



# **Institute of Business Management**

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## **CBM Faculty Handbook**



# **FACULTY** **HANDBOOK**

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“The essence if IoBM academic programs pertains to career focused education towards individual fulfilment, professional excellence, institutional credibility, family welfare and social responsibility. The net result is reflected in the net product. IoBM’s credibility speaks for itself.”

**Shahjehan S. Karim**

Late founded President, Institute of Business  
Management

## MESSAGE FROM THE PRESIDENT

At the Institute of Business Management (IoBM) we, as a community, foster responsible leadership. Our sincere goal is to be the well renowned business university in the country, offering world-class education, learning opportunities and mentorship programs that give students real-world exposure to leadership challenges. The world is entering an era defined by rapid change and complexity and we are at the crossroads of tremendous opportunity and profound challenge. Today's business landscape is inextricably linked with pressing global concerns, including climate change, inequality and resource scarcity. At IoBM, we nurture our students with the knowledge and skills necessary to address these challenges while seizing innovative opportunities.



Our aim is to produce global leaders who shape a sustainable future. Businesses today are not only expected to contribute positively to the economy but also to demonstrate responsibility toward the environment. Hence, our educational approach strives to embrace current trends to cultivate leaders who become harbingers of positive change, sustainable practices and social responsibility in the business world. We expect our students to succeed with ethical responsibility. Responsible leadership today requires a deep understanding of how business decisions impact people, communities and the planet and we are committed to developing leaders who are equipped to lead with integrity and compassion.

The current digital revolution is arguably the most transformative force shaping the present and future of business. Organizations are now expected to be not only digitally agile but also resilient in the face of rapid technological advances. At all colleges of IoBM including CBM, we are embedding these technological advancements into our curriculum, ensuring that our students are prepared to not only understand the digital landscape but also to leverage technology as a powerful force for good. Another defining trend is the growing importance of entrepreneurship and innovation in the business world. More and more, individuals are choosing to create their own companies or disrupt traditional industries through new business models. This shift is driven by the need for solutions to modern challenges and the increasing accessibility of technology, which has lowered barriers to entry for aspiring entrepreneurs. IoBM actively fosters a spirit of innovation, encouraging students to think creatively, challenge the status quo and pursue entrepreneurial endeavors that can drive both economic growth and social good.

**Talib Syed Karim**

**President, Institute of Business Management**



## MESSAGE FROM THE RECTOR

The challenges and opportunities of the 21st century compel us to transcend traditional academic boundaries. At IoBM, we have embraced this imperative by anchoring our Strategic Plan 2025–2029 and focused on academic innovation, research with impact and future-ready infrastructure. These main focus points are designed to cultivate an ecosystem, where disciplines intersect, collaborate and reimagine possibilities from advanced computer science laboratories and socially responsive social science and business management programs to



Central to this vision is our commitment to expanding robust partnerships across industries and borders. By enhancing our incubators, launching purpose-driven research centers and deepening collaborations with national and global institutions, we are creating dynamic platforms where theoretical insights translate into practical solutions. Our enriched executive education initiatives and cross-border academic exchanges will ensure that IoBM graduates whether in business, engineering, social sciences, or computing are equipped not only to navigate but to lead in a rapidly evolving global landscape.

This faculty handbook has emerged from a comprehensive dialogue with our academic community.

**Prof. Dr. Tariq Rahim Soomro**

**Rector, Institute of Business Management**

## MESSAGE FROM THE DEAN COLLEGE CBM

As we embark on our Strategic Plan 2025-2029, the College of Business Management (CBM) stands ready to redefine business education in Pakistan and beyond. Building on our rich legacy, this plan represents our commitment to excellence, innovation and real-world impact. We aim to position CBM among the top 5% of global business schools through AACSB accreditation while introducing cutting-edge programs and hybrid learning models that meet the demands of today's dynamic business landscape.



At the heart of our strategy is an industry-integrated learning ecosystem that bridges the gap between academia and practice. Through our enhanced Corporate Partnership Program, every student will gain hands-on experience via internships, executive-led classroom sessions and live case competitions. Our Centers of Excellence including the Islamic Banking & Finance Center, Research & Training Center and Case Study & Capstone Center will serve as hubs for applied research, professional development and industry collaboration, ensuring our curriculum remains relevant and impactful.

We are equally committed to nurturing well-rounded business leaders through holistic student development initiatives. From mentorship programs with alumni and industry experts to entrepreneurship incubation and global exchange opportunities, we will empower our students to excel both professionally and personally. Our research agenda balances theoretical rigor with practical solutions, encouraging faculty and students to address pressing business challenges while contributing to knowledge creation.

To our students, faculty, alumni and industry partners: this plan is our shared vision for transforming CBM into a powerhouse of business innovation and societal progress. Together, we will cultivate a new generation of ethical, skilled and forward-thinking leaders who will drive Pakistan's economic growth and make a lasting global impact.

**Prof. Dr. Muhammad Kashif**

**Dean, College of Business Management**

**Institute of Business Management (IoBM)**

## WELCOME TO IOBM

For the last few years, IoBM has been rated as one of the top universities in the private sector, both by the Higher Education Commission of the Federal Government and the Provincial Government of Sindh. Eduniversal, during its international conventions of Deans of Business Colleges from over sixty countries, held in 2008 at Paris, France and in 2009 at Cape Town, South Africa awarded IoBM 2 Palms as one of the two best Business Schools in Pakistan. The Institute has been an active member of the International Association of Universities (IAU), International Association of University Presidents (IAUP), Association to Advance Collegiate Schools of Business (AACSB), Association of Commonwealth Universities (ACU) and is also associated with several other international academic organizations.

IoBM has established linkages and earned credibility with reputed foreign business schools and leading international institutes, associations and organizations pertaining to sharing and contributing ideas and insight in business education and research.

The programs we offer include executive MBA, in diverse fields, held on weekends placing special emphasis on the needs of busy executives and those who, having finished one career, wish to go for a new one. IoBM offers programs in Health and Hospital Management, Finance & Risk Management, Industrial Management, Telecommunication Management, Environment & Energy Management, Education Management, Organizational Psychology, Economics and many other disciplines.

IoBM teachers excel in their respective fields. They pass on their expertise in research and scholarship to students enabling them to have an enhanced understanding of their respective disciplines.

Students have access to excellent facilities and learning resources as IoBM continually invests in the University's infrastructure: library, gym, sports, computer equipment, Wi-Fi facility, video conferencing and state-of-the-art campus building. IoBM has earned its reputation through an excellent internship and graduate employment record. The rigorous academic degree courses enable graduates to acquire breadth and depth in their chosen subjects and, therefore, enter a wide range of careers. A large number of its graduates join top business schools in Europe, USA and Canada.

Research is a core competence at IoBM. All members of the IoBM community are actively engaged in disseminating knowledge, pursuing research in a diverse range of themes. The Institute publishes the country's first research quarterly journal, Pakistan Business Review (PBR), which is recognized by the Higher Education Commission (HEC) and ECONLIT, Journal of Economic Literature, USA. An annually held HEC financed international conference provides a platform for the presentation of research undertaken at IoBM.

## **IOBM VISION STATEMENT**

We aspire to be one of the leading institutions, nationally and internationally, for learning, research, innovation and adding value to society.

## **IOBM MISSION STATEMENT**

We strive to develop future leaders by providing innovative education, fostering critical thinking and cultivating entrepreneurship while emphasizing ethical practices. Our mission is to equip learners with the knowledge, skills and values through excellence in learning, teaching and innovation to prepare them for dynamic local and global challenges. We are committed to advancing impactful research that addresses real-world problems and contributes to sustainable solutions, driving both economic and societal progress. We also aim to create an enabling environment for inclusive growth by embracing technology, promoting interdisciplinary collaboration and actively engaging with society to create meaningful change.



## CORE VALUES

### Learning

*We embrace a culture of continuous learning to empower individuals with the knowledge and adaptability required in a rapidly evolving world.*

### Integrity

*We uphold the highest standards of honesty, ethics and accountability in all institutional practices.*

### Motivation

*We foster a driven and purpose-oriented environment that inspires initiative, resilience and self-improvement.*

### Innovation

*We cultivate creativity and forward-thinking to address complex challenges with practical, future-focused solutions.*

### Teamwork

*We value collaboration, respect and mutual support, believing that collective effort leads to greater impact.*

### Leadership

*We develop principled and socially responsible leaders who can influence positive change at local and global levels.*

### Excellence

*We strive for distinction in education, research, service and institutional performance through a commitment to quality and continuous improvement.*

### Sustainability

*We are committed to sustainable development, ensuring our actions contribute to long-term environmental, social and economic well-being.*

### Service

*We promote civic engagement and social responsibility, using our knowledge and resources to serve communities and advance the public good.*

# WE ARE LIMITLESS

## **CBM VISION STATEMENT**

To be recognized as a premier business school that transforms students into innovative, ethical leaders who drive sustainable business growth and societal impact through cutting-edge education, industry integration and transformative research

## **CBM MISSION STATEMENT**

“The College of Business Management empowers future business leaders with industry-relevant knowledge, analytical rigor and ethical decision-making skills. Through technology-infused curricula, experiential learning and global perspectives, we prepare students to excel in dynamic business environments. Our faculty and students collaborate on impactful research that addresses real-world challenges, while our strong industry partnerships foster innovation and community engagement. We are committed to cultivating entrepreneurial mindsets, fostering inclusivity and developing solutions that create both economic value and social progress.”

## **ABOUT CBM**

The College of Business Management (CBM) is one of the founding schools of the Institute of Business Management (IoBM). Since its inception, CBM has remained committed to developing business leaders who are not only professionally capable but also ethically grounded and socially responsible. It offers a range of undergraduate, graduate and postgraduate programs in fields such as management, marketing, finance, accounting, human resource management, logistics and entrepreneurship.

CBM’s academic philosophy is built on three key pillars: relevance, rigor and responsibility. Our programs are designed to stay aligned with industry needs while upholding academic standards and ensuring that students are prepared to face real-world challenges. We regularly update our curricula through feedback from industry partners, alumni and academic experts to reflect the changing dynamics of business and technology.

A defining strength of CBM is its faculty, a blend of experienced professionals and accomplished academics who bring both theory and practice into the classroom. The teaching approach emphasizes case studies, simulations, research-based assignments and industry-based projects, fostering critical thinking and practical problem-solving skills.

CBM also takes pride in its focus on research and innovation. Faculty and graduate students are encouraged to undertake applied research that addresses local business challenges and contributes to global knowledge. Through seminars, conferences and publication opportunities, we support the growth of a vibrant research culture within the college.

In addition to academic development, CBM places equal importance on student growth beyond the classroom. Through industry linkages, internships, entrepreneurial activities and student-led societies, we ensure that learners are exposed to real-time business environments and develop the confidence and competence to lead.



CBM transcends traditional business education by developing principled leaders equipped to drive meaningful change in Pakistan's business landscape and beyond. We combine academic rigor with purposeful professional formation to create graduates who excel in their fields while maintaining strong ethical foundations.

### **Transformative Educational Approach**

Our business education model integrates:

- ✓ Industry-aligned curricula co-developed with corporate partners
- ✓ Cross-disciplinary learning across all business functions
- ✓ Applied learning through internships, case competitions and live projects
- ✓ Research-informed teaching addressing real business challenges

### **Departmental Excellence**

Our seven specialized departments form the backbone of CBM's academic ecosystem:

1. **Marketing** - Developing data-driven marketing strategists
2. **Accounting & Finance** - Training next-generation financial leaders
3. **Management & HR** - Shaping organizational architects
4. **Operations, Environment and Supply Chain Management** - Building logistics innovators
5. **Entrepreneurship** - Empowering future innovators of sustainable business ventures
6. **Communications** - Crafting effective business communicators
7. **Graduate Business Research (GBR)** - Fostering scholarly inquiry

### **Comprehensive Program Portfolio**

#### **Undergraduate Education**

- **BBA** with 8 specialized streams:  
(Accounting, Business Intelligence & Analytics, Finance & Banking, HRM, Islamic Banking & Finance, Logistics & SCM, Marketing, Entrepreneurship)
- Specialized BS programs in:
  - Accounting & Finance
  - Economics & Finance
  - Entrepreneurship
  - Supply Chain Management
  - Business Intelligence & Analytics

#### **Graduate Studies**

- **MBA** (Evening/Weekend) with concentrations in:  
Finance | Marketing | HRM | Supply Chain Management
- **MS Business Management** specializing in:  
Finance | Marketing | HRM | SCM | Business Analytics

#### **Doctoral Programs**

- **PhD in Business Management**
- **PhD in Environment & Energy Management**

### **Strategic Differentiation**

What sets CBM apart:

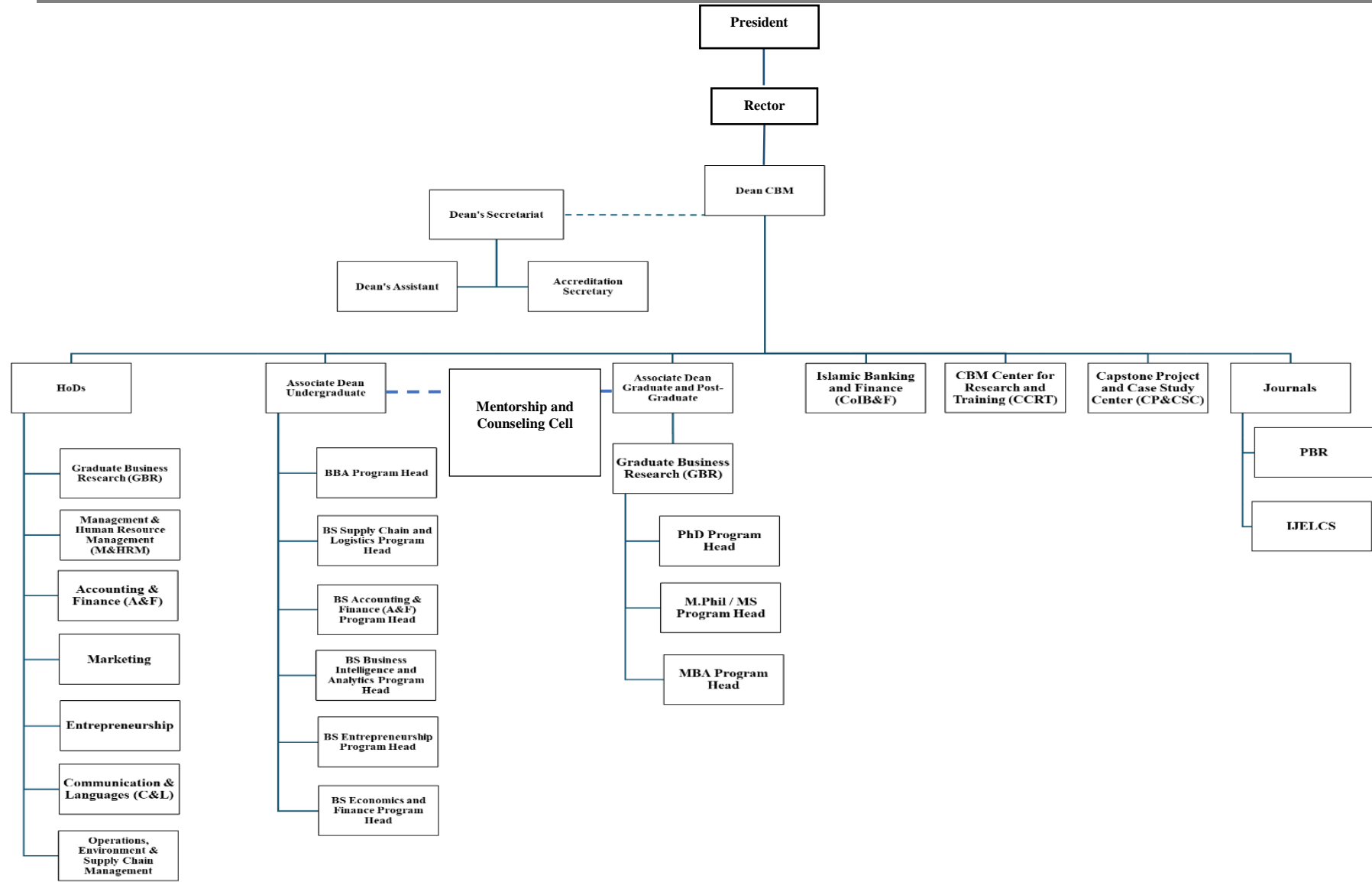
- Balanced focus on technical competence and character development
- Seamless integration of emerging technologies across curricula
- Strong industry-academia nexus ensuring graduate employability
- Commitment to developing socially responsible business leaders

This comprehensive structure positions CBM to fulfill its strategic mission of delivering business education that matters - equipping students not just with degrees, but with the capabilities to create sustainable value in an evolving business environment.

As we move forward, CBM aims to strengthen its academic offerings, expand international collaborations and build deeper partnerships with industry. We are also working to embed sustainability, digital transformation and responsible business practices into all aspects of our teaching and operations.



# CBM ORGANOGRAM



## **GOVERNANCE & BODIES**

### **STATUTORY BODY**

#### **BOARD OF GOVERNORS (BOG)**

The Board of Governors exercises the powers to hold, control and administer the property, funds and the resources of the institute. It also approves the Annual Report, Plan of Work, Statements of Accounts and the Annual Budget Estimates as recommended by the Executive Council. It is also responsible for ensuring effectiveness of the Institute's operations and continuity and preservation of its autonomy.

#### **EXECUTIVE COUNCIL**

The Executive Council is responsible for formulating and approving the principles, policies and plans governing the activities and operations of the Institute so as to facilitate teaching and other academic work. It can appoint faculty, researchers and officers on the recommendation of the Selection Board. It can also create new components of the Institute such as faculties / departments / college and constitute standing committees, subcommittees, councils and other administrative or academic advisory bodies, if necessary. It can undertake initiatives to ensure efficient and effective management and functioning of the Institute. It proposes plans of work for the approval of the Board of Governors.

#### **ACADEMIC COUNCIL**

Its responsibilities include:

- Advising the Executive Council on academic matters
- Regulating the conduct of teaching, research, publications and examinations
- Regulating the admission of students to courses of studies and examinations in the Institute
- Regulating the conduct and discipline of the students of the Institute
- Regulating award of financial assistance, exhibitions, medals and prizes
- Formulating the course of studies, syllabi and outlines of all examinations conducted by the Institute

#### **BOARD OF ADVANCED STUDIES AND RESEARCH**

Board of Advanced Studies and Research advises on all matters connected with the promotion of advanced studies and research publications of the Institute. It also proposes regulations regarding the award of research degrees and appoints supervisors for post graduates research students and approve

titles of their thesis/dissertations and recommend panels of names of examiners for evaluation of other research examinations.

## **SELECTION BOARD**

The Selection Board considers the applications and recommends to the Executive Council the names of suitable candidates for appointment of teaching and other Selection Board also considers cases of promotion and recommends the names of academic posts and recommends suitable salary for the person concerned. The suitable candidates to the President.

## **FINANCE AND PLANNING COMMITTEE OF THE BOARD OF GOVERNORS**

The Finance and Planning Committee prepares the Annual Statement of Accounts and Annual Budget Estimates, reviews periodically the financial status of the Institute and advises the Foundation and the Board of Governors on matters relating to finance, Investments and accounts of the Institute.

## **INTERNAL BODIES**

### **CURRICULUM REVIEW COMMITTEE (CRC)**

Curricular revisions at CBM follow a structured governance process that ensures both internal rigor and external validation. The process begins at the Curriculum Review Committee (CRC), where faculty members evaluate course content, teaching methods and alignment with Program Learning Outcomes

### **DEPARTMENTAL BOARD OF STUDIES (BOS)**

Each department has its own Board of Studies headed by HOD. Recommendations from the CRC are then forwarded to the Board of Studies (BOS), which further evaluates the proposed changes for academic soundness, disciplinary depth and alignment with national qualification frameworks. External members on the BOS are typically senior academics and industry professionals offer independent perspectives to validate the currency and relevance of the curriculum.

### **BOARD OF FACULTY (BOF)**

The BOF provides an additional layer of oversight, ensuring consistency with faculty-wide standards and long-term strategic objectives. Finally, the proposals are submitted to the Academic Council.

## DEPARTMENTAL MEETINGS

Departmental meetings are mandatory and must be held at least once a month called by the Head of Department (HoD) whenever the need arises.

These meetings provide a platform for faculty members to discuss matters related to their courses, students and other academic or administrative concerns. The discussions aim to promote effective coordination, address challenges and ensure continuous improvement in teaching and departmental operations. Attendance is compulsory for all faculty members unless prior approval for absence has been granted by the HoD.

## KEY LEADERSHIP (CBM)

**Dean:** Professor Dr. Muhammad Kashif

**Associate Dean:** Associate Professor Dr. Shagufta Ghauri (Undergraduate Program)

**Associate Dean:** Associate Professor Dr. Sarah Wali Qazi (Graduate and Post-graduate Programs)

Department of Management & HR (Head: Associate Professor Dr. Shagufta Ghauri)	Program Head of BBA (Assistant Professor Dr. Muhammad Saeed Mujahid)
Department of Health and Hospital Management (Head: Associate Professor Dr. Shagufta Ghauri)	Program Head of BS Supply Chain Management (Assistant Professor Dr. Shahrukh)
Department of Marketing (Head: Assistant Professor Dr. Fariha Raza)	Program Head of BS Entrepreneurship (Associate Professor Dr. Adeel Anjum)
Department of Accounting and Finance (Head: Associate Professor Dr. Salman Sarwat)	Program Head of BS Accounting & Finance (Assistant Professor Dr. Kashif Arif)
Department of Operations, Environment and Supply Chain Management (Head: Assistant Professor Dr. Falak Shad)	Program Head of BS Economics & Finance (Assistant Professor Dr. Kashif Arif)
Department of Entrepreneurship (Head: Associate Professor Dr. Junaid Ansari)	Program Head of Business Intelligence and Analytics (Assistant Professor of Practice Ms. Rabia Sabri)
Department of Graduate Business Research (GBR) (Head: Associate Professor Dr. Sarah Wali Qazi)	Program Head of MBA (Assistant Professor Dr. Falak Shad)
Department of Communication and Languages (Head: Associate Professor Dr. Aliya Sikandar)	

## **CBM CENTERS**

### **CENTER FOR ISLAMIC BUSINESS & FINANCE (CIBF)**

The Center for Islamic Business & Finance (CIBF) at the Institute of Business Management (IoBM) is a pioneering institution dedicated to advancing knowledge and practice in Shariah-compliant finance. As a leading hub for Islamic finance education and research, CIBF bridges traditional Islamic economic principles with modern financial innovation, developing ethical solutions for today's global markets.

Through rigorous academic programs, cutting-edge research and strategic industry partnerships, CIBF prepares professionals to lead in Islamic banking, Takaful, Sukuk markets and Halal business ecosystems. Our work combines scholarly excellence with practical application, ensuring graduates are equipped to address the evolving challenges of ethical finance.

**Founding Director's Vision**

"CIBF was established to redefine the boundaries of Islamic finance - where centuries-old wisdom meets contemporary financial innovation. We are committed to nurturing a new generation of professionals who can uphold Shariah principles while driving sustainable economic growth."

**- Prof. Dr. Imam Uddin**

**Founding Director, CIBF**

### **CIBF VISION**

- To integrate Islamic principles into contemporary business practices through education, research, training and consultancy services.
- To empower professionals and organizations to achieve Shariah compliance and sustainability.
- To play a pivotal role in the development of the Islamic finance industry both locally and globally.

### **MISSION**

To be a globally recognized Centre for excellence in Islamic banking, finance and Shariah-compliant business, fostering ethical and sustainable development through education, research and industry partnerships.

### **CBM CENTER OF RESEARCH AND TRAINING (CCRT)**

The CBM Centre for Research and Training (CCRT) is a cornerstone of academic excellence at the College of Business Management (CBM), dedicated to advancing research, faculty development and institutional growth. Established as a dynamic hub for innovation, CCRT fosters cutting-edge research, enhances pedagogical expertise and builds a robust repository of business knowledge to bridge academia and industry. Under the leadership of Dr. Sarah Wali Qazi, Associate Professor and Head of the Graduate Business Research Department, the center plays a pivotal role in shaping CBM's strategic vision by nurturing a culture of inquiry, collaboration and continuous learning.

As part of CBM's strategic roadmap, CCRT aligns its initiatives with the institution's broader goals promoting high-impact research, empowering faculty through professional development and contributing actionable insights to the business community. This section outlines CCRT's strategic

priorities, ensuring its mission synergizes with CBM's commitment to excellence, relevance and sustainable growth in a rapidly evolving educational landscape.

### **Vision**

To be recognized as a leading center for research and training in business management, contributing to academic excellence and sustainable development while aligning with CBM's mission and global best practices.

### **Mission**

To advance the frontiers of knowledge in business management through high-quality research.

To provide skill-based training that enhances academic and professional competencies.

To foster impactful industry-academic collaboration to address contemporary challenges.

## **Research Interest Groups under the CCRT**



## **FACULTY DEVELOPMENT AND PROFESSIONAL TRAINING POLICY**

CBM encourages continuous professional growth and supports faculty participation in conferences, workshops, trainings, seminars and other developmental activities that enhance teaching quality, research capacity and academic excellence.

Faculty members may request approval for professional development by submitting the relevant forms listed below. All requests must be reviewed and endorsed by the Head of Department (HoD) before being forwarded to the **Center for Curriculum Review and Training (CCRT)** for final approval.

Professional development requests are assessed based on academic relevance, contribution to faculty enhancement, alignment with departmental objectives and institutional priorities. The required forms are,

- Proposal for Workshop (Internal/External) ([Appendix A](#))
- Conference/Training/Workshop Participation Request Form ([Appendix B](#))
- Travel Grant Request (as per Travel Grant Policy) ([Appendix C](#))

Faculty members must ensure all information, supporting documents and financial details (where required) are submitted in complete form.

## **CAPSTONE AND CASE STUDY CENTER**

The **Capstone and Case Study Centre (CCSC)** at CBM serves as a strategic academic-industry bridge, equipping students with critical thinking, research proficiency, communication and leadership skills through immersive, real-world business projects. Under the leadership of **Mr. Mukhtar Ahmed Khan, Head of Capstone & Case Study Center**, the Centre ensures that students work under the guidance of experienced faculty and corporate partners to solve actual business challenges, develop innovative solutions and present actionable recommendations to industry stakeholders. This experiential learning model enhances employability, career readiness and industry exposure, aligning academic rigor with professional demands.

### **Governance & Operations**

The Centre operates through a **structured framework** comprising:

- **Mr. Mukhtar Ahmed Khan (Head of CCSC)** – Strategic oversight and industry-academia alignment.
- **Departmental Capstone Officers** – Ensuring project quality and consistency across disciplines.
- **Case Writers** – Developing locally relevant teaching cases for curriculum integration. Faculty is involved in writing the cases.

### **VISION**

"To be the leading hub for transformative business learning—where students and faculty co-create solutions for real-world challenges through interdisciplinary collaboration, driving ethical and sustainable impact."

### **MISSION**

"To deliver transformative learning experiences by bridging classroom knowledge with real-world business problems. We foster experiential learning, interdisciplinary collaboration and research-informed practices equipping students with problem-solving skills and faculty with tools to develop locally relevant cases. Through strategic industry partnerships, we advance academic excellence and drive ethical, sustainable change in society."

By fostering strong industry linkages, faculty development and student-centered innovation, the Centre reinforces CBM's commitment to applied learning and sustainable business education.

## **UNIVERSITY POLICIES**

### **SMOKE FREE ENVIRONMENT**

Smoking, chewing pan, tobacco or any other unhygienic addiction, is prohibited on the campus.

### **HARASSMENT PREVENTION**

IOBM is committed to maintaining a working environment that is free of harassment of any kind including sexual, religious, social or physical/mental disability.

### **ZERO TOLERANCE OF WORKPLACE VIOLENCE AND THREATS**

IoBM is committed to providing a safe, secure and respectful work environment for all faculty members. Any form of workplace violence whether physical, verbal, or psychological will not be

tolerated under any circumstances. Acts of violence or threats, harassment, intimidation, or other disruptive behaviors are strictly prohibited.

### **DRESS CODE POLICY**

Appropriate dressing enhances the personality and contributes to successful non-verbal communication in the workplace. All clothing worn by faculty should be well laundered. Clothes should be inoffensive in terms of cuts and style, or by way of messages printed on them.

### **SAFETY AND SECURITY**

To ensure safe and secure working environment, the campus is protected, round the clock, by professional security personnel and equipment including Closed Circuit TV Surveillance System.

All employees are expected to ensure that work related information is maintained under utmost confidentiality. User ID, password and all accounts used to access data processing resources and facilities should be preserved under strict confidentiality. If any systems abuse/leakage is found/suspected, the concerned Department Head should be informed.

### **OFFICE TIMINGS**

IoBM allows faculty and management to avail flexi-time of work to suit their professional and personal life style.

#### **Flexi Office Hours for Faculty**

- 5 working days & 2 days off (6 hours & 45 minutes per day)
- Starting between 8:00 to 10:00 AM & finishing between 2:45 to 3:45 PM

#### **Flexi Office Hours for Management & Staff**

- 5 working days & 2 day off (8 hours per day)
- Starting between 8:15 to 9:00 AM & finishing between 5:00 to 5:45 PM

### **Hours Adjustment**

Besides flexi hours, the faculty members are also allowed to adjust their working hours by:

1. Working few hours less on a day and making up for the remaining hours on another day during the same month
2. Working on an off day and taking an off day on a working day during the same month

*Note:* An Hour Adjustment Form needs to be filled out for that purpose. However, such hour adjustment is allowed only in case of emergencies and should not affect the teaching or any other official responsibilities.

### **Break**

Lunch and Namaz Break of 30 minutes for faculty and Staff and 45 minutes for management is allowed.



## **LEAVES & HOLIDAYS**

### **Annual Leave:**

30 days annual leave per annum is allowed to management, faculty and staff. It is allowed after successful service completion of 6 months at IoBM. Leave is accrued gradually in TimeTrax at the rate of 2.5 days per month. Annual leave can be accumulated up to a maximum of 60 days. Leave can be carried forward to the next year. However, any balance exceeding 60 days will be forfeited. The minimum limit to avail annual leave is 3 days. All annual leave requests must be approved by the Head of Department (HoD) and the Dean.

#### **For Faculty:**

- Annual leave should be availed during semester breaks only.
  - Faculty members cannot take annual leave during the semester.
- After completing three years of service, an employee is eligible for one month of leave encashment along with annual leave in the fourth year.  
After the fourth year, employees may avail 15 days of leave encashment per year.

#### **For Management:**

- Management and staff can avail annual leave at any time of the year, subject to approval. Management employees may avail their annual leave twice a year, provided there is a minimum gap of six months between both leaves.

### **Casual Leave**

7 days of casual leave per calendar year is allowed. Casual leave is added gradually in TimeTrax throughout the year. It cannot be availed for more than 2 consecutive days.

Casual leave cannot be carried forward to the next year. Any unutilized casual leave will automatically lapse at the end of the year.

### **Sick Leave:**

Employees are entitled to 8 days of sick leave per calendar year. Sick leave is added gradually in TimeTrax throughout the year. Sick leave can be carried forward to the next year. The maximum accumulation limit is 15 days and any balance beyond this limit will be forfeited.

A minimum of 2 consecutive days of sick leave may avail. For more than 2 consecutive days, a medical certificate must be submitted as proof of illness.

### **Compensatory Leave**

If an employee is required to work on an official off day, they are entitled to compensatory leave. The compensatory leave can be adjusted on any other working day within the next 30 days from the date the employee worked on their off day.

The employee must obtain email approval from the Head of Department (HoD) before availing compensatory leave. The email should clearly mention the task or reason for which the employee was required to work on their off day and the specific date on which the compensatory leave will be taken.

### **Travel & Transport**

Travel on official business, duly authorized, is arranged and expenses paid/reimbursed by the Organization as per IoBM Travel Rules.

***Note:** Casual, sick and annual leaves cannot be availed consecutively*

## RESOURCES AND FACILITIES

The IoBM has a purpose-built twenty-acre campus, located in the serene and secure surroundings of Korangi Creek, Karachi. The College of Business Management building, covering an area of 85,000 sq. ft., is equipped with state of-the-art teaching equipment to enable the Institute to keep pace with the dynamics of the global market. All classrooms are equipped with internet and intranet facilities. IoBM is a Wi-Fi campus. The campus buildings are centrally air-conditioned and have all been self-financed with no outside assistance or donation. A separate centrally air-conditioned modern Administration and Entrepreneurship & Management Excellence Center building, with a covered area of 26,900 sqft., was completed in 2001. Another centrally air-conditioned building with a covered area of 31,655 sqft., houses the College of Computer Science and Information Systems and has been operational since 2002. The Convocation Center was completed in November, 2002 and the Students Activity Center building in September, 2003 which has a second-floor housing 10 faculty residential suites for visiting scholars was completed in January, 2006. The library building has been operational since January, 2005. A separate building houses the department of Industrial Engineering & Management. A new 150,000 sqft., SSK Center of Excellence has recently been added to the existing buildings on campus.

### COMPUTER FACILITIES

One of the strengths of the IoBM program is the incorporation of information technology as a key component of the curriculum. The academic programs offered by the Institute require students to obtain hands on experience in computers and develop a high level of expertise in this field. The Information Systems Department (ISD) of the College of Computer Science and Information Systems provides administrative, networking and technical support to faculty and students. The College of Computer Science and Information Systems building includes a number of computer laboratories with around four hundred & twenty workstations. It is fully equipped with satellite/ radio-linked e-mail, Wi-Fi facilities and internet facilities for all students, faculty and staff.



## **DR. AHMER SYED KARIM LIBRARY**

One of the strengths of the IoBM program is the incorporation of information technology as a key component of the curriculum. The academic programs offered by the Institute require students to obtain hands on experience in computers and develop a high level of expertise in this field. The Information Systems Department (ISD) of the College of Computer Science and Information Systems provides administrative, networking and technical support to faculty and students. The College of Computer Science and Information Systems building includes a number of computer laboratories with around four hundred & twenty workstations. It is fully equipped with satellite/ radio-linked e-mail, Wi-Fi facilities and internet facilities for all students, faculty and staff.



## **GUEST ROOMS**

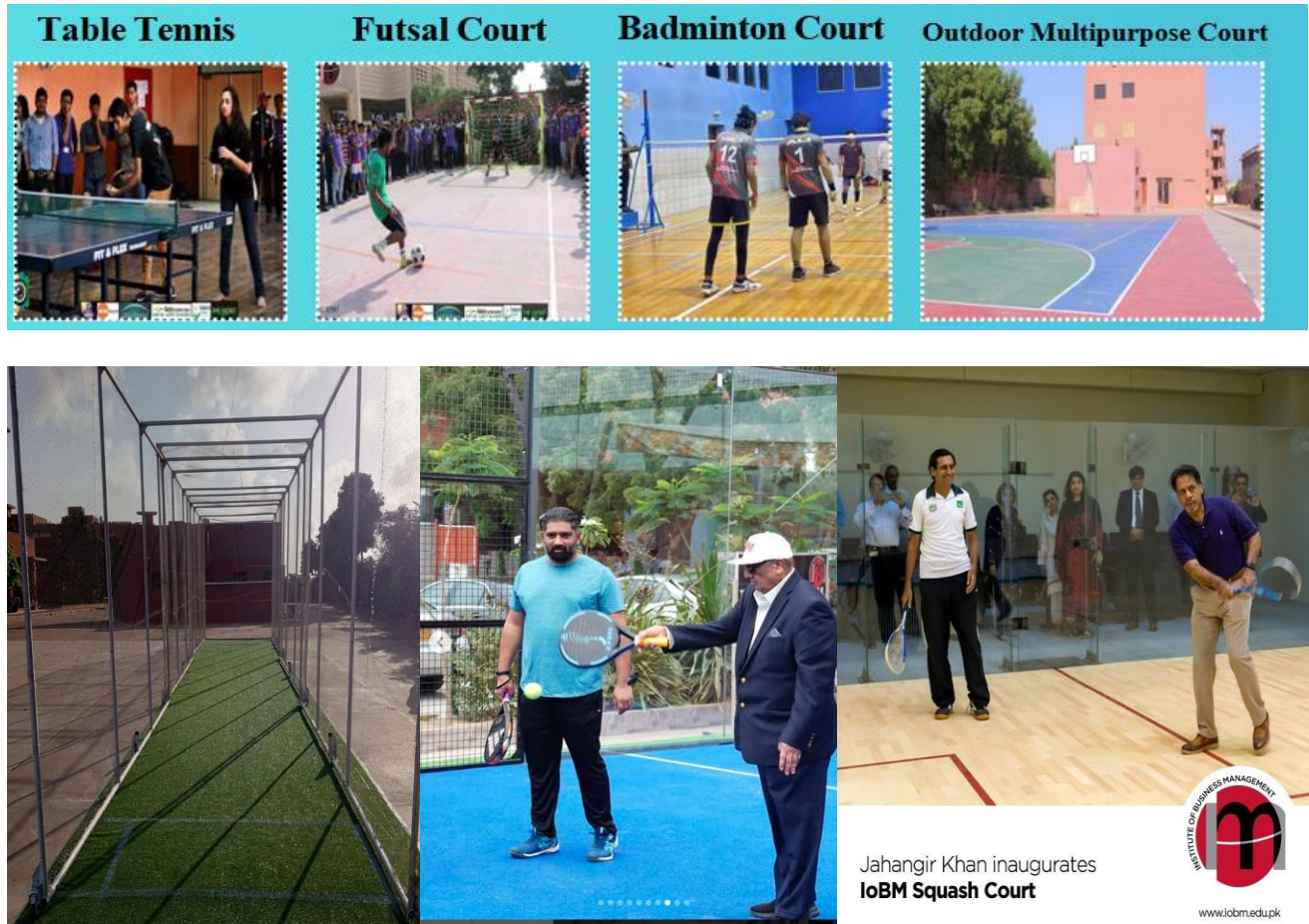
Guest Rooms, with 5 stars furnishing and facilities, have been provided at the Campus for comfortable stay of IoBM's official guests.

## **ATM**

An ATM has been installed in the Admin. Block which can be accessed by all Bank Account Holders.

## **SPORTS FACILITIES**

IoBM provides a comprehensive range of sports and fitness facilities to support the physical well-being, recreation and work–life balance of its faculty, staff and students. The campus includes indoor and outdoor amenities such as the boys' gym, girls' fitness room, table tennis, snooker, foosball, chess room, badminton and futsal courts, an outdoor multipurpose court, squash court, cricket practice nets, karate mats and a dedicated Padel Court. These facilities are maintained regularly and are accessible within designated hours to promote a healthy and active campus environment



## PARKING

Ample parking space is available for vehicles of faculty, management, students and official guests under proper security. Vehicles belonging to IoBM students and employees must have IoBM stickers to be allowed inside the campus.



## **ACADEMIC POLICIES AND PROCEDURES**

### **CONDUCTING CLASSES**

Classes must begin and end on time. It is the responsibility of the faculty to conduct all scheduled classes. Visiting and adjunct faculty must record their class start and ending time in their respective department register which is available in Academics office. In case any faculty member is late for class, the Academics Office must be notified ahead of class time so that the students are duly informed. Re-scheduling classes due to absences by the faculty member is only allowed in case of unavoidable circumstances. The approval of the Head of Department is mandatory before any re-schedule of classes. Please do not schedule any religious visits if you have agreed to teaching commitment during the semester. Rescheduling of classes is strongly discouraged. Makeup Physical or asynchronous class form approved by the HoD must be submitted via email. Frequently of rescheduling of classes will be considered in your annual performance evaluation.

The form can be accessed through the provided link <https://forms.gle/iXMLoEuEjNXySH4E7> or by emailing the respective HoD and the Academics Department to request for the link.

### **CLASS CANCELLATION POLICY**

In case a faculty member is unable to conduct a physical class and is also not available for a makeup class, the session must be conducted in an asynchronous mode. The faculty member must inform their respective HoD prior to the class.

The faculty member must upload a recorded video lecture covering the scheduled class topic and also upload an assignment or class activity for students to complete. Student attendance will be marked based on the submission of the assigned task.

### **THE COURSE CURRICULUM**

The curricula are approved and standardized by the Board of Faculty and all faculty members are required to follow the official course outlines to ensure uniformity in the delivery of foundation and core courses. Suggestions for updates or improvements are encouraged and should be submitted to the concerned HoD for review. Standard course outlines may be obtained from the Academics Department and must be distributed to students on the first day of class. This allows faculty to discuss the course structure, assessments, CLOs (Course Learning Outcomes) and expectations in detail. Faculty members are expected to cover the entire course outline diligently and ensure that the planned assessments accurately measure CLO attainment. It is mandatory to prepare a detailed teaching plan outlining how each session will be conducted, including activities, assessments and strategies for achieving and evidencing CLO attainment in alignment with the institutional Assurance of Learning framework.

### **TEXTBOOKS**

The selection of textbooks for courses should be made with the approval of the concerned HoD to make sure it meets the curriculum requirement of the College and has the approval of other faculty members who may be teaching the same course. A consultation with the Librarian might provide additional information regarding the availability of the textbooks to faculty and students. Those taking advanced course are encouraged to use journal material and several other text books.

## **TEACHING AND LEARNING AT IOBM**

IoBM has been and continues to aim at harnessing the best researched and the most widely implemented methods of dissemination of information to support excellence in teaching, learning and research. Multifaceted teaching strategies at IoBM include experiential learning, cooperative learning, directed class discussions and activities in critical thinking.

- Experiential learning methodology enables industry engagement through “learning by doing” approach. Adoption of experiential learning in all programs is a strategic initiative of IoBM.
- The case method of instruction continues to be a significant classroom teaching strategy at IoBM with a view to integrating the best practices with management theory.
- Field-based learning encourages students to complement their conceptual knowledge with off-campus learning experiences that deepen their understanding of business issues.
- Research-based assignments under the supervision of trained faculty aim to hone the research skills of students and maximize participant-centered learning experiences by exploring specific topics of interest related to real business situations.
- Specially designed classrooms reinforce instruction through multimedia technology.
- Understanding being the purpose of instruction, the process of assessment at IoBM is more than just evaluation. It is a substantive contribution to learning that aims to identify gaps in student learning. IoBM’s approach to learning is rooted deeply in assessment that fosters understanding and is more than an end of the semester test. It informs students and faculty about what students currently understand and how to proceed with subsequent teaching and learning.

## **GUEST SPEAKER SESSIONS**

Faculty members may arrange guest speaker sessions for their class. These sessions must be notified to the Head of Department and the Academics Department at least four days ahead of time so that certificate of appreciation for the speaker and other necessary arrangements can be made. Continues interaction with business must be integrated into the curriculum. This is mandatory for all courses.

## **LIBRARY ACQUISITION**

These should be restricted to two books. All acquisition requests must specify the use of the suggested book. Non-teaching material may be acquired only if it relates to a particular research project approved by the concerned Dean.

Heads of Department may recommend the acquisition of one research journal.

# **FACULTY PERFORMANCE MANAGEMENT POLICY**

## **1.Purpose and Scope**

The Faculty Performance Management Policy (FPMP) establishes a structured, transparent and merit-based framework for assessing, developing and rewarding faculty performance at the Institute of Business Management (IoBM). The policy ensures alignment of faculty goals with IoBM's Vision, Mission and Thematic Areas, as well as performance standards defined by national accreditation bodies such as NBEAC, HEC and Sindh HEC.

## **2.Policy Objectives**

The FPMP aims to promote academic excellence, encourage alignment with institutional goals, ensure fair appraisal, support development and facilitate compliance with accreditation and regulatory requirements.

## **3. Guiding Principles**

Transparency, fairness, developmental focus, accountability and alignment with institutional mission guide the FPMP implementation.

## **4. Faculty Performance Management Framework**

The FPMP comprises three stages: Goal Setting, Implementation & Monitoring and Appraisal. Each stage ensures alignment, accountability and performance tracking.

### **Stage I: Performance Goal Setting**

Conducted annually, faculty define goals across five areas—Teaching, Research, Industry liaison, Student Engagement and Administration—aligned with their roles and institutional priorities.

### **Stage II: Implementation and Monitoring**

Faculty pursue approved objectives; HoDs and Deans monitor progress through mid-year reviews and QEC/ORIC reports. Performance data are maintained in the Faculty Performance Database.

### **Stage III: Performance Appraisal**

Annual appraisals with standardized instruments based on Faculty Performance Criteria Rubrics (attached) for each faculty category (Rector, Dean, Associate Dean, HoD, Program Head/Coordinator, SA, PA, SP and IP) are used. These appraisal instruments are objective in nature and they are based on evidence such as student evaluations, research output, industry engagement and statutory compliance.

## 5. Performance Evaluation Areas and KPIs

Evaluation covers: (1) Teaching Effectiveness, (2) Research & Intellectual Contribution, (3) Industry & Community Engagement, (4) Student Engagement, (5) Administrative and Institutional Work.

## 6. Performance Weightage by Faculty Category

A structured matrix defines percentage weights for teaching, research, engagement and administration based on faculty rank or designation.

## 7. Digitalization and Automation of Faculty Appraisal

IoBM is progressively digitizing performance management through the TimeTrax platform. Attendance and non-teaching staff appraisals are already automated, while faculty appraisal automation is underway. TimeTrax integration ensures efficiency, transparency and data reliability across the performance management cycle.

## 8. Performance Review and Feedback

Post-appraisal meetings are held with the respective faculty to have their feedback and to address their concerns. These meetings are quite helpful in identifying gaps and developmental needs.

## 9. Linkage to Rewards and Development

Appraisal outcomes affect promotions, increments, awards and professional development plans. Underperforming faculty are supported through structured Faculty Development Programs.

## 10. Monitoring and Continuous Improvement

The Rector's Office, Deans, QEC and HR annually review implementation. Revisions align with updated accreditation or institutional priorities.

### Attachment

#### 1. Faculty Performance Criteria Rubrics

##### Faculty Performance Criteria Rubrics

Criteria	Assessment Areas	Key Performance Indicator
<b>1. Teaching Effectiveness</b>		
<b>1.10</b>	<b>Student Assessment of Learning Outcomes</b> Using various assessment methods, metrics track the extent to which students achieve the learning	Percentage of the students, in the period, scored a passing grade ( $\geq 60\%$ ) in course



	outcomes (LO) established for each course and program.	assessments, demonstrating the course LO achievement.
<b>1.20</b>	<b>Teachers' Evaluation &amp; Feedback</b> Use metrics like teacher evaluations, peer observations and teaching awards to assess faculty teaching skills.	Teacher Evaluation ratings in the period were achieved as follows: a) Excellent b) Good c) Satisfactory d) Unsatisfactory
<b>1.30</b>	<b>Seminars and Guest Lectures</b> This metric tracks the use of seminars and guest lectures in teaching methodology.	The percentage of courses taught use seminars or guest lectures in teaching methodology in the academic year.
<b>1.40a</b>	<b>Innovative Curriculum/Course Development</b> This metric tracks the delivery of innovative curricular content by creating new courses, degree programs, or curricular and co-curricular initiatives by SA/PA.	The number of innovative teaching methods or curricula for a course was implemented during the academic year.
<b>1.40b</b>	<b>Participation in the Department/College/Uni-Level Activities</b> This metric tracks the participation of faculty members in helping Department, College and university-level courses/events/activities during the period.	The number of activities in the semester was successfully completed.
<b>2. Research &amp; Intellectual Contribution</b>		
<b>2.10</b>	<b>Relevant Research Paper Published (W, X, Y)</b> Metric tracks relevant research papers/case studies published in W, X, or Y category journals.	2.11 At least 4 SA, 2 PA and 1 SP/IP research paper with relevance published in the academic year in the following categories: a) W Category b) X Category c) Y Category

<b>2.20</b>	<b>Research Grants</b> This metric track research grants secured by faculty.	2.21 Research Grants secured in the academic year: a) Equal to or Greater than Rs. 500K b) Less than Rs. 500K
<b>2.30a</b>	<b>Thesis Supervised - PhD</b> Metric tracks the successful supervision of a PhD thesis by SA/PA	2.31a Thesis successfully supervised in the academic year: a) PhD Thesis b) MS Thesis
<b>2.30b</b>	<b>Thesis Supervised - MS</b> Metric tracks the successful supervision of an MS thesis by SP/IP	2.31b Thesis successfully supervised in the academic year: a) MS Thesis
<b>2.40a</b>	<b>Book Authored &amp; Contribution</b> Metric tracks the book authored and the contribution of a chapter by SA/PA.	2.41a Book published in the academic year: a) Single-Authored Book b) Joint-Authored Book c) Chapter Contribution
<b>2.40b</b>	<b>Book Chapter Contribution</b> Metric tracks the book contribution of a chapter by SP/IP.	2.41b Book published in the academic year: a) Chapter Contribution
<b>2.50a</b>	<b>HEC Recognized Journal and Newspaper Contribution</b> Metric tracks journal and newspaper contribution by SA/PA.	2.51a Journal Contribution in the academic year: a) International Journal - Editor, Reviewer and/or Member b) Local Journal - Editor, Reviewer and/or Member c) Newspaper
<b>2.50b</b>	<b>HEC Recognized Journal and Newspaper Contribution</b> Metric tracks journal and newspaper contribution by SP/IP.	2.51b Journal Contribution in the academic year: a) International Journal - Reviewer and/or Member b) Local Journal - Reviewer and/or Member c) Newspaper
<b>2.60</b>	<b>Peer Reviewer Recognized Professional Bodies (NCEAC, NBEAC, PEC, QAA and Management Associations)</b> Metric tracks the faculty members' involvement in the accreditation body as reviewers.	2.61 Peer Reviewer in the academic year: a) International Bodies b) Local Bodies

<b>3. Industry &amp; Community Engagement</b>		
<b>3.10</b>	<b>Industry Projects, Consultancies and Trainings</b> Metric tracks relevant industry-related projects, consultancies and training secured.	3.11 Participation in industry projects within the academic year.
<b>3.20</b>	<b>Keynote Speaker at Academia or Industrial Conference/Events</b> Metric tracks participation as a keynote speaker at an academic or industrial conference.	3.21 Participated in three academic or industrial events as a keynote speaker in the academic year.
<b>3.30</b>	<b>Member of a Private/Public Sector Industry Advisory Board</b> Metric tracks membership in the industry advisory board	3.31 Memberships in three private sector industry advisory boards in the academic year.
<b>3.40</b>	<b>Organization of International or National Level Conferences</b> Metric tracks organizing international or national-level conferences or seminars.	3.41 Organized three international and national-level conferences in the academic year as follows: a) National level = 2 b) International level = 1
<b>3.50</b>	<b>Local Community Projects</b> Metric tracks faculty's participation in local community or civil society projects	3.51 At least one local community or civil society project completed in the academic year.
<b>4. Student Engagement</b>		
<b>4.10</b>	<b>Faculty Participation in Student Societies</b> Metric tracks the involvement of faculty members in any of the IoBM's student societies.	4.11 Faculty members' involvement in any of the IoBM students' societies a) Involved in one IoBM student society b) Involved in more than one IoBM student society
<b>4.20</b>	<b>Faculty Participation in Student Research/Innovation Activities</b> The metric tracks faculty members who are involved in student activities and attend such events.	4.21 Student activities attended/organized by the faculty member in a semester, such as Student Seminars, Workshops, Project Exhibitions and other faculty class project evaluations.

<b>4.30</b>	<b>Faculty Participation in Capstone Project and Proposals/Defense</b> Metric tracks the involvement of a faculty member in students' MS/PhD/Project/Capstone Proposals & Defenses.	4.31 At least one local community or civil society project completed in the academic year.
<b>5. Administrative Work</b>		
<b>5.10</b>	<b>Faculty Participation in Course Lead/Coordinator and Committees</b> Metric tracks faculty members' involvement at the Department/College and Uni-level activities.	5.11 Faculty members' involvement in at least 3 activities in a semester at the department, college and university-level.
<b>5.20</b>	<b>Faculty Participation in Writing Documents Related to Accreditation Bodies</b> Metric tracks faculty member involvement in learning and writing technical documents, such as accreditation bodies, SAR/PGPR for QEC, funding proposals for ORIC.	5.21 Number of student activities attended/organized by the faculty member in a semester, such as Student Seminars, Workshops, Project Exhibitions and other faculty class project evaluations.
<b>5.30</b>	<b>Student Satisfaction - Course Evaluation</b> Use metrics like a course survey to assess students' satisfaction.	5.31 Student course evaluation is conducted and uploaded 2 weeks before the end of the term and rated (1-Excellent, 2-Good, 3-Satisfactory and 4-Unsatisfactory)
<b>5.40</b>	<b>Compliance with Federal HEC, Sindh HEC and other regulatory bodies.</b> Metric tracks the responsibility of the Academia Leadership to comply with policies, directives and get them approved by the relevant statutory bodies	5.41 Compliance of Federal HEC, Sindh HEC and other regulatory bodies within the required time, mostly get them approved through relevant statutory bodies, BASR and/or Academic Council.

## **FACULTY EVALUATION**

The Faculty Evaluation process includes both qualitative and quantitative assessments. A qualitative form ([Appendix D](#)) is circulated before or after midterms during which the Department Officer visits the class for 15–20 minutes to collect student feedback. The quantitative evaluation is conducted through the MyIoBM student portal at the end of the semester. Both evaluations contribute to the faculty’s overall performance review. Also, the third step of faculty evaluation is Peer Review exercise, which is carried out in 6<sup>th</sup> to 8<sup>th</sup> week.

Quality teaching can be evaluated in myriad of ways: these include student teaching evaluations and peer classroom observational evaluations. The following is the “Standing Operating Procedure” that gives details of the Peer Review of classes, for the CBM, through which CBM aims to formalize a system of peers visiting classes as a learning mechanism for the reviewers and the reviewed and identifying any areas of improvement.

### **Identification of Classes for Peer Review**

Each Head of the Department (HoD) in coordination with Program Head (PH) of CBM will identify classes with minimum 03 (for programs with less than 50 courses) to maximum 10 classes (for programs with 50 or more courses) for peer evaluation in the 6<sup>th</sup>-7<sup>th</sup> week of semester. The dates of classes, courses and sections will be shared by the concerned Head of Department (HoD) to the Associate Deans by end of Week 6.

### **Disbursement and Collection of Consent Form**

The relevant Departmental Officer (DO) will arrange the “Consent Form- Instructor” disbursement and collection for fulltime and visiting faculty of all programs, in the 7th week.

### **Peer Review Team Composition and Responsibilities**

- A three-member peer review team will be assigned by the HoD in consent with relevant Associate Dean on the basis of subject expertise. One of the team members of the review team is the relevant HoD/PH.
- The HoD/PH will provide the Peer Team with the course outline and the Peer Evaluation Form and accompany for the classroom evaluation as an evaluator.
- The Review Team will visit the assigned class for 30 to 45 minutes and fill out relevant sections of the form.
- Peer Review team is expected to keep the evaluations confidential and not disclose any evaluation, classroom proceedings, classroom feedback of the reviewed class etc. with any other faculty or staff member
- After the evaluation, the Peer Review Team will submit the evaluation to the HoD in a sealed envelope.

### **Process and Feedback**

- The Peer Review Team/PH will submit all sealed envelopes to the HoD at the start of Week 7.
- HoD will review the evaluation and discuss with the relevant Associate Dean.

- The Associate Dean/ Dean may, then, discuss the evaluations with the reviewed faculty/PH/HoD for any recommended interventions.
- All forms will be in the custody of concerned HoD in their office
- Data will be retained for at least three years.

### **Forms attached in Appendix**

1. Teaching Peer Review Form ([Appendix E](#))
2. Peer Review Consent Form- Reviewers ([Appendix F](#))

## **FACULTY SELF APPRAISAL AND PROMOTION**

The Faculty Self-Appraisal evaluates performance across key academic and professional areas. Faculty members must provide a semester wise list of courses taught and ensure their profile is updated. Performance is reviewed in research (publications and research profiles), industry engagement (course projects, seminars, workshops and conferences), student affairs (counseling and society involvement) and administrative assignments. The Faculty Self-Appraisal Form and performance Evaluation Form is attached in [Appendix G](#) for reference.

## **COURSE FILE AUDIT**

The **Course Audit File** is completed at the end of each semester in accordance with the requirements of the Higher Education Commission (HEC). It serves as a comprehensive record of all teaching, learning and assessment activities conducted throughout the semester.

The purpose of the Course Audit File is to ensure transparency, accountability and quality assurance in the teaching process. It allows the Head of Department (HoD) to verify that:

- The faculty has uploaded all course-related materials and content on the LMS for student access.
- All assessments including midterm and final exams have been properly conducted and evaluated.
- Class attendance has been regularly maintained and recorded.

For visiting faculty members, the submission of a satisfactory Course Audit File is a mandatory requirement for the release of their final payments.

Following documents are uploaded in the **hidden folder** on LMS:

- Attendance Sheet (Download from MyIoBM)
- Grade Sheet (Download from MyIoBM)
- Teacher's Feedback/Evaluation (Download from MyIoBM)
- Course Specification Document (HEC format - [Appendix H](#))
- Faculty Course Review Report (HEC format - [Appendix I](#))

- Semester Course Report (HEC format – [Appendix J](#))
- Course Online Readiness Self-Assessment ([Appendix K](#))
- Midterm and Final Exam Papers
- Answer Scripts of the highest scorer and lowest scorer of midterm and final term exams

## EXAMINATION NORMS

Each semester has midterm exam (8th week) & final exam in the 17<sup>th</sup> and 18th week. Marks distribution is conveyed to the students at the beginning of the semester which traditionally is,

- 40% Final Exam
- 30% Mid-Term
- 30% Term Project, Quizzes and Assignments

In some cases, there might be a slight variation if the concerned faculty so desires.

IoBM in its pursuit of excellence, believes in providing a congenial atmosphere to the students during all exams in order to get them to perform at their optimum level.

## EXAM PAPER GUIDELINES

- Both mid and final exam paper needs to be moderated by the department head or the course lead two weeks prior the exam schedule. Faculty member are requested to incorporate the changes suggested. The form for moderation is attached as ([Appendix L](#))
- Examinations Department will strictly follow the academic calendar of the Institute.
- Question papers should be submitted to the Examinations Department one week prior to the exam date.
- Question papers must be submitted in person. The concerned faculty has to get them printed in their presence. They have to be sealed and placed in the strong room. It is the individual responsibility of faculty members to proofread the exam before finally handing it over.
- No other means except above is acceptable for submission of exam papers.
- All exams will be held during the predefined examination week and no exam will be rescheduled without prior approval of the Rector.
- Paper should be printed with standard format header clearly. Header attached as ([Appendix M](#))
- No 'choice' in questions should be given in the question paper.
- All questions, parts of questions & instructions should be clearly framed leaving no ambiguity.
- While setting the paper, the examiner should design paper in such a way so that it can be completed within the given time.
- Designated examinations department staff will be responsible for printing all question papers in the presence of the concerned faculty.
- The question paper should be typed personally by the faculty and no external help should be sought for this process.
- Presence of the faculty is mandatory during the examination.
- Assessment should be done in red pen/ball point with comments where necessary. Pencil should not be used for correction.
- All marks (question wise) should be recorded on the cover sheet of the script.

- All assessed papers except the final examination paper should be discussed in class in the week following the exam week.
- All documents, i.e, answer scripts of mid & final exams should be returned to the examinations department immediately on completion of semester.
- All results must be signed by the concerned faculty and HoD before handing over to the Controller.
- Any omission or error in result should be intimated in writing to the Examinations Department after approval by the concerned HoD.
- Mid and final exam are compulsory.
- No make-up exam is allowed by any faculty member.
- No weightage is allowed for missed examination for any reason.
- If a student misses a final exam, the final result should be an automatic 'F' grade.
- Our MyIoBM will be the sole mean of announcement of results.
- The faculty must disclose the break-up of marks out of 60 to the students before the commencement of final exams.

IoBM believes in the transparent and balanced system of assessment. In this regard, under the leadership the HoD/Course Lead of the relevant program, a committee of subject experts is formed to review/moderate the question paper and check the answer copies randomly to make sure about the proper assessment. Further policy details are given below:

### **Moderation of Examination Question Papers (Pre-Exam Evaluation)**

College of Business Management recognizes the importance of moderation of examination papers in the Semester Examinations as an important exam process. This policy underpins the institution's assessment practice and seeks to ensure that all assessments are set for purpose conform to validated course documentation and provide accurate and accessible instructions and guidance to students that all marking decisions are robust, consistent and fair. The moderation of paper shall ensure maintenance of good standard paper in semester examinations as well as transparency of the process.

- Course Lead shall be a Senior Faculty whose field of expertise fall in the subject area of the examination paper
- Moderation of examination papers should be done after an interactive session between the Faculty and Course Lead

During the Moderation Process, Course lead and faculty should pay attention to the following local points

- Compliance with prescribed standard format
- Clear instructions to the candidates in the rubric
- Time allocation against the number of questions
- Mark allocation for questions and distribution of marks within sections and sub sections of a main question
- Availability of a detailed marking scheme. (Should submit with the paper) Good practices during moderation



- The process of moderation of examination papers should be done as an interactive session between the faculty and the Course Lead without any prejudices.
- During the process, the Course Lead should present constructive criticisms to improve the standard of the question paper in a friendly yet in a professional way to avoid any misunderstanding or ill feelings in either party.
- During the process of moderation both faculty and Course Lead collaborate with each other to achieve timely printing of examination papers and offer fullest cooperation to the Examination Department of the university to ensure a smooth operation of the semester examination.

## **POST EXAM EVALUATION**

All faculty members are required to follow the Post-Examination Evaluation Mechanism before submitting examination answer sheets to the Examination Department.

Every course instructor (permanent, visiting and adjunct) must have their examination answer sheets reviewed by the designated Course Moderator prior to submission.

The Course Moderator will randomly review a sample of the answer sheets and complete the Post-Examination Evaluation Form provided in the link.

After conducting the review, the Course Moderator will return the complete set of answer sheets to the faculty member, who must submit them to the Examination Department on the same day as per regular practice.

If the designated Course Moderator is unavailable, faculty may approach the Program Coordinator or the Head of Department (HoD) for the evaluation.

No examination answer sheets may be submitted to the Examination Department without completion of the review by the Course Moderator and submission of the Post-Examination Evaluation Form.

Post-Examination Evaluation Form: <https://forms.gle/xy5uXA2JPY1s9daGA>

## **PRINTING INSTRUCTIONS FOR FACULTY MEMBERS**

To conduct the examinations smoothly, faculty members are requested to follow the instructions, given below:

- Please adhere to the printing schedule. Please note that it would not be possible to print your examination paper beyond the announced printing schedule.
- If you are planning to print your examination paper yourself, then please inform the examination department as soon as possible.
- In that particular case, please submit your paper at least one day before the examination
- If you are planning to bring the paper with you then make sure that you have made the required number of copies and report to Controller of Examination at the examination department at least 15 minutes before the schedule time. The details of room allocations would email to all the faculty members, separately.

- Please design the examination paper in such a manner that it does not contain any ambiguity. Using simple language and clarity of substance would reduce the frequency of questions asked by the students, during the examinations.
- Please refrain from repeating the questions from the previous examinations. This is the main source of leakage. If it is necessary to ask the same questions then rephrase them, change the data / figures, merge them with other question, if possible or break them down into many small questions.
- Security of the paper is faculty's responsibility. When composing the paper on the computer, please make sure it is not connected to the internet. If keeping a copy for record, then please make sure that it is in a safe custody.
- If you are making copies of the paper yourself then make sure that you do not leave the paper anywhere; especially if making at your office or at a commercial outlet.
- If you are using the composing and printing facility at Examination Department then make sure that you do not leave anything in the computer and shred all the unnecessary papers.
- Please personally be present in the printing room and get it photocopied in front of you and seal the envelope yourself.
- Please be vigilant and do not leave anything for printing staff to do on your behalf.
- Make sure that the security officer has put "Examination Department" stamp on the paper and signed it.
- Before sealing the envelope, please count the number of copies and check for quality of printing, if more than one page is copied then it is properly printed at the back. Last but not the least check for proper stapling of the papers.
- Do not forget to put original inside the envelope along with the copies.
- Seal and sign the envelope across and drop in the strong room, yourself.

### **Printing Schedule**

Weekdays: 09:00PM to 05:00PM

Weekend: 09:00 to 06:00PM

**(Lunch & prayer break will be from 1:45 p.m. to 2:30 pm No printing on Friday)**

### **Invigilation guidelines for Faculty Members**

- Report to examination department 15 minutes prior to scheduled examination.
- Mark attendance at the Examination Desk in Wing "A" and receive back the examination envelope deposited in the examinations department earlier.
- Check the examination envelope(s) for tempering and then ask the Examination Assistant to unseal the envelope.
- Distribute question paper to students following the announcement.
- Attend queries of students related to question papers in the first 10 minutes of the examination.
- Announce clearly at the Public Addressing System any correction in the question paper, if any.
- Invigilate to check use of unfair means by the student and take round.
- Faculty member(s) will not use mobile phone or laptop during the examinations and will not read newspaper, book, notes and will not check answer scripts during the examinations.
- Invigilator/faculty member must sign on the front page of the main answer script assuring that the student has filled all the requisites/spaces/blanks properly and correctly.
- Provide duly signed Supplementary Sheet to student, if required.
- Collect and count the answer scripts at the end of the examination.

- Return the duly signed attendance sheet of students along with the copy of question paper to Examination Assistant for record.
- On no account invigilators may leave the examination room/hall where he/she is posted during the examination without consent of the Controller of Examinations.
- Avoid communication with any student except for the purpose allowed by the Rules for the guidance of the candidates. No explanation etc. related to the question paper is to be given.
- Also avoid talking with fellow invigilators and gathering in groups in the examination hall.
- Facilitate & cooperate with the staff members of Examination Department in maintain the sanctity of the examination.
- Submit envelopes/answer scripts in the Examination Department within two weeks from the date of the examination of your course(s).
- Faculty members need to submit final results on Smartz/My IoBM within 10 days from the date of the exam of the course.

## **ANSWERING QUESTIONS**

Responding to queries during examination is not permitted. However, the teacher should read the question paper carefully at the beginning of the examination and announce corrections to text, if any.

## **“I” GRADE POLICY**

An ‘I’ (Incomplete) grade may be awarded only in exceptional circumstances when a student misses the midterm or final examination due to a genuine and verifiable reason, such as serious illness, death in the immediate family, or an official assignment.

Eligibility Conditions:

- Absences must not exceed the allowed limit.
- The student must have maintained at least 60% marks in overall course assessments.
- Documentary evidence must be provided.
- A processing fee of Rs.1,000 per course applies.

The student must complete the ‘I’ Grade Form (available in the Examination Department), duly signed by the faculty member and the student and approved by the HoD.

In both cases—whether the midterm or final examination is missed—the student will be allowed to appear for the missed exam in the subsequent semester. However, if the student fails to appear or scores below 60%, the ‘I’ grade will be automatically converted to an ‘F’ grade.

No medical or other reasons will be accepted for excusing absences in class or at any examination. Academic procedures cannot be altered to suit personal circumstances. This undermines the market credibility of the degree and affects the entire student community.

## GRADING GUIDELINE

Faculty is not allowed to make any deviation from the below mention grading scheme.

- A+ should be awarded only to outstanding student.
- Grade should never be changed for personal reasons.
- Reasons should be provided for a grade change.

Grade	Marks	Grade Point
A+	96-100	4
A	91-95	3.89
A-	87-90	3.78
B+	84-86	3.67
B	79-83	3.33
B-	75-78	3
C+	69-74	2.67
C	64-68	2.5
D	60-63	1.5
F	< 60	0

Please note that the Institute seeks to maintain standardized evaluation and therefore, does not allow any deviation from the above-mentioned grading scheme. Grace marks are not allowed under any circumstances.

The Institute seeks to maintain the highest academic standards. Therefore, an "A" grade should be awarded only when the teacher is convinced that the script and the class work is of outstanding quality.

## CHANGING GRADES

Grades cannot be changed informally. The procedure for re-evaluation of scripts should be followed strictly. Valid reasons should be provided for changing grades or marks.

Grades should never be changed for personal (non-academic) reasons. Grade changes require the Dean's and Rector's approval. Mid-term scripts should be discussed with the students in class. Final examination scripts should not be shown to the students.

## RECHECKING (SCRUTINY) POLICY

Rechecking (Scrutiny) Policy of IoBM states that after the final exam, results have been posted and student can **apply for rechecking of the answer** script of final exam or term project if he/she has certain doubt in marking of the said answer script/term project by his faculty member.

Following steps would be required for rechecking of his/her answer script.

- The student has to ensure that he/she has scored at least 60% **aggregate marks and has 80% class attendance** during the semester.
- The student shall apply for rechecking of his answer script/term project within three weeks after announcement of result of the examination.
- The student is required to pay Rs. 1,000 rechecking fee in accounts department that will issue receipt to the student against this payment.
- The student will collect a rechecking form from examination department, fill in the required information and submit it back to examination department along with original receipt of Rs. 1,000. During rechecking of answer script by the faculty members/committee recommended by the relevant HoD, if the changes in marks are found due to counting or calculation error, the rechecking fee will be refunded to the Student.
- Examination department will provide the answer script of final exam required to be rechecked, along with the rechecking form and send it to the HOD/Dean who will get the answer script rechecked by the relevant neutral faculty member/s/committee. In case of any change in marks of question(s), faculty member will mention question-wise previous marks, corrected (revised) marks, reason/justification for change in marks and grade in the relevant columns of the rechecking form and finally sign the same.
- The change in marks and grade if found appropriate, will be reviewed by the HOD and approved by the Dean. They will also sign the rechecking form for having reviewed and approved the change in marks and grade of the student, in case of no change in marks or grade the faculty member will mention "no change in marks." The rechecking form and the answer script may be sent back to examination department for further action,
- In case of change in marks and grade, examination department will compile the revised result of the student after the change in a separate rechecking compilation form. This form shows detail of previous marks and grade before rechecking and add to the previous total marks, the additional marks given by faculty member after rechecking.

## FINAL GRADE SHEET

Final grades must be handed over to the Examination Department with a copy to the Departmental Head. Marks must be submitted within two weeks of the final exams. All faculty members must be stringent in awarding high grades. Such grades must be based on exceptional merit.

## TERM PROJECTS

The term papers assigned by faculty should be appropriate for business setting. Good projects made by students must be passed on to the relevant Head of the Department.

Case studies developed in any discipline should also be handed over to the relevant Head of Department.

### **POLICY GUIDELINES FOR MODERATION OF EXAMINATION RESULTS**

The College of Business Management is committed to a philosophy of education and learning which aims to facilitate students to become articulate, inquisitive practitioners capable of problem solving, analysis, reflection and self-direction at a level appropriate to their development. It is College of Business Management's aim to sustain high standards and demonstrate consistency in the standard of our awards. College of Business Management strives to achieve both rigor and fairness in the assessment of students against those standards. College of Business Management willing to ensure that standards are met through the assessments set and that they remain appropriate. This is achieved through operating systems for continuing monitoring and moderation of assessment process and outcomes.

This is a process of ensuring consistency of standards and fairness across a range of assessments within a program. It allows for Course Lead to discuss and reach agreement in a transparent, valid and consistent manner. Moderation is concerned with providing fair assessments (quality assurance) and with adjusting outcomes of an assessment where necessary to ensure fairness in marking (quality control). Following guidelines should be adhering by faculty and Course Lead for the moderation of final results

- Sessional result (**Quiz, Assignment and term project**) should be entered in portal on regular basis.
- Final result should be discussed with the Course Lead and then process for the final approval from Head of the Department.
- It is required that Course Lead should moderate result according to the prescribed grading guidelines of the Institute.
- Results should reflect the balanced grading not reflect the extremes (higher or lower).

## IOBM ACADEMIC EXCELLENCE FRAMEWORK

### Faculty Classification along with teaching & research load

### Faculty Performance Evaluation Criteria

Criteria	SA (PhD + Research)	PA (PhD + Teaching + Industry Engagement/ Consultancy)	SP (MS + Research)	IP (MS + Teaching + Industry Engagement / Consultancy)	HoDs/ Program Head	Associate Deans	Dean	Rector	Others
Teaching Effectiveness	15	35	40	40	20	10	0	0	30
Research & Intellectual Contribution	50	15	10	5	10	10	10	10	20
Industry & Community Engagement	10	25	25	25	10	15	20	20	15
Student Engagement	5	5	5	5	20	20	10	10	10
Administrative	5	5	5	10	25	30	45	45	10
HoD Assessment	15	15	15	15	15	15	15	15	15
<b>Total</b>	100	100	100	100	100	100	100	100	100

**Note:**

*SA Scholarly Academics*

*PA Practice Academics*

*SP Scholarly Practitioners*

*IP Instructional Practitioners*

Faculty Classifications	Designations as per HEC	Qualification	Teaching Load	Research & Intellectual Contribution
Scholarly Academics (SA)	Professor	PhD as per HEC Criteria	02 course per semester (Fall & Spring)	Total 2 publications in Q1 Scopus or ABS ranked 3 or
	Associate Professor			



	Assistant Professor		0 course in the Summer semester	above/ ABDC ranked A or B listed Journal
	Lecturer	Not Applicable		
Practice Academic (PA)	Professor	PhD as per HEC Criteria	03 courses per semester (Fall & Spring)	Total 1 publication [01 Impact Factor publications (or Q1/Q2 Scopus or ABS/ABDC listed Journals)]
	Associate Professor			
	Assistant Professor			
			0 course in the Summer semester	
	Lecturer	Not Applicable		
Scholarly Practitioners (SP)	Professor of Practice	Master's degree with 20 years' experience including 15-year Profit & Loss responsibility in a significant corporation with 15 research paper publications as per HEC / 3 Patents registered with his/her name/ 200 contact hours of executive training / consultancy for a significant amount & Funds	04courses per semester (Fall & Spring) 2 courses in the Summer semester	
	Associate Professor of Practice	Master's degree with 15 years' experience including 10 year Profit & Loss responsibility in a significant corporation with 10		

		research paper publications as per HEC / 1 Patent registered with his/her name/ 100 contact hours of executive training / consultancy for a significant amount & Funds		
	Assistant Professor of Practice	Master's degree with 8 years' experience including 3 year Profit & Loss responsibility in a significant corporation with 3 HEC recognized publications / 50 contact hours of executive training / consultancy for a significant amount & Funds		
	Lecturer	Master's degree with 5 years' experience preferably 2 years managerial level responsibility in a significant corporation with no publication	04 courses per semester (Fall & Spring)  2 courses in the Summer semester	
<b>Instructional Practitioners (IP)</b>	Professor of Practice	Master's degree with 20 years' experience including 10 years Profit & Loss responsibility in a significant corporation with 200 contact hours of executive training / consultancy for a significant amount of time & Funds/ Fellowship of chartered bodies /At least 5 years' experience as C- level position	03 to 04 courses per semester (Fall & Spring) 2 courses in the Summer semester	Business consultancy in terms of significant time and funds OR Actively involved in Chambers of Commerce / Business Associations / Govt. committees / training

				and consultancy with NGOs/Industry
	Associate Professor of Practice	Master's degree with 15 years' experience including 08-year Profit & Loss responsibility in a significant corporation with 100 contact hours of executive training / consultancy for a significant amount of time & Funds/ Fellowship of chartered bodies / At least 3 years' experience as C-level position	03 to 04 courses per semester (Fall & Spring) 2 courses in the Summer semester	Business consultancy in terms of significant time and funds OR Actively involved in Chambers of Commerce / Business Associations / Govt. committees / training and consultancy with NGOs
	Assistant Professor of Practice	Master's degree with 8 years' experience including 4- year Profit & Loss responsibility in a significant corporation with 50 contact hours of executive training / consultancy for a significant amount of time & Funds/ Fellowship of chartered bodies	04 course per semester (Fall & Spring) 2courses in the Summer semester	Business consultancy in terms of significant time and funds OR Actively involved in Chambers of Commerce / Business Associations / Govt. committees / training and consultancy with NGOs
	Lecturer+ <i>+For Colleges other than CBM, experience is not mandatory</i>	Master's degree with 4 years' experience	04 course per semester (Fall & Spring) 2course in the Summer semester	Business consultancy in terms of significant time and funds OR Actively involved in Chambers of Commerce / Business Associations / Govt. committees / training and consultancy with NGOs
<b>Other</b>	Senior Lecturer	18 Years degree with 03 years teaching/ professional experience	04 course per semester (Fall & Spring) 2 courses in the Summer semester	As per HEC criteria

	Junior Lecturer	16 Years degree with no experience	02 (1 level) courses OR 10 Contact hours Labs	Minimum of one of the following tasks as assigned by HoD, such as, Courses Coordinator, Capstone Coordinator, Project Coordinator, Departmental Coordinator etc.
	Research Associate	16 to 18 Years degree	with no experience	He/she act as departmental research coordinator

## Faculty Key Performance Indicators (KPI)

The Faculty Key Performance Indicators (KPIs) provide a comprehensive and structured framework to evaluate faculty performance across all essential dimensions of academic responsibility. These KPIs are designed to ensure alignment with institutional goals, uphold academic excellence and promote continuous professional development. The framework encompasses five major domains i.e Teaching, Intellectual Contribution, Industry Engagement, Student Affairs and Administrative Assignments each with defined indicators, minimum and maximum weightages and performance expectations. Together, they offer a balanced system that recognizes teaching quality, research productivity, industry relevance, student support and administrative contributions, enabling fair assessment and encouraging faculty members to excel in their respective roles.

Teaching			
KPI	Min Weightage	Max Weightage	Total Weightage
Student Evaluations	-	50	Faculty members can earn up to the maximum marks as per their faculty categorization
Design and develop relevant new curriculum / course	1x10	30	
Content and quality of the Teaching Portfolio (through HoD & Dean)	1x10	30	
Meeting expectation in terms of performance in teaching/pedagogy (through HoD & Dean)	1x10	30	
Class regularities (through HoD & Dean – course outlines, timings, consulting hours)	1x5	20	
Class projects/Exhibitions/Seminar/Guest Lectures etc.	1x10	20	
Using feedback to improve teaching (through HoD & Dean)	1x10	20	
Projects/Capstone/Thesis (Other than classes – Undergraduate)	1x10	20	
Participate in Other faculty courses/events/activities	1x10	10	

Intellectual Contribution			
KPI	Min Weightage	Max Weightage	Total Weightage
Research Paper / Case Study (with IF >0)	1x100	100	Faculty members can earn up to the maximum marks as per
Book (authored)	1x100	100	
Research Grant Received (<500K)	1x50	100	
Research Grant Received (>500K)	1x100	100	

Reports generated from Consulting Projects (> 1 milion)	1x100	100	<b>their faculty categorization</b>
Reports generated from Consulting Projects (< 1milion)	1x60	100	
Policy Document (Internal / External)	1x50	100	
Research Paper (without IF – Scopus/WoS) – HEC Recognized	1x40	80	
Case Studies (Published without IF)	1x40	80	
Development of Technology for utilization	1x30	60	
Proposal for research Grant (Submission)	1x20	40	
Thesis Supervised (MS)	1x20	40	
Thesis Supervised (PhD)	1x40	40	
Research Paper (Conference – Recognized/Indexed)	1x10	30	
Book Chapter	1x10	30	
Case Studies (Unpublished – used in the class)	1x10	30	
Capstone/Project supervised (with industry linkage)	1x10	30	
Articles in Professional Bodies Proceedings	1x15	30	
Editorship	1x15	30	
Research Paper (Journal) (other than Scopus/WoS) – Non-HEC recognized	1x10	20	
Book (Edited)	1x20	20	
Review of research article / case study (WoS/Scopus)	1x10	20	
Review of (Case study/Conference/Book/Other Journal/Thesis)	1x5	20	
Peer review for Professional Bodies (NCEAC, NBEAC, PEC, QAA, Management Associations etc.)	1x20	20	
Articles in Newspapers	1x10	20	
Member Editorial Board	1x10	20	

<b>Industry Engagements</b>			
<b>KPI</b>	<b>Min Weightage</b>	<b>Max Weightage</b>	<b>Total Weightage</b>
Industry Training (Provider)	1x30	60	<b>Faculty members can earn up to the maximum marks as per</b>
Industry Consultancy	1x30	60	
Keynotes/Invited Lectures (Industry)	1x20	40	
Keynotes/Invited Lectures (Academia/Conferences/Seminars)	1x20	40	
Conference Chair	1x5	10	

Participation in Media (Electronics/Print etc.)	1x10	20	their faculty categorization
Participation in Advisory Board /Volunteer Positions-National	1x10	10	
Participation in Advisory Board /Volunteer Positions-International	1x15	15	
Professional Membership	1x5	15	
Participation in Professional Organization	1x5	10	
Member of National/International Task Force	1x10	10	
Member of Editorial Board Journal (WoS/Scopus)	1x15	15	
Member of TPC (Conference/Other Journals)	1x5	10	
Organizing Seminar/Event	1x10	20	
Organizing National Level Conference/Event	1x20	20	
Organizing International Level Conference/Event	1x30	30	

Student Affairs			
KPI	Min Weightage	Max Weightage	Total Weightage
Participation in Student Societies	1x20	40	Faculty members can earn up to the maximum marks as per their faculty categorization
Participation in Student Counseling	1x5	50	
Participation in Student Research/Innovation Activities	1x10	50	
Participation in MS/PhD/Project/Capstone Proposals/Defense	1x5	30	
Organizing Student-level Seminar/event/sessions etc.	1x20	40	

Administrative Assignment (personal development)			
KPI	Min Weightage	Max Weightage	Total Weightage
Course coordination (Department wise)	1x40	40	Faculty members can earn up to the maximum marks as per their faculty categorization
Project Coordinator (Department wise)	1x40	40	
Focal Person (Program/Department wise)	1x40	40	
Other administrative Coordination (assign by HoD/Dean)	1x40	40	
Administrative assignments (assign by HoD/Dean)	1x40	40	
Course Lead	1x10	30	
LMS Support / CMS Support	1x20	20	



Plagiarism Support (Program wise)	1x5	20
Involved in Minutes Writing	1x5	30
Involved in report writing (SAR/ORIC/OGS/QEC)	1x20	40
Involved in Accreditation Matters	1x30	60
Departmental committees (Course File/ DPCOC etc.)	1x10	40
New Initiative (Course / Project)	1x15	30
Field visits (IoBM related)	1x10	30
Departmental event organization	1x40	40

## RESEARCH AND INNOVATION POLICY

### 1.INTRODUCTION

The Institute of Business Management is committed to devise and implement a research-based culture where research and innovation is supported. The Research and Innovation include any research proposals, concept notes, process, prototypes, intellectual property, publication, Book Writing, Policy Papers and Applied Experiential Learning Proposals of the students, faculty or the research/academics staff of the institutes during their services to or from the institute.

### 2.OBJECTIVE OF THE POLICY

Objective of this policy is to accomplish the vision of the institute related to research and innovation by cultivating the research support culture coined with institutional support, so that contribution of the Institute may be mobilized to the society and the economy in general.

### 3.DEFINITIONS/TERMS USED IN THIS POLICY

**a) Faculty:** Faculty includes all IoBM's permanent faculty members, however, in case of training/workshop projects, the adjunct or visiting faculty members may also be considered.

**b) Institute:** It means Institute of Business Management (IoBM)

**c) Principal Investigator (PI):** It means the faculty member who is sole responsible for the conduct of project till its successful completion. No consulting Project can be initiated unless any faculty member agrees to act as Principal Investigator.

**d) Co-Principal Investigator (Co-PI):** It means any faculty member who is jointly responsible with the Principal Investigator. Appointment of Co-PI is optional and it lies under the authority of the PI whether to appoint or not appoint any faculty member as Co-PI.

**e) Project Contributor** is a person (may be IoBM's faculty member or any external person) who brings the funded project.

**f) Intellectual Property:** refers to the creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce (WIPO).

#### **4. RESEARCH AND INNOVATION INCLUDE FOLLOWINGS:**

- a) Research Proposals of Faculty
- b) Research Proposals of Students
- c) Process, Prototypes and product development of Faculty and Students
- d) Research Writings such as Publication, Book Writing etc
- e) Applied Experiential Learning Proposals

#### **5. INSTITUTE'S FACILITATION AND INCENTIVES**

##### **a) General Support**

Faculty members are encouraged to use the resources in kind of the Institute such as space, IT appliances, internet etc. in addition to this, the institute may facilitate as follows:

##### **b) Funded Projects and Contract Research**

Each Project shall be facilitated and financed smoothly as per the approved budget of the project including the operational expenses, remuneration of the team etc and the share of the ORIC overhead, if added in the budget shall be added in the ORIC's head as per the budget. The ORIC office shall be in coordination for the facilitation and the financing.

##### **c) Industrial commercialization and consultancies**

Each consultancy shall be facilitated and financed smoothly as per the approved budget of the consultancy including the operational expenses, remuneration of the team etc. and the share of the ORIC overhead, if added in the budget shall be added in the ORIC's head as per the budget. The ORIC office shall be in coordination for the facilitation and the financing.

However, for commercialization of the intellectual property against which the royalty may be generated, the destination of the royalty shall be as per policy of the Institute.

##### **d) Course Load relaxation**

For long term projects which involve significant funds, if the P.I justifies that project requires extensive time to complete it as per the deadline, then he may request for reduce load of one course through the ORIC office to the head of the institute. The head of institute may relax one course lead for one semester if he satisfies with justification.

##### **e) Incentive for Project Submission**

The ORIC office shall be in loop for submission of proposal submission for funding. The head of ORIC may recommend for incentive as token of appreciation for the P.I/head of Project as per the IoBM's policy.

##### **f) Incentive for Innovation/Intellectual Property Registration**

The Institute shall bear the cost of the registration of the Patent and Copy Rights as per the Institute's Policy. The ORIC office shall facilitate in registration of the intellectual Property. In addition to it the scientist may be given the incentive as per the IoBM's revised policy.

##### **g) Honorarium for the Project Contributor**

Project Contributor is a person (may be IoBM's faculty member or any external person) who brings the funded project, but he/she is not involved in consulting/research. The project contributor shall be paid 10% of the net profit or Rs 200000, whichever is lesser.

## **6.PROMOTION OF RESEARCH CULTURE**

In order to explore and cultivate the research and innovation, better coordination and mutual cooperation is essential. In this regards the sub committees shall be formulated who will not only explore the research and innovation but also facilitate to convert it as impactful. a) Steering Committees for Research Projects for funding This committee shall encourage the faculty and to submit their ideas and research based on various themes which may produce some impact on the society and economy in general. It is advised that themes of research for each discipline/faculty should be prepared and announced each year so that research students and faculty may be motivated to initiate research onto such themes. The selected ideas/concept notes shall be considered for submission for funding. In case the idea/concept note comes from students then their supervisor may be nominated as the Principal Investigator and the Students shall be the core team members of the project.

Committee shall be comprised of one faculty member from each Teaching Department, who shall be considered as representative of department and headed by the Head of ORIC or the nominee

### **b) Steering Committees for Industrial Liaison, Innovation and Commercialization**

This committee shall encourage faculty members and students to bring out research and innovation-based ideas industrial engagement which may cultivate the seed for commercialization and industrial consultancies. It is advised that themes of research consultancy and commercialization for each discipline/faculty should be prepared and announced each year so that research students and faculty may be motivated to initiate research onto such themes for consultancy and commercialization. The selected ideas/innovation/consultancy notes shall be considered for submission for funding/commercialization to the industries. In case ideas/innovation/consultancy notes comes from students then their supervisor may be nominated as the Principal Investigator and the Students shall be the core team members of the project. Committee shall be comprised of one faculty member from each Teaching Department, who shall be considered as representative of department and headed by the Head of ORIC or the nominee

### **c) Steering Committees for Incubation and Entrepreneurship**

This committee shall encourage faculty members and students to bring out business plans for incubation and entrepreneurship. It is advised that themes of business plans/ideas for each discipline/faculty should be prepared and announced each year so that research students and faculty may be motivated to initiate business plans by the concerned department. The selected business plans shall be considered for incubation/entrepreneurship related financing either from the institute or from outside. The team members may decide their role/designation with their mutual consent. Committee shall be comprised of one faculty member from each Teaching Department, who shall be considered as representative of department and one member from ORIC office and the Committee shall be headed by the Head of Incubation Center.

## **7.FACULTY DEVELOPMENT POLICY**

### **FACULTY DEVELOPMENT POLICY (College-Specific Framework)**

#### **1. Introduction**

The Institute of Business Management (IoBM) recognizes that its greatest strength lies in its faculty. To sustain academic excellence and global competitiveness, IoBM encourages continuous faculty development through structured, equitable and college-specific mechanisms.

This **Faculty Development Policy** provides a **decentralized framework** where each **Dean** leads and implements faculty development initiatives within their respective college, in line with the Institute's mission, strategic plan and accreditation objectives.

#### **2. Purpose**

The purpose of this policy is to:

- Strengthen the academic, research and leadership capabilities of IoBM faculty.
- Decentralize faculty development implementation at the **college level**, ensuring relevance to disciplinary and research priorities.
- Ensure alignment with national and international accreditation standards.
- Promote equitable access to professional development, research and academic exposure.
- Establish transparent governance, accountability and measurable outcomes.

#### **3. Scope**

This policy applies to **all full-time permanent faculty members** across the four colleges of IoBM:

1. **College of Business Management (CBM)**
2. **College of Computer Science and Information Systems (CCSIS)**
3. **College of Economics and Social Development (CESD)**
4. **College of Engineering and Sciences (CES)**

Each college shall implement this policy through a **College Faculty Development Committee (CFDC)/Any Center for Faculty Development or any Focal Person** led by the Dean, depending on the college's size and capacity.

## 4. Guiding Principles

1. **Decentralization and Dean's Leadership:**  
Faculty development shall be led by the Dean of each college through a structured Center/Committee, ensuring academic autonomy and contextual relevance.
2. **College-Specific Implementation:**  
Each college will design its own annual Faculty Development Plan (FDP), aligned with institutional strategy and accreditation criteria.
3. **Equitable Opportunities:**  
Every faculty member will be encouraged to engage in developmental activities annually, ensuring fairness and inclusivity.
4. **Accreditation Alignment:**  
Activities shall be planned to meet standards set by National and International accreditation bodies (e.g., faculty engagement, research output and professional development metrics).
5. **Transparency and Accountability:**  
Processes shall be documented, evaluated and reported annually through the Center or committee or focal person and reviewed institutionally.

## 5. Governance Structure

### 5.1 College-Level Faculty Development Committee (CFDC)

Each college shall establish its own **Committee/Center/Focal person**, chaired by the **Dean**, to oversee and approve faculty development activities within the college.

#### Composition (Minimum):

- **Dean of the College** – Chairperson
- **Associate Dean/HoD (as applicable)** – Members
- **Faculty Development Center Head / Focal Person** – Member Secretary
- **One Senior Faculty Member (nominated by Dean)** – Member
- **Director ORIC / QEC representative (by invitation)** – Resource Member

#### Key Functions:

- Evaluate, nominate and recommend faculty for development opportunities (training, conference, research grants, higher studies).
- Review and prioritize applications based on college needs and available funding.
- Oversee implementation of the college's annual Faculty Development Plan.
- Monitor faculty participation, outcomes and post-activity reporting.
- Submit annual summary to the Rector's Office for review.

### 5.2 Institutional Oversight

At the institutional level, the **Rector** provides strategic guidance and the **President** serves as the final approving authority.

The Rector annually meets with all Deans to ensure coordination, consistency and compliance with IoBM's strategic goals.

## 6. Role of College Centers and Focal Persons

Each college shall operationalize the policy through its existing structures:

College	Faculty Development Body	Function
<b>College of Business Management (CBM)</b>	CBM Center for Research and Training (CCRT)  Capstone and Case Study Center (CCSC)  Center for Islamic Business and Finance	Primary coordinating and application-receiving authority; responsible for training design, workshops and monitoring outcomes. Organizes internal conference in two to three years  Organizes Case study relevant workshops in coordination with CCRT  Organizes Conference every year, offer Diploma and invite other university faculty for different talks
<b>College of Computer Science and Information Systems (CCSIS)</b>	Faculty Development Center/Committee/Focal Person	Coordinates training and conference participation; maintains development records. Coordinates professional and research training and supports postdoctoral programs.
<b>College of Economics and Social Development (CESD)</b>	Faculty Development Center/Committee/Focal Person	Coordinates training and conference participation; maintains development records. Coordinates professional and research training and supports postdoctoral programs.
<b>College of Engineering and Sciences (CES)</b>	Faculty Development Center/Committee/Focal Person	Coordinates training and conference participation; maintains development records. Coordinates professional and research training and supports postdoctoral programs.

## 7. Eligibility and Service Obligations

Development Type	Minimum Service Requirement	Post-Completion Bond
<b>Foreign PhD Sponsorship</b>	1 year prior to sponsorship	5 years of service after completion
<b>Post-Doctoral Training</b>	1 year prior to sponsorship	2 years of service after completion
<b>Local PhD/MPhil at IoBM</b>	3 years	As per institutional rules

<b>Conference / Workshop / Training</b>	For National Level, 6 months at-least and for international level 1 year prior to sponsor	Report submission and knowledge-sharing session
<b>Research Grant / Collaborative Project</b>	Permanent Faculty	Active participation and outcome report

## 8. Application and Approval Process

1. **Faculty Submission:** Faculty submits application with justification and supporting documents to Center or Committee Head/Focal Person.
2. **Departmental Review:** HoD/Committee or Center Head endorses and forwards to the **Dean for initial approval.**
3. **College-Level Approval:** Dean's Committee/Center/Invited members reviews, prioritizes and forwards approved cases to the **Rector.**
4. **Institutional Endorsement:** Rector reviews for institutional alignment and forwards to **President** for final approval.

### Approval Chain:

**Faculty → Head Center/Committee/Focal Person → Dean → Rector → President**

## 9. Roles and Responsibilities

<b>Office/Unit</b>	<b>Role</b>
<b>Committee/Center/Focal Person</b>	Executes faculty development activities and maintains records.
<b>Dean (College Level)</b>	Ensures academic relevance and transparency.
<b>Rector</b>	Provides strategic oversight and institutional endorsement.
<b>President</b>	Grants final approval and allocates budget.
<b>QEC</b>	Monitors quality standards and accreditation compliance.
<b>ORIC</b>	Facilitates research training, postdoctoral linkages and grant development.
<b>International Linkages Office</b>	Manages faculty exchange and global partnerships.
<b>HR Department</b>	Maintains bonds, service records and institutional data repository.

## 10. Funding and Resource Allocation

1. Each college shall receive an annual faculty development budget as part of the institutional allocation.
2. External funding (HEC, DAAD, Fulbright, Erasmus+, etc.) shall be prioritized before institutional sponsorship.
3. IoBM may finance up to 50% of costs for foreign higher education programs (PhD/Postdoc) and fully fund IoBM-based advanced degrees.
4. Funding for conferences and training includes registration, travel and accommodation (as per IoBM policy and availability).
5. All disbursements require documented evidence, reporting and Dean's certification.



## 11. Continuous Development Requirements

Each full-time faculty member is encouraged to:

- Participate in **at least one academic conference or workshop per year** and
- Engage in **at least one research grant proposal or collaborative project annually**.

These activities will form part of annual faculty performance and accreditation evaluations.

## 12. Monitoring, Reporting and Accountability

- Each college shall maintain a **Faculty Development Data** recording all approved activities, outcomes and participation.
- Committee/Centers/Focal Person shall submit an **Annual Faculty Development Report** to the Rector duly endorsed by the Dean.
- Post-activity reports and knowledge-sharing sessions are mandatory for all funded activities.
- Non-compliance or failure to fulfill bond obligations will result in financial recovery and future ineligibility.

## 13. Policy Review and Revision

This policy shall be reviewed **annually** by the **Institutional Faculty Development Committee**, with inputs from Deans, Centers and accreditation coordinators, to ensure alignment with emerging academic and professional needs.

## 14. Approval and Effectivity

This policy takes effect upon approval by the **President, IoBM** and supersedes all previous faculty development guidelines.

## 8.GENERAL ROLES AND REGULATIONS/GUIDELINES

- a) Routine Task: The project/consultancy assignment should not interfere with the routine activities.
- b) Conflict of interest with IoBM: No Research and consulting projects can be initiated for which there arise any conflict of interest with IoBM and/or IoBM's policies.
- c) Faculty member is required to secure advance approval for consulting activities through proper channel (HoD/Dean/Rector) to ensure that no conflict of interest exists, mainly in terms of institute's duties and responsibilities.
- d) The Head of the Project/Consultancy has to ensure the fulfillment of ethical consideration in letter and spirit.
- e) Prior approval must be obtained from the relevant authority for the use of the Institute's equipment or other facilities, including faculty, staff and students.

- f) The sequential use of office-based facilities such as computer, telephone, internet/WIFI etc is permitted without prior approval.
- g) The project/consulting agreement/contract must be made in the name of IoBM and a signed copy of contract must be put in consulting file and one copy must be submitted to concerned offices especially ORIC.
- h) During consulting assignment, sharing of any confidential information pertaining to IoBM with client is prohibited and shall be subject to a disciplinary action.
- i) In case of Termination/Cancellation of Consulting Project, following outcome must be considered:
- i. If the Client deviates from the agreed terms or gives undue pressure or asks for any demands which cannot be fulfilled, then the matter must be discussed with concerned office (ORIC). The decision of continuation or discontinuation shall be taken after consulting with President of the Institute.
  - ii. The relevant authority need to monitor the progress of the project. To make sure that any requirement by the sponsoring agency is not fulfilled from the project team, such as delayed/deviated/not performed satisfactorily in that case an alert/warning letter may be issued to the concerned PI or the head of the project/consultancy.
  - iii. If the client terminates/Cancel the contracts based on reasons that faculty member could not comply with the agreed terms or the requirements and the faculty member is also found as non-complier then the faculty member shall bear all the tangible and intangible losses.

## **PROMOTING RESEARCH AT IOBM**

IoBM actively promotes a strong research culture by encouraging faculty engagement in scholarly activities and collaborations. Research Interest Groups (RIGs) are formed based on faculty areas of specialization to promote collaboration and innovation. Faculty members are provided with incentives, travel grants and opportunities to attend workshops that enhance their research capabilities. IoBM supports faculty travel for research purposes once a year internationally and twice a year within the country to participate in conferences, present papers and build academic networks.

## **PUBLICATIONS/PROPOSAL AT IOBM**

Publishing high quality research is important not only for researcher, but for its Institute also. On the one hand the world famous ranking QS (Quacquarelli Symonds), for example considering 20% of “citation per faculty”, this means research published in impact factor (by ISI/WoS) is considered more important. Another world famous ranking THE (Times Higher Education) consider research component as 30% as reputation survey (18%), research income (6%) and research productivity (6%). On the other hand, HEC Pakistan was considering research components as 40% for ranking purposes.

IoBM long ago initiated research incentives to encourage their faculty members to publish high quality research papers. The incentives will be given to the following categories of Research Publications.

If the research paper is a joint publication (up to 5 authors), then following rates/ratios will apply keeping in view the rank.

1. Just one Author 100 % payment
2. For two authors rates/ratio will be 60:40
3. In case of more than two authors (up to 5 authors), first author will receive 50% and all other remaining authors equally divided by 50%

**Note: Payment is subject to Academic load/number of students.**

## **REMUNERATION FOR PUBLICATIONS AT IOBM**

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

From July 2020, the HEC Journal Recognition Systems (<https://hjrs.hec.gov.pk/>) will be considered to categorize national and international journals.

W Category Journals (100% - JCR list with 0 IF, 150% - JCR list >0.01 to .5 IF, 200% >.5 to 1 IF and 250% >1 IF of paid course – depending on employee rank) X Category Journals (100% of paid course – depending on employee rank) Y Category Journal (50% of paid course – depending on employee rank)

### **2. ISI/SCOPUS INDEXED JOURNALS:**

From July 2020, the HEC Journal Recognition Systems (<https://hjrs.hec.gov.pk/>) will be considered to categorize journals.

W Category Journals (100% - JCR list with 0 IF, 150% - JCR list >0 to .5 IF, 200% >.5 to 1 IF and 250% >1 IF of paid course – depending on employee rank) X Category Journals (100% of paid course, 150% - JCR list >0 to .5 IF, 200% >.5 to 1 IF and 250% >1 IF of paid course – depending on employee rank) Y Category Journal (50% of paid course, 150% - JCR list >0 to .5 IF, 200% >.5 to 1 IF and 250% >1 IF of paid course – depending on employee rank)

### **3.OTHER INDEX JOURNAL PUBLICATION OR CONFERENCE PROCEEDING PUBLICATIONS IN SCOPUS/IEEE/ACM/ABDC/ OR EQUIVALENT INDEXED PUBLICATIONS:**

May be considered as research activity for annual appraisal only (not for any remuneration).

### **4.PUBLICATION OF BOOK:**

Book publication (authored – not as editor etc.) as per HEC criteria may be considered as 2 times X category publication or 2 times Y category publication, subject to evaluation by HEC or IoBM committee to be appointed by the President IoBM, recommended by concerned Deans.

2xX Category Journals (200% of paid course – depending on employee rank) 2xY Category Journal (100% of paid course – depending on employee rank)

**Note:** Subject to approval from Committee

### **5. PUBLICATION OF BOOK CHAPTER (PUBLISHED WITH REPUTED PUBLISHER):**

May be considered as research activity for annual appraisal only (not for any remuneration).

### **6. TEACHING CASE STUDY:**

May be considered as research activity for annual appraisal only (not for any remuneration).

### **7. PATENT FILLED:**

As per HEC criteria may be considered, subject to evaluation by HEC or IoBM committee to be appointed by the President IoBM, recommended by concerned Deans.

20,000/- remuneration may be paid (Subject to approval from Committee)

### **8. PATENT REGISTERED:**

As per HEC criteria may be considered, subject to evaluation by HEC or IoBM committee to be appointed by the President IoBM, recommended by concerned Deans.

100% of paid course – depending on employee rank (Subject to approval from Committee)

## 9. FUNDING PROJECT SUBMITTED:

As per HEC criteria may be considered, subject to evaluation by HEC or IoBM committee to be appointed by the President IoBM, recommended by concerned Deans.

10,000/- remuneration may be paid to PI (Subject to approval from Committee)

## 10. PUBLICATION TO PRODUCT

If the outcome of the paper is converted into a commercially viable product, 100% of paid course – depending on employee rank, subject to evaluation by IoBM committee to be appointed by the President IoBM, recommended by concerned Deans. (Subject to approval from Committee)

### Existing rates (Summary):

			50%	100%	150%	200%	250%
	Rate	Hrs	Y	X	W/0 IF 0-.5	IF .5 to 1	IF >1
<b>Professor</b>	1375	45	30,938	61,875	92,813	123,750	154,688
<b>Associate Professor</b>	1275	45	28,688	57,375	86,063	114,750	143,438
<b>Assistant Professor</b>	1200	45	27,000	54,000	81,000	108,000	135,000
<b>Sr. Lecturer</b>	1100	45	24,750	49,500	74,250	99,000	123,750
<b>Lecturer</b>	1000	45	22,500	45,000	67,500	90,000	112,500
<b>Jr. Lecturer</b>	900	45	20,250	40,500	60,750	81,000	101,250
<b>RA/RF/ Staff + Lab Engr / Lab Suprv/ IoBM Student</b>	800	45	18,000	36,000	54,000	72,000	90,000

### Calculations, for example:

#### Case-1:

If single author (Professor) published in Y category Journal, then he/she will be paid as:  
30,938/- only

#### Case-2:

If two authors – one is student and other is supervisor (Associate Professor) and publishing in X Category Journal, both will be paid as:

First author (60% of paid course = 36000) = 21600/-

Second author (40% of paid course = 57375) = 22950/-

**Case-3:**

If 5 authors, all are IoBM faculty members and publishing in IF (0.4), then they will be paid as:

1<sup>st</sup> Author Lecturer (50% of paid course = 55688) = 27844/-

2<sup>nd</sup> Author Senior Lecturer (10% of paid course = 74250) = 7425/-

3<sup>rd</sup> Author Assistant Professor (10% of paid course = 81000) = 8100/-

4<sup>th</sup> Author Associate Professor (10% of paid course = 86063) = 8606/-

5<sup>th</sup> Author Professor (10% of paid course = 92813) = 9218/-

## **Procedure for claiming research incentives (Clause 1 & 2)**

1. After publication, faculty may report the research paper to their respective HoD with following data
  - a. Research Paper along with authors details
  - b. Publication date
  - c. Link of Journal
  - d. Link HJRS
  - e. Indexing (Scopus/WoS etc.)
  - f. HEC Category
  - g. Impact Factor (if any)
2. Concerned HoD will forward it to Dean
3. Concerned Dean will forward it to Rector
4. After approval from Rector HR will process the remuneration as per IoBM research incentives policy

**Note: Payment is subject to Academic load/number of students.**

## **THE CRITERIA FOR RESEARCH PUBLICATIONS INCENTIVES**

### **PUBLICATION WEIGHTAGE**

The publication score shall be calculated using following weightage:

S.No	Publication Type	Weightage
1	‘W’ Category	25
2	‘X’ Category	10
3	‘Y’ Category	5
4	Other Papers	4
5	Book Chapter	3

6	Conference Paper Presentation	2
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## ORDER OF AUTHORS & ALLOCATION OF PUBLICATION WEIGHTAGE

The publication weightage as stipulated in sub para 'f' above shall be further allocated to each author in term of percentage point as under:

S.No	Order of Author	Allowance of %age of Weightage
1	Solo author	100%
2	1 <sup>st</sup> author	100%
3	2 <sup>nd</sup> author	80%
4	3 <sup>rd</sup> author	60%
5	4 <sup>th</sup> author	40%
6	5 <sup>th</sup> author	20%
7	6 <sup>th</sup> to 10 <sup>th</sup> author	10% each
8	10 <sup>th</sup> to Nth author	5% each

**Note:** In order to give a fair opportunity to all the faculty members it was decided that the faculty member achieving best researcher of the IoBM shall not be considered for the college level award.

The Above incentives shall be awarded during Annual Publications Review to be arranged by the office of the Director Research. The above criteria is being circulated with the approval of the president IoBM.



## **FACULTY ROLES AND RESPONSIBILITIES IN STUDENT COUNSELLING**

### **1. APPLICABILITY**

This policy applies to all permanent, visiting and adjunct faculty members of the Institute of Business Management (IoBM). Each category of faculty has defined responsibilities to support the academic well-being, timely progression and overall development of students.

### **2. BATCH COUNSELLORS (PERMANENT FACULTY ONLY)**

#### **APPOINTMENT**

Only permanent faculty members are eligible to be appointed as Batch Counsellors.

Any permanent faculty member may be nominated or assigned by the Head of Department (HoD) to serve in this role.

#### **WORKLOAD REQUIREMENT**

Batch Counsellors are required to serve a minimum of 2 hours per week for counselling activities.

These hours must be scheduled, published and made accessible to students both physically and through online platforms.

#### **ROLE AND RESPONSIBILITIES**

Batch Counsellors are responsible for:

Providing academic guidance to students within their assigned batch.

Supporting students facing performance challenges, academic difficulties, or personal barriers affecting studies.

Maintaining formal documentation using the designated Counselling Forms available through the department or Head of batch Counselling.

Ensuring proper follow-up, referral and escalation when required.

#### **FORMS FOR COUNSELLING**

Batch Counsellors must use the approved counselling forms, including:

Academic Counselling Form ([Appendix N](#))

Batch Counsellor Intervention & Progress Form ([Appendix O](#))

In addition, a Student Self-Referral Form is available for students who voluntarily wish to seek guidance, request assistance, or initiate counselling on their own. Batch Counsellors should review and respond to these self-referrals promptly. ([Appendix P](#))

These forms must be completed, signed and submitted according to departmental guidelines.

### **3. ROLE OF VISITING AND ADJUNCT FACULTY**

#### **OBSERVATIONAL AND REFERRAL RESPONSIBILITY**

While visiting and adjunct faculty are not assigned formal counselling hours, they play a crucial role in the early identification of students requiring support.

They are expected to:

Monitor student behavior, classroom engagement and academic performance.

Identify students who may be at risk (e.g., repeated absences, low assignment scores, lack of participation, behavioral concerns).

#### **REFERRAL PROCEDURE**

If a visiting or adjunct faculty member recognizes a student exhibiting academic or personal difficulties:

They must complete Faculty Referral Form ([Appendix Q](#))

The completed form should be submitted to:

The Head of Department (HoD) or Head of Batch Counselling for further assessment and intervention.

This referral ensures timely support and documentation in line with institutional counseling protocols.

### **4. COORDINATION AND REPORTING**

#### **COMMUNICATION FLOW**

Visiting/adjunct faculty → submit referral ([Appendix Q](#)) → HoD / Head of Batch Counselling

Batch Counsellors → record detailed counselling → submit documentation to Student Counselor / HoD as required

## **CONFIDENTIALITY**

All faculty members must maintain strict confidentiality regarding student concerns, sharing information only with authorized personnel in accordance with institutional policy.

### OFFICE OF RESEARCH, INNOVATION AND COMMERCIALIZATION (ORIC)

#### 1. Introduction

The purpose of this policy is to establish guidelines for consultancy services provided by faculty, researchers and staff under the Office of Research, Innovation and Commercialization (ORIC). Consultancy activities enhance industry-academia collaboration, support professional development and contribute to the institution's research and innovation goals. This policy ensures that consultancy services align with institutional priorities, maintain ethical and financial integrity and create a sustainable framework for external engagements.

#### 2. Objectives

The ORIC Consultancy Policy aims to:

- Encourage faculty and researchers to engage in consultancy as a means of knowledge transfer.
- Strengthen industry-academia partnerships through applied research and expert advisory services.
- Generate revenue to support research, innovation and institutional development.
- Ensure transparency, accountability and compliance in all consultancy activities.

#### 3. Scope

This policy applies to all the faculty members and researchers at IoBM across various disciplines. The scope includes consultancy services provided to businesses, government agencies, non-profits and other organizations seeking expertise in specialized fields.

#### 4. Definition of Consultancy

Consultancy is defined as professional advice, technical assistance, or problem-solving services provided to external organizations by faculty or researchers in return for compensation. It does not include routine teaching or employment-related activities.

##### Types of Consultancy Services:

**1. Individual Consultancy:** Faculty members provide expert advice to businesses, government agencies, or international organizations.

**2. Institutional Consultancy:** The university as a whole is contracted for consultancy, with ORIC managing the project.

**3. Contract Research:** Research conducted for an external client with specific deliverables and outcomes.

**4. Technical Services:** Provision of laboratory testing, prototype development, feasibility studies, or technology solutions.

**5. Training and Capacity Building:** Professional development programs, workshops and skill enhancement initiatives for external organizations.

**6. Project-Based and Expert Analysis:** Provide evaluations and research-based recommendations to industry clients. Executing specific projects that address industry needs, from research and development to operational improvements.

## **5. Eligibility & Engagement**

- All full-time faculty members, researchers and staff are eligible to engage in consultancy services.
- Faculty members are allowed fifty-two (52) full working days as consulting time during the course of the academic year.
- The Head of Department has to keep track that the time spent on consulting is within the allowed limits.
- For the summer, if the faculty wishes to spend any significant time in consulting, special permission has to be sought from the Dean.
- The Dean may allow a trade-off between academic years – more consulting in one (1) year and less in subsequent years.
- Consultancy work should not interfere with teaching, research, or administrative duties. Prior approval from the ORIC Director and relevant Department Head is mandatory before undertaking any consultancy project.
- Faculty members must ensure compliance with the university's policies on conflict of interest and intellectual property.

## **6. Financial Aspects**

### **Revenue Sharing Model:**

Revenue generated from consultancy projects will be distributed as follows:

- **Consultancy Fees:** ORIC and faculty will negotiate and set consultancy fees based on the scope and duration of the project.
- **Revenue Distribution:** Consultancy income will be allocated based on a pre-determined ratio. If a faculty member is on leave without pay (for a consultancy project), the distribution will be 85% to the faculty and 15% to IoBM, with calculations based on net earnings after deducting applicable expenses, taxes and other deductions.
- For faculty members conducting consultancy while actively serving at IoBM without leave, the revenue will be distributed as 75% to the faculty and 25% to IoBM, based on net earnings after deducting applicable expenses, taxes and other deductions. supporting further research and development within the institution.
- **Taxes:** All consultancy earnings will be subject to government taxation policies as per applicable regulations

- **Remuneration & Taxation**

The proposed remuneration (Table 1) for the industry experts is based on work experience, domain knowledge and leadership roles. Remuneration for academic experts is based on training/consultancy experience and academic position, with calculations based on net earnings after deducting applicable expenses, taxes and other deductions.

Table 1: Hourly Rates Resource Person for Training/Workshop (PKR)			
Level	Industry Expert / Experience	Academic Position	Remuneration
Tier -I	7 year	Lecturer	2000-3500
Tier –II	10 year	Assistant Professor	4000-6000
Tier –III	15 year	Associate Professor	5000-7000
Tier -IV	20 year	Professor	7500-9000

- **Revenue Sharing Framework**

There will be a division of the proceeds generated from trainings. Sharing arrangement will be set at 60:40 for internal and 80:20 for external type of trainings. The share after expenditures is liable to government taxation. The distribution of the share will be calculated based on net earnings after deducting applicable expenses, taxes and other deductions. Details are given in Table 2.

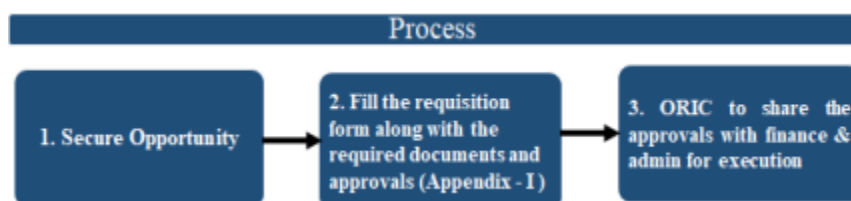
Table 2: Share of Initiating Faculty/Staff for Training/Workshop			
S.#	Particulars	Sharing	
		Internal	External
1	Faculty/Staff member	60%	80%
2	IoBM	40%	20%

The sharing of funds will be applicable on HR (Remuneration/Compensation/Salary) funds only. In case of surplus funds, after completion of project requirements (Revenue minus Expenditure). The amount shall be distributed on pro rate-based share.

- **Overhead Charges & Payment Modalities:**

- ORIC will charge an overhead fee (typically 10-20%) to cover administrative support, facility usage and institutional costs.
- Payments will be processed through the university's finance department, ensuring compliance with tax and financial regulations.
- Faculty members are not permitted to accept payments directly; all financial transactions must be processed through ORIC and routed to the institute's finance department.

## 7. Working Process & Approval Mechanism



### Steps to Undertake Consultancy Work:

**1. Proposal Submission:** Faculty members must submit a detailed consultancy proposal to ORIC, including objectives, scope, deliverables, timeline and budget.

**2. Approval Process:** The proposal is reviewed by ORIC and the relevant department for approval.

**3. Contract & Agreement:** A formal agreement is signed between the faculty member, the institution and the client.

**4. Execution & Reporting:** Consultancy services are delivered as per agreed terms and periodic progress reports are submitted.

**5. Completion & Financial Settlement:** Upon completion, a final report is submitted and payments are disbursed following institutional financial policies.

**6. Official Leave:** Faculty members and Management Employees engaged in delivering consultancies may be eligible for official leave, contingent upon approval from the Head of Department (HoD) and as per IoBM HR policy.

## 8. Ethical and Legal Considerations

- **Confidentiality:** Faculty and staff must ensure that sensitive data and proprietary information of clients are protected.

- Intellectual Property Rights (IPR): Any intellectual property developed during consultancy must adhere to the university's IP policy.
- Conflict of Interest: Faculty must disclose any potential conflicts of interest before accepting consultancy work.
- Regulatory Compliance: Consultancy projects must comply with national and institutional research policies, tax laws and professional ethics.
- **Project Updates:** Faculty consultants are expected to provide periodic updates to ORIC to ensure alignment with project objectives and timelines.
- **Final Report:** A final report, summarizing the project outcomes, learnings and recommendations, should be submitted to both the industry partner and ORIC.

## 9. Monitoring & Compliance

- ORIC will maintain a database of consultancy projects to track progress and ensure compliance.
- Annual reports on consultancy activities will be presented to university leadership for review.
- Faculty members must submit a brief impact assessment report for each consultancy project.
- The ORIC policy will be reviewed and updated periodically to align with emerging trends and institutional needs.

## Conclusion

This policy aims to create a structured, transparent and sustainable framework for consultancy at the university. By leveraging faculty expertise and industry partnerships, ORIC will play a pivotal role in driving research commercialization, economic growth and societal impact.

([Appendix R](#))



## Entrepreneurship & Management Excellence Centre (EMEC)



# ENTREPRENEURSHIP AND MANAGEMENT EXCELLENCE CENTER (EMEC)

## Policy for Trainers Conducting Courses from the EMEC Platform

### 1. Introduction

This policy outlines the guidelines and procedures for the instructors/trainers/faculty who wish to launch and conduct courses via the EMEC platform. It aims to ensure the highest quality

of training, consistency in course delivery and a seamless experience for both resource person and participants.

## **2. Eligibility and Application Process**

### **2.1 Eligibility Criteria**

- Trainers must possess relevant qualifications and experience in their respective fields.
- Trainers should have prior experience in conducting training sessions or teaching courses.
- Proficiency in using online training tools like Zoom, Google Meet and Microsoft Teams platforms is also required

### **2.2 Application Procedure**

- Interested trainers must submit a detailed proposal including course objectives, syllabus, duration, target audience and assessment methods.
- Trainers must provide their resume, relevant certifications and a portfolio of previous training sessions or courses conducted.
- Applications will be reviewed by the EMEC committee and trainers will be notified of the outcome within four weeks.

## **3. Course Development and Approval**

### **3.1 Course Design**

- Trainers should develop interactive and engaging course content, including multimedia elements, practical exercises and real-world case studies.
- Courses should include clear learning objectives, outcomes and assessment criteria.

### **3.2 Approval Process**

- Developed courses will be reviewed by the EMEC committee for quality assurance.
- Feedback will be provided to trainers and necessary revisions must be made before final approval.

## **4. Conducting Courses**

### **4.1 Scheduling and Coordination**

- Trainers must coordinate with EMEC's team to set course dates and times.
- Trainer needs to sign a training contract with EMEC before the commencement of the program.
- Courses should be scheduled to accommodate the availability of the target audience and avoid conflicts with other EMEC courses.
- EMEC reserved the right to re-schedule/cancel a program due to low registrations or due to low registrations.

### **4.2 Course Delivery**

- Trainers must conduct courses professionally and adhere to the approved syllabus and schedule.

- Trainers should ensure active participant engagement through discussions, Q&A sessions and interactive activities.
- Trainers are responsible for monitoring participant progress and providing timely feedback.

## **5. Participants Attendance**

- The faculty must record attendance of each day on a sheet provided by EMEC and submit it to office for record purpose

## **6. Participants Learning Assessment**

### **6.1 Short duration courses**

- For short duration courses (max. 5 days), certification of participation will be awarded 6.2 Ten weeks or longer duration Certificate and Diploma programs
- A proper mechanism of assessing the participants learning Hourly and Final exam must be conducted. The result and Exam paper and copies must be submitted to EMEC office.

## **7. Award of Certificate and Diploma**

- The certificate and diplomas will be prepared by the EMEC in collaboration with MARCOM with the logo of IoBM and EMEC on it.

## **8. Evaluation and Feedback**

### **8.1 Participant Evaluation**

- Trainers must implement evaluation methods to assess participant understanding and course effectiveness.
- Evaluations may include quizzes, assignments, practical exercises and final assessments.
- EMEC team will gather feedback from participants at the end of each course to identify areas for improvement.
- Trainers are encouraged to continuously update and enhance course content based on participant feedback and emerging industry trends.

## **9. Compensation and Benefits**

### **9.1 Compensation**

- Trainers will be compensated based on the agreed-upon terms

### **9.2 Benefits**

- Trainers will have access to EMEC's resources, including course marketing support and administrative assistance.
- Trainers may receive professional development opportunities, including workshops, webinars and networking events organized by EMEC.

## **10. Compliance and Conduct**

## **10.1 Code of Conduct**

- Trainers must adhere to EMEC's code of conduct, ensuring professionalism, respect and integrity in all interactions.
- Trainers must comply with EMEC's policies, procedures and guidelines throughout the course lifecycle.

## **10.2 Non-Compliance**

- Any violation of this policy may result in disciplinary action, including termination of the trainer's contract with EMEC.

## **11. Review and Amendments**

- This policy will be reviewed periodically by the EMEC committee to ensure its relevance and effectiveness.
- Amendments to the policy may be made based on feedback from trainers, participants and industry best practices.

By adhering to this policy, trainers can contribute to the success of EMEC's training programs and ensure a high-quality learning experience for all participants.

[Appendix S](#)..... EMEC Standard of Performance

[Appendix T](#)..... EMEC Code of Conduct

[Appendix U](#)..... Trainer Contract Specimen

# **APPENDICES**

## **APPENDICES**

### **APPENDIX A**



# **INSTITUTE OF BUSINESS MANAGEMENT**

## **THE WORKSHOP**

CBM Center for Research and Training  
College of Business Management

**Proposal for** \_\_\_\_\_

## **About the Workshop**

### **1. Introduction**

--

### **2. Justification**

--

### **3. Learning Objectives**

--

#### 4. Learning Outcomes

--

Details of the Training	
Resource Person/Facilitator(s)	
Designation	
Target Audience	
Tentative Day and Time	

#### Training Course Plan

Session No.	Duration	Title	Topics
<b>DAY 1</b>			
	13.00 -14.00	<b>Break</b>	



<b>DAY 2</b>			
	13.00- 14.00	<b>Break</b>	

**Note: You can change the above schedule as per the workshop required days and slots.**

<b>TOTAL ESTIMATED COST OF WORKSHOP</b>		
<b>Item</b>	<b>Amount (Rs.)</b>	<b>Additional Remarks</b>
<i>Registration fee</i>		
Accommodation for Resources Person		
Air Travel for Resources Person		
Entertainment		
Publication/ Stationery		
Any Other		
Total		

**About the Resource Person (attach resume)**

**Approvals**

**Approved by the Head  
CCRT**

**Approved by the Dean CBM**

**Approved by the President, IOBM**

## APPENDIX B



### Conference/Training/Workshop Participation Request Form CBM Centre for Research and Training



Dear Faculty,

Please complete this form if you are interested in participating in a conference. This request will be forwarded to the Dean for approval.

---

#### 1. Faculty Information

- **Name:** \_\_\_\_\_
- **Designation:** \_\_\_\_\_
- **Department:** \_\_\_\_\_
- **Email:** \_\_\_\_\_
- **Phone Number:** \_\_\_\_\_

---

#### 2. Conference Details

- **Conference Title:** \_\_\_\_\_
- **Conference Theme/Focus:** \_\_\_\_\_
- **Organizer:** \_\_\_\_\_
- **Location:** \_\_\_\_\_
- **Conference Dates:** From \_\_\_\_\_ to \_\_\_\_\_

**Note:** Attach the invitation email, link of webpage and other necessary details/evidences

---

#### 3. Participation Details

- **Role in Conference:**
  - ☐ Presenter
  - ☐ Session Chair
  - ☐ Panellist
  - ☐ Attendee

- **Paper Title (if presenting):** \_\_\_\_\_
- **Co-authors (if any):** \_\_\_\_\_

---

#### 4. Justification for Participation

Please provide a brief justification for your participation and how it aligns with your research interests and departmental goals.

#### 5. Funding Details

- **Funding Source:**
  - ☐ Self-funded
  - ☐ Institutional Support Requested
- **Estimated Expenses:**
  - **Registration Fee:** \_\_\_\_\_
  - **Travel Costs:** \_\_\_\_\_
  - **Accommodation (if going out of city):** \_\_\_\_\_
  - **Other Costs (specify):** \_\_\_\_\_
  - **Total Estimated Cost:** \_\_\_\_\_

---

#### 6. Approvals

<b>Approved by the Head CCRT</b>	<b>Approved by the Dean CBM</b>	<b>Approved by the President, IOBM</b>
--------------------------------------	---------------------------------	--

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#### Submission Instructions

Please submit the completed form to the **CBM Centre for Research and Training** two to three weeks ago in case of out of city participation and a week ago in case of local participation.

## APPENDIX C

### Travel Grant Form

Institute of Business Management (IoBM), Karachi

*(To be submitted to Travel Grant Committee)*

#### 1. Personal Details

Name of Faculty	
Designation	
Department	
Employee ID	
Contact #	
E-mail	

#### 2. Conference Papers presented in last 05 years:

Number of Papers	
Details of Papers:	
i. Title	
ii. Venue	
iii. Date	
iv. Sponsored by IoBM or HEC	

*Note: Please use additional sheets (if required)*

#### 3. Details of Research Paper applied for Travel Grant:

Title of Research Paper	
Principal Author Name and Affiliation	
Author 2 Name and Affiliation	
Author 3 Name and Affiliation	
Similarity Index (less than 19 %)	_____% <i>(Attach signed copy of the Turnitin report by the focal person)</i>

#### 4. Conference Details

Name of the conference	
Theme of the Conference	
Complete address where conference will be held	
Website/URL Link of conference	

Conference contact details	Conference Secretary Name (if any): _____ Telephone: _____ Email: _____
Conference Date(s)	
Is the Paper Accepted?	Please Tick (✓) <div style="float: right;"> <input type="button" value="Yes"/>  <input type="button" value="No"/> </div> <i>(If YES, attach acceptance letter)</i>
Will the conference proceeding be published with ISSN Publication?	Please Tick (✓) <div style="float: right;"> <input type="button" value="Yes"/>  <input type="button" value="No"/> </div> If yes, please mention the ISSN # <input type="text"/>  If Not, mention the date when it will be published with ISSN # _____
Will the Proceedings be Indexed in Well Reputed Indexing agencies such as?  <i>i. CPCI,</i> <i>ii. Proccedia/Scopus</i> <i>iii. EI etc.</i>	Please Tick (✓) <div style="float: right;"> <input type="button" value="Yes"/>  <input type="button" value="No"/> </div> If yes, please mention the Indexing agencies 1. .... 2. .... 3. ....

#### 4.Travel Grant Details

Application Submitted to HEC for Travel Grant?	Please Tick (✓) <div style="float: right;"> <input type="button" value="Yes"/>  <input type="button" value="No"/> </div> If yes: Date of submission: _____
Approval Status of application submitted to the HEC	Please Tick <div style="float: right;"> <input type="button" value="Approve"/>  <input type="button" value="Rejected"/>  <input type="button" value="Awaiting"/> </div>

	If approved or rejected, please attach the award letter/regret letter	
Financial Assistance requested from IoBM		<b>Amount (Rs.)</b>
	Registration Fee	
	Travelling expenses	
	Accommodation charges	
	Daily Allowance	
	<b>Total</b>	

### 5.Undertaking by the applicant

- *The contents presented in this research paper are based on my/our original research. In case any plagiarism is proved, in addition to penalties, I will refund the entire amount of grant.*
- *The subject paper has not been presented earlier in any conference/ workshop etc. and has not been published.*
- *I will furnish a report of visit on returning back from the conference/ workshop etc.*
- *All the supporting documents attached are authenticated.*

\_\_\_\_\_

Signature of the applicant  
HOD

Signature of the

### **FOR OFFICIAL USE ONLY**

The request of Dr/Mr./Ms. \_\_\_\_\_ for financial support to present research paper, entitled: \_\_\_\_\_

at (name of conference): \_\_\_\_\_

### **Recommendation: (Please tick (✓) the relevant)**

Recommended for approval	
Not Recommended for approval	
Additional Information Required	

**Reasons for Not Recommending/ Additional Information Required (Please tick (✓))**

Application Form/documents incomplete	.....	<input type="checkbox"/>
▪ Form Not filled properly	.....	<input type="checkbox"/>
▪ Already availed the Grant	.....	<input type="checkbox"/>
▪ Additional Information required (please mention):	_____	
_____		
Any other reason (please mention): _____		
_____		

*The committee members are: Rector, all three Deans, Director ORIC and OGS, & Manager EMEC*

**Recommendation Committee**

<p style="text-align: center;"><b><u>Member. 1</u></b></p> <p>Name: .....</p> <p>Signature: .....</p>
---

<p style="text-align: center;"><b><u>Member. 2</u></b></p> <p>Name: .....</p> <p>Signature: .....</p>
---

<p style="text-align: center;"><b><u>Member. 3</u></b></p> <p>Name: .....</p> <p>Signature: .....</p>
---

<p style="text-align: center;"><b><u>Member. 4</u></b></p> <p>Name: .....</p> <p>Signature: .....</p>
---

<p style="text-align: center;"><b><u>Member. 5</u></b></p> <p>Name: .....</p> <p>Signature: .....</p> <p><i>Representative of President Secretariat/Nominee</i></p>
---

Signature: .....

**Approval of Rector – IoBM**

**Approval of President – IoBM**

Signature: .....



## APPENDIX D

### QUALITATIVE EVALUATION FORM

Course Title/Code: \_\_\_\_\_ Instructor Name: \_\_\_\_\_

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

How well-prepared was the instructor for each class?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How clearly and effectively did the instructor communicate the concepts in the class?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How effectively did the instructor encourage questions and discussions in the class?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How clear and audible is the faculty?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How transparent was the instructor's grading criteria?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was the instructor punctual for classes / meetings?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did the instructor demonstrate respect and professionalism towards students?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did the instructor foster a positive learning environment?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What challenges have you encountered during this course?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you believe the grading in this course is fair and transparent?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What changes will you recommend for the course to be made more engaging?

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you recommend the faculty to your friends?

☐

Yes

☐

NO

## APPENDIX E



### Teaching Peer Review Form

*To be filled individually by each reviewer*

This is peer teacher observation to assess a portfolio of information about the teaching of an instructor. The purpose is to provide an assessment to improve teaching practice and quality feedback to the instructor regarding his/her teaching.

<b>Peer Reviewer:</b>		<b>Instructor:</b>	
<b>Program</b>		<b>Class</b>	
<b>Semester</b>	Fall-2025	<b>Course</b>	
<b>Date</b>		<b>Duration:</b>	

S No:	Categories	Strongly Satisfied (5)	Satisfied (4)	Neutral (3)	Not Satisfied (2)	Strongly Not Satisfied (1)
	<b>SUBJECT KNOWLEDGE</b>					
1	Adhere to appropriate curriculum standards and integrates key content elements.					
2	Demonstrates accurate and current knowledge of the subject matter					
3	Demonstrates ability to link present content to real-world examples and applications.					
	<b>INSTRUCTIONAL PLANNING</b>					
4	Clear Statement of learning goals					
5	A logical sequence of topics					
	<b>INSTRUCTIONAL MATERIALS</b>					
6	Contents are challenging and rigorous and match course learning objectives.					
7	Effective use of Audio/Video Material					
	<b>TEACHER-STUDENT INTERACTION</b>					
8	Engages students in active learning.					
9	Communicates and presents material clearly and checks for understanding.					
10	Encourage Students to ask questions and answers them effectively.					
	<b>PROFESSIONALISM</b>					
11	Maintains professional demeanor and behavior.					
12	Effective use of verbal and non-verbal communication to foster positive interactions and learning in the classroom.					

**Total Score: \_\_\_\_ / 60**

Remarks/ Areas of improvement (if any):

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## APPENDIX F



Peer Reviewer Signature

### Peer Review Consent Form- Reviewer

Form to be given by HoD to the Reviewers

Semester: \_\_\_\_\_

You are invited to take part in teaching peer review, aimed to improve and provide feedback on the learning process in the class. In the procedure, the reviewer will assess the instructor's content delivery, class organization, teaching material, teacher-student interaction and student participation. The following consent is for both as a reviewer and as an instructor. In case you are considered as a reviewer,

We, Dr/ Mr./ Ms. \_\_\_\_\_ and Dr/ Mr./ Ms. \_\_\_\_\_ agree to be reviewers for the assigned course and class; take responsibilities to review given instructor as part of the peer-review process; and, treat this process confidentially and with respect and will not share any information without permission. Reviewers are responsible to observe class activities during instructor presence and provide feedback on the provided peer review form, in a sealed envelope to the Head of the Department, latest by end of Week 7.

\_\_\_\_\_  
Signature of Reviewer 1

\_\_\_\_\_  
Signature of Reviewer 2

\_\_\_\_\_  
Signature of HoD

## APPENDIX G



### Faculty Self Appraisal

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

Period \_\_\_\_\_

	Faculty self-appraisal
<b>Teaching (30 %)</b> <b>Semester wise list of courses taught</b> <b>Faculty profile updated on SMATRZ</b>	
<b>Research (25 %)</b> <b>No of research paper published</b> <b>Profiles created on research portals</b>	
<b>Industry Engagement (25 %)</b> <b>Through course projects</b> <b>Seminars, workshops and conferences</b>	
<b>Student Affairs (10 %)</b> <b>Counselling, societies</b>	
<b>Administrative Assignment (10 %)</b> <b>Administrative tasks assigned</b>	

## APPENDIX G



### Institute of Business Management (IoBM)

#### Faculty Evaluation for Promotion Form

Name: \_\_\_\_\_ Designation: \_\_\_\_\_ Department: \_\_\_\_\_ Promotion  
considered for the position of: \_\_\_\_\_ Presentation  
Topic: \_\_\_\_\_

(To be filled by Concerned HoD & Counter Signed by Concerned Dean)

#### A. PROMOTION ELIGIBILITY CRITERIA

##### i) Candidate fulfils the requirements as per HEC criteria

For Assistant Professor	For Associate Professor	For Professor
Yes/ No PhD in the relevant field Experience (Not Required)	Yes No PhD in the relevant field Experience (10 years or 5 years Post PhD) Publications (10 HEC recg. and 4 in last 5 years)	Yes No PhD in the relevant field Experience (15 years or 10 years Post PhD) Publications (15 HEC recg. and 5 in last 5 years)

##### ii) Candidate fulfils the IoBM criteria of last three years performance evaluation (last two appraisal should not be below good)

Years of Employment (Completed 3 Years)	Last 3 years performance (Good or above)
Yes No	Yes No

##### iii) Availability for the position applied for (at Department level, e.g. vacant position of Professor for the promotion from Associate Professor to Professor)

	Current Strength	Vacant Positions
Professor		
Associate Professor		
Assistant Professor		

<b>If the eligibility criteria of promotion (i, ii, iii) is not met, then justification of the promotion is required</b>	
--	--

\_\_\_\_\_  
**Concerned HoD (Name & Signature)**

\_\_\_\_\_  
**Concerned Dean (Name & Signature)**





## Institute of Business Management (IoBM)

### Faculty Evaluation for Promotion Form

(To be filled by Promotion Committee Members)

#### B. PROMOTION ELIGIBILITY CRITERIA

##### i) Candidate fulfils the requirements as per HEC criteria

Description	Total Score	Weightage Score	Score by Committee Member
<b>PhD in the Relevant Field</b> (Max Score=10)	PhD from top 200 QS Universities =10 PhD from international universities=08 PhD from Pakistan=06 (Post-Doc from International University=5; from National Universities=4 – additional score)	<b>10</b>	
<b>Experience</b> (Max Score=15)	Pre-PhD Experience (for each year) =01 Post-PhD Experience (for each year) =02	<b>15</b>	
<b>Publications</b> (Max Score = 75 for Prof. & 50 for Associate Prof.)	Each Impact Factor Publication as 1 <sup>st</sup> Author=05 Each Impact Factor Publication as 2 <sup>nd</sup> to 5 <sup>th</sup> Author=04 Each W/X Category Journal as 1 <sup>st</sup> Author=04 Each W/X Category Journal as 2 <sup>nd</sup> to 5 <sup>th</sup> Author=03 Each Y (international) Category Journal as 1 <sup>st</sup> Author=03 Each Y (international) Category Journal as 2 <sup>nd</sup> to 5 <sup>th</sup> =02 Each Y (national) Category Journal as 1 <sup>st</sup> Author=01 Each Y (national) Category Journal as 2 <sup>nd</sup> to 5 <sup>th</sup> =0.5	<b>25</b>	

##### ii) Candidate fulfils the IoBM criteria of last three years performance evaluation (last two appraisal should not be below good)

	Total Score	Weightage Score	Score by Committee Member

<b>Years at IoBM</b> ( <i>Max Score=35</i> )	For each year at IoBM Percentage Received as Appraisal multiply by 0.5	<b>25</b>	
---	---	-----------	--

iii) Availability for the position applied for (at Department level, e.g. vacant position of Professor for the promotion from Associate Professor to Professor)

	<b>Available Vacant Position</b>
<b>Professor</b>	Yes No
<b>Associate Professor</b>	Yes No
<b>Assistant Professor</b>	Yes No

<b>If the eligibility criteria of promotion (i, ii, iii) is not met, then justification of the promotion by committee member</b>	
--	--

\_\_\_\_\_  
Name & Signature of Committee Member



## Institute of Business Management (IoBM)

### Faculty Evaluation for Promotion Form

(To be filled by Promotion Committee Members)

#### C. PRESENTATION/ INTERVIEW EVALUATION CRITERIA

EVALUATION FACTORS	EVALUATION RATING			
	Excellent (5)	Good (4)	Adequate (3)	Marginal (2)
1. Quality of Presentation				
2. Teaching Portfolio (to determine the teaching rigor/approach)				
3. Intellectual Contribution (Research) Portfolio				
4. Existing Industry Engagement / outreach				
5. Future Plans				
<b>Maximum Score</b>	<b>25</b>			
<b>Score by Committee Member</b>				
<b>Grand Total (out of 100)</b>				

#### D. COMMENTS:

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**E. DECISION**

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\_\_\_\_\_  
**Name & Signature of Committee Member**



## Institute of Business Management (IoBM)

### Faculty Evaluation for Promotion Form

#### List of Research Publications

**Note: To be filled by Faculty Member who is applying for Promotion.**

S. No.	Name of Authors	Title of Paper	Name of Journal	Month & Year	Volume & Issue No.	Major Indexing	HEC Category with Link of HJRS	WoS IF (if any)	Scopus IF (if any)	Score
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

\_\_\_\_\_  
Concerned HoD (Name & Signature)

\_\_\_\_\_  
Concerned Dean (Name & Signature)

## **APPENDIX H**

### **COURSE SPECIFICATIONS**

**University:** Institute of Business Management      **Faculty:** College of Business Management

#### **Course specifications**

Programme(s) on which the course is given:

Major or minor elements of the programmes:

College offering the programme: College of Business Management (CBM)

Department offering the course: Communication and Languages

Academic Year / Level: 100/ 200/ 300/ 400/ 500/ 600/ 700

Date of specification approval: 30-01-2023

#### **A. Basic Information**

Title:

Code:

Credit hours:

Lectures:

Tutorial:

Practical:

Total Classroom hours:

#### **B. Professional Information**

##### **1. Overall aims of course**

##### **2. Intended learning outcomes of course (ILOs)**

### 3. Contents:

Topic	No. of hours	Lectures	Tutorial/ Practical

### 4. Teaching and Learning Methods:

### 5. Student assessment methods:

### 6. Assessment schedule:

Assessment No.	Description	Week

### Weighting of assessments

Mid-term examination

Final-term examination

Oral examination

Practical examination

Semester work

Other types of assessment

Total

Any formative only assessments

**7. List of References**

a) Course notes:

b) Essential books (textbooks)

c) Recommended books

**8. Facilities required for teaching and learning:**

---

**Course Instructor**

**Date:**

---

**Head of Department**

**Date:**



## APPENDIX I

### FACULTY COURSE REVIEW REPORT

(To be filled by each teacher at the time of Course Completion)

For completion by the course instructor and transmission to the Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline.

Department:		Faculty:			
Course Code:		Title:			
Session:		Semester:	Fall	Spring	Summer
Credit Value		Level:		Prerequisites:	
Name of Course Instructor:		No. of Students Contact Hours	Lectures: Seminars:	Others (Please State) Practical:	
Assessment Methods:	1 Midterm = 20% marks 1 Final Examination = 30% marks 3 Assessment = 20% marks 3 Assignment = 30 marks				

#### Distribution of Grade/Marks and other Outcomes:

(Adopt the grading system as required)

Under-graduate	Originally Registered	% Grade A	% Grade B	% Grade C	% Grade D	% Grade E	% Grade F	No Grade	Withdr awal	Total
No. of Students										100%
Post-graduate	Originally Registered	% Grade A	% Grade B	% Grade C	% Grade D	% Grade E	% Grade F	No Grade	Withdr awal	Total
No. of Students										100%

#### Overview/Evaluation (Course Coordinator's Comments)

Feedback: first summarize and then comment on feedback received from:

(These boxes will expand as you type in your answer.)

1. Student (Course Evaluation) Questionnaires	
2. External Examiners on Moderators (if any)	
3. Student / Staff Consultative Committee (SSCC) or equivalent, (if any)	
4. Curriculum Comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines	
5. Assessment: Comment on the continuing effectiveness of the method(s) of assessment in relation to the intended learning outcomes (Course objectives)	
6. Enhancement: Comment on the implementation of changes proposed in earlier Faculty Course Review Reports	
7. Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt	
Name: _____ (Course Instructor)	Date: _____
Name: _____ (Head of Department)	Date: _____

## **APPENDIX J**

### **SEMESTER COURSE REPORT**

**University:** Institute of Business Management

**Faculty:** College of Business Management

**Department:**

#### **Course Report**

##### **A. Basic Information**

1. Title and Code:
2. Programme(s) on which this course is given:
3. Year / Level of Programme(s):
4. Credit hours:

Lectures:

Tutorial / Practical:

Total:

5. Names of lecturers contributing to the delivery of the course

**a.**

Course Coordinator:

External Evaluator:

##### **b. Statistical Information**

No. of students attending the course:

No. of students completing the course:

Results:

Passed:

Failed:

Grading of successful students:

Excellent:

Very Good:

Good:

**c. Professional Information:**

**1. Course teaching**

Topics actually taught	No. of hours	Lecturer

**Topics taught as a percentage of the content specified:**

>90%    ✓                                      70-90%                                      <70%

Reasons in detail for not teaching any topic

If any topics were taught which are not specified, give reasons in detail

**2. Teaching and learning methods:**

Lectures:

Practical training/laboratory:

Seminar /Workshop:

Class activity:

Case Study:

Other assignments/homework:

If teaching and learning methods were used other than those specified, list and give reasons:

**3. Student assessment:**

**Method of assessment**

**Percentage of Total**

Written examination

Oral examination  
Practical / laboratory work

Other assignments/class work  
Total

Members of examination committee

Role of external evaluator

**4. Facilities and teaching materials:**

Totally adequate  
To some extent Inadequate  
List any inadequacies

**5. Administrative constraints:**

List any difficulties encountered

**6. Student evaluation of the course:                      Response of course team**

**7. Comments from external evaluator(s): Response of course team**

**8. Course enhancement:**

**Progress on actions identified in the previous year's action plan:**

Action	State whether or not completed and give reasons for any non-completion

**9. Action plan for academic year 2023 – 2024**

Action required	Completion date	Person responsible

\_\_\_\_\_  
**Course Instructor**

\_\_\_\_\_  
**Signature and Date**

## APPENDIX K

### LMS Course Online Readiness (Course Audit File)

Course Title				
Course Code				
Section ID				
Faculty Name				
Sr	Description	Yes/No	Comments	
<b>Announcement Part of LMS (before Weeks)</b>				
1	Course Outline			
i	Course Learning Outcomes			
ii	Marks Distribution			
iii	Online Grading/Assessment Policy			
iv	Online Attendance Policy			
2	Text Book(s)/Reference Book(s) Or Link to online book			
3	<b>Folder Hidden from Students</b>			
i	Rubrics/Ans Keys			
ii	Attendance Sheet			
iii	Student Feedback/Evaluation			
iv	Course Specification Document (HEC Document)			
v	Faculty Course Review Report (HEC Document)			
vi	Semester Course Report (HEC Document)			
vi	Course Online Readiness Self-Assessment			
	<b>Weekly Activity/Sessions Part</b>	<b>Yes/No</b>	<b>Count of Sessions</b>	<b>Comments</b>
4	Resources: Reading Material Week-Wise or URL			
5	Activities: Assignments/Quiz/Forum/Chat, lesson...			
6	Assessments/Examinations			
i	Hourly-1, Hourly-2, Mid-Term			
ii	Final Exam/Assessment/Assignment			
iii	Rubrics: Hourly 1, Hourly 2/Final Exam			

## APPENDIX L



**Institute of Business Management  
College of Business Management  
Management & HR Department  
Paper Moderation Form**

**Paper Setter:**

**Course Title:**

**Course Code:**

**Section Code:**

**Exam:** Midterm ☐ Final ☐

**Semester:** Spring/Summer/Fall 20xx

Please review the following points:

1. **Formatting:** The question paper is formatted according to the current standard format. (please also check the spelling, grammatical mistakes or typos and marks total). The requirements for each question should be mentioned clearly and separately under the requirement heading.
2. **Difficulty Level:** Question paper includes easy, medium difficulty and challenging questions to assess every type of student.
3. **Engagement Time:** Questions can be attempted within the stipulated time but not earlier than 70% of the allotted time.
4. **Plagiarism:** Questions do not appear to be plagiarized from textbooks or other sources.
5. **Course Coverage:** The question paper covers the syllabus at least 60% in the final or 40% in the midterm.
6. **CLOs:** Questions correspond to the intended Course Learning Outcomes of the course. Please **mention the CLO Number and allocated marks for the question after the question number and the actual question should be started from the next line.**
7. **Question type:** The questions are appropriate for the course level. For electives, the paper should include analytical and thoughtful questions and avoid straightforward questions.  
The final paper should not include MCQs/matching/fill-in-the-blank-type questions
8. Any other comments

**Moderated by:**

**Signature**

**Designation**

## APPENDIX M



# INSTITUTE OF BUSINESS MANAGEMENT

Final Examination – Summer 2025

**Course Title:**

**Faculty:**

**Day / Date:**

**Student's Name**

**Student ID:**

**Note:**

**Course Code:**

**Section:**

**Timings:**

**Total Marks:**



## APPENDIX N



### CBM Academic Counselling Form

#### Student Information

- |                  |                            |
|------------------|----------------------------|
| • Name: _____    | Registration Number: _____ |
| • Program: _____ | Semester: _____            |
| • Date: _____    | Batch Counselor Name _____ |

**Confidentiality Notice:** *This conversation is confidential. Information will only be shared with relevant faculty/staff with the student's knowledge, except in cases where there is a risk of harm to self or others.*

#### Section 1: Issues & Concerns Discussed

*(Please tick [ ✓ ] all that apply and elaborate in the space below)*

##### Academic Issues:

- Time Management & Procrastination
- Difficulty Understanding Course Material (Specify: \_\_\_\_\_)
- Low Scores in Assignments/Exams
- Lack of Motivation/Interest
- Poor Class Participation/Attendance
- Exam Anxiety/Stress
- Inadequate Study Skills

##### Personal & Well-being Issues:

- Stress, Anxiety, or Depression
- Health Issues (Physical/Mental)
- Financial Difficulties
- Family Issues
- Social/Peer Relationship Problems
- Adjustment to College Life
- Lack of Clear Goals

##### Administrative & Other Issues:

- Attendance Shortage
- Course Registration Issues
- Doubts about Program/Career Path

- Other (Please specify): \_\_\_\_\_

**Detailed description of the Issues Faced by the Student**

*(Please describe the academic, personal, or administrative issues discussed.)*

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**Section 2: Plan of Action Recommended by Batch Counselor**

*(Outline specific actions or strategies advised to the student.)*

Recommended Action	Resources/Support needed	Responsible Person	Deadline/Time

**Section 3: Decision Taken**

*(Summarize the final decision or course of action agreed upon.)*

**Section 4: Follow-up Meeting (if required)**

- Is a follow-up meeting required? ☐ Yes ☐ No
- Proposed Date for Follow-up: \_\_\_\_\_

**Signatures:**

- Student's Signature: \_\_\_\_\_
- Program Head's Signature: \_\_\_\_\_

## APPENDIX O



### CBM Batch Counsellor Intervention & Progress Form

This form is designed for the **Batch Counsellor** to document ongoing, proactive support and specific interventions provided to a student or a group of students.

#### Student/Group Information

- Student Name(s) / Batch: \_\_\_\_\_
- Registration Number(s): \_\_\_\_\_
- Program & Semester: \_\_\_\_\_
- Date of Intervention: \_\_\_\_\_

#### Section 1: Specific Interventions Suggested & Implemented

*(Batch Counsellor to select and detail interventions from the list below)*

##### A. Academic Skill Development

- **Study Skill Workshop:** Provided guidance on active reading, note-taking (Cornell Method) and information summarization.
- **Time Management Plan:** Co-created a weekly planner/schedule; introduced tools like the Pomodoro Technique or digital apps (Todoist, Google Calendar).
- **Goal Setting Exercise:** Helped student set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for the semester/month.
- **Peer-Assisted Learning:** Connected student with a high-performing peer mentor or study group for a specific subject.

##### B. Personal & Motivational Support

- **Strengths Assessment:** Used informal counselling or tools (like SWOT analysis) to help students identify their core strengths and values.
- **Motivational Interviewing:** Conducted a conversation to explore ambivalence and build intrinsic motivation for change.
- **Stress Management Techniques:** Introduced breathing exercises, mindfulness, or physical activity breaks.
- **Gratitude & Positivity Journaling:** Encouraged the practice of noting down daily/weekly positive events and achievements.

### C. Administrative & Logistical Guidance

- **Attendance Monitoring System:** Set up a monthly check-in to review attendance and address shortages proactively.
- **Credit Audit & Planning:** Reviewed completed and pending credits/courses to create a clear graduation roadmap.
- **Workshop/Event Recommendation:** Suggested specific co-curricular workshops (e.g., public speaking, coding) based on student's interests and gaps.

### D. Career & Future Planning

- **Career Interest Conversation:** Discussed aspirations, potential career paths and their academic requirements.
- **Resume & LinkedIn Profile Review:** Provided feedback on the student's professional profiles.
- **Internship/Project Guidance:** Discussed opportunities and application strategies for relevant internships or projects.

### Details of Intervention Provided

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### Section 2: Student Response & Progress Notes

*(Observer's notes on the student's engagement, perceived challenges and any noted improvements)*

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### Section 3: Next Steps & Recommendation

*(Indicate if the case should be escalated to the Program Head or another department)*

- Continue with regular check-ins. Next meeting on: \_\_\_\_\_
- Monitor progress independently.
- **Recommend escalation to Program Head.** (Please brief the Program Head separately).
- Referral to: [ ] Student Counsellor [ ] Wellness Center [ ] HOD [ ] Career Placement center:  
\_\_\_\_\_others\_\_\_\_\_

**Batch Counsellor's Signature:** \_\_\_\_\_

## APPENDIX P

### Student Self-Referral Form

My name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Year/Semester: \_\_\_\_\_ Program/Department: \_\_\_\_\_

Batch Counselor: \_\_\_\_\_

#### **Urgent / Personal Concerns**

- ☐ URGENT!!! Something private that needs immediate attention
- ☐ The death of a person or a pet I love
- ☐ Family issues affecting my studies
- ☐ Relationship or friendship concerns
- ☐ A friend I am worried about
- ☐ How others are treating me (e.g., bullying, harassment, exclusion)
- ☐ Feeling sad, anxious, or overwhelmed
- ☐ My angry or uncontrollable feelings
- ☐ Feeling lonely or not fitting in
- ☐ Low self-esteem or lack of confidence
- ☐ Saying “NO” and setting personal boundaries

#### **Academic Concerns**

- ☐ Difficulty understanding course content or lectures
- ☐ Struggling with assignments, projects, or exams
- ☐ Poor study habits or time management
- ☐ Difficulty concentrating or staying motivated
- ☐ Procrastination or lack of focus
- ☐ Learning difficulties (reading, writing, attention, etc.)
- ☐ Academic stress or burnout
- ☐ Attendance or punctuality issues
- ☐ Test anxiety or performance pressure
- ☐ Managing workload and balancing responsibilities
- ☐ Unclear about academic or career goals
- ☐ Concerns about grades or academic progress
- ☐ Challenges with online or blended learning
- ☐ Communication barriers with teachers or group members

#### **Social and Relationship Concerns**

- ☐ How to get along better with friends/peers
- ☐ How to get along better with adults (parents, teachers, supervisors)

- ☐ How to get along better with brothers or sisters
- ☐ Adjusting to university or hostel life
- ☐ Peer pressure or negative influence from others

**Personal Growth and Future Planning**

- ☐ Building confidence and positive self-image
- ☐ Improving communication and interpersonal skills
- ☐ Exploring career options and goal setting
- ☐ Planning for internships or future employment
- ☐ Managing transitions (e.g., new semester, graduation, relocation)
- ☐ Time management and organization skills

**Health and Wellbeing**

- ☐ Coping with stress, anxiety, or depression
- ☐ Sleep difficulties or fatigue
- ☐ Healthy lifestyle (diet, exercise, self-care)
- ☐ Concerns about substance use (self or others)

**Other Concerns**

- ☐ Something else I would like to discuss:

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Preferred time: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Return this form to the Batch Counsellor Office. I will contact you as soon as possible. If you have indicated this is URGENT!!*

## APPENDIX Q



### **FACULTY/STAFF REFERRAL FORM**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Program/Section: \_\_\_\_\_

Registration# \_\_\_\_\_ Referred by: \_\_\_\_\_

#### **Area(s) of Concern:**

##### Personal / Social Development:

☐ Peer Relationships ☐ Family Relationships ☐ Emotional Issues

Other \_\_\_\_\_

##### Academic Development:

☐ Grades ☐ Attendance ☐ Educational Planning

Other \_\_\_\_\_

##### Career Development:

☐ Decision-making ☐ Exploration/Planning ☐ Post-degree Options

Other \_\_\_\_\_

#### **Pre-Referral Intervention**

Strategies and Response to Intervention: \_\_\_\_\_

Reason for Referral: \_\_\_\_\_

Student's Strengths/Interests: \_\_\_\_\_

Specific Observable Behaviors: \_\_\_\_\_

Parent/Guardian Contacted: Yes No

☐ ☐

Date: \_\_\_\_\_

Outcome of Contact: \_\_\_\_\_

Notes: \_\_\_\_\_

#### **For University Counsellor Use Only:**

Date: \_\_\_\_\_

Parent/Guardian Contact: \_\_\_\_\_ ☐ Group Counselling ☐ Individual Counselling

Comment \_\_\_\_\_

Follow-up with referring person Date: \_\_\_\_\_

## APPENDIX R

### WORKSHOP AND CONSULTANCY REQUISITION FORM

1.	Name of Employee	
2.	Employee ID	
3.	Designation	
4.	Department	
5.	Title of Training/Consultancy	
6.	Name of benefactor/ company/ client	
7.	Contact details of benefactor/ company/ client (email, phone number, etc)	
8.	Short Description of the benefactor/ company/ client	
9.	Duration of Training/Consultancy	
10.	Proposed Start date/ End date	
11.	Location of Training/Consultancy	
12.	Type of Training/Workshop (if applicable)	<ul style="list-style-type: none"> <li>• Internal</li> <li>• External</li> </ul>
13.	Area of Training/Consultancy	<div>Primary area -</div> <div>Secondary area -</div>



14.	Description of Training/Consultancy	
15.	Objectives of Training/Consultancy	
16.	Resources Required	

**Required Documents (applicable):**

- CV and Profile of Trainer/Consultant
- Copy of Award letter or Approval Email
- Copy of Proposal draft
- Contract Letter or Agreement
- Brochure of Training/Workshop

Approval	Comments	Name, Signature and Date
Head of Department		
Dean/Associate Dean		

<b>Director ORIC</b>		
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<b>Rector</b>		
<b>President</b>		

## **APPENDIX S**

### **EMEC Standard of Performance**

#### **1. Professional Knowledge:**

- EMEC demonstrates understanding of curriculum, subject content, pedagogical knowledge and trainees' needs.
- Provides relevant learning experiences aligned with these understandings.

#### **2. Instructional Planning and Strategies:**

- Ensures trainers consistently plan curricula and standards.
- Uses research-based instructional strategies relevant to content.
- Engages trainees in active learning to facilitate key knowledge and skills acquisition.

#### **3. Assessment Strategies and Uses:**

- Systematically chooses diagnostic, formative and summative assessment strategies.
- Ensures assessments are valid and appropriate.
- Uses assessment data to measure trainee progress.
- Provides timely and constructive feedback to trainees and administration.

#### **4. Positive Learning Environment:**

- Provides a well-managed, safe and orderly environment.
- Fosters a conducive atmosphere for learning.
- Encourages respect among all participants.

#### **5. Program Feedback:**

- Collects feedback from attendees for all programs.
- Shares feedback with trainers, clients, management and stakeholders.
- Uses feedback to improve programs and services.

#### **6. Professionalism:**

- Staff and faculty exhibit commitment to professional ethics.
- Adhere to state laws and IoBM code of ethics.
- Maintain professional demeanor, appearance, punctuality and attendance.

Overall, EMEC seems to prioritize comprehensive educational practices, continuous improvement through feedback and maintaining high standards of professionalism among its staff and faculty. This holistic approach aims to ensure effective training and development experiences for its trainees while upholding ethical and professional standards.

## **APPENDIX T**

### **EMEC Code of Conduct**

#### **General Conduct**

- EMEC Trainers must exhibit appropriate, respectful and professional behavior, both internally and externally, in all stakeholder interactions.
- Best Interests: Follow organizational policies, be a role model, engage trainees in relevant learning and offer support and encouragement.
- Professional Responsibility: Maintain appropriate relationships, uphold professional boundaries, resolve conflicts, be punctual and prepared and complete paperwork accurately and on time.
- Integrity and Fairness: Uphold policies on plagiarism, cheating and collusion, exercise reasonable judgment and avoid unjust practices.
- Respect for Differences: Respect cultural, individual and role differences and maintain trainee privacy, confidentiality and self-determination.
- Privacy: Protect the personal information of trainees.

#### **Health and Safety**

- Protection: Take reasonable measures to protect trainees from known hazards.
- Self-Care: Inform EMEC if unable to attend a class due to contagious illness.

#### **Conflict of Interest**

- Avoidance: Avoid situations where personal or financial interests' conflict with duties.
- Disclosure: Discuss potential conflicts with the Manager.

#### **Record Keeping**

- Monitoring: Keep records to support the monitoring, assessment and reporting of student progress.
- Compliance: Maintain records to meet EMEC's compliance requirements.

#### **Trainee Behavior**

- Respect: Treat trainees with respect and courtesy.
- Addressing Issues: Advise trainees if their behavior is inappropriate, refer persistent issues to the Manager and document unacceptable behavior following the Trainee Discipline Procedure.

#### **Confidentiality**

Respect: Uphold trainees' confidentiality, except as permitted in writing by the trainee or as required by law.

## **APPENDIX U**

### **Executive and Professional Training Workshops/Programs Policy Form**

#### **Overview**

IoBM offers opportunity to its faculty/ visiting faculty/ subject experts from the corporate sector to conduct Executive and Professional Training Programs. These programs are initiated and /or administered by Entrepreneurship and Management Excellence Center (EMEC), the executive education wing of IoBM.

#### **Objectives**

- To enhance expertise of faculty to come up to the level demanded by industry executives
- To establish a network of industry executives that can lead to further collaborations and linkages
- Recognition of the Institute by positioning of faculty/ visiting faculty/ subject experts from the corporate sector expertise to specific target segments
- Feedback for creating industry relevance of curriculum and faculty research

#### **Services/Support to be provided by EMEC**

I understand that the following services will be provided to me by EMEC

- Development of brochure and other marketing materials
- Mass communication, promotion and marketing
- Provision of ready to use training room facilities and training materials
- Logistics of lunches, tea and other facilities required for training
- Coordination and collaboration with the potential participants
- Design, printing and distribution of certificates and plaques

#### **Restrictions**

Training program/s should be reserved to instances where:

- Training assignment should not interfere with the routine activity in case of permanent and visiting faculty. Training should be relevant to the vision and mission of IoBM
- There should not be a conflict of interest with any department of IoBM •
- IoBM's permanent faculty may work with any firm/institute that may amount to a conflict of interest with any department of IoBM, in case IoBM/EMEC enters into a formal academic collaboration with the said firm.
- In such a case as above, any such collaboration has to be initiated by the HoDs/Deans in consultation with the President

#### **Training Incentive:**

Monetary incentive shall be given to the visiting faculty/ subject experts from the corporate sector /management as follows:

- The trainer will be paid Rs. xxxx per hour. Expected number of hours for this training will xxx hours. This per hour rate is exclusive of all applicable taxes. This will be verified by Rector IoBM

- I have read and understood the above-mentioned terms and conditions related to the assignment.

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Rector IoBM:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**THANK YOU**