour.

#### c. Degree Plan

Detailed course plan of PhD – Management Science, credit hours and courses are given below.  
(Detailed Course outlines are attached).

#### Curriculum Plan

SEMESTER – I Fall	SEMESTER – II Spring
MS 6106 Advanced Research Methods and Techniques*	MS 6xxx Elective-I
MS 6217 Advanced Research Philosophy*	MS 6xxx Elective-II
MS 6216 Advanced Quantitative Tools for Research*	MS 6219 Independent Research Study-I
MS 6117 Advanced Qualitative Research Methods*	MS 6119 Independent Research Study-II

Table 2.1: Degree Plan

\* Core course

<b>SEMESTER – III</b> <b>Fall</b>	<b>SEMESTER – IV</b> <b>Spring</b>	<b>SEMESTER – V</b> <b>Fall</b>	<b>SEMESTER – VI</b> <b>Spring</b>
<b>Dissertation (30 Credits)</b>			

Note: All courses are of 3 credit hours, dissertation is of 30 credit hours.



**d. Curriculum Course Requirement**

<b>Core Courses</b>		<b>Compulsory Courses (Research Based)</b>
MS 6106	Advanced Research Methods and Techniques	
MS 6216	Advanced Quantitative Tools for Research	
MS 6117	Advanced Qualitative Research Methods	
MS 6217	Advanced Research Philosophy	
MS 6119	Independent Study I	
MS 6219	Independent Study II	
MS 6xxx	Dissertation	

Table 2.2a: Curriculum Course Requirements<sup>11</sup>

*Note: Interdisciplinary Courses (Offered by Social Sciences, Computing and Media Sciences)*

**Elective Courses**

Code	Course Title	Economics & Finance	Marketing	HR/ Mgt.
MS 6111	Business Finance and Decision Making			
MS 6113	Applied Econometrics			
MS 6202	Econometrics			
MS 6411	Financial Time Series			
MS 6423	Managerial Economics			
MS	Corporate Finance			

<sup>11</sup> Table 2.2a of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report



6323				
MS 6422	Derivatives and Financial Risk			
MS 6315	Capital Asset Pricing Model			
MS 6317	Empirical Asset Pricing			
MS 6318	Financial Markets			
MS 6418	Operations and Mathematical Modeling			
MS 6322	Behavioral Finance			
MS 6319	Modern Financial Applications			
MS 6421	Corporate Finance Planning and Decision			
MS 6204	Strategic Marketing Decisions			
MS 6215	Seminars in Marketing			
MS 6312	Advance Marketing Strategy			
MS 6316	Distribution and Channel Management			
MS 6415	Strategic Brand Management			
MS 6112	Strategic Human Resource Development			
MS 6114	NGO Management			



MS 6201	Change Management			
MS 6211	Organizational Development			
MS 6311	Corporate Governance			
MS 6417	Leadership and Motivation Techniques			
MS 6314	Global Corporate Strategy			
MS 6412	Creative Leadership			
MS 6413	International Business Management			
MS 6414	Global Governance and Development			
MS 6205	Public Administration and Governance			
MS 6424	Strategic Management			
MS 6416	Negotiations and Conflict Resolution			
MS 6324	Issues in Strategic Management			
MS 6419	System Thinking and Organizational Learning			
MS 6321	Organizational Strategies and Effectiveness			

Table 2.2b: Curriculum Course Requirements<sup>12</sup>

Note:

<sup>12</sup> Table 2.2b of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report





- i. Elective courses may vary from time to time. All courses may not necessarily be offered every year. Alternate courses may be substituted as and when required.
- ii. Students can register in any number of offered course/s but not exceeding 4 courses (12-credit hours) per semester.
- iii. Summer is not a regular semester; however, students can register in only one IRS or Dissertation of 3 credit hours or any other course if offered but not exceeding 2 courses (6-credit hours).

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

Courses	Objective				Outcome					
	1	2	3	4	1	2	3	4	5	6
Advanced Research Methods and Techniques	✓	✓	✓			✓			✓	
Advanced Quantitative Tools for Research	✓	✓	✓			✓			✓	
Advanced Qualitative Research	✓	✓	✓			✓			✓	
Advanced Research Philosophy	✓	✓	✓			✓			✓	
Independent Study I	✓	✓	✓	✓		✓	✓	✓	✓	
Independent Study II	✓	✓	✓	✓		✓	✓	✓	✓	
Dissertation	✓	✓	✓	✓		✓	✓	✓	✓	
Business Finance and Decision Making				✓	✓		✓	✓		✓
Applied Econometrics				✓	✓		✓	✓		✓
Econometrics				✓	✓		✓	✓		✓



Financial Time Series				✓	✓		✓	✓		✓
Managerial Economics				✓	✓		✓	✓		✓
Corporate Finance				✓	✓		✓	✓		✓
Derivatives and Financial Risk				✓	✓		✓	✓		✓
Capital Asset Pricing Model				✓	✓		✓	✓		✓
Empirical Asset Pricing				✓	✓		✓	✓		✓
Financial Markets				✓	✓		✓	✓		✓
Operations and Mathematical Modeling				✓	✓		✓	✓		✓
Behavioral Finance				✓	✓		✓	✓		✓
Modern Financial Applications				✓	✓		✓	✓		✓
Corporate Finance Planning and Decision				✓	✓		✓	✓		✓
Strategic Marketing Decisions				✓	✓		✓	✓		✓
Seminars in Marketing				✓	✓		✓	✓		✓
Advance Marketing Strategy				✓	✓		✓	✓		✓
Distribution and Channel Management				✓	✓		✓	✓		✓
Strategic Brand Management				✓	✓		✓	✓		✓
Strategic Human Resource Development				✓	✓		✓	✓		✓
NGO Management				✓	✓		✓	✓		✓



Change Management				✓	✓		✓	✓		✓
Organizational Development				✓	✓		✓	✓		✓
Corporate Governance				✓	✓		✓	✓		✓
Leadership and Motivation Techniques				✓	✓		✓	✓		✓
Global Corporate Strategy				✓	✓		✓	✓		✓
Creative Leadership				✓	✓		✓	✓		✓
International Business Management				✓	✓		✓	✓		✓
Global Governance and Development				✓	✓		✓	✓		✓
Public Administration and Governance				✓	✓		✓	✓		✓
Strategic Management				✓	✓		✓	✓		✓
Negotiations and Conflict Resolution				✓	✓		✓	✓		✓
Issues in Strategic Management				✓	✓		✓	✓		✓
System Thinking and Organizational Learning				✓	✓		✓	✓		✓
Organizational Strategies and Effectiveness				✓	✓		✓	✓		✓

Table 2.3: Courses versus Objectives versus Outcomes<sup>13</sup>

<sup>13</sup> Table 2.3 of PT Report is the Table 4.4 and Table 4.5 (Courses versus Objectives Outcomes versus) of AT Report.



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

<b>Courses</b>	<b>Theory</b>	<b>Problem</b>	<b>Solution</b>
Advanced Research Methods and Techniques			
Advanced Quantitative Tools for Research			
Advanced Qualitative Research			
Advanced Research Philosophy			
Independent Study I			
Independent Study II			
Business Finance and Decision Making			
Applied Econometrics			
Econometrics			
Financial Time Series			
Managerial Economics			
Corporate Finance			
Derivatives and Financial Risk			
Capital Asset Pricing Model			
Empirical Asset Pricing			
Financial Markets			
Operations and Mathematical Modeling			
Behavioral Finance			
Modern Financial Applications			
Corporate Finance Planning and Decision			
Strategic Marketing Decisions			
Seminars in Marketing			
Advance Marketing Strategy			
Strategic Brand Management			
Distribution and Channel Management			
Strategic Human Resource Development			
NGO Management			
Change Management			
Organizational Development			
Corporate Governance			
Leadership and Motivation Techniques			
Global Corporate Strategy			



Creative Leadership			
International Business Management			
Global Governance and Development			
Public Administration and Governance			
Strategic Management			
Negotiations and Conflict Resolution			
Issues in Strategic Management			
System Thinking and Organizational Learning			
Organizational Strategies and Effectiveness			

Table 2.4: Standard 2-2 Requirements<sup>14</sup>

**Standard 2-3, 2-4, 2-5, 2-6, and 2-7 indicate how courses in the program satisfy its requirements**

- i. Major requirements of HEC as specified in “Business Education Plan” 2012 are met.
- ii. For PhD HEC provides specific courses comprising 48 credit hours to be taught. However, it provides bare minimum understanding of strategic core areas of decision making. Therefore SZBIST offers PhD Management Program of 54 credit hours instead of 48 credit hours.
- iii. Further, an interview committee identifies the deficiency among individual students and assigns further pre-requisite courses as needed on case to case basis.
- iv. Along with this the students who have not done thesis at MS / MBA level, they are asked to complete a pre-requisite thesis.
- v. All of the suggested courses are in line of the HEC guidelines and the composition of management and research related guidelines are followed e.g., Out of 30 credit hours total courses, there are 24 credit hours for theory, problem and solution based courses, and 6 credit hours for research/thesis. All the eight courses are a mix of prerequisite, management and electives/interdisciplinary courses.

<sup>14</sup> Table 2.5 of PT Report is the Table 4.5 (Courses versus Outcomes) of AT Report



### **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>15</sup>

SZABIST is equipped with state of the art computing facilities with round the clock high bandwidth connectivity to the internet. Moreover, Wi-Fi is enabled in 90 and 100 campuses; as a result, all PhD students with Wi-Fi enabled devices can access all network resources seamlessly.

At the time of registration, a separate user ID and password is assigned to all students to access the ZABDESK.

Computer Labs are open to all students for computing and printing facilities from 8:00 am to 10:00 pm from Monday to Saturday. 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 under-take a course-related assignment, students first seek written approval of the concerned faculty and contact the Manager Systems.

To handle sudden and abrupt power interruptions, a five minute power back up is available for all computers.

A **Lab Schedule** is maintained to avoid any confusion and to allow all student groups to get adequate time at work stations. During **open hours** the use of the labs is based on first-come-first-serve basis. Labs 1 and 2 have 45 workstations. Labs 3 and 4 have 45 workstations. Lab 5 has 32 work stations and Lab 6 has 32 workstations.

<b>Lab Title</b>	Lab 1 and 2
<b>Location</b>	90 Campus
<b>Objectives</b>	<ul style="list-style-type: none"><li>• For holding Lab sessions and course related sessions or exams for classes with less than 45 students.</li><li>• For Internet usage</li><li>• For Printing of reports, assignments</li></ul> To access HEC Digital Library link, SZABIST e-library
<b>Adequacy for instruction</b>	Adequate for 45 students at a time. 46 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.

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<sup>15</sup> The sources of information are; Director IT, Manager Systems and Computer Labs staff.



<b>PhD-MS Courses taught</b>	Advanced Research Methods and Techniques, Advanced Quantitative Tools for Research, Applied Econometrics, Qualitative Tools and Analysis, Financial Time Series, Empirical Asset Pricing
<b>Software available</b>	SPSS 21, AMOS, E-views 8, Stata, NVivo 10, Matlab, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).
<b>Major equipment</b>	Colored Scanner, Black and White Printer, Colored Printer, Switch Full Deluxe (48 Ports)
<b>Safety regulations</b>	Available and communicated*

Table 3.1: Computer Labs Information

<b>Lab Title</b>	Lab 3
<b>Location</b>	100 Campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with less than 45 students.</li> <li>• For Internet usage</li> <li>• For Printing of reports, assignments</li> </ul> <p>To access HEC Digital Library, SZABIST e-library</p>
<b>Adequacy for instruction</b>	Adequate for 45 students at a time. 45 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
<b>PhD-MS Courses taught</b>	Advanced Research Methods and Techniques, Advanced Quantitative Tools for Research, Applied Econometrics, Qualitative Tools and Analysis, Financial Time Series, Empirical Asset Pricing
<b>Software available</b>	SPSS 21, AMOS, E-views 8, Stata, NVivo 10, Matlab, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).





<b>Major equipment</b>	HP Color Printer, 1 Black Printer, 45 Desktop PCs, Switch Full Deluxe (48 Ports)
<b>Safety regulations</b>	Available and communicated

Table 3.2: Computer Lab Information

<b>Lab Title</b>	Lab 4
<b>Location</b>	100 campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with more than 31 students.</li> <li>• For Internet usage</li> <li>• For Printing of reports, assignments</li> <li>• To access HEC Digital Library, SZABIST e-library</li> </ul>
<b>Adequacy for instruction</b>	Adequate for 31 students at a time. 31 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
<b>PhD-MS Courses taught</b>	Advanced Research Methods and Techniques, Advanced Quantitative Tools for Research, Applied Econometrics, Qualitative Tools and Analysis, Financial Time Series, Empirical Asset Pricing
<b>Software available</b>	SPSS 21, AMOS, E-views 8, Stata, NVivo 10, Matlab, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).
<b>Major equipment</b>	1 Black Printer, 1 Color Printer, 1 Scanner, 31 Desktops, Switch Full Deluxe with adequate ports.
<b>Safety regulations</b>	Available and communicated

Table 3.3: Computer Lab Information



<b>Lab Title</b>	Lab 5
<b>Location</b>	100 Campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with less than 31 students.</li> <li>• For Internet usage</li> <li>• For Printing of reports, assignments</li> </ul> <p>To access HEC Digital Library, SZABIST e-library</p>
<b>Adequacy for instruction</b>	Adequate for 31 students at a time. 31 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
<b>PhD-MS Courses taught</b>	Advanced Research Methods and Techniques, Advanced Quantitative Tools for Research, Applied Econometrics, Qualitative Tools and Analysis, Financial Time Series, Empirical Asset Pricing
<b>Software available</b>	SPSS 21, AMOS, E-views 8, Stata, NVivo 10, Matlab, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).
<b>Major equipment</b>	HP Color Printer, 31 Desktop PCs, Switch Full Deluxe (48 Ports), Black Printer, Scanner
<b>Safety regulations</b>	Available and communicated

Table 3.4: Computer Lab Information

<b>Lab Title</b>	Lab 6 (Dedicated lab for MS and PhD Students)
<b>Location</b>	100 campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with more than 25 students.</li> <li>• For Internet usage</li> <li>• For Printing of reports, assignments</li> </ul>



	<ul style="list-style-type: none"> <li>• To access HEC Digital Library, SZABIST e-library</li> </ul>
<b>Adequacy for instruction</b>	Adequate for 25 students at a time. 25 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
<b>PhD-MS Courses taught</b>	Advanced Research Methods and Techniques, Advanced Quantitative Tools for Research, Applied Econometrics, Qualitative Tools and Analysis, Financial Time Series, Empirical Asset Pricing
<b>Software available</b>	SPSS 21, AMOS, E-views 8, Stata, NVivo 10, Matlab, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).
<b>Major equipment</b>	1 Black Printer, 1 Color Printer, 1 Scanner, 25 Desktops, Switch Full Deluxe with adequate ports.
<b>Safety regulations</b>	Available and communicated

Table 3.5: Computer Lab Information

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

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

Instructions are clearly written on the Notice boards pertaining to:

- Internet usage Proxy setting,
- Proxy setting to use HEC Digital Library,
- Instructions and settings to use printer
- Rules and Regulations for Lab usage
- Lab classes Schedule
- ZABDESK proxy settings



**b. Are the resources available sufficient for the program?**

Yes, resources are sufficient and a dedicated research lab (Lab 6) for MS/PhD students is available to them for the whole day from Monday to Saturday. In this all required software are installed for the students and an access to HEC digital library is provided to access research journals and other scholarly material.

**Standard 3- 2 Adequate Support of Personnel for Labs<sup>16</sup>**

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

Laboratories are furnished with a reasonable number of professional personnel's to provide continuous support to labs, students and faculty. They are constantly guiding students in:

- i) How to use and maintain student account password privacy and its importance?
- ii) How to use various software and hardware?

New students are given comprehensive guidance by Lab Personnel in getting oriented to ZABDESK usage and online-registration.

A total of 12 dedicated staff members are working at different time slots to ensure unhindered delivery of knowledge. The hierarchical levels of this staff are as follows:\*

DESIGNATION	NO. OF PEOPLE
<b>Supervisors</b>	
i. Lab Administrator	1
ii. Lab Supervisor	1
<b>Computer Lab staff</b>	
i. System Engineers in Lab number 1 and 2*	2 (Morning / Evening shifts)
ii. Associate System Engineers in Lab number 3	2 (Morning / Evening shifts)
iii. Associate System Engineers in Lab number 4	2 (Morning / Evening shifts)
iv. Associate System Engineers in Lab number 5	2 (Morning / Evening shifts)
v. Associate System Engineers in Lab number 6	2 (Morning / Evening shifts)
*Labs 1&2 are interconnected via doorway. Same is true for Labs 5&6.	
	Total = 10
<b>Attendant</b>	1

Table 3.6: Adequate Support of Personnel for Labs

<sup>16</sup> The sources of information are Director IT, Manager Systems and Computer Lab staff.



Computer Lab shifts per Lab	Time Slots	Personnel
Morning	8:00am – 3:00pm	1
Evening	3:00pm – 10:00pm	1

Table 3.7: Computer Lab Shifts per Lab

### Standard 3- 3 Adequate Computing Infrastructure and Facilities

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

No.	Particulars	Quantity
1	Servers	20
2	Desktop Computers	296
3	Video Conferencing Equipment	1
4	Color Scanners	3
5	Printers	10
6	Multimedia Projectors	29
7	Local Area Network with 250+ nodes, CISCO 2600 Series Routers, CISCO 2950 series of switches, Laser Printers, Color Printers, Finger Print Devices, Multimedia Equipment and a rich Software Library.	

Table 3.8: Computer Lab Shifts per Lab

- b. Shortcomings in Computing infrastructure and facilities

For PhD-MS program some more software are needed like M-Plus, ATLAS Ti and R.



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

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



## **Criterion 4: Student Support and Advising<sup>17</sup>**

### **Standard 4-1 Sufficient Frequency of Course Offering<sup>18</sup>**

#### **a. Provide the department's strategy for course offering**

- The courses in PhD program are offered at the beginning of every semester. The announcement of the courses is made through notice boards and ZABDESK. PhD students have to register for the courses online through SZABIST e-portal ZABDESK.
- Both core and elective courses are offered at the same time to all PhD students of Management Science.
- The continuity of a core course depends on minimum 5 students in the course, as per policy, in case of less than five students the core course is dropped, however, it never happened in the past because of higher enrollment in the program.
- In case of an elective course, the requirement to continue a course is minimum 5 students. If a course is dropped / washed out in a semester then it is offered again in next semester.
- Usually the courses are offered in alternate semesters, however in case of a special requirement of more number of failures in a course, it is offered either in summer of the same academic calendar or in two consecutive semesters.
- The courses are continuously reviewed and updated periodically as per HEC guidelines and to keep program current and update through curriculum committees and BOS.
- The normal and acceptable class strength at PhD-MS level is 15 students, however, it varies depends on the registration in a course, a maximum of 20 students can also be allowed in a course.
- In case of excess registration in a course the section is bifurcated into two sections.

The department offers both core and elective courses from the beginning of the program. If 5 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 them competitive.

Generally, the class strength at PhD level is 15 to 20 students. It varies in core and elective courses. In elective courses the average class size is relatively less as compared to the average class size of the core course.

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<sup>17</sup> The source of information is the EDC, Student Handbook, and Prospectus 2015.

<sup>18</sup> The sources of information are Program Managers and time tables of previous semesters.



**b. Explain how often core courses are offered**

All courses are offered as per course plan provided in the Curriculum Plan in Criterion 2 and also given in the prospectus and the Course Catalogue. Courses are offered in alternate semesters at SZABIST. In case of large number of failures in a course, the course is repeated in subsequent semester.

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

Elective courses are offered for specialization and these are in every semester, but these repeated in consecutive semesters. Electives are offered in the specialized areas of General Management, Finance, Marketing, and Human Resource Management. The students may select from the given set of electives courses depending which discipline of Management Sciences they intend to adopt in future.

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

PhD-MS Course Taking Policy in Other Programs is as follows:

- In course catalogue Management Sciences don't have any equivalent courses to other departments.
- Students are allowed to take Elective courses from the offered courses.
- Two interdisciplinary courses are allowed from Social Science, Education, or Computer Science, provided they are offered at PhD level and have some relevance to the research area of the student.

**Standard 4-2 Effective Faculty/Student Interaction<sup>19</sup>**

**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 or a lecturer.**

- Student / faculty interaction is achieved through class room discussions.
- Faculty spare exclusive counseling time for individual students before and after the class
- Standardized course outlines are developed on prescribed templates, which ensure that students are aware of the topics that need to be covered by faculty. The course outlines

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<sup>19</sup> The sources of information are personal experience and validation from Program Managers.





also indicate the assessment criteria for the course. This makes the student faculty interaction effective and facilitative.

### **Standard 4-3 Professional Advising and Counseling<sup>20</sup>**

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

Students are informed about program requirements through Advertisements, SZABIST Prospectus, Brochures, Student Hand Book, Official Facebook Page, Newsletter, Admissions Department, Program Heads, and Orientation, Website and ZABDESK guideline.

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

- Students are provided advising services through Orientations, Seminars, Workshops, Students Evaluations, Open Defense and Semester Evaluations.
- Specific counseling is providing regarding course selection and area of research.
- Each faculty posts counseling hours on the door, so whenever a student has a problem in studying, he/she can visit faculty members during counseling hours or by appointment.
- Students can also discuss their problems with program managers during designated hours.
- Separate Graduate Student handbook is developed and to be distributed from Fall 2016.

#### **c. Describe the student counseling system and how students get professional counseling; when necessary.**

This counseling system at SZABIST has been described in *Standard 4-3 Professional Advising and Counseling* question b and question d.

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

There is no professional counseling required for PhD students, because in PhD there are mature and working students. However, there is an advisory process for the counseling to the students who are facing challenges in balancing the work-life-education.

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<sup>20</sup> The sources of information are EDC, Student handbook, and Prospectus 2015.



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

Students also interact with researchers in seminars, workshops and conferences arranged by the department. Professional discussion forums are arranged to enhance the awareness and quality of program.



## **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 Process**

#### **a. Describe the program admission criteria**

The PhD-MS program's admissions requirements to be fulfilled by the student(s) are provided below:

<b>PhD-MS Program</b>	<b>Criteria of Admission</b>
54 Credit Hours	A candidate with MA/MS/MBA/MPhil or any other equivalent degree with minimum 5.5 years of formal university education in the relevant field from an HEC recognized local or foreign university with minimum 3.0 CGPA are eligible to apply for the admission in PhD-MS program at SZABIST.
	GAT Subject with minimum 60% score as per requirements of HEC.  All candidates are required to go through the step by step admission procedure which is presented in the flowchart on the following page.

- **Re-admission after Dismissal**

After dismissal, the student will have to apply as a fresh candidate and the courses studied earlier will not be transferred.



**b. Flow Chart of Admission Process**

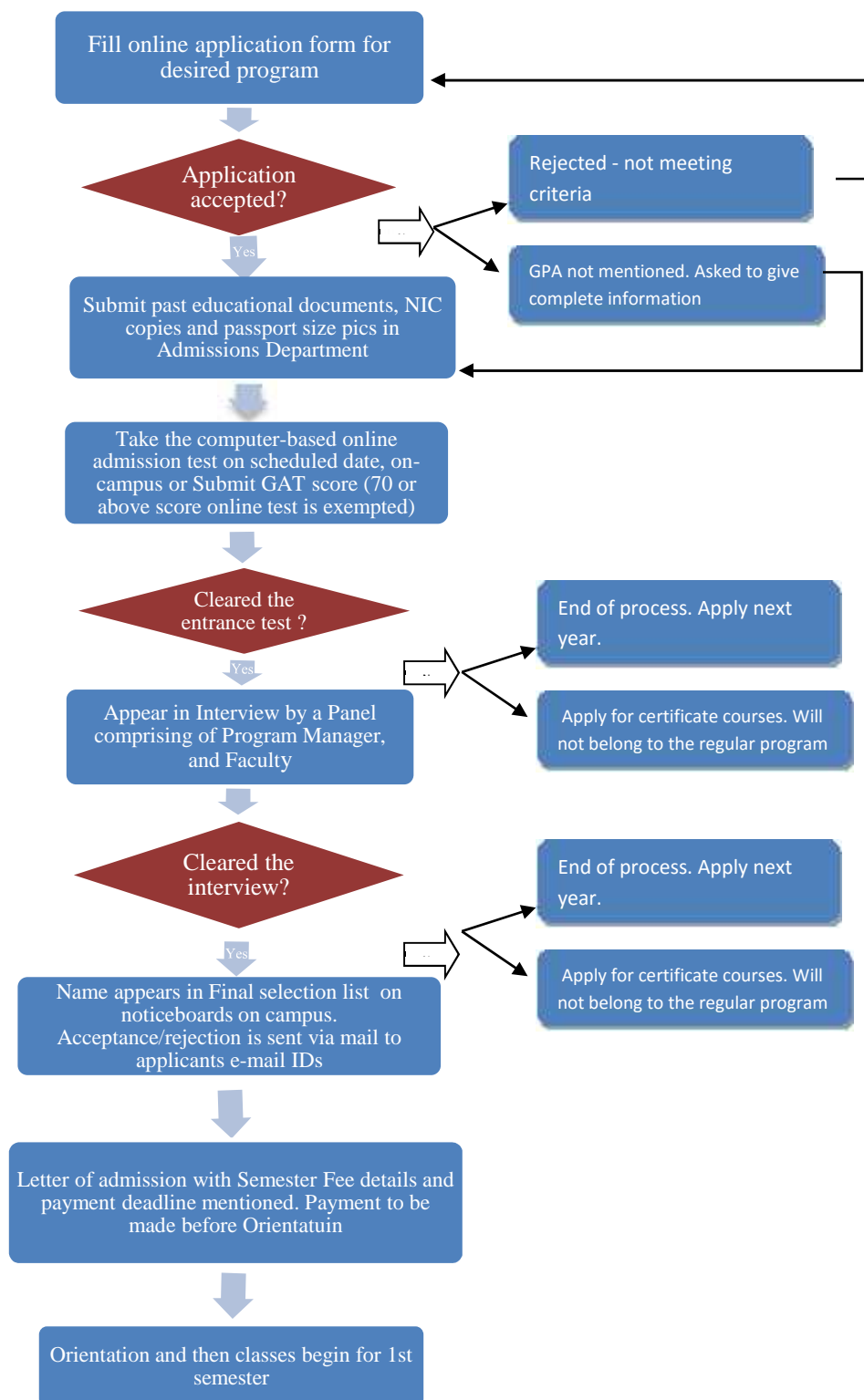


Figure 5.1



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

**External Transfer policy:**

A certain number of credit hours/courses may be transferred after admission into SZABIST from other HEC-recognized Degree Awarding Institutions, subject to the following:

- Courses are to have content similarity with course against which they are requested for being transferred.
- Minimum Grade B and above (GPA > 3.0) or minimum score of 80% was obtained in the course.
- The request for transfers must be made at the time of admissions; and the maximum of 50% of course work can be transferred subject to the approval of Admission Committee. However, candidates would still require clearing all SZABIST admission requirements.
- Maximum time limit to transfer courses is during the course work.
- CGPA tabulation will not include grades from previous university.

**Internal Transfer policy:**

For transfer candidates from other SZABIST campuses, the candidates must fulfill the admission requirements of the local campus they wish to transfer into. The student, however, must have completed at least 25% of the coursework at the original campus.

All courses / grades are transferable. A transfer admission fee is applicable for students transferring from one SZABIST Campus to another. The candidate is required to fill the Campus Transfer Form. For transfer candidates from the SZABIST Certificate Programs, all courses having a letter grade B or above for the PhD program are transferable.

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

Admission Criteria and processes are reviewed in the Doctoral Committee and BASR Meetings before the new admissions.

Some of the positive changes in the Admission process during the last year are:

- i. Admission Criteria is based on HEC policy and guidelines.
- ii. Extended office hours from 9:00 a.m. to 9:00 p.m. to facilitate applicants during May and June.
- iii. Storage facility for Admission department has been provided with plans to extend it further in the future.
- iv. Dedicated interview team to review the applicants in timely manner.



## **Standard 5-2 registration and Students<sup>21</sup>**

### **a. Describe how students are registered in the program**

#### **Students Registration Process (Course Work):**

Students are required to register through ZabDesk for the courses of study at the start of the semester. ZabDesk is an Online Registration System developed indigenously by the Zab Solutions.

The Academics department is responsible for disseminating information regarding registration; through an email to the committee i.e. e-group of staff and faculty involved in academic issues and SMS to student e-groups, and notices on boards all over campus, explaining the ZabDesk registration process, the last date for registration and the fine for late registration.

Course registration starts one week before the semester starts and is closed one week after semester begins. In the 3rd week a list is generated of students attending courses and those attending courses with incomplete requisites. The same are asked to deregister from the incorrectly opted course.

Online registration is closed one to two weeks after semester begins and then manual registration is allowed from the main Academic's office upon payment of a late registration fine of Rs. 1000. The timelines for late registration is maintained after which no registration is allowed.

Students who are not registered are not allowed to attend classes. Registered students who have paid the fee but have remained absent for three classes are forced to de-register from the course during the fourth week.

#### **Students Registration Process (IRS/Dissertation):**

The PhD-MS students are required to complete two Independent Research Study (IRS)-06 credit hours each, during their program of study and a Dissertation (30 Credit Hours). However, the registration process of IRS and Dissertation requires approval of the IRS topic from the PhD-MS program manager and dissertation topic from Doctoral Committee and subsequently from BASR. A prior consent of an approved research supervisor is needed. The process requires submission of IRS/Dissertation registration form and IRS/Dissertation proposal approved by the Research Advisor up to third week of semester. In case a student fails to submit an approved proposal, the students are asked to deregister from the IRS/Dissertation. The university strictly adheres to its plagiarism policy, in evaluating the IRS/Dissertation proposals, which requires the threshold of less than 20% similarity index through Turnitin.

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<sup>21</sup> Student Handbook 2015



### **Termination of Registration Process (Courses/IRS):**

The registration in a course IRS and thesis can be terminated in two ways:

- 1) The student may request for withdrawal of a course up to second week of a semester, in which case the course is dropped.
- 2) In case the student decided to withdraw the course after second week, the request has to be made prior to the 12<sup>th</sup> session through ZABDESK's Online Course Withdrawal Process. A grade mark "W" is awarded to the student.

The request for withdrawal has to be approved by the Academic Controller, Program Coordinator and Records Department. In case of withdrawal, a letter grade of W (with no grade points) is awarded.

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

#### **Monitoring Student Progress:**

##### **Attendance:**

Students are required to maintain 80% attendance throughout the semester in order to qualify for the final exam. Maximum 3 absences are allowed per semester per course. Two late arrivals are equal to 1 absence. In case of non-compliance of attendance rules, a letter grade F is given in the course.

##### **Midterm and Final Examination Policy:**

A mid-term exam for the PhD-MS program is administered in the 8<sup>th</sup> session. The mid-term exams account for an average of 25% percent of the final grade and the maximum duration is 2 hours.

The final exam is generally of three hours duration. However, being the assessment for PhD-MS students, the faculty is encouraged to use case study or research-based methodology to assess the learning outcomes of courses.

The students are also assessed by way of term reports and projects, where students are expected to study the course related issues and use research methodology learned, to resolve an issue, present the findings, and in most of the cases the term report / project report is presented in class, for discussion and defense.

IRS and Dissertation are also evaluated at the end of every semester. The students are required to maintain a record of their work stage wise and get it approved from advisor at each stage. The record must be submitted at the time of submission of final report. The university also conducts a





mid-semester evaluation in eighth week, where students are required to report the work done so far to an evaluation committee consisting of at least two faculty members from the relevant departments. The responsibility of the evaluation committee is to ensure the pace and quality of research conducted so far. In case the Committee is not satisfied with quality or pace of research, the student is forced to de-register the Independent Study/Dissertation. The committee also submits a confidential report to the research advisor of the student, with comments.

The students are rigorously evaluated in an end-of-semester evaluation at the end of each regular semester, where a number of students and senior researchers from different universities, critically pose queries at the end of the IRS presentation. The grading of the Thesis and the IRS reports is based on depth and quality of research and is partly distributed between the internal and external evaluators in end-of-semester evaluation.

The final evaluation of Dissertation is done in a Special Seminar conducted for the purpose of the defense. A panel committee comprising of Internal and External Evaluators pose critical questions. The assessment grade is, however, awarded on the basis, evaluation of the internal and external evaluators comprising seasoned Ph.D. faculty and expert in the field of study.

### **Passing Grades:**

Minimum passing grade in each course is 'B-' for PhD program courses. Student with 'repeat grades' such as 'C+' or any other lower grade must repeat the course next time as it is offered.

### **Probation & Dismissal on Academic Grounds:**

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 PhD-MS Program is 3.00.

- 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 in ZabDesk through Program Manager and Academic Controllers.

For regular monitoring of PhD-MS and all other academic programs, an Academic Heads meeting is held once a month. The meeting is chaired by President and attended by the Vice-President Academics, all Program Managers, Academic and Examinations Controller, and other



department heads. Any necessary amendment in policy and resolving of individual cases is carried out at these meetings.

Due to this timely review of the Academic issues at all levels, the university has been able to achieve efficiency in admission, registration and examination processes at all levels resulting in accuracy in admission screening process, timely registration and attendance sheets availability, class scheduling, course and class monitoring etc.

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

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

#### **Faculty Recruitment Process**

The faculty recruitment process is initiated by the Vice President Academics in consultation with program managers to full-fill any shortage of teaching and research faculty. The human resource department (HRD) of SZABIST advertises the faculty positions through leading newspapers in light of the faculty requirements communicated by the Vice President, and SZABIST website for online applicants. HRD sets up a committee in consultation with the President and Vice President, for short listing the suitable candidates and then sends interview calls. Selection committee, consisting of the Dean of Program, Program Manager and senior faculty conducts the interview of shortlisted candidates and further shortlists the suitable candidates for demo lectures. The demo lecture is mandatory for all despite qualification and experience. At the end of the demo lecture and based on the evaluation criteria, faculty is hired and HRD sends them the offer letter for faculty position.



**b. Flow Chart of Faculty Recruitment Process**

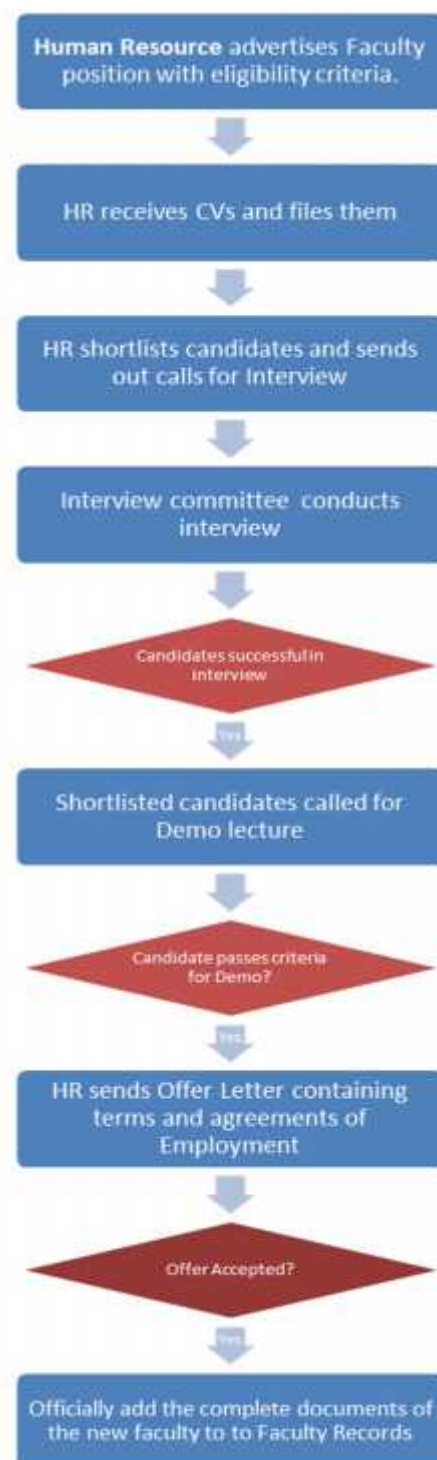


Figure 5.2



**c. Indicate methods used to retain excellent faculty members**

**Faculty Retention Methods and Measures**

Academic committee evaluates the faculty every semester with the support of HR and academics departments. If the evaluation of the faculty is satisfactory, accordingly they are considered as confirmed full time faculty.

SZABIST offers the following valuable intrinsic and extrinsic incentives and rewards for faculty retention. The offerings and benefits have been developed over a number of years based on the careful need assessment and competition being faced by the university from a number of different employers in the field:

- i. Highly competitive salary packages.
- ii. Flexible working hours within a given work week.
- iii. Opportunity to get promoted and salary revision based on performance review, during the course of studies.
- iv. Car Loan Financing.
- v. Provident fund.
- vi. Annual Bonus.
- vii. Annual raise to counter inflationary effect.
- viii. Performance Increment policy.
- ix. Capacity Development programs/workshops.
- x. Fully funded trip for presenting own research paper at any Research Conference within Pakistan (once in a year).
- xi. Partially funded trip to an international research conference to present a research paper (once in 2 years).
- xii. Publication honorariums for publication of articles and research papers,
- xiii. Thesis and dissertation advisor / committee member honorarium and much more.

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

The Faculty Evaluation and Promotion Processes are duly in line with SZABIST's Mission Statement. In order to support the mission, Dean/Heads of departments evaluate their faculty members annually to have the best brain in the faculty. The faculty member is evaluated in terms



of their teaching, student's feedback, research work, publications, arranging seminars/guest speaker sessions, attending conferences and other administrative work.

The evaluation results are further used as tools for promoting those faculty members, who are engaged in giving quality education and sharing industry's experience with the students to prepare them for competitive job industry. The faculty members who are well qualified but not able to achieve the goals assigned by the Dean/Heads of the departments are properly trained.

Hence, Evaluation process at SZABIST has set up the foundation of achieving the targets as set in the Mission statement, as it helps in promotion, appreciation, and training, proper counseling of faculty members to prepare them for producing high quality graduates nationally and internationally.

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

#### **Improvements in the Faculty Evaluation and Promotion Process**

In Academic Council and Academic Heads meeting the faculty evaluation and promotion processes are discussed. Academic Council meeting held semi-annually and Academic Heads meeting conducted on monthly basis.

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. Further improvements in the past year have been made in the official procedure.

Performance Appraisal Forms have been amended. Moreover, training of employees and appraisers is under considered by HR department for better understanding of evaluation criteria by all concerned. The faculty evaluations results are reviewed and the Promotion Committee takes the final decision on promotions.

#### **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 through:



Class size is limited to only 15-20 students, which allows the delivery of high quality education on an interactive basis. Teachers pay individual attention and encourage participation and constructive discussion.

All class rooms are air-conditioned and equipped with overhead projectors, wall-mounted screens, white boards and multi-media projectors, PCs and internet connectivity, to facilitate the teaching and learning process the facilities create a pleasant environment.

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

There is regular assessment of course material and teaching, carried in the 5<sup>th</sup> and 6<sup>th</sup> week of each semester. The assessment is done online by the students through a questionnaire.

The Vice President Academics reviews all the assessments and gives his comments on all the evaluations and then forwards them to relevant the Program Managers.

If a permanent faculty member scores less the 60% in the evaluation, the Program Mangers informs him/her about the scores and allots time for improvement. After two weeks they are reevaluated, unless the score is improved, their case is taken to the Vice President Academics and his verdict stands.

Whereas, if a visiting faculty scores less than 60% in the evaluation the Program Mangers informs the relevant faculty about the scores and allots time for improvement. After two weeks they are reevaluated, and if no improvement is made, then the faculty member is removed.

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

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

Minimum CGPA to graduate is 3.00 for PhD-MS.



PhD-MS Program	Requirement for Completion of Degree
PhD-MS 54 credit hours	<ul style="list-style-type: none"><li>• Minimum duration of PhD-MS is 3 years</li><li>• 6 PhD-MS courses (18 credits)</li><li>• 2 Independent Research Studies (6 credits)</li><li>• Dissertation (30 credits)</li><li>• Max duration to complete this degree is 7 years</li></ul>

Table 5.1: Requirement for Completion of Degree

A student can repeat the course to improve the CGPA. Minimum CGPA to qualify for the comprehensive exam is 3.0. The maximum time allowed to complete the Doctorate program is 7 years. Without completing all degree requirements, including, clearance of financial dues, completing the required courses, independent research and Dissertation, the degree is not awarded.

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

**Periodic Evaluation of above Procedure and its Improvement**

The bimonthly **Academic Heads** meeting, the bi-annual **Academic Council meeting** and the bi-annual meeting of the newly formed **Board of Studies**, regularly discuss and evaluate the procedures that ensure completion of PhD Degree program requirements. These discussions lead to improvements and amendments in the processes and procedures. **Course Revision Committees** made of faculty and industry experts provide market feedback and ensure that the courses and course offerings remain updated.



## **CRITERION 6: FACULTY**

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





## Criterion 6: Faculty

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

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

Launched

#### b. Faculty distribution by program's areas<sup>22</sup>

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D. degree
Marketing	05 courses / 01 section	1	1
Management/HR	16 courses / 01 section	2	2
Economics & Finance	14 courses / 01 section	2	2
Research Methods	04 Courses/ 01 Sections	1	1
<b>Total</b>		<b>6</b>	<b>6</b>

Table 6.1: Faculty distribution by program's areas<sup>23</sup>

*Note: The maximum number of courses in marketing or other areas like management/HR, and economics and finance include a wide range of courses offered time to time, from which, the students can choose any few of their choice.*

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

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

SZABIST uses the following criteria for the faculty to be deemed current in their respective areas of study:

1. Participating in academic events like seminars / sessions

<sup>22</sup> The source of information is HR Department.

<sup>23</sup> Table 6.1 of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report



2. Participating in academic and industry conferences / workshops
3. Presenting and publishing papers in conferences / colloquium / monographs
4. Publishing research papers in local and international journals
5. Publishing articles in newspapers and magazines
6. Conducting trainings and workshops
7. Supervising research at bachelors and masters level
8. Supervising research at MBA/MS/Ph.D. level
9. Pursuing further education in their specialized field
10. Incorporating their research and otherwise learning into their teaching through content and methodology

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

The faculty is also allowed flexible work hours in order to facilitate the balancing of teaching work load and research activities with convenience. However, more facilitation is recommended to motivate faculty to research and publications. Doctoral faculty should be given reduced workload keeping in view their seniority/designation, for instance two courses for a professor (with no administrative responsibility), three courses to an associate/assistant professor doctor in a semester and a target of writing/publishing two research articles/cases in a year. Research responsibilities should be given to them. They should be given one teaching assistant each to support their work load. There should be reduced hours policy for them. In case of some leave, it should be adjusted within thirty days by working extra hours.

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

- Faculty is permitted to go on “study-leaves” overseas to attain scholarship in their respective discipline. In past the faculty has availed this facility for Post Doctorate level.
- Additionally, faculty is also facilitated by nominations to attend seminars and workshops routinely held within Karachi city and nationally to update and enhance their knowledge in their core teaching areas.



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

The faculty development programs are evaluated annually for the need to improve and assess their relevance at the Academic Council and finally at the Board of Trustees.

**Standard 6-3 Faculty Motivation and Job Satisfaction**

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

The following elements are routinely incorporated to measure faculty motivation. However, there is a need to include some more facilities for their retention at SZABIST:

- Cordial working environment
- Flexible faculty timings
- Annual, casual, and recreational leaves
- Performance-based increment and annual bonus
- Car Loan facility
- 50% fee concession for up to two children of employee, who have completed at least two years of continuous service

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

Programs are effective as:

- The programs are effective in the sense, that it provides the faculty the opportunity of professional development through Continuing Education facility, through nomination and financial support to attend the seminar's conferences nationally and internationally.
- The 50% concession of fee to children of employees again is a source of motivation of for employees as their children are able to get education at the top institution of higher education.
- The flexible timing enables the employees to manage their time on campus with the time of their classes.
- The reward system in terms of performance based increments and annual bonuses, motivates employees to work effectively and efficiently.



- c. Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction.

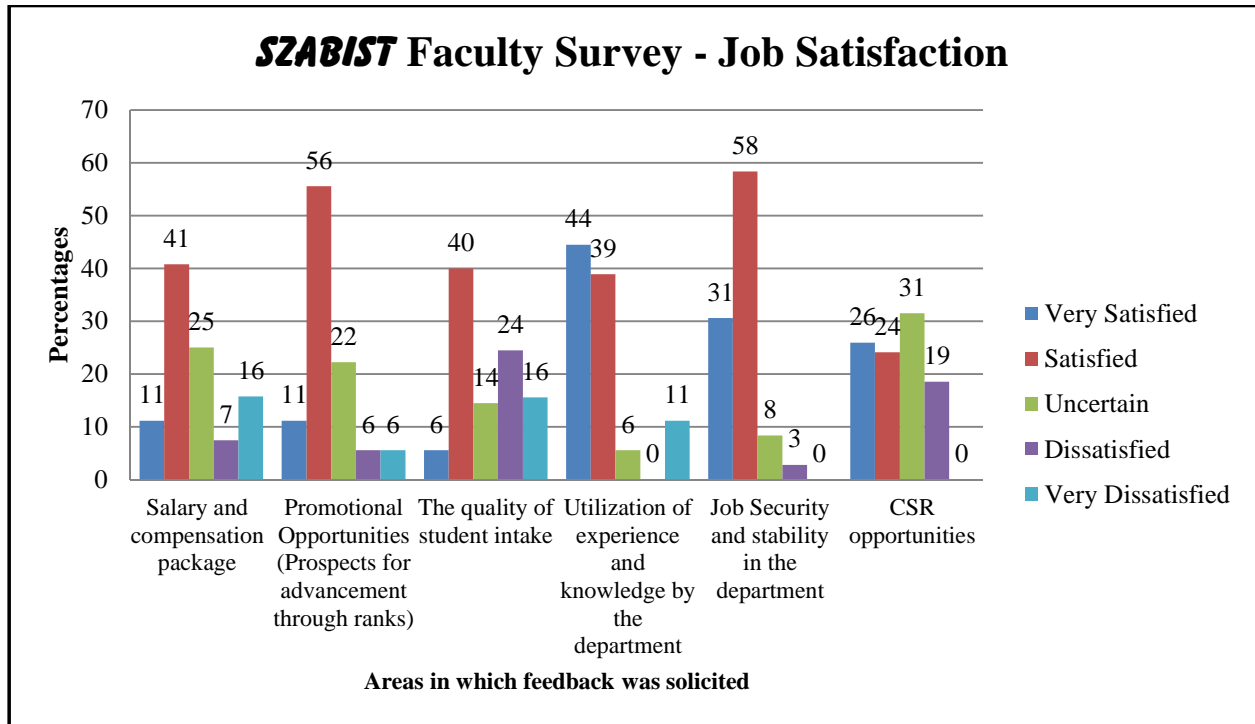


Figure 6.1



### **SZABIST Faculty Survey - Faculty Motivation**

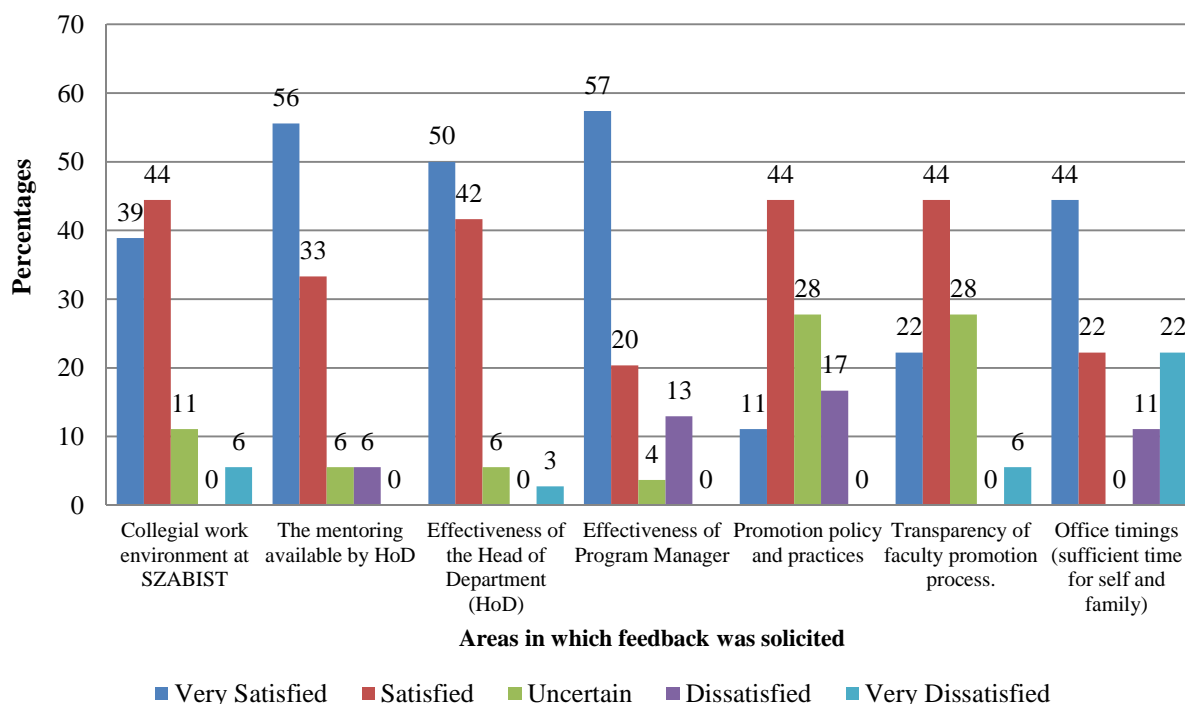


Figure 6.2

#### **Standard 6-4 Management Sciences Faculty (Teaching in PhD Program)**

##### **Permanent Faculty**

1. Dr Nadeem Ahmed Syed  
**Professor**  
PhD, Aquinas University, Philippines  
*Business Administration*
2. Dr [Muhammad Zaki Rashidi](#)  
**Professor**  
PhD SZABIST  
*Research*
3. Dr. Manzoor Ali Isran  
**Professor**  
PhD. SALU, Khairpur, Sindh  
*Political Economy*

4. Dr. Jawaid Ahmed Qureshi  
**Associate Professor**  
PhD SZABIST  
*Management Science*
5. Dr Muhammad Kashif  
**Assistant Professor**  
PhD Glasgow University, Scotland  
*Finance*

**Visiting Faculty**

1. Dr. Jameel Ahmed  
**Adjunct Faculty**  
**Deputy Director State Bank of Pakistan**  
PhD Maastricht University, Netherlands  
*Economics & Finance*

## **CRITERION 7: INSTITUTIONAL FACILITIES**

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



## Criterion 7: Institutional Facilities

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

#### a. Describe infrastructure and facilities that support new trends in learning<sup>24</sup>

E-learning infrastructure is in place and we have robust program of E-learning and intend to continue E-learning in future.

No.	Particulars	Quantity
1	Servers	16
2	Desktop Computers	296
3	Video Conferencing Equipment	1
4	Color Scanners	3
5	Printers	8
6	Multimedia Projectors	29
7	Local Area Network with 250+ nodes, CISCO 2600 Series Routers, CISCO 2950 series of switches, Laser Printers, Color Printers, Finger Print Devices, Multimedia Equipment and a rich Software Library.	

Table 7.1: Support Facilities

#### b. Indicate how adequate the facilities are

We have state-of-the-art facilities at our campus to meet present and future demand Online University:

#### Application server

Intel Xeon dual processor 3.0 GHz, 2GB ECC RAM, 72GB HDD, RAID controller 0 and 1, DVD multi-burner for data backup. Installed Windows server 2003 as an operating system with e-learning application software for student and faculty access through the Internet.

<sup>24</sup> The source of information is IT Department.





### Storage server

Intel Xeon dual processor 3.0 GHz, 2GB ECC RAM, 216GB HDD, RAID controller 0, 1 and 5 for data storage, and DVD multi-burner for data backup. Installed Windows Server 2003, which is running data storage applications for students and faculty records.

Both machines are rack mounted and installed with Pix-Security firewall to secure the e-learning application software for reliable access to all users.

### Standard 7-2 Library Collection and Staff<sup>25</sup>

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

SZABIST library is equipped with ZABLIS, the most modern library automated system. It contains a rich collection of books, research projects / papers, thesis and dissertations. The library subscribes to a number of journals and magazines to update students' knowledge on current development taking place nationally and internationally. Currently, SZABIST has a total of 13,528 physical books / reports/ thesis, etc. In addition to this, SZABIST also has a collection of 4,300 e-books in e-library and a total of 8,242 on-line journals.

The library is also linked to full-text online academic journals through the HEC digital library access. In addition, the library subscribes to a number of Digital on-line libraries (EBSCOHOST, IEEE, and ACM) through which students can access an unlimited number of journals and magazines.

Library Resources (Management Sciences)			
No.	Particulars	Quantity	
1	Printed Form		
	A. Management Sciences Books	4,174	
	B. Reports	353	
	i. Independent Study		335
	ii. Project		0
	iii. Thesis		18
	C. Journal/Magazines (Subscribed)	50	
	D. Newspapers (Daily)	09	
2	Digital Form		
	A. E-Books	4,300	
	B. CD's	734	

<sup>25</sup> The source of information is Librarian.



	i. Books Related		
	ii. General		
	<b>C. Audio/Video Cassettes</b>	<b>0</b>	
	<b>D. Journal/Magazines (Online)</b>	<b>8,242</b>	
	<b>E. Access to Online Journals</b>		
	I. HEC Digital Library	<b>Yes</b>	
	• ASTM	<b>Yes</b>	
	• EBRARY	<b>Yes</b>	
	• IET Digital library	<b>Yes</b>	
	• Institute for operations research and the management sciences	<b>Yes</b>	
	• McGraw Hill Collections	<b>Yes</b>	
	• Project Muse	<b>Yes</b>	
	• Springer link	<b>Yes</b>	
	• World bank e-library	<b>Yes</b>	
	• Wiley-Blackwell journals	<b>Yes</b>	
	• University of Chicago Press	<b>Yes</b>	
	II. EBSCOHOST	<b>Yes</b>	
	III. ACM Library	<b>Yes</b>	
	IV. Emerald insight	<b>Yes</b>	
	V. JSTOR	<b>Yes</b>	
	VI. Taylor & Francis Journals	<b>Yes</b>	
	VII. Open Access	<b>Yes</b>	

Table 7.2: Library Resources



**b. Describe the support rendered by the Library**

Following are the ways in which the library staff supports the faculty and students

- i. Respond to daily-on-site reissue requests for books.
- ii. Train library users to effectively search the Library catalogue, Internet and other electronic resources.
- iii. Book and other reading material lending services
- iv. Receiving and persevering all reading material
- v. Information access in digital form
- vi. To search newly available books in market and on internet and make a list of required ones’.

**Library Staff Timing**

Shifts	Timeslots	Personnel (s)
Morning	8:00 a.m. -- 4:00 p.m.	6
Evening	2:00 p.m. -- 10:00 p.m.	4

Table 7.3: Library Staff Timing

**Standard 7-3 Class-rooms & Offices Adequacy<sup>26</sup>**

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

Class rooms are well equipped with

- i. Multimedia projectors,
- ii. PCs’ with internet connections,
- iii. Sound systems
- iv. Uninterruptible Power Supply (UPS)
- v. Air Conditioners/Fans,
- vi. Surveillance Cameras
- vii. Chairs,
- viii. Rostrums,

<sup>26</sup> The sources of information are Student handbook and Prospectus.



- ix. White Board,
- x. Pc Trollies,
- xi. Tube Lights,
- xii. Blinds,
- xiii. Wall Clocks and
- xiv. Other necessary stationeries and things that are required by faculty members that add value in teaching.

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

Rooms are allocated for permanent and visiting faculties where latest Intel Core, i3, i5 and i7 PCs are available with full Internet facilities, printers, landline extensions, Wi-Fi, digital library access, split air conditioners, shelves, UPS, display boards to display their office schedules, and other necessary stationeries and equipment. It is essential for all the faculty members to display their semester schedule on their doors to inform students of the faculty's availability.

## **CRITERION 8: INSTITUTIONAL SUPPORT**

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



## **Criterion 8 – Institutional Support**

### **Standard 8-1 Support and Financial Resources<sup>27</sup>**

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

Permanent faculty is being hired on handsome salary package, which includes basic salary, conveyance medical and house rent allowance.

On annual basis around 10 to 15 percent on basic salary increment is being added and after every year a bonus is awarded to every employee in the month of March.

Also on semester/Annual progress report and recommendation on excellent work or achievement for SZABIST, salary is increased or some award in the shape of money is awarded to him or her.

After three years of successful teaching in SZABIST, loan facility can also be used by the faculty.

After the completion of the permanent faculty probation period (i.e. 6 months), SZABIST offers them to continue with their higher studies according to their needs without any payment but they have to sign an agreement to serve the institution for five years after completion of their respective degree.

**b. Describe the level of adequacy of secretarial support, technical staff and office equipment<sup>28</sup>**

There are 18 dedicated academic staff members who provide secretarial and technical support to the Management Science department. The support includes:

- Class Management
- Attendance Sheet Circulation
- Time Table Maintenance
- Schedule Circulation
- Notification Circulation to both students and faculty members about classes, seminars, workshops and the like.

Rooms are allocated for permanent and visiting faculties where latest Intel Core to i7 PCs are available with full internet facilities, Wi-Fi, printers, digital library access, landline extensions, split air conditioners, UPS, shelves display boards to display their objectives and schedules, and

<sup>27</sup> The sources of information are HR Department, and Vice President (Academics). For further details please see section 5-3 and 6-3.

<sup>28</sup> The Source of information is Academic Staff



other necessary stationeries and equipment. Moreover, it is essential for all the faculty members to display their semester schedule on their doors for students' consultation and faculty's availability.

### **Standard 8-2 Number and Quality of GSs, RAs and PhD Students<sup>29</sup>**

#### **a. Provide the number of graduate students for the last three years**

##### **Number of Graduate Students**

<b>Year</b>	<b>No. of Graduates</b>
<b>2014</b>	<b>3</b>

Table 8.1: Number of Graduate Students

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

##### **Graduates: Faculty Ratio<sup>\*</sup>**

<b>Year</b>	<b>Graduates: Fulltime Faculty Ratio</b>
<b>2014</b>	<b>0.56:1</b>

Table 8.2: Graduate Faculty Ratio

##### **Number of Faculty**

<b>Particulars</b>	<b>Faculty</b>
	<b>2014</b>
<b>Total Number of Faculty</b>	<b>5.33</b>
Full Time faculty	4
Adjunct Faculty <sup>**,***</sup>	1.33

Table 8.3: Number of Faculty

\* Graduates / Faculty of PhD-MS 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

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<sup>29</sup> The sources of information are ZABDESK and HR Department.



### Standard 8-3 Financial Support for Library and Computing Facilities

**a. Describe the resources available for the library.<sup>30</sup>**

Particulars	Budgetary Allocation (Rupees)		
	2012-13	2013-14	2014-15
Library	1,365,500	1,553,000	1,897,800

Table 8.4: Resources available for the library

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

Not applicable for PhD-MS program.

**c. Describe the resources available for computing facilities<sup>31</sup>**

Particulars	Budgetary Allocation (Rupees)		
	2012-13	2013-14	2014-15
Computing Facilities	5,251,160	4,925,310	6,656,650

Table 8.5: Resources available for computing facilities

<sup>30</sup> The information is provided by Finance Department and is for the Management Sciences Department.

<sup>31</sup> The information is provided by Finance Department and is for the Management Sciences Department.





## **Annexure**

### **➤ Sources of Information**

- Department Head and Program Manager of MS/PhD MS
- Program Support Officer
- Finance Department
- Academics Department
- Library
- Human Resource
- HEC Self-Assessment Manual
- Previous PT Report of MS-MS
- Prospectus 2015
- Student Handbook 2015
- Faculty and Staff Handbook



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# **SELF-ASSESSMENT REPORT**

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**PhD- Management Sciences**

***Program Self-Assessment Checklist***

***SZABIST***

## Guidelines for Program Team Report and QEC Review

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Program: PhD- Management Sciences

**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>				
<b>Standard 1-1</b>	<b>Program Measurable Objectives</b>			
	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>			
<b>Standard 1-2</b>	<b>Program Outcomes</b>			
	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	✓		
<b>Standard 1-3</b>	<b>Assessment Results And Improvement Plans</b>			
	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

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# **SELF-ASSESSMENT REPORT**

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**PhD- Management Sciences**

***Assessment Team Report***



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# **ASSESSMENT TEAM REPORT**

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## **PhD- Management Sciences**

*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. Imran Amin
- ii. Dr. Kashif Ali
- iii. Mr. Mazhar Ali

### 2. Date of Nomination

30<sup>th</sup> May 2016

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

Forty Three (43) days

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

Management Sciences & Doctor of Philosophy in Management Sciences

### 5. Shortcomings of the PT report

The shortcomings of the report have been discussed in detail below as well as highlighted in the hard copy of the report.

- Criterion 1: Standard 1-1b: Page 3: The introductory lines of program measurable outcomes lines of program measurable outcomes need to be corrected.
- Criterion 1: Standard 1-1f: Page 6: The improvement made column for objective 4 needs to be corrected.
- Criteria of faculty nomination for attending workshop/seminars is missing.
- Standard 7.1 The kind of E-learning facilities that are exclusive for the Department as well as exclusive graduate department facilities needs to be mentioned.



- Standard 8.1 The statement should be revised as 10 percent increment with 5 percent increment based on performance appraisal (PA). Increment is only applicable one year after joining

**6. Comments on:**

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

The report covers all the standards and criteria as per SA manual. No portion is incomplete; however, few sections lack details required, these are highlighted in hard copy of the PT report.

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

The information, survey data, student, faculty, and alumni information is correct and it is verified from the sources mentioned in the report and otherwise.

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

Findings and conclusions are not drawn explicitly on the basis of the data. The report contains only fact findings. The data of feedback is also reported without any specific conclusion.

**iv. Observations made during the assessment**

Several observations are made during the assessment, a brief is given below.

1. Program objectives are not measureable nor properly aligned with the outcomes, mission, and curricula
2. Program Assessment results and improvement plans are not properly articulated.
3. Role of BASR / Research Committee / Doctoral Committee is not reflected anywhere
4. Various information either is old or nor relevant

*Note:* Further details are highlighted in hard copy of the PT report.

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

The **strengths** of the program are:

- Foreign qualified faculty
- Small class size
- Diverse curriculum
- Infrastructure

**Weaknesses**

- Access to digital resources
- Delays in MS / PhD processes
- Lacking of faculty development plan
- Holding PhD specific activities / workshop
- Low faculty motivation

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

14<sup>th</sup> July, 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 items is 5 and the minimum is 1. The visiting team is required to award the score by encircling one of the entries against each item. The total of the encircled values (TV) for each criterion will be determined and normalized in percentages. Each criterion has a weight allocated to it. Scores pertaining to a particular criterion will be the product of TV and its weightage. Following are the guidelines to be used to awarding score to each key area.

<b>Result</b>	<b>Score</b>
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

Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05				
Factors					Score				
1	Does the Program have documented measureable 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			
Total Encircled Value (TV)					28				
Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight					4.67				
Criterion 2 – Curriculum Design and Organization					Weight = 0.20				
Factors					Score				
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?	5	4	3	2	1			
5	Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies?	5	4	3	2	1			
6	Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	5	4	3	2	1			
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			
	Total Encircled Value (TV)	40							
Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight					20				



Criterion 3 – Laboratories and Computing Facilities						Weight = 0.10				
Factors						Score				
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students?					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
Total Encircled Value (TV)						15				
Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight						10				
Criterion 4 – Student Support and Advising						Weight = 0.10				
Factors						Score				
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?					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
Total Encircled Value (TV)						10				
Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight						6.67				
Criterion 5 – Process Control						Weight = 0.15				
Factors						Score				
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?					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>40</b>				
<b>Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>10.91</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>22</b>				
<b>Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>9.43</b>				



Criterion 7 – Institutional Facilities					Weight = 0.15		
Factors					Score		
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	
Total Encircled Value (TV)					11		
Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight					11		
Criterion 8 – Institutional Support					Weight = 0.15		
Factors					Score		
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	
Total Encircled Value (TV)					7		
Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight					10.5		

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

**= 83.17**



### **C. Assessment Results Implementation Plan Summary PhD-MS-Karachi Campus**

<b>AT Findings</b>	<b>Corrective Action</b>	<b>Implementation Date</b>	<b>Responsible Body</b>	<b>Resources Needed</b>
Lack of international research activities	It is recommended that to achieve international research and development activity component of the program mission considerable efforts should be made to increase the international research journal. Also, mission statement should be revisited.	Already implemented	Research Committee /Doctoral Committee /AC Council	-
As per the Employers' survey more than 30% of the employees are not satisfied with professionalism, personal management, and management and leadership skills of the students.	It is recommended that targeted courses and trainings should be provided to the students to develop the required skills and abilities.	In process Fall 2016	Head of Department /Program Manager/ Faculty	Budget
Very few publications by the faculty for the past 5 years.	It is suggested that for improving the number of publication faculty should be encouraged to write paper by providing research relevant resources such as reduction in working, increased honorarium finances, moral and material support and the like.	In process	President/ VP Admin and Finance/ VP Academics	-



<b>AT Findings</b>	<b>Corrective Action</b>	<b>Implementation Date</b>	<b>Responsible Body</b>	<b>Resources Needed</b>
According to Faculty survey 40 % of the faculty is not satisfied with the availability of office equipment.	It is recommended faculty offices should be renovated by providing updated equipment and facilities.	Fall 2019	Chancellor/President/ VP Admin and Finance/ VP Academics	Infrastructure Budget
Alumni survey shows higher percentages of poor infrastructure and reputation at international level.	It is recommended the current infrastructure should be revamped. Also, association at international level should be improved by acquiring memberships of relevant bodies and signing Memorandum of Understanding with reputable organizations.	In process	Chancellor/President/ VP Admin and Finance/ VP Academics	Budget of infrastructure
Advisory process to counsel PHD students is missing	It is suggested that a process for guiding PhD students should be formulated and implemented.	Already implemented	Research Committee/ BASR/ Doctoral Committee	-
Limited access to digital resources	It is recommended that more necessary digital resources like Reuters, Bloomberg and the like should be added. Also, complete access of the current resources should be provided.	Fall 2018	Director IT/ Head of Research	-



**President's Comments:** The results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendations of the Assessment Team for enhancing the quality of education in PhD-MS 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 entire Self-Assessment process is very commendable and applaudable. Further, the shortcomings identified above will be addressed and action will be taken with the support of relevant departments and respected authorities soon. The AT findings such as; international research activities and Advisory process to counsel for PhD students are already implemented. The findings related to Alumni and Faculty surveys are communicated to senior management for the required actions. Further, suggested measures for research and publications will be implemented in phases and based on the availability of budget.

**Name and Signature:**

Dr. Nadeem A. Syed

**QEC Comments:** The initiation and completion of the Self-Assessment process of PhD-MS program was a significant task, as the assessment highlighted areas of the program that require improvements. The IR/QEC staff is confident that the implementation of the corrective actions will amplify the market standing of the program and students' overall educational experience. The SAR reached its completion with the support of Head of the Department, Program Manager, efforts of the Program Team and Assessment Team and the dedication of the QEC staff.

**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Mahwash Imran





**President's Comments:** The results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendations of the Assessment Team for enhancing the quality of education in PhD-MS 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 entire Self-Assessment process is very commendable and applausible. Further, the shortcomings identified above will be addressed and action will be taken with the support of relevant departments and respected authorities soon. The AT findings such as; international research activities and Advisory process to counsel for PhD students are already implemented. The findings related to Alumni and Faculty surveys are communicated to senior management for the required actions. Further, suggested measures for research and publications will be implemented in phases and based on the availability of budget.

**Name and Signature:**

Dr. Nadeem A. Syed

**QEC Comments:** The initiation and completion of the Self-Assessment process of PhD-MS program was a significant task, as the assessment highlighted areas of the program that require improvements. The IR/QEC staff is confident that the implementation of the corrective actions will amplify the market standing of the program and students' overall educational experience. The SAR reached its completion with the support of Head of the Department, Program Manager, efforts of the Program Team and Assessment Team and the dedication of the QEC staff.

**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Mahwash Imran





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***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **PhD- Management Sciences**

***Program Team Registration Forms***



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Karachi Campus

## Registration Form

### Program Team

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

Team Leader: Dr. Jawaid A. Qureshi

Name: do

Position: Associate Professor

Institution: SZABIST

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

Mobile No: 0321-8212515

Email Address: jawaid.gureshi@szabist.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)

18-3-2016  
Date

Approved By: [Signature] 18/03/2016  
(Head of the Department)

Note: Completed form should be sent to the QEC



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**Registration Form**

**Program Team**

Program Team of (Name of Department / Faculty): Management Sc. PhD/MS  
Team Leader: Dr. Jawaid Anwar  
Name: Dr. Zahid Raza Position: Professor  
Institution: SEABIT Contact No: (Office) 111-922-478  
Mobile No: 0300 260 1951 Email Address: Zahid@seabit.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)

18/3/16  
Date

Approved By: [Signature] 18/03/2016  
(Head of the Department)

Note: Completed form should be sent to the QEC.



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**Registration Form**

**Program Team**

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

Team Leader: Dr. Ijaz Qureshi

Name: Ambiscen Ahmed

Position: Asst. Professor

Institution: SZABIST

Contact No: (Office) 111-2ABIST

Mobile No: 0300-3997016

Email Address: ambiscen@  
Szabist.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.

Ambiscen Ahmed

Mar. 18, 2016

(Signature of PT Member)

Date

Approved By: Ijaz Qureshi

(Head of the Department)

Note: Completed form should be sent to the QEC



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***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **PhD- Management Sciences**

***Assessment Team Registration Forms***



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### Registration Form

#### Assessment Team

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

Team Leader: \_\_\_\_\_

Name: DR IMRAN AMIN.

Position: Associate Professor.

Institution: S2ABIST

Contact No: (Office) 35821535 ext 205

Mobile No: 03452087255

Email Address: imran.amin@s2abist.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]  
13.5.16  
(Signature of AT Member)

2.6.2016

Date

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





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### Registration Form

#### Assessment Team

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

Team Leader: \_\_\_\_\_

Name: Dr. Kashif Ali

Position: Associate Professor

Institution: SZABIST

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

Mobile No: 0321-2429179

Email Address: kashif.ali@szabist.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)

2nd June 16

Date

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

[Signature]

(Head of the QEC)



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Karachi Campus

**Registration Form**

**Assessment Team**

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

Team Leader: \_\_\_\_\_

Name: Mazhar Ali

Position: Assistant Professor

Institution: SZABIST Karachi

Contact No: (Office) 35824461

Mobile No: 0321-2556074

Email Address: mazhar.ali@szabist.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.

Mazhar Ali

2-6-2016

(Signature of AT Member)

Date

Approved By: Tariq Ali  
(Head of the QEC)