

COLLEGE OF BUSINESS MANAGEMENT

# CBM Faculty Orientation Handbook

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Accreditation & Faculty Development Center:  
Dean's Office

# CBM FACULTY HANDBOOK

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## Preamble

This document elaborates the strategic guidelines for its faculty members having the underlying purpose to create a strategic fit between their academic/research undertakings and the overall vision and mission of the CBM. This document needs to be read along with the following related documents:

1. CBM Strategy and Projects 2013 Ver 1
2. CBM Strategy and Projects 2014 Ver 2
3. CBM Strategy and Projects before NBEAC visit 2016
  - a. CBM Strategy and Projects-Updated Ver 3
  - b. CBM Industry Engagement Strategy, Policy and Projects
  - c. CBM Research Center: Research Policy and Projects
4. CBM EA Application sent to AACSB in March 2018

## 1 Vision and Strategy

### IoBM Vision

To be amongst the leading institutes nationally and internationally for imparting knowledge, skills, confidence, and values to IoBM students and enabling them to become successful professionals globally.

5-Year Target:

- **Strategy:** To pursue Concrete output from our international and national collaborations
- **Strategy:** To acquire AACSB Accreditation, a place in the Regional QS World Ranking

### Mission:

To foster a learning environment where students are motivated to make learning an on-going and a life-long process.

- **Strategy:** Personal blogs of each student
- **Strategy:** Reading, writing and experiential learning designated courses

### IoBM Aims and CBM Strategies:

[Major bullets are from the IoBM Catalog]

- To be a multi-dimensional educational institution that creates responsible future global leaders

- **Strategy:** Establish Entrepreneurship as a distinctive feature of IoBM with a target of at least 30% graduates becoming entrepreneurs.
- **Strategy:** Establish CES as a major college: Engineering management as a major brand
- To adopt the best of teaching and training methodologies
  - **Strategy:** Establish IoBM as a leader in the adoption of Experiential Learning and related methodologies and technologies
  - **Strategy:** AACSB Processes/standards to be Rigorously ensured across all facets of academic pursuits
- To prepare students to excel academically as well as in management skills, to function ethically and to take effective rational decisions in all endeavors of life
  - **Strategy:** Evaluation of academic programs and their effectiveness with reference to their vision and missions using qualitative and quantitative tools as input to a standardized process for continuous quality improvement.
  - **Strategy:** Designing of collaborative platforms for engagement with the alumni and industry professionals
- Pursue leading-edge research and engage in the development of innovative ideas and analytical, interpersonal and leadership skills.
  - **Strategy:** Meet NBEAC and AACSB standards for intellectual contributions and faculty qualifications and exceed them.
  - **Strategy:** Development of research programs and research faculty
  - **Strategy:** Development of executive training and faculty consultancy frameworks
- Allow freedom of thought and expression and encourage both faculty and students to be independent and creative thinkers
  - **Strategy:** Undertaking Social Advocacy Projects as part of experiential learning
  - **Strategy:** Promote critical thinking as part of experiential learning in communication courses.
- Commitment to our students and other stakeholders to create responsible future global leaders
  - **Strategy:** Incorporation of these goals into the visions of the programs.

#### **CBM Vision**

*To be among the leading business school, nationally and internationally, that is recognized for producing transformational and change leaders and managers.*

#### **CBM Mission**

CBM Mission is to provide transformational and change leadership and management for the development of economy and society through excellence in character, professionalism, education and research.

Motivation for this Mission: Most of the SMEs and large enterprises are family owned enterprises which constitute over 80% of businesses in Pakistan (and have “seth” family culture). Hence, CBM focuses on developing graduates who are street smart and go-getters who can take on the challenge to create startups and move, change and transform a startup into a small enterprise, a small enterprise to medium enterprise and a medium enterprise to a large enterprise and then to global organizations. They need “leadership” skills that can “change and transform” current culture of an existing organization to a professional culture of a growth-oriented organization.

Strategic focus of CBM includes major accreditations such as AACSB, making entrepreneurship as major career choice of our graduates, adoption of experiential learning, mentoring by well reputed industry executives, making intellectual contributions as a primary determinant of faculty qualifications and development of critical skills and innovation through specially designed courses and a lively and thriving culture of student activities

### **Vision and Mission of Degree Programs**

#### **Vision and Mission of Research Programs**

- Vision of research programs is the production of a real and measurable impact on society and industry through quality research published in impact factor journals and recognized by the industry.
- Mission of CBM’s MS/MPhil/PhD research programs in business management is to pursue leading-edge research, engage in the development of innovative ideas and analytical skills, and encourage both faculty and students to be independent and creative thinkers.

## **Vision and Mission of MBA Program**

Mission of MBA program is to produce transformational and ethical leadership for businesses and industry through integrated curriculum and experiential learning and to prepare for business challenges emerging from globalization, technology driven innovation, and interconnectivity.

## **BBA Vision and Mission**

- Graduates of BBA program distinguish themselves with their personal and professional excellence as managers and entrepreneurs in their areas of specialization. They are well rounded professionals known as doers and go-getters and are in great demand by the industry.
- BBA (Honors) Program is a professional and comprehensive management degree providing conceptual knowledge and in-depth exposure to functional areas in business management including accounting, marketing, finance, management, entrepreneurship and MIS along with special emphasis on leadership, social awareness, creativity and innovation.

## **Design Goals for Degree Programs**

- Industry Impact and Experiential Learning: Supplant and supplement the traditional “chalk-and-talk” lecture format with experiential learning exercises aimed at real-world problem solving and student-centered learning.
- Social Impact: There is a need for measurable and distinctive impact on industry and society through transformational leadership that can generate creative ideas and solutions for the myriads of our problems.
- Multidisciplinary Integration: Build the curriculum on a foundation of multidisciplinary and integrative problem solving rather than the isolated delivery of “functional silo” disciplines.
- Soft-Skill Development: Recognition that critical thinking skills, communications, leadership, negotiation, entrepreneurship, team building, and interpersonal skills are as important as sound data analysis and the rigorous application of analytical management tools.
- A Global Perspective and Information Technology Focus: These are critical features in a world of rapid technological change where the welfare of individual nations and the profitability of the modern corporation are increasingly dependent on world trade.
- Ethics and Corporate Social Responsibility: In a post-Enron world, business ethics and corporate responsibility should take the center stage.

## **1.1 AACSB Accreditation**

Top business schools in USA and the world go for AACSB Accreditation which specifies standards for all aspects of business education and its management. As IoBM envisions being among the leading institutes of higher education nationally and internationally, the pursuit of AACSB and other such accreditations will help us in:

- Strengthening our strategic planning and streamlining our academic and administrative processes.
- Enabling a conducive environment for faculty research and development and for increasing satisfaction of students and other stakeholders. It will help in engagement with the industry and in the achievement of our goals for strategic impact on business and society by linking our mission with all the academic related processes.
- Another important motivation for going towards the international AACSB accreditation is the need to rise up from the highly biased and politicized ranking and rating processes of HEC.

Project start:

### **AACSB Implementation**

- 1) Implementation Workshop on Aug 30, 2013
- 2) Interdepartmental Committees formed in 2014 to manage the awareness. Standards related forms developed and their implementation managed.
- 3) Since 2017 filling of forms delegated to the faculty and HoDs. HoDs develop overall reports.
- 4) Since 2018: Centralized AACSB Management System is being developed and integrated with Smartz CMS to facilitate faculty and HoDs.

AACSB project implementation plan consists of four broad phases:

1. Design of policies and procedures related to each of the following standards: End-2014
2. Implementation of policies and collection of evidences: End 2015
3. Feedback and consolidation of documentation/policies based on experience of implementation: End-2016
4. Impact and outcomes measurements: End 2016

<p><b>STRATEGIC MANAGEMENT and INNOVATION Standards</b></p> <ol style="list-style-type: none"> <li>1. Mission, Impact and Innovation</li> <li>2. Intellectual Contributions, Impact, Alignment with Mission</li> <li>3. Financial Strategies and Allocation of Resources</li> </ol>
<p><b>STUDENTS, FACULTY &amp; PROFESSIONAL STAFF Standards</b></p> <ol style="list-style-type: none"> <li>4. Student Admissions, Progression and Career Development</li> <li>5. Faculty Sufficiency and Deployment</li> <li>6. Faculty Management and Support</li> <li>7. Professional Staff Sufficiency and Support</li> </ol>
<p><b>LEARNING and TEACHING Standards</b></p> <ol style="list-style-type: none"> <li>8. Curriculum Management and Assurance of Learning</li> <li>9. Curriculum Content</li> <li>10. Student-Faculty Interactions</li> <li>11. Degree Program Education Level, Structure and Equivalence</li> <li>12. Teaching Effectiveness</li> </ol>
<p><b>ACADEMIC and PROFESSIONAL ENGAGEMENT Standards</b></p> <ol style="list-style-type: none"> <li>15. Student Academic and Professional Engagement</li> <li>14. Executive Education and Consultancy</li> <li>15: Faculty Qualifications and Engagement</li> </ol>

Current status of implementation is that for certain standards we are in phase-3, for others we are in phase-2. A few are still in phase-2.

## ***1.2 Experiential Learning***

We want to create an impact on industry and society by linking teaching, experiential learning of students, industry interaction, knowledge creation, faculty development, executive training in a virtuous cycle of continuing refinement.

Our biggest resource is our students and faculty. Faculty supervision of the experiential learning of students by sending them in industry will generate worthwhile knowledge (cases, surveys, questionnaire data, interviews, observations) which when pumped back into the development of the students, teachers and industry will create a virtuous cycle of improvement. Key element in this framework is the generation of a knowledge-base that will become the repository of the experiential learning done by students and its continuous refinement and extension through the faculty research and publications.

This framework ties together the dominant themes for AACSB accreditation standards 2013 which are “innovation”, “impact” and “engagement”. Innovation part of this initiative in Pakistani context is the integrated approach that comes from pumping the experiential learning done in each course into a central data repository which is then used for MPhil/PhD level theorizing and analysis. Impact will be created by selecting initially a few industries with target of making our faculty expert of those industries in a specified time period. Each faculty will select one or two industries of which he would become expert by conducting experiential learning studies focused on the selected industries. The course assignments to the faculty will be done from the point of view of creating this expertise and for the refinement and extension of data to be obtained from the experiential learning done by students in those courses. Engagement of faculty, students and industry is a necessary and obvious part of this framework.

Each department will create a higher level conceptual frame in the context of which specific information and learning is to be generated. This frame would also have input from the industry. A subset of this frame would be the focus of each course that will help in identifying the projects to be done by students to generate specific information and learning related to that course. In each subsequent term, this information would be refined and enhanced. The information would be entered in to a central knowledge-base. After each year, each department would generate an annual survey with industry specific analysis. This survey would be shared with the leaders of the industry to further develop and refine the conceptual frame. Thus, there would be a marketing survey, finance survey, management survey etc.

The knowledge-base/repository of information being collected through experiential learning now becomes the primary data for the analysis and theorizing by the MPhil/PhD students in the generation of the research papers and

conferences. The information can also be made available through websites and other media such as FM/internet channels for recorded interviews and analysis etc.

Based upon the industry specific learning of the faculty term after term and extensive interactions with the industry, the faculty would become expert of the industry and the industry executives would be willing to come and learn from these experts at EMEC. This will create another level of interaction with the industry for the refinement of the frame and the context of the learning being done. Faculty would then be able to obtain consultancy assignments and research projects that would create additional impact on the industry.

### **Experiential Learning Implementation:**

- 1) Started in 2014 with inter-departmental Committees
- 2) Coordinator Capstone Project spearheaded the launch and consolidation of processes. Centralized management of Capstone Projects from 2015-18.
- 3) Since Fall 2018, HoDs were delegated the responsibility of managing capstone projects in their respective areas. This involves arranging industry projects, faculty deployment and managing the quality.
- 4) HoD Marketing with additional responsibility of overall capstone projects management is maintains and manages the Experiential Learning SOPs

## **2 CBM and Departmental Impact KPIs**

First Issued September 2014 as “Departmental Strategic Initiatives”

Last Updated: Feb 2019: Document renamed as Departmental Impact KPIs

CBM Mission is to provide transformational and change leadership and management for the development of economy and society through excellence in character, professionalism, education and research.

- Impact KPIs
- Alumni Engagement Strategic Plan
- AACSB Accreditation Strategic Plan
- QoS Ranking Strategic Plan
- NBEAC Accreditation Rubrics
- Experiential Learning Strategic Plan
- Student Engagement Strategic Plan
- Faculty Qualifications Strategic Plan
- Intellectual Contributions Strategic Plan
- Societal Impact Strategic Plan
- International Linkages Strategic Plan
- Supporting Systems Strategic Plan

### **2.1 Impact Mission Alignment**

#### **CBM’s Measurable Impact KPIs**

- Count of Alumni actively using the Alumni Management System
- Count of jobs created by entrepreneurial ventures started by graduates
- Count of executive training programs for leading change and transformation of industry organizations.
- Increase in revenue share of consultancy and executive training by faculty involved in executive training and consultancy. Meeting the NBEAC target of 20% of revenues.
- Count of advisory/board/consultancy positions in social sector and government sector organizations.
- Count of leadership positions in industry associations/policy making forums held by IoBM
- Count of mandatory Experiential Capstone Projects that have resulted in business transformation and change management for industry organizations.

#### **Communication Measurable Impact KPIs**

- The intellectual contributions outcomes of the Department of Communication and Languages are aimed at addressing emerging issues and innovations related to second language learning, teaching, communication and research

- Count of intellectual contribution of Communication faculty to focus on applied educational research
- 70% faculty will have one or more intellectual contribution outcomes that align with the college mission of enabling leadership for the development of society through excellence in research and education

#### **Entrepreneurship Measurable Impact KPIs**

- Count of students studying entrepreneurship in BBA and MBA program to adopt entrepreneurship as a preferred career choice at the end of each semester
- Count of students studying in BS entrepreneurship program to start their own venture by the end of the program

#### **Marketing**

- Count of executive training programs for leading change and transformation of industry organizations with innovative marketing framework
- Count of advisory/board/consultancy positions in private and government sector.
- Count of mandatory Experiential Capstone Projects that have resulted in business transformation and change management for Industry organizations.

#### **Management and HRM Department's Measurable Impact KPIs**

- Count of intellectual contribution outcomes of each faculty aligned with one or more “mission-related” focus areas for research.

#### **Social Entrepreneurship Cluster/Department's Measurable Impact KPIs**

- Count of Social Enterprises that were analyzed using perspectives of philosophy, socio-economic power structures, aesthetics, ethics and culture, study of social enterprise and leadership areas.
- Count of sustainable social ventures initiated and managed by IoBM graduates.

## **2.2 Impact Academics**

#### **CBM's Academic Impact KPIs**

- Count of publications ABDC, ABS journal lists and ISI IFJs >2.0.
- Readership counts of intellectual contributions on platforms such as Research Gate, Google Scholar.
- Count of funded invitations to participate in research and scholarly platforms
- Count of competitive grants from national and international bodies for research. Starting with funded research from Pakistan Science Foundation, HEC and ICT R&D Fund

#### **Communication Department's Academic Impact KPIs**

- Count of publications per year in HEC recognizable journals
- Count of faculty engaged in editorship and/or editorial board memberships, acting as journal reviewers for recognized, leading peer-review journals
- Count of faculty making use of academic work in doctoral seminars with the aim to strengthen research skills of doctoral students
- Count of permanent faculty participation in research conference and/or international, national forums every year

#### **Marketing**

- Count of publications ABDC, ABS and IF journals.
- Count of practitioners becoming aware of intellectual contributions by the department.
- Count of funded invitations to participate in research and scholarly platforms.

#### **Environment and Energy Management Department's Academic Impact KPIs**

- Count of faculty invited to act as scientific journal reviewers for environmental related manuscripts
- Count of faculty on editorial board memberships of Environmental Sciences
- Count of faculty appointed as Member Curriculum Committee for BS and MS Environmental Science program by HEC.
- Count of faculty and research members invited to participate in research conferences, international, national, research forums annually
- Amount of competitive grants awarded by major national and international agencies in Environment e.g IUCN & WWF

#### **Entrepreneurship Department's Academic Impact KPIs**

- Count of faculty entrepreneurship related publications in HEC recognized journals
- Count of faculty publication in IFJ journal per semester/year

#### **Fin & Acc Department's Academic Impact KPIs**

- Count of faculty involved in publication related to peer reviewed X-category and above journals per year
- Inclusion of research contribution in university curriculum

#### **LSCM Department's Academic Impact KPIs**

- Count of reviews done for journals and publications.
- Count of publication in HEC recognized and IF Journals
- Count of faculty appointed in Editorship positions in reputed Journals, local and international
- Count of faculty appointment in Board of Studies and Industry Advisory Boards

#### **M&HRM Department's Academic Impact KPIs**

- Count of publications in recognized, leading peer-review journals (no less than X-Category for local publications and no less than 1.8 Impact Factor for international publications).
- Count of publications citations (as recorded by Google Analytics and Research Gate).
- Count of permanent faculty members of serving as editor, associate editor, editorial board, and/or act as journal reviewers for recognized, leading peer-review journals (e.g. PBR, PJETS etc.)
- Count of permanent faculty members elected or appointed to leadership positions in academic and/or professional associations and societies (e.g. Rotary Club, Pakistan Education Foundation etc.)
- Count of permanent faculty participation in a research conferences, scholarly programs, and/or international, national, or regional research forums every year.

#### **SESL Department's Academic Impact KPIs**

- Count of publications in X-category journals
- Alignment of curriculum with the needs of development sector, with the help of the Advisory board, consisting of prominent personalities in the social sector.

### ***2.3 Impact Bachelor/MBA Education***

#### **CBM Measurable Impact KPIs for Bachelor/MBA Education**

- Count of satisfied corporate sector clients for Experiential Learning Projects such as Capstone Projects. (In Fall 2018 there were around hundred such projects).
- Count of graduates that have advanced into top management positions in 10-15 and 15-20 years after their graduation.
- Count of new entrepreneurial ventures and count of entrepreneurs
- Count of industry organizations providing meaningful learning experiences for internship students as mentioned by the internees and the employers. Currently there are over 600 internees per year.
- Count and seniority of industry leaders and executives in the advisory committees of academic programs
- Revenue generated from industry related Capstone Projects done by Students/Faculty

#### **COM Department**

- The department faculty will mentor students in successfully communicating for academic and professional purposes
- The Department will document improvements in learning outcomes that result from teaching innovations will be evaluated through external expert

#### **EEM Department**

- Masters level graduates students find positions of leadership engaged in for-profit, non-profit, and professional and service organizations

### **Marketing Department**

- Count of satisfied corporate sector clients for Experiential Learning Projects such as Capstone.
- Count of graduates that have advanced into middle and higher management positions in Marketing departments

### **Entrepreneurship Department**

- Count of students who started their own business

### **Finance & Accounting Department**

- Count of students mentored in completing their Bachelors successfully along with pursuing other professional certifications.
- Count of students acting as Teaching Assistants and harnessing their leadership skills by giving them opportunity to design peer intervention groups.

### **LSCM Department**

- Count of graduates reaching Managerial Corporate Position monitored through Facebook Supply Chain Group.

### **M&HRM Department**

- Count of Faculty-Student collaborative research papers / case studies to be published per year under the mentorship of the faculty, also ensuring student representation at academic or professional conferences.
- Count of reviews/analytical comments through external expert vetting project exhibitions (Capstone Poster Day, Eureka Fair etc.) and industry feedback on internship reports (for improving learning outcome)
- Count of students' lateral movements who majored in Human Resources and Management will be maintained in collaboration with the Alumni Department

### **SESL Cluster/Department**

- Count of successful incubation center incubates creating social enterprise startups every year

## ***2.4 Impact Case Studies Center***

### **Measurable Impact KPIs**

- Count of local case studies developed out of class project work in various subjects
- Count of case studies developed from Industry related Capstone Projects
- Count of case studies developed and added in curricula

## ***2.5 Impact Executive Education (via EMEC)***

### **CBM Department's Measurable Impact KPIs for Executive Education (via EMEC)**

- Count of faculty participating in executive trainings.
- Count of corporate consultancy awards won through trainings.
- Count of alumni interactions in executive education
- Revenues generated through consultancy and executive trainings

### **COM Department's Measurable Impact KPIs for Executive Education (via EMEC)**

- Conducting certification program on ERP system.

### **Marketing**

- Count of Short courses/Diploma for Middle Management in the Corporate sector
- Count of workshops conducted by Permanent faculty for corporate executives

### **M&HRM Department's Measurable Impact KPIs for Executive Education (via EMEC)**

- Count of Short courses on Management Development for Business Executives
- Count of management development/HR related workshops conducted

## ***2.6 Impact PhD/MPhil Education Impact***

### **CBM Impact PhD/MPhil Education KPIs**

- Count of consultancy assignments for consultancy organizations that use manuals developed from CBM's PhD research.
- Count of executive training programs run in industry that use training manuals developed from CBM's PhD research
- Count of PhD graduates serving in professorial positions and research positions in reputable research universities and research organizations

### **COM Department's Impact PhD/MPhil Education KPIs**

- Launch of a PhD program in English - Applied Linguistics

## ***2.7 Impact Practice /Community***

### **CBM Impact Practice/Community KPIs**

- Count of graduates and faculty becoming members of chartered bodies relevant to their discipline such as CFA, Corporate Governance Institute and other chartered bodies and associations
- Revenue from Industry Analysis Reports bought/used by practice community for consultation and decision making.
- Count of consultancy assignments for industry organizations.
- Count of corporate training workshops for industry.
- Count of graduates impacting government policy and decision making
- Count of tools developed from research being used by industry organizations.

### **EEM Department's Impact Practice/Community KPIs**

- Count of faculty members serving in government policy making bodies
- Count of faculty invited for consulting projects for Environmental Impact Assessments
- Count of publications in reputed journals relevant to environmental solutions of country

### **Marketing**

- Count of consultancy assignments/ Capstone projects for industry organizations.
- Count of Corporate training workshops for Industry.
- Count of research model and frameworks being used by industry organizations.

### **Entrepreneurship Department's Impact Practice/Community KPIs**

- Count of new employment or self-employment opportunities created for unemployed in the community
- Count of invitations per year to judge or mentor startups, entrepreneurs in startup competitions, or similar events
- Count of invitations to speak as a guest on to subjects related to entrepreneurship in seminars, workshops, symposiums organized

### **Fin & Acc Department's Impact Practice/Community KPIs**

- Count of industry rankings developed and published by the department.

### **LSCM Department's Impact Practice/Community KPIs**

- Count of participations in governmental relevant bodies

- Count of public disseminations
- Count of Advisory Board memberships
- Developed Six Sigma implementation practices & ISO certifications.

#### **M&HRM Department's Impact Practice/Community KPIs**

- Count of faculty to serve as experts on policy formulation and members of special interest groups (e.g. Diversity & Inclusion Collegiums, Rotary Club etc.).
- Count of tools/methods developed for addressing specific needs of organizations (e.g. Student Outcome Employability Measurement Tool).
- Count of Faculty getting memberships on boards of directors of corporate and non-profit organizations (e.g. Pakistan Education Foundation, TCF etc.).

#### **MHM Department's Impact Practice/Community KPIs**

- Accreditation/Membership of specialized membership body, AUPHA (Association of University Programs in Health Administration)

#### **SESL Department's Impact Practice/Community KPIs**

- Count of the students to work on collaborative projects with social enterprises to create impactful solutions for social issues

## ***2.8 Impact Research Center***

#### **CBM Impact**

- Count of industry organizations providing meaningful learning experiences for internship students. Currently there are over 600 students going for internship
- Count of readership from Journal Management System and thesis downloads
- Count of industry organizations participating in research conferences and workshops.
- Revenue generated from research output that has been commercialized
- Count of developed Research Frameworks added in Curricula
- Faculty invited in governmental policy-making.

## ***1.9 Teaching/Instructional Impact***

#### **CBM Teaching/Instructional Impact KPIs**

- Implementation of TLS research related to Experiential Learning at IoBM and other universities.
- Development of Experiential Learning support frameworks and their dissemination.
- Count of Case Studies developed and/or are being used for teaching that were generated from Experiential Learning Projects
- Count and seniority of industry leaders and executives in the advisory committees of academic programs

#### **COM**

- Develop a communication lab facility to enhance opportunities for students' to practice language and communication skills
- Count of faculty using Formative Assessment techniques

#### **Marketing**

- Count of Case studies developed and/or are being used for teachings that were generated from Experiential Learning Projects.
- Course Packs developed for all core courses offered by the Department will be updated every 2 years with latest researches and concepts used by all faculty

#### **EEM**

- Count of research-based learning projects introduced with environmental management consultative companies

- Count of Case Studies developed from Environmental Impact Assessment Reports in EIA and Management Courses

**Fin & Acc**

- Count of 5% of applied research per annum
- Amount of research funding by the industry to develop case studies and capstone projects.

**LSCM**

- Implementation of ISO 9001 QMS and ISO 22001 FSMS in various organizations & Industries.
- Use of SAP S/4 HANA & Supply Chain Modules of ERP.
- Count of Blogs writing by students.

**M&HRM**

- Course Packs developed for all core courses offered by the Department will be used by all faculty The material will also be made available on Google Drive and converted in MOOCs for wider circulation.
- All academics involved with the Doctoral program will also focus on development of theoretical frameworks and pedagogical research.
- Count of full time faculty involved with Capstone and other consultancy programs with local and multi-national organizations and/or non-profit organizations

**SESL**

- Count of training on social entrepreneurship trends and practices for faculty members

### 3 Faculty Engagement

#### 3.1 AACSB Standards Engagement

Nearly all the standards require a significant amount of participation from the faculty. Here is the summary. Details would be found in the aligned documents.

<b>STRATEGIC MANAGEMENT and INNOVATION Standards</b>	<b>Faculty and Departmental Engagement</b>
1. Mission, Impact and Innovation	Design of faculty/departmental visions and impact
2. Intellectual Contributions, Impact, Alignment with Mission	Faculty/Departmental Intellectual Contributions forms
3. Financial Strategies and Allocation of Resources	
<b>STUDENTS, FACULTY &amp; PROFESSIONAL STAFF Standards</b>	
4. Progression and Career Development	Counseling and mentoring
5. Faculty Sufficiency and Deployment	Departmental planning, course allocations
6. Faculty Management and Support	Departmental meetings
7. Professional Staff Sufficiency and Support	
<b>LEARNING and TEACHING Standards</b>	
8. Curriculum Management and Assurance of Learning	See platforms for faculty interactions
9. Curriculum Content	Learning outcomes assurance: Measurement
10. Student-Faculty Interactions	Projects, counseling, mentoring, research
11. Degree Program Education Level, Structure and Equivalence	
12. Teaching Effectiveness	Continuous Professional Development (CPD) credits
<b>ACADEMIC and PROFESSIONAL ENGAGEMENT Standards</b>	
15. Student Academic and Professional Engagement	Experiential Learning & Industry Engagement
14. Executive Education and Consultancy	Trainings and Consultancy Forms: EMEC/ORIC
15: Faculty Qualifications and Engagement	Self Evaluation and Planning with HoD: Form

## **3.2 Platforms for Faculty Interactions and Quality Review**

### **CBM Faculty Meeting Room Interactions**

The faculty meeting room provides an opportunity for the faculty to have formal and semi formal interactions. It is being designed as a hub for exchange of ideas at tea and other times.

### **Weekly Departmental Faculty Meetings**

The framework of *Weekly Departmental Faculty Meetings* enables the resolution of various issues at the departmental level and also becomes a mechanism for faculty development and sharing of ideas. Each department has a designated time slot for weekly meetings and the minutes are recorded.

### **Departmental Mission and Strategies:**

Each department is in the process of developing concrete visions and targets for the next five years in consultation with their internal faculty, higher management and other stakeholders. This planning includes the following four areas:

- Identification of the economic and social impact each department will create
- Identification of the infrastructure and HR requirements for creating the planned impact.
- Sources of funds for maintaining the sustainability and drive towards the impact targets through consultancy projects, executive trainings, specially designed short term programs and full length degree programs.
- Linkage of the departmental targets and planned impact with the individual professional development goals of each faculty member.

### **Faculty Evaluation Analysis and Action Planning**

*Faculty Evaluation Analysis and Action Planning* is a forum for a critical review of each faculty member's performance during the previous semester. The review is based on the analysis of the *quantitative evaluation form* and *qualitative evaluation form* of each course filled by all the students of the course. These two types of evaluations are then transformed into actionable items for execution and subsequent monitoring as per AACSB Standard# 68, Curricula Management and Assurance of Learning.

### **External Evaluation and Course Audit**

A meeting is to be convened after every semester to review and audit each course files. External evaluators from industry and academia are invited along with the senior faculty members to review the course files. The course file contents are then formally evaluated. Suggestions from such evaluations are then channeled to faculty meetings and later to HoDs meeting and from there to the academic council.

### **CBM HoDs Meetings:**

This forum discusses cross departmental issues and reviews the overall progress of the degree programs and other projects.

### **Board of Studies**

This is platform refines and channels the recommendations of the departmental faculty meetings into concrete changes in the curriculum and other degree requirements. These are then sent to Academic Council or BASR depending upon the nature of the program.

## **4 Responsibilities**

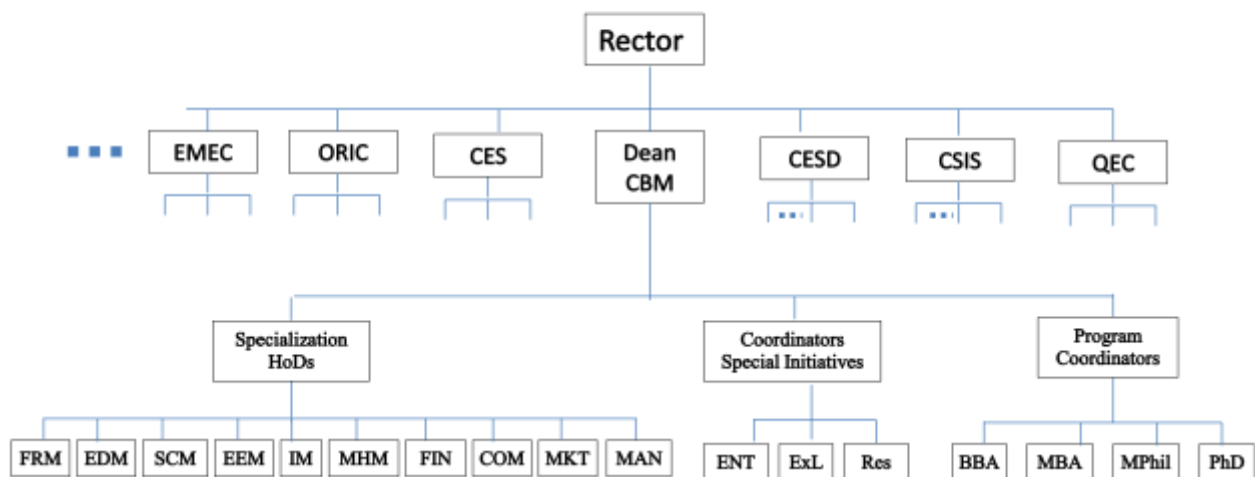
### **4.1 Dean's Responsibilities**

- Development of Vision and Mission
- Definition of strategic impact on society and industry
- Identification of requirements and opportunities in the society and industry
- Development of differentiation strategy
- Alignment of the academic growth with the Institute's mission and objectives
- Participation in various institutional boards and committees such as BASR, Academic Council, Deans Committee etc in enabling the academic growth
- Board of faculty
- Development of frameworks for compliance with demands of regulatory bodies such as CIEC and HEC

- Development of processes to enable accreditation from various statutory accreditation councils and international bodies.
- Policies and frameworks for enabling a learning culture where students and their learning can contribute to the mission and objectives
- Policies and frameworks for enabling the faculty to contribute to the mission and objectives
  - Faculty Motivation
  - Faculty development framework and evaluation policy
  - Research framework
  - Framework for faculty load distribution among research, teaching, admin, consultancy, training and other responsibilities
- Policies and frameworks for enabling curriculum to contribute to the mission and objectives
  - New programs, courses
  - Frameworks for continuous improvement such as internal and external audit, advisory boards, and other quality mechanisms
- Design of frameworks for enabling alumni to contribute to college mission and objectives through coordination with other departments of the institute
- Design of frameworks for industry and other collaborations for academic growth of students and faculty and for impact of research
- Policies and frameworks for departmental contributions to college mission and objectives
- Coordination with other departments to facilitate the functioning of the college.

#### 4.2 CBM Academic Organization Structure

# Academic Organization Structure



#### 4.3 HoDs Responsibilities

HoD would help setup procedures and systems to ensure smooth operations, monitoring and control of the following concerns:

Departmental/Program Vision and Mission	Forms/Reports
<ul style="list-style-type: none"> <li>• Develop and refine departmental visions and program visions in coordination with Dean and in line with the vision of college and the institute. (AACSB Standard 1).</li> </ul>	<ul style="list-style-type: none"> <li>• QEC SAR Forms</li> </ul>
<ul style="list-style-type: none"> <li>• Concrete targets for achieving impact, innovation and engagement to fulfill departmental and program visions and missions. (Major themes of</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental/Program Impact Targets: 5-10 years</li> </ul>

AACSB Standards)	
<b>Curriculum Design</b>	
<ul style="list-style-type: none"> <li>▪ Course Syllabi are updated regularly through Board of Studies, advisory boards and other forums (AACSB Standard 9 for Curriculum Content).</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment of Course Outcomes with Program Outcomes Form</li> </ul>
<ul style="list-style-type: none"> <li>▪ Curriculum and courses fulfill the program mission and objectives through mechanisms for ensuring quality such as the course folder, student feedback, faculty feedback, alumni feedback, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Course Folder Update</li> <li>• Student Evaluation</li> <li>• Industry Feedback</li> </ul>
<ul style="list-style-type: none"> <li>▪ Design of new mechanisms for quality enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>• Course Assignment Form</li> </ul>
<b>Semester Management</b>	
<ul style="list-style-type: none"> <li>▪ Ensure each execution of a semester is better than the previous one.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Classes are held on time, assessment targets are met. Course outlines followed</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Marks breakup related policies are prominently displayed, announced and reinforced.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Question papers adequately measure the learning according to defined outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• HoD Assessment</li> </ul>
<ul style="list-style-type: none"> <li>▪ Student feedback of the faculty is supplemented with peer-review/audit and superior review/audit.</li> </ul>	<ul style="list-style-type: none"> <li>• External Course Review/Audit</li> </ul>
<ul style="list-style-type: none"> <li>▪ Regular meetings with the faculty are held.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Departmental Faculty Meetings</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Faculty Management</b></li> </ul>	
<ul style="list-style-type: none"> <li>▪ Faculty motivation through faculty development programs AACSB Standard 12</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Effectiveness and CPD Credits</li> </ul>
<ul style="list-style-type: none"> <li>▪ Faculty allocation of courses is fair and meets the standard for faculty deployment (AACSB Standard 5 and 6).</li> </ul>	<ul style="list-style-type: none"> <li>• Course Assignment Form</li> </ul>
<ul style="list-style-type: none"> <li>▪ Faculty's interactions with students are conducted with fairness, transparency and ethical standards.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Faculty is punctual. Grades are promptly announced.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly report</li> </ul>
<ul style="list-style-type: none"> <li>▪ Class outlines meet the standards for content and marks breakup and for experiential learning component.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Faculty availability for counseling as per schedule (AACSB Standard 4)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Faculty meets their research requirements (AACSB Standard 2 and 15)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Encourage faculty engagement with industry through experiential learning and EMEC projects (AACSB Standard 13, 14)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Student feedback and faculty counseling.</li> </ul>	
<b>Students Management</b>	
<ul style="list-style-type: none"> <li>▪ Students are motivated to exceed their limits.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Students are graded fairly. (AACSB Standard 4 for Student Progression)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Students should be disciplined using clear policies and their proper dissemination.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ All decisions and policies must be promptly updated and disseminated to preclude future occurrences of similar issues.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Student issues are resolved promptly.</li> </ul>	

#### **4.4 Program Owner Responsibilities**

1. Help in defining mission statement of the program.
2. Help in defining program objectives and outcomes. Understanding the linkages of mission, objectives and outcomes.
3. Curriculum: Organize BoS meetings and recommend curriculum and prerequisites related changes for approval by the BoS/Board of Faculty.

4. Understand the requirements of the accreditation and regulatory bodies regarding the execution of the program and liaison with other departments for their fulfillment.
5. Ensure that the program outcomes are being met by the academic process during the stay of the student of the program at IoBM.
6. Monitor the admissions, dropout rate, probationary status to ensure healthy enrollment in the programs.
7. Coordinate the student counseling and mentoring processes.

#### **CBM Programs:**

MBA, BBA, MHM, MBA IM, MBA EEM, BS(H) E&F, BS(H) Acc & Fin, MBA Adv & Media, MBA Fin & Risk, MPhil, PhD

Last Update: 12 April 2016 (Removed items 8-12, that were shifted to the HoDs)

First Issued: 13 December 2013

### **4.5 CBM HoDs (Board of Faculty) Meeting**

#### **Objectives:**

- To implement CBM's vision and mission
- Platform for college level coordination of programs and departmental initiatives
- To resolve inter-departmental issues of curriculum, research, and faculty management.
- To standardize variants of masters and bachelor programs offered by different departments.
- To develop policies and procedures for enabling national and international accreditations.

**Frequency:** At least once a fortnight

#### **Logistics:**

- To be organized by Dean's Office, coordinated by PA.
- HoDs to keep a weekly slot open for these meetings.

#### **Output:**

- Decisions related to academics

### **4.6 Dean's Expectations from Faculty**

September 6, 2014

#### **Faculty Development and Interactions**

1. We want every faculty member to either have a PhD or be on road to PhD. You are expected to be aware of the HEC and AACSB/PEC(Washington Accord) requirements in this regards.
2. Each faculty is expected to attend the weekly faculty meetings organized by each CBM department.
3. Each faculty member is expected to fill in the self development planning form that includes your plans for personal development and for the intellectual contributions. Obtain the form from HoD.
4. Each faculty member is expected to earn CPD (Continuous Professional Development) credits through structured learning activities. Obtain the proposed framework from the Dean.

#### **Class Management**

- 1) Please study AACSB Standard 12 on Teaching Effectiveness. You are expected to submit an end of term report specifying your self-evaluation of your effectiveness.
- 2) All faculty members have been communicated their assigned courses. In case of any queries please contact your respective HoDs. Ensure that you know class timings, rooms/ labs and location. Detailed time table has been forwarded to all faculty members by the Academics Department.
- 3) Ensure that you submit Course outline and [Course plan](#) for each course that you are teaching. These are part of the Course Interim File and (soft copies) must be submitted ASAP.
  - a) Learning objectives and outcomes must be specified clearly
  - b) Please note that Course Outline and the Course Plan is your contract with the student and must be shared with them.

- c) You are expected to abide by the plan specified therein. If you want to change any specification within the semester, please do so well in advance of the deadline and in writing.
  - d) Students expect predictability in your teaching and assessment.
- 4) Be punctual to ensure punctuality from students.
  - 5) Allow only registered students to attend classes. Collect attendance sheets from respective department office. Academic department has already sent soft copies of attendance sheets to respective faculty.
  - 6) All lectures/ classroom communication MUST be in English.
  - 7) Conduct quizzes and give assignments on regular basis. Discuss and return the evaluated quizzes and assignments to students. Maintain an up to date record. [see [Course File : A. Cover Page](#)]
  - 8) Discuss the evaluated scripts with students to ensure that they realize their mistakes. Within two weeks from the date of hourly exam, please ensure to submit [Course Progress Report](#) to respective department office.
  - 9) For weekday classes, faculty members are requested to please mark 20 sessions attendance in an attendance record sheet. 20 sessions will be equivalent to 18 class lectures, 1 midterm and 1 session for final examination. Students will be allowed to miss 3 sessions with valid reasons.
  - 10) For weekend classes, faculty members are requested to mark 15 sessions attendance in an attendance record sheet. 15 sessions will be equivalent to 14 class lectures including 2 midterms and 1 session for final examination. Students will be allowed to miss 2 sessions with valid reasons.
  - 11) Week 15 is preparatory week for students and the institute expects faculty to display out-of-60 marks during this week. Please ensure that for each course you submit out-of-60. [Grade Sheet](#) to respective department office too.
    1. Student evaluation is conducted once per semester per course and is given proper importance.
      - a. Qualitative Evaluation
      - b. Quantitative Evaluation
    2. Course Material to be submitted:
      - a. Submit Course Interim File consisting of Course outline and [Course Plan](#) at the start of the semester.
      - b. Submit [Course Progress Report](#) within ten days from the commencement of each hourly exam.
      - c. Submit [out-of-60 marks](#) during week 15 on the Result Sheet.
      - d. Submit [Course File](#) consisting of all required fields.

### Teaching Methodology

1. Faculty following the usual lecture based teaching method are expected to have:
  - a. Quizzes, assignments and projects (if any) of 30% weight, and
  - b. need to conduct two hourly exams (during 6<sup>th</sup> and 11<sup>th</sup> week) each of one hour duration carrying 15% weight ( a total weight of 30%).
  - c. Final exams of three hour duration, carrying a weight of 40% start in 16<sup>th</sup> week of the semester. Exam papers for all exams must be submitted to the examination department one week prior to the date of said exam.
2. Faculty following the Case Based Learning Method in its entirety or experiential learning/action research projects AND requiring a different grading structure and/or different teaching logistics should submit their proposal on specified forms available from the Dean's office.

### Curriculum Management

1. Please study AACSB Standard 8 on Curriculum Management and Assurance of Learning. We need to ensure that the course contents are aligned with the program outcomes and the program outcomes are aligned with the vision and mission of the college which is in turn aligned with the mission and vision of IoBM.
2. [Course file](#) is an essential part of teaching assignment, and is directly related to the assessment of quality by QEC, HEC, PEC, AACSB and other regulatory and accreditation bodies. All faculty members are required to submit soft copies of course files.

**Acknowledgement:** Gist of this memo is an based on a communiqué of CSIS.

## 5 Departmental Faculty Meeting Policy and Procedure

### Objectives

The departmental faculty meeting is a platform for faculty engagement and management that enables the following objectives:

Objectives	Reference
1) This platform is an execution forum for faculty development, faculty interaction and faculty engagement. Evidence of such engagements through minutes of the meetings constitute an important part of the AACSB, PEC, NBEAC and other accreditation bodies' requirements.	<ul style="list-style-type: none"> <li>• Engagement Theme of AACSB Accreditation</li> </ul>
2) Faculty Engagement Platform for: <ol style="list-style-type: none"> <li>a) Discussion of various departmental issues</li> <li>b) Brainstorming issues and proposing solutions</li> <li>c) An opportunity to informal interactions such as lunch/snacks at least once a month if not every week.</li> </ol>	<ul style="list-style-type: none"> <li>• Departmental Faculty Engagement Platform</li> </ul>
3) Platform for Evaluation of Courses: <ol style="list-style-type: none"> <li>a) Qualitative Evaluation of Courses by peer faculty.</li> <li>b) Quantitative Evaluation of Courses by peer faculty.</li> </ol>	<ul style="list-style-type: none"> <li>• CBM Strategy and Projects</li> <li>• Course Evaluation Analysis and Action Planning: CEAAP Policy</li> </ul>
4) Platform for Semester end course audit/review by external executives and faculty.	External Evaluation/Audit of Course Files Policy and Procedure
5) Platform for discussing various proposals that need to be sent to the Board of Studies.	Curriculum Management and Assurance of Learning policy
6) Platform for Departmental evaluation of a new faculty applicant. HoD to ensure that before a CV is forwarded for the panel interview, an internal assessment by the departmental faculty has been done through a short presentation given by the candidate at one of the departmental faculty meeting.	<ul style="list-style-type: none"> <li>• Faculty Requirements for Accreditation,</li> <li>• Planning and Deployment Standard</li> <li>• Faculty assignment and Review form</li> </ul>
7) Every week, a fifteen-thirty minute presentation by one of the faculty may be scheduled on pedagogy or faculty development. The list of such presentations/workshops be maintained on the departmental web pages, and a folder of such presentations be kept as evidence for faculty development efforts. The presenter faculty member can claim CPD credits for this presentation.	<ul style="list-style-type: none"> <li>• Teaching Effectiveness Standard</li> <li>• CPD Policy</li> </ul>
8) Discussion of issues regarding implementation of innovative techniques such as Project Based Learning (PjBL) or Problem Based Learning (PBL), Experiential Learning, Case Based Learning, etc	<ul style="list-style-type: none"> <li>• AACSB Standards Innovation Theme</li> </ul>

### Procedure and Logistics:

- 1) It is imperative that one slot every week be reserved for departmental faculty meetings during assignment of courses for every semester. This is HoDs responsibility to ensure in coordination with academic department about a convenient slot before the start of each semester and before the development of the schedule.
- 2) A suitable meeting room is reserved.
- 3) Coordination with registration for a suitable time slot for the meeting before the start of the new semester.
- 4) The slot may be used for conducting faculty trainings and address by Dean
- 5) HoD to schedule specific events as per the calendar given by the College.
- 6) HoD to ensure that minutes are duly recorded and circulated to the Dean.
- 7) File of the meeting minutes to be maintained by each department. NBEAC, HEC and other accreditation bodies are interested in seeing these minutes



**IoBM Vision and Mission**

Given in the IoBM Catalog

**CBM Vision and Mission**

Defined in CBM Strategy and Projects document:

Approved by IoBM Management Committee

**CBM Program Vision and Missions**

Derived from the vision and mission of CBM, and defined in the CBM Strategy and Projects document .

Available in Catalog

**Responsibility:** Dean

**Departmental Vision, Mission and Impact Strategies: DMS**

**Responsibility:** HoD

Each department is in the process of developing concrete visions and targets for the next five years in consultation with their internal faculty, higher management and other stakeholders. This planning includes the following five areas:

- Development of vision and mission aligned with the mission of the college and the mission of the institute.
- Identification of the economic and social impact each department will create
- Identification of the infrastructure and HR requirements for creating the planned impact.
- Sources of funds for maintaining the sustainability and drive towards the impact targets through consultancy projects, executive trainings, specially designed short term programs and full length degree programs.
- Linkage of the departmental targets and planned impact with the individual professional development goals of each faculty member. AACSB Standard #6

**Document: Departmental Strategic Initiatives document****Weekly Departmental Faculty Meetings: WDFM**

The framework of *Weekly Departmental Faculty Meetings* enables the resolution of various issues at the departmental level and also becomes a mechanism for faculty development and sharing of ideas. Each department has a designated time slot for weekly meetings that are minuted.

**Responsibility:** HoD

**Framework Document:** Weekly Departmental Faculty Meeting Policy and Procedure Document which further explains and elaborates CBM Strategy and Projects Document

**Course Evaluation Analysis and Action Planning: CEAAP**

*Course Evaluation Analysis and Action Planning* is a forum for a critical review of each faculty member's teaching performance during the previous semester. The review is based on two inputs from students:

- Analysis of the *quantitative evaluation form*, and
- Analysis of the *qualitative evaluation form*.

The two forms are filled for each course by all the students of the course. These two types of evaluations are then transformed into actionable items for execution and subsequent monitoring.

**Reference documents:**

HEC's QEC Guidelines for Student Evaluation of Course and Instructor

Qualitative Evaluation Policy and Procedure

CEAAP Policy Document

**Coverage:**

AACSB Standard# 6, Faculty Management and Support

AACSB Standard#8, Assurance of Learning

AACSB Standard#12, Teaching Effectiveness

**External Evaluation and Course Audit: EVCA**

A meeting is to be convened after every semester to review and audit each course files. External evaluators from industry and academia are invited along with the senior faculty members to review the course files. The course file contents are then formally evaluated. Suggestions from such evaluations are then channeled for further discussions at

the Weekly departmental faculty meetings and later to the College HoDs meeting and from there to the Academic council.

**Responsibility:** HoD

**Document:** EVCA Policy and Procedure

**CBM HoDs Meetings: CHM**

This forum discusses cross departmental issues and reviews the overall progress of the degree programs and other projects.

Program Coordinators present their degree programs and all interdepartmental issues are then worked out at this forum.

**Responsibility:** Dean

**Frequency:** At least once every fortnight

**Attendance:** All HoDs of the relevant college(s)

**Board of Studies: BoS**

**Responsibility:** HoD

This is platform refines and channels the recommendations of the departmental faculty meetings into concrete changes in the curriculum and other degree requirements. These are then sent to Academic Council or BASR depending upon the nature of the program.

**Document:** Charter and IoBM Code Book

**Academic Council; AC**

This is the statutory body responsible for all the academic matters. Functions, responsibilities and members defined in the code book.

**Board of Advanced Studies and Research: BASR**

This is the statutory body responsible for all matters related to advanced studies and research. Functions, responsibilities and members defined in the code book.

**External Inputs**

**Employers Feedback**

Periodically internship and placement department conducts surveys of the employers about the quality of graduates. This employer feedback is processed through the CBM HoDs meeting for incorporation in the curriculum.

**Frequency:** Once a semester.

Internship and placement department to provide the necessary report.

AACSB Standard

**Alumni Feedback**

Alumni are regularly contacted for their input on the status of graduates and their performance in the industry. They are invited at various forum and share information and requirements that feeds in to the proposals for curriculum changes.

**Document:** Alumni Project Document

**Graduating Students Feedback**

Graduating students are asked to provide the feedback before convocation.

**Feedback from Industry Engagement**

This feedback is collected through various engagement activities conducted at different levels and includes society activities, guest speaker sessions, seminar sessions, industry visitors, conferences, participation in international and national events and other sources.

**5.2 Form: Review and Assignment of Courses to Faculty Member**

For Fall/Spring/Summer Year: \_\_\_\_\_

To be filled by HoD based on meeting (s) with the faculty member

Department: \_\_\_\_\_ HoD: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Member: \_\_\_\_\_ Meeting(s) held on: \_\_\_\_\_

**Review of Courses Assigned Last Semester (AACSB Standard 8, 9, 12)**

<b>Course-1 Name:</b>	
Student Evaluation Reviewed:	Satisfactory? <input type="checkbox"/> Y <input type="checkbox"/> N
Course File Reviewed:	Satisfactory? <input type="checkbox"/> Y <input type="checkbox"/> N
<b>Areas of improvement:</b>	
Content	
Pedagogy/Methodology:	
Assessment Rubrics:	
Issues for Departmental Meeting	<input type="checkbox"/> N <input type="checkbox"/> Y Agenda Point for Meeting on: Date?
Issues for Dean	<input type="checkbox"/> N <input type="checkbox"/> Y
<b>Course-2 Name:</b>	
Student Evaluation Reviewed:	Satisfactory? <input type="checkbox"/> Y <input type="checkbox"/> N
Course File Reviewed:	Satisfactory? <input type="checkbox"/> Y <input type="checkbox"/> N
<b>Areas of improvement:</b>	
Content	
Pedagogy/Methodology:	
Assessment Rubrics:	
Issues for Departmental Meeting	<input type="checkbox"/> N <input type="checkbox"/> Y Agenda Point for Meeting on: Date?
<b>Course-3 Name:</b>	
Student Evaluation Reviewed:	Satisfactory? <input type="checkbox"/> Y <input type="checkbox"/> N
Course File Reviewed:	Satisfactory? <input type="checkbox"/> Y <input type="checkbox"/> N
<b>Areas of improvement:</b>	
Content	
Pedagogy/Methodology:	
Assessment Rubrics:	
Issues for Departmental Meeting	<input type="checkbox"/> N <input type="checkbox"/> Y Agenda Point for Meeting on: Date?
<b>Course-4 Name:</b>	
Student Evaluation Reviewed:	Satisfactory? <input type="checkbox"/> Y <input type="checkbox"/> N
Course File Reviewed:	Satisfactory? <input type="checkbox"/> Y <input type="checkbox"/> N
<b>Areas of improvement:</b>	
Content	
Pedagogy/Methodology:	
Assessment Rubrics:	
Issues for Departmental Meeting	<input type="checkbox"/> N <input type="checkbox"/> Y Agenda Point for Meeting on: Date?

**Courses Assigned This Semester (ACSB Standard 6, 10)**

Faculty member has updated his Intellectual Contribution form:  N  Y

Faculty member has a clear statement of purpose and self development plan:  N  Y

**Course-1:** \_\_\_\_\_

How the faculty member will enable the course to fulfill CBM's/Program's Vision?	
Engagement	

Innovation	
Impact	
How this course will help the faculty in enabling his/her professional development objectives?	
Engagement	
Innovation	
Impact	

**Course-2:** \_\_\_\_\_

How faculty will enable the course to fulfill CBM's or Program's Vision?	
Engagement	
Innovation	
Impact	
How this course will help the faculty in enabling his/her professional development objectives?	
Engagement	
Innovation	
Impact	

**Course-3:** \_\_\_\_\_

How faculty will enable the course to fulfill CBM's or Program's Vision?	
Engagement	
Innovation	
Impact	
How this course will help the faculty in enabling his/her professional development objectives?	
Engagement	
Innovation	
Impact	

**Course-4:** \_\_\_\_\_

How faculty will enable the course to fulfill CBM's or Program's Vision?	
Engagement	
Innovation	
Impact	

How this course will help the faculty in enabling his/her professional development objectives?	
Engagement	
Innovation	
Impact	

Faculty Signature: \_\_\_\_\_ HoD Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 5.3 Faculty Intellectual Contributions

For details, see CBM Research Center documents

### 5.4 Platform for Interacting with Visiting Faculty

This is the platform for regular interaction with faculty where we can discuss our visions, course outcomes, faculty development, course development, grading, course alignments and other faculty issues.

A large number of courses in every semester are taught by visiting faculty members. This platform provides for regular interaction with them. They come, take a class and leave. There was a need for a platform where visiting faculty of each department can meet with their HoDs at a certain time and place and can communicate, interact and learn about our new initiatives and quality enhancement initiatives. Dean, Rector and other members of higher management may want to address them together also on these platforms.

Over the last two years we have established a platform for regular meetings of the full-time faculty. Full-time faculty of each department are now meeting regularly with their respective HoDs. These meetings are minuted and are used for several initiatives as already documented elsewhere. This is a similar platform but involving visiting corporate faculty.

The platform and minutes of its proceedings are a requirement of NBEAC as well as AACSB Faculty Engagement Standards.

- Each department holds at least three such 1.5-hour meetings with the visiting faculty every semester at the start, end and the middle of the semester.
- These meetings should be conducted by the departmental heads on predefined dates scheduled and communicated well in advance.
- Attending 2 out of 3 meetings be made a mandatory part of their contract.
- Meetings can be combined by smaller departments together where the number of visiting faculty is less than 3-5.
- The faculty to be paid for this additional time commitment.

### 5.5 Course Evaluation Analysis and Action Planning: CEAAP Policy

#### Motivation:

- It has been noticed that the evaluation of the faculty and the course by the students every semester often becomes a routine that generates some reports that are not acted upon.
- The objective of this forum is to convert such evaluations into concrete actionable items that are proposed to the Dean.

*Course Evaluation Analysis and Action Planning* is a forum for a critical review of each faculty member's teaching performance during the previous semester. The review is based on two inputs from students:

- Analysis of the Student Evaluation i.e. *quantitative evaluation form*, and
- Analysis of the *qualitative evaluation form*.

The two forms are filled for each course by all the students of the course. These two types of evaluations are then transformed into actionable items for execution and subsequent monitoring.

#### Logistics:

- To be completed within six weeks of the start of the new semester

- To be carried out in consultation with the faculty.

**Probable Outputs:**

- Concrete actionable points for the faculty, department, college or the institute
- HoD’s review of the teaching by the faculty. This becomes the basis for the year-end evaluation of the faculty member by the HoD in the category of teaching.
- Agenda for 1-1 faculty counseling and/or Dean.
- Proposal for resource requirements or training requirements
- Proposals for methodological changes in the course
- Proposals for course/curriculum related changes for discussion in Weekly
- Points for discussion in departmental Faculty Meetings or HoD’s meetings
- Feedback to be incorporated in the course assignment process.

**Reference documents:**

HEC’s QEC Guidelines for Student Evaluation of Course and Instructor  
Qualitative Evaluation of Courses Policy and Procedure

**Coverage:**

AACSB Standard# 6, Faculty Management and Support  
AACSB Standard#8, Assurance of Learning  
AACSB Standard#12, Teaching Effectiveness

## 5.6 *Quantitative Evaluation of Courses*

The questions asked in this evaluation related to the evaluation of the teaching, teacher and the course.

**Logistics:**

- This is the student evaluation of teachers and courses that is carried out by the IT department through the online application and is managed by QEC department.
- Statistical Analysis is done by QEC and is provided to the department for deriving actionable initiatives.
- Frequency: Once a semester
- May be extended by the teacher

Follows HEC’s QEC guidelines: First Issued 2008

## 5.7 *Qualitative Evaluation of Courses Policy and Procedure*

First Issued: Nov 2013

**Motivation:**

- Quantitative evaluation of the faculty and courses by students often masks some important parameters that need to be revealed through this qualitative survey.
- There is a need to go beyond the standardized questions and ask the students about what they feel in the course.
- Allowing the students to express the things they like or do not like and things that require improvements has been found to generate many more actionable items for the departments.

**Logistics**

- To be administered by each department and faculty at the end of the semester.
- HoD to review the filled forms and submit an analysis about the previous semester.
- Frequency: Once a semester
- Output: As explained above

Inspired by the HBR article “One Number You Should Grow”. Available with Dean in pdf format.

**Form:**

Course Name: \_\_\_\_\_ Instructor Name: \_\_\_\_\_

Semester: Fall/Spring/Summer Year: 20

Student's Program: \_\_\_\_\_ Entry Batch (Semester/Year): \_\_\_\_\_

### Qualitative Evaluation of the Course

Would you recommend your friend to take this course?  Yes  No

What did you like about this course?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What you did NOT like about this course?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How can this course be improved?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 6 Faculty Policies

### 6.1 Faculty Development Strategy Policy

Each faculty member has an opportunity to develop a unique professional brand using the various forms (related to AACSB) that they need to fill each semester.

- 1) Faculty can either consider these forms as an additional paper work, or can use these forms to develop their USPs and a unique brand. We expect that you would do the latter, and use these forms for developing your unique brand.
- 2) A faculty member who has filled in the "Statement of Purpose Form" after identifying the distinctive value proposition, can define impact targets for the next five years. The HoD would help the faculty member in enabling the department to own the impact targets through a definition of the departmental 5-year targets. (Vision and Mission Standard 1)
- 3) Intellectual Contributions Forms for a faculty (Standard 2) would help create the distinctive competency.
- 4) Faculty Qualification Status Form (Standard 15) would allow you to determine your distinctive positioning through the mix of scholarly research and practice area activities. These activities would create the unique value that can then be published through a mix of books, case studies or papers or other industry engagements. It would also happen through a choice of conferences to develop strategic networks of referrals.
- 5) Teaching Effectiveness related CPD form (Standard 12) would help the faculty develop the capacity to influence the students through improvement in pedagogy and through ToT.
- 6) Brand recognition would be pushed through by the students of the courses being taught by you. Participation in faculty meetings for Curriculum development and Assurance of Learning (Standard 8) would help you create students as your brand ambassadors.
- 7) Faculty members need to fill the course assignment and review form to create opportunity for their brand through impact, engagement and innovation that they introduce in the courses that are assigned to them. Course assignment form is based on the imperatives of faculty sufficiency and faculty deployment (standard 5 of the

AACSB) and would help the HoDs in better planning and aligning the planning of the faculty with the institutional planning.

- 8) Brand recognition in industry would happen through the experiential learning projects of the students academic and professional engagement standard 13.
- 9) Brand consolidation would occur through the Executive Education and Consultancy (Standard 14) where the faculty would be able to interact extensively with the industry executives.

## **6.2 CBM Continuing Professional Development (CPD) Policy**

### **AACSB Standard 12: Teaching Effectiveness**

Continuing Professional Development (CPD) is the means by which people maintain their knowledge and skills related to their professional lives. It is a commitment to continually update their skills and knowledge in order to remain professionally competent and achieve their true potential.

The Institute of Business Management aims to be one of the leading institutes nationally and internationally for imparting knowledge, skills, confidence, and values for its faculty and students. The motivation of this CPD Policy is to enable the faculty to fulfil the following elements of IoBM's vision:

- Use of the best teaching and training methodologies.
- Develop an environment where students excel academically, professionally and ethically.
- Pursue leading-edge research.
- Engage in the development of innovative ideas and analytical, interpersonal and leadership skills.
- Enable freedom of thought and expression.
- Encourage faculty to be independent and creative thinkers.

Supporting motivations include meeting the requirements of various regulatory and accreditation bodies nationally such as NBEAC and HEC and internationally such as AACSB and AMDISA.

CPD credits would be used for the yearly evaluation of the faculty members (teaching effectiveness segment of the evaluation form). CPD program covers a series of workshops, trainings, assignments to benefit continual learning of faculty in various disciplines of their professional growth as university level educators. Under the program each faculty will have to undertake stipulated no. of hours bearing credit points. The points will be added to the the 30% of weight age in 'Teaching' % of annual appraisals as evaluated by the Departmental HoD.

#### **CPD Procedure:**

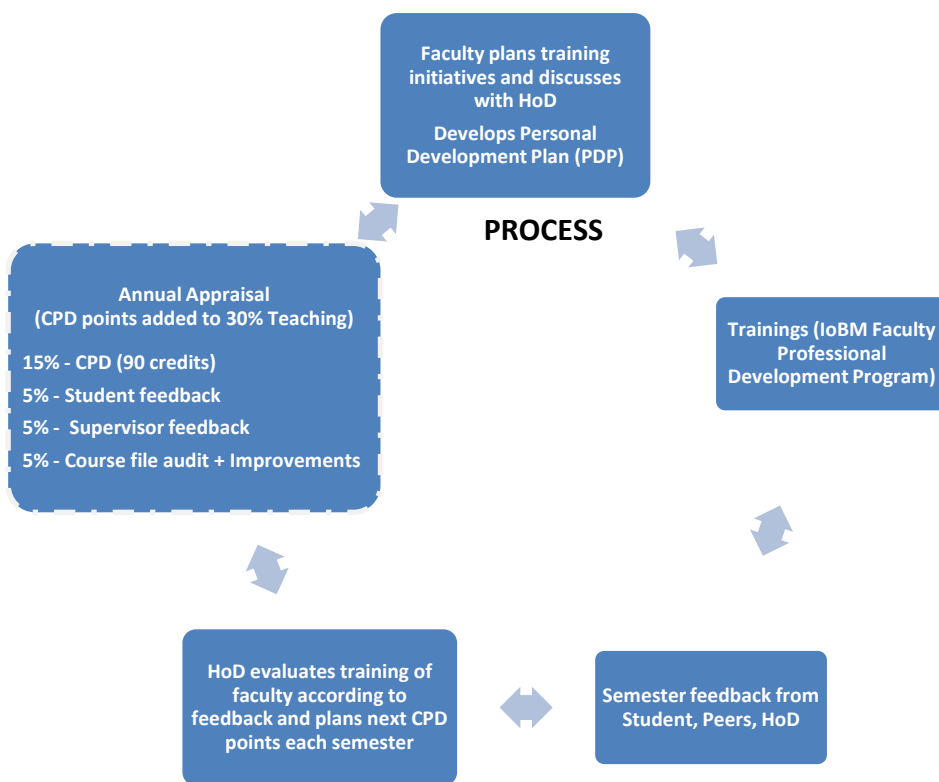
- 1) Formal CPD can be any form of structured learning that has clear learning objectives and outcomes with pre-specified credits, such as a professional course, structured online training, technical authorship, learning that includes an assessment measure or self-managed learning that can be assessed by an expert third party.
- 2) Individual CPD is any self-managed learning that is relevant or related to your professional role. This could include activities such as action research in education, experiential learning project, on-the-job training, attendance at seminars or events where the focus is on teaching and knowledge sharing. However, to gain credits the proposal for the learning exercise must be approved in advance.

#### **Requirements:**

- All faculty members must undertake a minimum of 90 hours CPD each calendar year (January to December)
- Of the 20 hours at least 10 hours must be formal CPD. The remainder can be informal CPD.
- All faculty members must record their CPD activity in form of certificates, assessments, feedback.
- The activities as recorded from the CPD credits will be added in the yearly appraisals.
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**CPD CREDITS FOR TRAINING AND DEVELOPMENT**  
**(total of at least 90 points to be achieved each year)**

Dimensions	Hours	Points	
Orientation training	16 hours (2 days)	16	Total at least 90 hours or 90 points to have earned per calendar year.
IoBM FPDP video lectures/assignments	17 x two hour sessions in one calendar years = 34 hours	34	
Observations/Reflections	20 x two hour sessions in one year = 40 hours	40	
Training for other faculty and departments	16 hours (2 days)	16	
Executive/ Corporate Trainings	16 hours (2 days)		
Industry engagement (research project, conferences, seminars, workshops) <i>Online blogs/profiles/discussions/newspaper articles etc.</i>	16 hours		



Criterion	Standard 12 (AACSB)	Process
<b>Engagement</b>	The school ensures that the faculty and professional staff engaged in different teaching/learning models have the competencies required for achieving quality.	IoBM to generate the model of Continuous Professional Development credits where each faculty has to be engaged in different training programs/workshops/assessments in order to earn points for the 30% yearly appraisal in teaching.  Faculty at the beginning of their first semester of teaching to design their PERSONAL DEVELOPMENT PLAN. This should be shared with the respective HoDs and reviewed yearly to keep a check on their academic achievements. The parameters

		<p>should include the following contributions:</p> <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Research</li> <li>• Institute Engagement (Public relations)</li> <li>• Industry Engagement (Public relations)</li> <li>•</li> </ul>
<b>Evaluation</b>	The school evaluates teaching performance across its various program delivery models and how this process affects faculty and related professional staff.	<ul style="list-style-type: none"> <li>• 10 proformas to be filled: <ul style="list-style-type: none"> <li>➢ 2 from students (qualitative and quantitative)</li> <li>➢ 2 from HoD on course feedback</li> <li>➢ 2 from faculty</li> <li>➢ Rest from central department</li> </ul> </li> <li>•</li> <li>• Faculty meetings</li> <li>• Mid-term assessment</li> <li>• Feedback</li> <li>• Monitoring of improvements</li> </ul>
<b>Enhancement</b>	<p>Faculty and professional staff substantially participate in teaching enhancement activities.</p> <p>The school provides development activities focused on teaching enhancement to all faculty members, appropriate professional staff, and graduate students who have teaching responsibilities across all delivery modes.</p>	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Student evaluation (Quantitative and Qualitative)</li> <li>• HoD – Faculty meetings</li> <li>• Mid-term assessment of course</li> <li>• Employer feedback</li> <li>• Course outlines</li> <li>• Teaching methodologies</li> <li>• Student societies</li> </ul>
<b>Training and Development</b>	Describe continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning. Document faculty and staff participation in these initiatives over the past five years.	<p>Continuous Development Program Credits given for</p> <ol style="list-style-type: none"> <li>1. Initial Orientation training</li> <li>2. In house workshops and trainings</li> <li>3. Online trainings/assignments/assessments</li> <li>4. External workshops and trainings</li> </ol> <p><i>Note: Yearly workshops and trainings are subjected to recommendation of the Departmental HoD in areas where improvements may be identified.</i></p>
<b>Awards</b>	Summarize awards or other recognitions that faculty and professional staff have received for outstanding teaching and professional support of student learning.	<ul style="list-style-type: none"> <li>• Best Teacher Award (Internal and External eg. HEC etc.)</li> <li>• Research publication awards</li> <li>• Travel grants, faculty exchange, foreign trainings</li> <li>• Faculty scholarships</li> <li>• Fellowships</li> <li>• Monetary increment, appraisals</li> </ul>
<b>Impact</b>	Document innovative and/or effective teaching practices that have had significant, positive impact on student learning.	<ul style="list-style-type: none"> <li>• Employer feedback</li> <li>• Conventions</li> <li>• Student societies</li> <li>• Experiential learning</li> </ul>
<b>Quality</b>	The school has a systematic process for evaluating quality as an integral component of the faculty and professional staff	<ul style="list-style-type: none"> <li>• Self Assessment Manuals (HEC)</li> <li>• Continuous feedback</li> </ul>

	performance review process. This process should extend beyond student evaluations of teaching and include expectations for continuous improvement.	
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Source:

[www.rics.org](http://www.rics.org)

AACSB Standards

## ANNEXURE AACSB STANDARD 12

**Standard 12: The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes. [TEACHING EFFECTIVENESS]**

### **Basis for Judgment**

- The school has a systematic process for evaluating quality as an integral component of the faculty and professional staff performance review process. This process should extend beyond student evaluations of teaching and include expectations for continuous improvement.
- The school provides development activities focused on teaching enhancement to all faculty members, appropriate professional staff, and graduate students who have teaching responsibilities across all delivery modes.
- Faculty are adequately prepared to teach while employing the modalities and pedagogies of degree programs.
- Faculty and professional staff substantially participate in teaching enhancement activities.

### **Guidance for Documentation**

- Describe how faculty and professional staff teach while employing the modalities and pedagogies of degree programs, as well as provide evidence of the effectiveness of their delivery and preparation. Discuss how the school ensures that the faculty and professional staff engaged in different teaching/learning models have the competencies required for achieving quality.
- Describe how the school evaluates teaching performance across its various program delivery models and how this process affects faculty and related professional staff.
- Describe continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning. Document faculty and staff participation in these initiatives over the past five years.
- Summarize awards or other recognitions that faculty and professional staff have received for outstanding teaching and professional support of student learning.
- Document innovative and/or effective teaching practices that have had significant, positive impact on student learning.

### **6.3 Course Reduction Incentive for Permanent Faculty Enrolled in PhD**

See the Research Center Document

### **6.4 Consultancy Policy for Faculty**

See Industry Engagement document

## **6.5 Executive Training Policy for Faculty**

See Industry Engagement document

## **6.6 Faculty Course Load Policy**

### **Motivation**

- To enable an equitable distribution of load on all permanent faculty members
- To enable the faculty to manage their teaching, research, student counseling, industry engagement (PR) and administration responsibilities.
- To use credit hour weights in the assignment of responsibilities to the faculty members

### **Permanent Faculty Course Loads**

- Full time load of a permanent faculty member is 9 credit hours of teaching and recognized research.
- Course load can be adjusted according to the research credentials of the faculty members and their administrative assignments.
- Adjustment may be made at the time of their appointment or it may be done later on when responsibilities are assigned.
- Course load for active researchers publishing in recognized journals:
  - Lecturer 4
  - Assistant Professor 3
  - Associate Professor and Professors 2
- To encourage research, course load for the active researcher holding professorial assignments is different from those who are not active researchers.
- Course load of faculty members who are not active researchers but have professorial appointments may not be allowed to claim these course reductions if they do not meet the required publication requirements.
- Faculty members may obtain cash incentive in place of course load exemption for research publications
- A faculty member may be assigned a course load greater than 4 in certain circumstances, in which case the faculty member can claim financial compensation for the additional course.

### **Visiting Faculty Course Load**

- Visiting faculty member's course load is maximum 2 courses.
  - Assignment of course load greater than 2 courses to a visiting faculty member requires prior permission and signing of a semester contract.

## **6.7 Course Exemptions Policy**

### **Motivation**

- To provide course exemptions for faculty involved in achievement of strategic objectives of IoBM
- To provide time for the faculty fulfilling administrative assignments
- To encourage research and industry engagement targets

### **Course Exemptions**

- Depending upon the administrative and research assignments such as the professorial appointments as active researchers the faculty is given reduced teaching course load.
- HoDs are given one course exemption in lieu of their administrative assignments.
- Program Coordinators for BBA and MBA programs are given a course reduction in load.
- HoDs with student registrations beyond a certain threshold in their departments are given an additional course load reductions. Currently, four HoDs are availing this course reduction who have departmental student registrations exceeding 2000 in regular semesters.
- Faculty enrolled in the PhD program can avail a course load reduction.

- Faculty having a special assignment can also be given additional course reduction based on the recommendations of Dean and the approval of the Rector.
- Faculty obtaining a consultancy assignment from the industry can also claim course reduction subject to the meeting of specified requirements.

**Detailed Policies and Reference Documents:**

1. Consultancy Policy
2. Course Exemption Policy for Permanent Faculty Enrolled in PhD Program
3. Publication Incentive Policy for Faculty Members
4. Course Exemption Policy for HoDs and Coordinators
5. Industry Engagement Strategy, Policies and Projects
6. Research and Intellectual Contributions Strategy, Policies and Projects
7. HoDs/Coordinators Responsibilities Manuals

**6.8 Policy for promotion of IoBM faculty acquiring M.Phil/Ph.D Degrees**

IoBM Management has been following a policy of facilitating and supporting its faculty members in enhancing their qualifications. As part of this policy, faculty members getting admitted to IoBM's M.Phil/Ph.D Programs are exempted from payment of tuition fees. A further incentive is being given in the form of a monthly allowance to all faculty members who acquire an M.Phil/Ph.D Degrees from IoBM or any other HEC recognized institution.

Lately, we have been receiving a number of requests from faculty members for considering accelerated promotion on the basis of acquiring an M.Phil/Ph.D. It has therefore become imperative to evaluate the merit of such requests on a case to case basis, rather than treating M. Phil as a tick mark on a pre-requirements sheet. Logically, for an M. Phil/Ph.D to become the basis of promotion, the thesis work should be in the area of expertise of the faculty and potentially enhance his/her capability to teach / develop advanced courses in the relevant area, besides enhancing the capability to undertake more advanced research, possibly for attaining the Ph.D qualification in future.

In light of the above, the following policy for accelerated promotion of faculty members requesting for promotion, on the basis of acquiring an M.Phil/Ph.D, is being implemented with immediate effect:

- 1) To constitute Promotion Committee to review cases of M.Phil and Ph.D degree holders. The committee will comprise Deans of CBM, CESD, CCSIS and CES. Director Research and HoD HR, who would act as co-coordinator of the committee. The concerned HoD will also be a co-opted member of the committee.
- 2) To request for promotion, the M.Phil/Ph.D should have been earned from an HEC recognized institution, evidence of which has to be produced.
- 3) The applicant will send a request for promotion to the Rector through concerned HoD with copy to ED Administration, who will refer the case to the MPhil Promotion Committee.
- 4) The applicant will make a presentation of his/her M.Phil/Ph.D thesis to an M.Phil/Ph.D Promotion Committee which will be followed by a question / answer session. Final recommendations of the committee on whether or not, the applicant should be promoted, would be provided to the Rector and President.
- 5) After the presentation, a copy of the thesis will be submitted to the IoBM library, which will index it and announce its availability for being issued to interested faculty members or students who may be interested in carrying out further research on a related topic or otherwise want to benefit from the thesis.

**PROMOTION CRITERIA WILL BE BASED ON THE FOLLOWING:**

- 1) Served for at least three ( 3 ) consecutive years in the existing capacity
- 2) The duration of three years may be relaxed to two and half years at the discretion of President/EDA/Rector
- 3) Rating of past two years performance should not be below GOOD
- 4) The contribution in Research both in-house and Impact Factor Journals made was up-to the desired level or not.
- 5) Any other accomplishment which was significant
- 6) Students evaluation of faculty should be good, preferably Excellent.

## ***6.9 Semester Course Framework for Visiting Foreign Faculty***

The framework proposed below enables a foreign faculty to complete a full semester course during a three week visit and stay at IoBM. The framework meets the requirements of the semester contact hours, full semester supervision as well as the other typical requirements as given below.

### **Objectives and Motivation for the Framework**

- To extract the maximum benefit from the visit of foreign faculty when the visit duration is shorter than the length of the semester. This is the case in majority of such visits.
- To resolve the issue of proper utilization of foreign faculty during their visits.
  - It is typically difficult for the faculty and students to come and benefit from the expertise of the visiting faculty during off-days.
  - When the visiting faculty comes as a guest speaker during the scheduled classes on “on-days”, the issue of relevance of the content of the speaker with the courses becomes an issue. Where relevance is not an issue than the pressure of completely covering the course outline starts militating against the speakers subject area.
- To develop a more substantive mode of engagement for foreign university collaboration.
- To attract more foreign faculty to come to IoBM and to enable the students to benefit from such faculty members.

### **Proposed Design of the Full Semester Course**

- The course would be scheduled as a regular course in the 4<sup>th</sup> session on the Mon/Wed or Tue/Thu slot. That is, students who would be enrolled in the course taught by the foreign faculty would not be allowed to enroll in any other course that in the 4<sup>th</sup> session that starts at 2:15pm. (there can be some other alternatives too).
  - We design the course in such a manner where the student-teacher class room interaction completes in 21 days i.e. three weeks of duration of the foreign faculty visit.
  - During three weeks there are 12 working days. A class of 3 hours would be scheduled each of the four working days (Mon to Thur) i.e.  $3 \times 12 = 36$  hours of class room interaction.
  - The class may be scheduled from 2:15PM to 5:15 PM i.e during the working days of the three weeks.
- The course taught by the foreign faculty would have an experiential learning project. The nature of projects to be given to the students would be finalized in advance of the visit of the foreign faculty.
  - There would be a Project advisor who may be a TA or a junior faculty member assigned to the foreign faculty to supervise the experiential learning project that would be a necessary component of the course.
  - During the remaining sessions of the semester the TA/Junior faculty would meet with the students at least once every week (in one or two of the allotted slots) for project advising and supervision to complete the contact hour requirements of the course.
- This framework would evolve and be refined with experience.

## ***6.10 Faculty Research Incentives Policy by HR***

### **REMUNERATION FOR PUBLICATIONS**

IoBM encourages, supports and promotes researchers to publish their research papers in HEC recognized Journal and Thomson Reuters (ISI) Journals. For this IoBM has adopted excellence measures for the faculty through the rewards for high-quality research publications.

#### **1. REMUNERATION FOR LOCAL JOURNALS:**

The rate of remuneration is different depending up on the category of research Journal.  
For example: If the research paper is published in the W category journal then the Prof, Associate Prof and Assistant Professor will get the 100% amount of one paid course.

**Following are the rates of the paid courses:**

- Prof: 1150/- per hour ( $45 \times 1150 = \text{Rs.} 51,750/-$ )
- Associate prof: 1060/- per hour ( $45 \times 1060 = \text{Rs.} 47,700/-$ )
- Assistant Professor: 1000/- per hour ( $45 \times 1000 = 45,000/-$ )
- 

**Remuneration for different categories of journals:**

**I. W and X Category Journals 100% Equivalent to one paid course**

- Prof, Associate Prof and Assistant Professor will get 100% amount equivalent to one paid course for 45 credit hours as mentioned in above rate statement.
- 

**II. Y Category Journal 50% of the paid Course**

- Prof, Associate Prof and Assistant Professor will get 50 % amount equivalent to one paid course for 45 credit hours as mentioned in above rate statement.
- 

**III. Z Category Journal 40% of the paid Course**

- Prof, Associate Prof and Assistant Professor will get 40 % amount equivalent to one paid course for 45 credit hours as mentioned in above rate statement.

**2. REMUNERATION FOR ISI IMPACT FACTOR JOURNAL:**

**Following are the rates of 1.5 paid courses:**

- Prof: 1150/- per hour ( $67.5 \times 1150 = \text{Rs.} 77,625 /-$ )
- Associate prof: 1060/- per hour ( $67.5 \times 1060 = \text{Rs.} 71,550/-$ )
- Assistant Professor: 1000/- per hour ( $67.5 \times 1000 = 67,500/-$ )
- 

**Remuneration for different categories of journals:**

**I. Impact factor 0.1 to 0.5 = 1.5 paid courses**

If the research paper is published in the journal has an impact factor more than 0.1 to 0.5, then Prof, Associate Prof and Assistant Professor will get the amount equivalent to one and half of paid course which will be equivalent to 67.5 credit hours as mentioned in the above statement.

**II. Impact factor more than 1 = 2.5 paid Courses or 112.5 credit hours**

If the research paper is published in the journal has an impact factor more than 01, then Prof, Associate Prof and Assistant Professor will get the amount equivalent to two and a half paid course which will be equivalent to 112.5 credit hours.

If the research paper is in a joint Publication of the faculty, the following rates/ratios will apply:

- a. Just one author 100% Payment
- b. For two Author rates/ration will be 67:33
- c. Three Authors rates/ratios will be 50:25:25

## 6.11 Annual Faculty Appraisal

Name: \_\_\_\_\_ Date: \_\_\_\_\_ FY: \_\_\_\_\_ Status \_\_\_\_\_

### Note:

1. SA, SP, PA, IP definitions are from AACSB Standard 15 Faculty Statuses Form.
2. Not **all** items are relevant to **all** the faculty members.
3. Relevance of the items depends upon the current status of the faculty.
4. A faculty may pick and choose the items to score the maximum weight in a category.
5. It is like a Q paper with many Qs & choice given to the student to choose questions in such a way that the sum should approach category weight.
6. Some items (or a group of them) need to be mandatory on which the faculty must score. Eg publication in PBR/Cat Y Journal

### Suggest:

1. If any more items need to be included in this form.
2. what should be the measurement criteria for each.
3. what should be the weight of each individual item.
4. Any clarification or disambiguation required

Faculty Evaluation		Current Weight	Weight as per Qualification Status (Choose one status)				Goals agreed HoD: Yr Start	HoD/Dean Yr End Review	AACSB Standard Ref	HEC Univ Ranking %age
			Academic		Practice					
<b>1. Research/Intellectual Contributions</b>		<b>25</b>								
	<b>Stats</b>									
1.4	Scholar H-Index							2,15	2	
1.2	#Citations/paper as computed by HEC							2,15	4	
	<b>Publications</b>									
1.1	Publication in ISI IFJs							2,15	6	
1.3	Publication in IFJs (non ISIs)							2,15	3	

Faculty Evaluation		Current Weight	Weight as per Qualification Status (Choose one status)				Goals agreed HoD: Yr Start	HoD/Dean Yr End Review	AACSB Standard Ref	HEC Univ Ranking %age
1.9	Published case study in a case journal							2,15		
1.10	International peer-reviewed indexed journal (non ISI/HEC recognized)							2,15		
1.11	International paper/case study in peer-reviewed conference							2,15		
1.12	Peer reviewed case study with number from case units (LUMS/IBA/ECCH etc)							2,15		
1.13	National peer-reviewed journal [paper/ case study].							2,15		
1.14	Conference paper / case study in national conference							2,15		
1.15	Publication of an original article in an edited volume published by academic press							2,15		
1.16	Publication or revision of a textbook							2,15		
1.17	Publication of an authored or edited volume published by an academic press							2,15		
1.18	Publication of original research in an open source, non-peer-reviewed, elect journal							2,15		
1.19	Publication of a book review in an academic or practitioners' journal							2,15		
	<b>Review/Editorship</b>									
1.5	Editor, assoc ed or ed board member of an academic journal (HEC Category W)							15	2	
1.7	Editor, assoc ed or ed board member of an academic journal (HEC Category X)							15	1	
1.21	Editor, assoc ed or ed board member of an							15		

Faculty Evaluation		Current Weight	Weight as per Qualification Status (Choose one status)				Goals agreed HoD: Yr Start	HoD/Dean Yr End Review	AACSB Standard Ref	HEC Univ Ranking %age
	academic journal (Non Category X, W)									
	<b>Supervision</b>									
1.6	PhD Dissertations supervised (#)							15	2	
1.8	MPhil Thesis supervised (#)							15	1	
	<b>Research Awards</b>									
1.20	Receipt of a peer-reviewed funded grant that supports the IoBM							2,15		
	<b>Research Status</b>									
1.22	Active Mphil/PhD enrolment for attainment of Qualification Statuses							15		
<b>2. Industry/Societal Engagement</b>		<b>25</b>								
2.1	Amount of external research grants won							15	4	
2.2	Organization of International Conference (based on #external attendees)							15	2	
2.3	Number of international awards won							15	2	
2.4	Number of travel grants won							15	2	
2.5	Creative work at the National Level							13,14,15	1	
2.6	Creative work at the International level							13,14,15	1	
2.7	Organization of National Conferences (based on #external attendees)							15	1	
2.8	Number of national awards won							15	1	
2.9	Conducting of Executive Trainings							14		

Faculty Evaluation		Current Weight	Weight as per Qualification Status (Choose one status)				Goals agreed HoD: Yr Start	HoD/Dean Yr End Review	AACSB Standard Ref	HEC Univ Ranking %age
2.10	Commercialization of creative work through trainings/industry linkages							15,14	1	
2.11	Consultancy Project/EMEC Projects							13		
2.12	Service on corporate or non-profit boards, NGOs							15		
2.13	Consultation or research for development agencies							15		
2.14	Regular maintenance or acquisition of professional certifications and/or licenses							15		
2.15	Invited professional public speaking							15		
2.16	Organization of Seminar/workshop (based on #external attendees)							15		
2.17	Blogs/Magazine/Newspaper Publications							15		
2.18	Service as a major officer for an academic association or scholarly organization							15		
2.19	Service on boards and Committees of HEIs and Regulatory Bodies (HEC, PEC, SEPA etc)							15		
<b>3. Teaching</b>		<b>30</b>						8		
3.1	Course Files Management							8		
3.2	Course Innovation and Pedagogical Innovation							13		
	Course Review and Assignment Form							5		
3.3	Industry Engagement through Experiential Learning projects							13		
3.4	Course Impact Assessment							1, 8		
3.5	Actions on Quantitative Evaluation							12,8		

Faculty Evaluation		Current Weight	Weight as per Qualification Status (Choose one status)				Goals agreed HoD: Yr Start	HoD/Dean Yr End Review	AACSB Standard Ref	HEC Univ Ranking %age
3.6	Actions on Qualitative Evaluation							12,8		
3.7	Continuous Professional Development							12		
3.71	Active Mphil/PhD enrollment for attainment of Qualification Statuses							15		
3.72	Pedagogical Workshops and trainings attended/conducted							12		
<b>4. Student Engagement</b>		<b>10</b>								
4.1	Student societies events							4		
4.2	Student counseling							4		
4.3	Alumni interactions							4,15		
4.4	Student Evaluation							8		
<b>5. Administrative Engagement</b>		<b>10</b>								
5.1	Participation in departmental meetings							1, 4,6		
5.2	Administrative effectiveness initiatives							1, 4,6		
5.3	Participation in departmental/college impact creation (Brand Planning)							1, 4,6		
5.4	Participation in Strategic AACSB/QEC projects							1, 4,6		
	Intellectual Contributions Form							2		
	Faculty Status Planning and Development Planning Form							15		
	Peer Review of Course Files							8,9		
<b>6.Admin Responsibilities for HoDs only</b>										

Faculty Evaluation		Current Weight	Weight as per Qualification Status (Choose one status)				Goals agreed HoD: Yr Start	HoD/Dean Yr End Review	AACSB Standard Ref	HEC Univ Ranking %age
	Regular Departmental Faculty Meetings (Minutes file)							6		
	Faculty Development Planning: Faculty Statuses Review (File with forms)							15		
	Faculty Deployment Planning (Course Assignments Forms File)							5		
	Course Files Peer Review and External Audit (Course Review File)							8,9		
	Intellectual Contributions Summary (File for Faculty Intellectual Contributions)							2		
	CPD Planning for faculty (CPD File)							12		
	Departmental Experiential Learning Initiatives Summary (Experiential Learning File)							13		

## 7 Faculty Qualifications and Engagements Form

Faculty Name: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Designation: \_\_\_\_\_ Department: \_\_\_\_\_

Area(s) of Expertise/Specialization: \_\_\_\_\_

### AACSB Standard 15:

- 1) This questionnaire is designed to help you determine your “**Qualified Faculty**” status. Maintaining this status requires generating intellectual capital in your field of teaching, demonstrating currency and relevance of this intellectual capital to support CBM’s mission.
- 2) This questionnaire would help you to determine your status which should be in one of the four following categories. Each category depends upon your (a) initial preparation which can be either professional experience or doctoral degree, and (b) sustained academic and professional engagement:
  - i) **Scholarly Academics (SA)** is essentially granted to newly hired faculty members who earned their research doctorates within the last five years.
  - ii) **Practice Academics (PA)** involve in substantive linkages to practice consulting, other forms of professional engagement, interaction, and relevant activities.
  - iii) **Scholarly Practitioners (SP)** applies to faculty members who augment their experience with development and engagement activities.
  - iv) **Instructional Practitioners (IP)** is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

		Academic (Research/Scholarly)	Applied/Practice
Initial Preparation	Significant Professional Experience (Duration & Responsibility)	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

- 3) Filling out this form will enable you to classify your status today. You also need to identify the targets for the coming year and for the three years in future, cumulatively.
- 4) Standard 15 stipulates minimum percentages of faculty that can have SP, IP, SA and PA status. CBM needs to maintain a portfolio of such statuses in line with its mission.
- 5) CBM must also maintain a portfolio of high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management [Standard 2].
- 6) Engagement activities must be documented and readily verifiable by IoBM. To be considered as part of an Instructional Practitioner portfolio, engagement activities must be reported on the faculty members’ annual performance documents and included on their curriculum vitae. To be considered *significant*, an engagement activity must result in lasting impact on the client, the public, or the faculty member.
- 7) Tick mark professional engagement activities even in more than one status. This would help us in understanding your current initiatives.
- 8) Faculty Sufficiency Targets for AACSB Accreditation:
  - Overall:  $P/(P+S) > 75\%$
  - By discipline, location, delivery mode, or program:  $P/(P+S) > 60\%$
- 9) Faculty Qualifications Targets for AACSB Accreditation:

- Minimum SA:  $(SA)/(SA + PA + SP + IP + O) > 40\%$
- Minimum SA + PA + SP:  $(SA + PA + SP)/(SA + PA + SP + IP + O) > 60\%$
- Minimum SA + PA + SP + IP:  $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) > 90\%$
- If there are 100 faculty members, then number of SAs should be more than 40%, number of SA+PA+SP should be greater than 60% and faculty lying in the others category should be less than 10%.

**Statement of Purpose:**

*Why do you exist as a faculty member? What professional achievements you would like to have? What is your differentiation from other faculty members who are teaching in your area in this and other universities? How would you like to be recognized nationally and internationally? Please write down the impact that you would like to create on society or industry over the next five-ten years as a professional.*

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*How is this impact aligned with the mission and objectives of IoBM, CBM, Department and/or its programs?*

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**Measurable Target 1:**

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**Measurable Target 2:**

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**Measurable Target 3:**

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*How would you strategize your course allocations and intellectual contributions to attain these targets:*

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**Scholarly Academics (SA) or Practice Academics (PA).**

Checklist to identify whether you can be classified as a Scholarly Academic (SA) or Practice Academic (PA).

- Faculty members must satisfy *both* the initial academic preparation criteria (Section A) and the sustained engagement criteria **over the previous five years** (Section B1 or B2).
  - SA satisfies both A and B1
  - PA satisfies both A and B2

<b>Section A: Initial Academic Preparation.</b> At least one tick in section A qualifies you for row	As of Now  Month/Year (tick/count)	In Next 12 months  Month/Year (count)	Cumulative  Month/Year (count)
1. I hold a research-based doctorate in my primary teaching field.			
2. I hold a research-based business doctorate that is outside of my primary teaching field. But, I have evidence of active involvement in the teaching area through activities such as: <ul style="list-style-type: none"> <li>a. Authorship, or</li> <li>b. Participation in professional meetings, or</li> <li>c. Related activities devoted to the teaching area.</li> </ul>			
3. I hold a doctoral degree outside of business, but my primary teaching responsibilities fall within my area of specialization. I can demonstrate evidence of active involvement in the area of teaching responsibility through activities such as: <ul style="list-style-type: none"> <li>a. authorship,</li> <li>b. participation in professional meetings,</li> <li>c. or related activities.</li> </ul>			
4. I hold a doctoral degree outside of business, but my primary teaching responsibilities do NOT fall within my area of specialization <ul style="list-style-type: none"> <li>a. I have completed additional graduate coursework or professional development sufficient enough to provide a basis for participation in the mix of teaching, intellectual contribution, and service. Or</li> <li>b. I have recognized professional certifications or licenses that demonstrate training and expertise in a primary teaching field.</li> </ul>			
5. I hold a specialized graduate degree in taxation or a combination of graduate degrees in law and accounting.			
6. I am a graduate student in a research-based, business doctoral field for no more than three years beyond the most recently completed graduate comprehensive examination or other milestone that places them into the dissertation stage.			
7. I am completing a doctoral degree in my primary area of teaching.			

**B1: Sustained Professional Engagement Activities for SA**

Do you meet the sustained engagement activities criteria for the Scholarly Academic classification?

Section B1 Checklist necessary to qualify for SA	As of Now Month/Year (tick/count)	In Next 12 months Month/Year (count)	Cumulative Month/Year (count)
<b>Research Proficiency: Over the past 5 years, I must have published:</b>			
1) At least (02) peer reviewed research articles in recognized academic journals, indexed by leading bibliographic sources; Impact Factor Journals (Specify) _____			
2) One Textbook published by leading publishers. (This may substitute one journal article in the clause above). (Specify) _____			
<b>Academic Proficiency: Over the past 5 years, I must have a minimum of two (2) intellectual contributions such as: *The same research paper cannot be counted in more than one category</b>			
1. Peer-reviewed or invited conference presentation* (Specify) _____			
2. Publication of a conference proceedings paper* (Specify) _____			
3. Publication of an original article in a non-peer-reviewed journal or periodical (Specify) _____			
4. Publication of an original article in an edited vol published by academic press (Specify) _____			
5. Publication or revision of a textbook (Specify) _____			
6. Publication of an authored or edited volume published by an academic press (Specify) _____			
7. Publication of original research in an open source, non-peer-reviewed, electronic journal			

(Specify) _____			
8. Publication of a business case study by an academic press (Specify) _____			
9. Service as an editor, associate editor or editorial board member of an established academic journal or periodical (Specify) _____			
10. Publication of a book review in an academic or practitioners' journal (Specify) _____			
11. Receipt of a peer-reviewed funded grant that supports the IoBM (Specify) _____			
12. Receipt/renewal of professional certification that enhances the class/research (Specify) _____			
13. Service as a major officer for an academic association or scholarly org (Specify) _____			

**B2: Sustained Professional Engagement Activities for PA**

Evidence of sustained professional engagement for Practice Academics should include significant activities in a **minimum of three (3) different engagement categories** during the most recent five year period. Acceptable categories of activities include:

<b>Section B2 checklist necessary to qualify for PA</b>	As of Now	In Next 12 months	Cumulative
	Month/Year (tick/count)	Month/Year (count)	Month/Year (count)
1. Substantial consulting projects and activity (Specify) _____			
2. Service on corporate or non-profit boards (Specify) _____			
3. Production and delivery of substantial professional development activities (Specify) _____			
4. Consultation or research for economic development agencies (Specify) _____			
5. Regular maintenance or acquisition of professional certifications and/or licenses (Specify) _____			
6. Invited professional public speaking (Specify) _____			
7. Other appropriate professional activities (Specify) _____			

<b>Scholarly Practitioners (SP).</b> To be classified as a Scholarly Practitioner, faculty members must satisfy both the initial academic preparation (A) and professional preparation (B) criteria and (C) the sustained engagement criteria <b>over the previous five years.</b>	Now Month/Year (tick/count)	This year Till Month/Year (count)	Cumulative Month/Year (count)
<b>A. Initial Academic Preparation</b>			
1. I hold a Masters degree in business and primary teaching responsibilities fall within my area of teaching. Name of degree: _____			
2. I hold Masters degree relevant to the mission of the IoBM. Relevance: _____			
<b>B. Professional Preparation</b>			
1. Full time employment experience appropriate for the assigned course(s) to teach: Organization _____ Designation: _____ From: ____ To: ____			
2. Three years work experience in industry, business, government or education (for introductory undergraduate courses): Organization _____ Designation: _____ From: ____ To: ____ Organization _____ Designation: _____ From: ____ To: ____			
3. Four years work experience in industry, business, government or education (for upper level undergraduate courses): Organization _____ Designation: _____ From: ____ To: ____			
4. Five years work experience in industry, business, government or education (for master's courses) Organization _____ Designation: _____ From: ____ To: ____			
5. I have managerial and executive level experiences Organization _____ Designation: _____ From: ____ To: ____ Organization _____ Designation: _____ From: ____ To: ____			
<b>C. Academic Engagement.</b>			
<ul style="list-style-type: none"> <li>• Over last five years, Scholarly Practitioners must maintain active academic engagement as evidenced by a <b>min. of two (2) academic contributions</b></li> <li>• The same research paper cannot be counted in more than one category.</li> </ul>			
1. Publication of a research article in a peer-reviewed academic journal			
2. Peer-reviewed or invited conference presentation*			
3. Publication of a conference proceedings paper*			
4. Publication of an original article in a non-peer-reviewed journal or periodical			
5. Publication of an original article in an edited volume published by an academic press			

6. Publication or revision of a textbook			
7. Publication of an authored or edited volume published by an academic press			
8. Publication of original research in open source, non-peer-reviewed, electronic journal			
9. Publication of a business case study by an academic press			
10. Service as an editor, associate editor, or editorial board member of an established academic journal or periodical			
11. Publication of a book review in an academic or practitioners' journal			
12. Receipt of a peer-reviewed funded grant that supports the CBM			
13. Receipt/renewal of professional certification that enhances the classroom and research			
14. Service as a major officer for an academic association or scholarly organization			
15. Production of other scholastic or creative works that further the mission of the college and are validated by the Iobm			

<b>Instructional Practitioners (IP).</b> To be classified as an Instructional Practitioner, faculty members must satisfy <i>both</i> the initial academic and professional preparation criteria and the sustained engagement criteria <b>over the previous five years.</b>	As of Now  Month/Year (tick/count)	In Next 12 months  Month/Year (count)	Cumulative  Month/Year (count)
<b>A. Initial Academic Preparation</b>			
1. I hold a Masters degree in business and primary teaching responsibilities fall within my area of teaching.			
2. I hold Masters degree relevant to the mission of the IoBM.			
<b>B. Professional Preparation</b>			
1. Professional full time employment appropriate for the course(s) that are assigned to teach			
2. Three years work experience in industry, business, government or education (for introductory undergraduate courses)			
3. Four years work experience in industry, business, government or education (for upper level undergraduate courses)			
4. Five years work experience in industry, business, government or education (for master's courses)			
5. Have attained significant professional certifications and/or licenses awarded by industry-specific organizations or governmental agencies			
<b>C. Academic Engagement.</b> Evidence of sustained professional engagement for Instructional Practitioners should include <i>significant</i> activities in a <b>minimum of two (2) different engagement categories</b> during the <u>most recent five year period</u> . Acceptable categories of activities include:			
1. Continued professional employment in the primary teaching area			
2. Substantial consulting projects and activity			
3. Service on corporate or non-profit boards			
4. Production and delivery of substantial professional development activities			
5. Consultation or research for economic development agencies			
6. Regular maintenance or acquisition of professional certifications and/or licenses			
7. Invited professional public speaking			
8. Other appropriate professional activities			

**Other Qualifications (OQ).**

Faculty members who do not meet the criteria for Scholastic Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner are categorized as holding **Other Qualifications**. To further the college mission, OQ faculty members are encouraged to acquire additional academic preparation and/or conduct additional professional engagement activity in order to be reclassified.

**7.1 Faculty Detail of Individual Intellectual Contribution**

Faculty Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date of Joining: \_\_\_\_\_

Title of the Contribution: \_\_\_\_\_

Other Authors: \_\_\_\_\_

Journal/Conference: \_\_\_\_\_

Year/Dates, Vol#, Issue# \_\_\_\_\_ City/Country: \_\_\_\_\_

Major Index: \_\_\_\_\_ Other index(indices): \_\_\_\_\_

**Type of Intellectual Contributions (For more details, read AACSB Standard 2):** \_\_\_\_\_

- BDS: Basic/Discovery Scholarship
- AAS: Applied or Integration/ Application Scholarship
- TLS: Teaching, Learning Scholarship
- PRJ: Peer-Reviewed Journals
- RM: Research Monographs
- APMP: Academic/ Professional Meeting Proceedings
- CRAR: Competitive Research Awards Received
- TB: Text books
- Cases
- OTM: Other Teaching Materials: Please discuss with Dean CBM
- Other IC Type: Please discuss with Dean CBM

**Describe how this contribution is aligned with Departmental/College/Institute Vision and Mission:**

\_\_\_\_\_  
\_\_\_\_\_

**Write a statement of the impact that this contribution had or will have:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 7.2 Departmental Summary of Last 5 years of a Department's Intellectual Contributions

HoD's Responsibility: To align the departmental contributions to the vision of the department/program's vision. Each Row

**Table 2-1 Intellectual Contributions Faculty-wise; For more information see AACSB Standard 2**

<b>Part A: Five-Year Summary of Intellectual Contributions of your department</b>												
<b>Faculty</b> Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.					<b>Portfolio of Intellectual Contributions</b>					<b>Types of Intellectual Contributions</b>		
<b>Faculty Name</b>	<b>Basic Discovery Scholarship</b>	<b>or Applied Integration/ Application Scholarship</b>	<b>or Teaching, Learning Scholarship</b>	<b>Peer-Reviewed Journals</b>	<b>Research Monographs</b>	<b>Academic/ Professional Meeting Proceedings</b>	<b>Competitive Research Awards Received</b>	<b>Text books</b>	<b>Cases</b>	<b>Other Teaching Materials</b>	<b>Other IC Type Selected by the School</b>	
<b>% of faculty producing each IC</b>												
<b>Percentage of faculty producing ICs:</b>												
<b>Part B: Alignment with Mission, Expected Outcomes, and Strategy</b>												
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.												
<b>Part C: Quality of Five-Year Portfolio of Intellectual Contributions</b>												
Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative												

metrics and to summarize information in tabular format whenever possible.

**Part D: Impact of Intellectual Contributions**

**7.3 Faculty Summary of Intellectual Contributions over the Last Five Years**

Faculty Name: \_\_\_\_\_ Designation: \_\_\_\_\_ Date of Joining: \_\_\_\_\_

Type of Intellectual Contributions (For more details, read AACSB Standard 2):

- BDS: Basic/Discovery Scholarship
- AAS: Applied or Integration/ Application Scholarship
- TLS: Teaching, Learning Scholarship
- PRJ: Peer-Reviewed Journals
- RM: Research Monographs
- APMP: Academic/ Professional Meeting Proceedings
- CRAR: Competitive Research Awards Received
- TB: Text books
- Cases
- OTM: Other Teaching Materials: Please discuss with Dean CBM
- Other IC Type: Please discuss with Dean CBM

Sr#	IC Type	Title	Other Authors	Journal/Conference	Year/Dates, Vol#, Issue#	City/Country	Major Index	Alignment with Departmental/College/Institute Vision and Mission
1								
2								
3								

**8 Student Counseling Framework**

**8.1 Student Counseling Services**

**Objectives**

- To provide adequate student engagement
- To ensure the resolution of student issues

- To ensure that the dropout rates do not exceed the permissible limits
- To fulfill the requirements of AACSB, HEC, NBEAC and other accreditation bodies

## **8.2 Student Counselor**

To prepare a semester-wise health of the programs in terms of numbers and major causes of attritions.

- Review of the results of each semester and preparation of at least three lists of students:
  - List of students with CGPA below good standing.
  - List of students with CGPA in suspense; above 2.0 but less than the degree requirement (2.5 for BBA and 3.0 for MBA)
  - List of students with excessive failures even though their CGPA is over 2.5
- Arrange three group counseling sessions for each of the three groups above.
- Coordinate with batch counselors to be appointed from among the faculty members
  - Batch Counselors for BBA and BBA program coordinator
  - Batch Counselors for MBA and MBA program coordinator
  - Program Coordinators/HoDs
- Refer cases that require special help to specialist counselors or higher management
  - Financial counseling
  - Academic counseling
  - Personality/psychological counseling
- Arrange remedial courses for students with English problems and Maths problems.
- Separate the new students in English sections according to their competence in English
- Separate the new students in Maths sections according to their competence in Maths
- Coordinate with Dean regarding new initiatives

## **8.3 Batch Counselors**

There would be at least 4 batch counselors for BBA and 4 for MBA programs. HoDs with specialized programs would look after the smaller programs. The batch counselors would be responsible for:

- Monitoring the numbers of students and understanding the attrition reasons.
- Coordinating with HoDs or Deans regarding academic issues.
- Coordinating with Counselor and administration regarding financial and personal issues.
- Recommending remedial strategies and support.

## **8.4 Program Coordinators**

Each program coordinator or the program owner HoDs would be responsible for the health of the program in terms of numbers. And based on interaction with the students would suggest remedial measures and other policy initiatives for providing a better academic environment at the institute.

To recommend any changes to curricula or subjects in consultation with the HoDs emerging from the resolution of issues while counseling of students.

### **AACSB Standard 4: Student Admissions, Progression, and Career Development**

#### **Student Progression Counseling Excerpt:**

The school prepares and supports students to ensure academic progression towards degree completion, including clear and effective academic performance standards and processes, consistent with degree program learning goals. The school has clearly articulated policies and processes to:

- Prepare students to learn to employ the modalities and pedagogies of degree programs.
- Evaluate student progress.
- Provide early identification of retention and progression issues.
- Intervene with support, where appropriate.
- Separate students from programs, if necessary.

Document and demonstrate the effectiveness of current policies and procedures to ensure academic progression toward degree completion, including standards for academic performance, as well as to ensure integrity of student participation and appraisal in degree programs. Examples of evidence may include data on the completion rates in degree programs relative to the normal expected time-to-degree expectations, the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last academic year.

### **NBEAC Standards Rubrics Document**

#### **Student Counseling Excerpt**

##### **Counseling & Guidance (Ref #F03: Q-14 to Q-15)**

- There are professional counselors available for guiding students about their curricular and life related problems.
- Workload policy of the Business School for the faculty members allocates reasonable time for student counseling.
- Students or batches are allocated faculty advisors for discussing general problems relating to academic and nonacademic issues.
- Faculty members display their counseling hours outside their doors.

##### **Student progression and individualized learning (Ref #F03: Q-14 to Q-19)**

- Formal mechanism for monitoring student progression exists.
- Faculty Counselors/Advisors exist.
- Meetings with students are held on regular basis.
- Challenges have been identified, particularly regarding weak students.
- Ownership and monitoring of challenges exist.
- Formal mechanism to support weak student exists.

## 8.5 Student Career Counseling

### AACSB Standard 4 Excerpt: Student Career Development Counseling

The school provides effective career development support for students and graduates consistent with degree program expectations and the school's mission, expected outcomes, and strategies.

#### Evidence

Document processes and demonstrate the effectiveness of career development support that is consistent with degree program expectations and the mission of the school. Examples of evidence may include job acceptance rates for graduates over the most recent five-year period as well as case examples of successful graduates.

#### NBEAC Rubrics Excerpts

62. Profile of corporate partners and clients (Ref #F08: Q-4, Q-5, Q-8, Q-9. See also F05)	
	A clear policy exists to engage top corporate entities for joint research, curriculum development, teaching, student coaching and mentoring.
	Evidence exists that extensive formal mechanisms have been setup for materializing these partnerships and there is actual engagement with corporate leadership on regular basis.
63. Placement Office Structure (Ref #F08: Q-6 & Q-7)	
	The Business School has an effective placement office with qualified and dedicated staff led by senior executive to develop liaison with the corporate sector.
	There exist clear policy documents and SOPs for key activities such as internships, student placements, corporate linkages for student placements, open house sessions, guest speaker invitations etc.
	A calendar of such activities is planned and shared with all at least a semester in advance.
64. Student Placements and Corporate Involvement (Ref #F08: Q-7, Q-8, Q-9 & Q-10)	
	The placement office maintains graduating directory and actively places the graduates in organizations, properly maintaining record of such placements.
	The placement office also arranges internships with appropriate organizations, properly maintaining record of such internships.
	Placement office prepares and regularly updates list of employers. Evidence exists that regular interaction of the employers with the graduating students is maintained through multiple events such as job fairs, HR calling, guest speaker invitations etc.
	The placement office regularly takes feedback from the employers regarding quality of the graduate of the Business School employed.