



Institute of Business Management (IoBM) Community Engagement and Service-Learning Policy

Applies To: All Colleges of IoBM, including the College of Business Management (CBM)

1. Policy Statement

The Institute of Business Management (IoBM) believes that higher education carries a responsibility beyond the classroom. As an academic community, we are committed to developing graduates who contribute positively to society and understand the value of civic responsibility.

This policy outlines IoBM's framework for engaging students, faculty, and partners in meaningful community development and social service initiatives through academic courses, institutional activities, and student societies.

2. Purpose

The purpose of this policy is to provide a structured approach through which community engagement becomes an integral part of learning and institutional culture at IoBM. The objectives are to:

- Strengthen civic awareness and social responsibility among students.
- Encourage active participation in social welfare, sustainability, and national development initiatives.
- Link academic learning with real-world community needs.
- Recognize and document IoBM's collective contribution toward the United Nations Sustainable Development Goals (SDGs).

3. Scope

This policy applies to:

- Undergraduate programs across all colleges, including CBM.
- Graduate and postgraduate programs where courses or research integrate social responsibility, leadership, or sustainable development themes.
- Faculty and staff who supervise or facilitate community and service-learning initiatives.
- Recognized student societies and partner organizations collaborating on community-based projects.

4. Implementation Framework

4.1 Undergraduate Level

Community engagement at the undergraduate level is formalized through the two-credit-hour course "Service-Learning and Civic Responsibility."

This course is a graduation requirement and is jointly offered by the Center for Area and Policy Studies (CESD) and the Rector's Office, the monitoring of the projects will be under the supervision of career development office.

Students complete fieldwork, reflection, and presentations under one of the following streams:

- Direct community service
- Project-based service
- Advocacy and youth leadership
- Community research and policy development

The course provides a measurable structure to connect classroom learning with real community outcomes. It also enables each student to contribute to one or more SDGs in a documented and assessable manner.

4.2 Graduate Level

At the graduate level CBM promotes civic engagement through academic course such as Leadership, Ethics and Change, and courses in the degree program of environment, energy and management, these courses encourage students to link leadership with responsibility focusing on CSR initiatives, ethical decision-making, and sustainability case studies.

4.3 Postgraduate / Research Level

For doctoral and research programs, community engagement is reflected through research alignment with SDGs.

In line with the Higher Education Commission (HEC) guidelines, postgraduate theses and dissertations are encouraged to focus on national challenges and development goals. Supervisors and research committees will ensure that wherever applicable, the research aligns with one or more SDGs and produces evidence-based recommendations contributing to societal well-being.

5. Co-Curricular and Institutional Activities

CBM's community engagement extends beyond academic requirements through a range of co-curricular and institutional programs coordinated under the Office of Student Affairs and student societies:

- **Social Welfare and Trust (SWAT):** Engages students in ration drives, blood donation camps, visits to orphanages and old-age homes, Pinktober awareness, and healthcare outreach.
- **Sustainable Living Society (SLS):** Leads environmental initiatives such as tree plantation drives, beach cleaning campaigns, water conservation sessions, and Earth Day events.
- **Institute-Wide Events:** IoBM organizes and the participation of CBM in the events like Independence Day, Pakistan Day, and women's day, anti-narcotic sessions involving student and faculty participation in plantation, donation, and awareness activities.

These activities are considered part of CBM's social contribution and are recorded annually.

6. Roles and Responsibilities

- Rector's Office and CDC office for service learning:
 - Coordinate academic service-learning programs.
 - Maintain a verified database of partner organizations.
 - Collect annual data on student participation and outcomes.
- Office of Student Affairs:
 - Facilitate co-curricular engagement through societies and institutional events.
 - Ensure proper conduct and documentation of all activities.
- Program Heads (including CBM):
 - Ensure inclusion of community and ethical components in program curricula.
 - Encourage integration of SDG-focused projects in graduate and postgraduate programs.
- Faculty Advisors of Societies:
 - Mentor students in identifying suitable projects.
 - Guide reflective learning and ethical engagement.

7. Recognition and Reporting

Community engagement and service-learning outcomes are documented and recognized through existing academic and institutional mechanisms rather than through a separate reporting channel.

1. Academic Reporting

- At the undergraduate level, assessment and documentation of community work are part of the *Service-Learning and Civic Responsibility* course, recorded through student reflections, partner feedback, and faculty evaluation.
- At the graduate level, assessment on CSR-related initiatives undertaken in courses such as *Leadership, Ethics and Change Management* are documented through course reports and exams.
- At the postgraduate and doctoral level, linkage with SDGs is reflected through thesis and dissertation submissions, reviewed and verified by supervisors and departmental research committees.

2. Society and Institutional Reporting

- Each registered student society, including SWAT and Sustainable Living Society (SLS), submits an annual report through the *Office of Student Affairs*, summarizing activities, beneficiaries, and outcomes.
- Institute-wide initiatives such as Independence Day, plantation drives, and national awareness campaigns are covered through IoBM's media and communications channels for institutional record and visibility and also reflect on the CBM official website.

3. SDG and Quality Reporting

- Data on student projects, community initiatives, and SDG linkages are shared with the Quality Enhancement Cell (QEC) for inclusion in CBM's quality, ranking, and accreditation reports.
- The QEC consolidates this information to reflect CBM's collective contribution toward the United Nations Sustainable Development Goals (SDGs) across all academic and non-academic domains.

8. Conduct and Ethics

All participants must represent CBM with integrity, professionalism, and cultural sensitivity. Engagements must remain non-political, non-commercial, and respectful of community norms. All activities will comply with CBM's Code of Conduct and safety regulations.

9. Policy Review

This policy will be reviewed every three (3) years, or earlier if required, by the Dean's Office in consultation with the Academic Council through Rector's office to ensure continued alignment with national and institutional priorities.