



NATIONAL BUSINESS EDUCATION
ACCREDITATION COUNCIL

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The Evolving Landscape of Business Education across the Globe

DEANS & DIRECTORS CONFERENCE 2019

08th – 09th April 2019 | Pearl Continental Hotel (PC), Lahore

REPORT

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A world map in shades of blue with a network of white lines and nodes overlaid on it. Several nodes are highlighted in yellow and green. The background features a light blue grid pattern.

REPORT

A logo consisting of a stylized blue 'D' with a white 'th' inside it, positioned to the left of the text.

**DEANS &
DIRECTORS
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Organization and Administration

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2. Dr. Abdul Raziq, Professor, BUITEMS, Quetta
3. Dr. Sadia Nadeem, Associate Professor, FAST_NU, Islamabad
4. Dr. Kumail Abbas Rizvi, Professor, LSE
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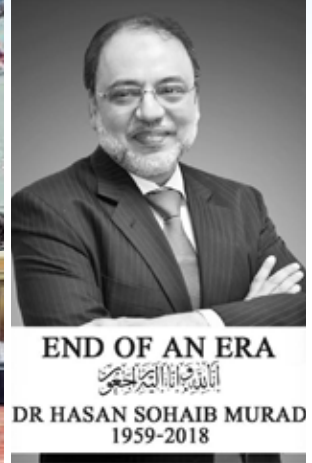
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INAUGURAL SESSION



Speaker	Profession/Institution
Dr. Kumail Rizvi	Professor of Finance & Group Coordinator, Lahore School of Economics
Dr. Farrukh Iqbal	Chairman, NBEAC
Dr. Sadia Nadeem	Dean, FAST_NU, Islamabad
Dr. Daniel R. LeClair	Chief Executive Officer, Global Business School Networks, USA
Dr. Ishrat Husain	Advisor to the Prime Minister for Institutional Reforms & Austerity
Mr. Ahtesham Ali Raja	Program Director, NBEAC

Summary of Remarks

Dr. Kumail Rizvi

Following a recitation from the Holy Quran, the convener of the DDC, Dr. Kumail Rizvi, welcomed guests and speakers and provided an overview of the proceedings to come. He noted that the components of the DDC (plenaries, workshops, policy roundtables and seminars) were linked by themes such as Evolution, Collaboration and Self Evaluation. He highlighted the importance for business schools to (a) be aware of changes in the global and local context; (b) think of technological innovation as a facilitator of useful change; and (c) use collaboration to make progress in the presence of limited resources. He described the DDC as an example of a useful collaborative process among Pakistani business schools.

Dr. Farrukh Iqbal

Dr. Farrukh Iqbal, Chairman NBEAC, welcomed the Chief Guest, Dr. Ishrat Hussain, participating Vice Chancellors and Deans, as well as other attendees. He thanked the representatives of the Global Business School Network and EFMD for their presence. He then paid tribute to his predecessor, the late Dr. Hasan Murad, who had initiated the series of DDCs of which the current one was the sixth. He praised Dr. Murad's able stewardship of NBEAC over the past ten years. The tribute included a video in remembrance of Dr. Hasan Murad.

Dr. Iqbal shared five perspectives on business education in Pakistan. The first one related to popularity: he mentioned

that business education was the top-most preference of employers in Pakistan, as shown by a survey conducted for the HEC a few years ago. The second related to quantity: he noted that there were at least 142 business schools in the country, not surprising in view of the popularity of the subject among employers. A third related to quality or lack thereof: he lamented that only 20 or so out of the 140 business schools in Pakistan were accredited by NBEAC. The fourth related to disruption: how will ongoing technological changes affect business education in Pakistan? He observed that western countries are already seeing a shrinkage in the number of business schools as online options proliferate. The fifth and final perspective related to global connectedness: he observed that graduates of Pakistani business schools are ubiquitous in the Gulf countries and elsewhere and global conditions thus have an impact on Pakistani students.

Dr. Sadia Nadeem

Dr. Sadia Nadeem shared the main results of her analysis of accreditation activities conducted by NBEAC since 2012. As background, she noted that 120 peer reviewers from 100 different business schools have been engaged with NBEAC and 97 visits have been completed, covering both public and private business schools as well as many urban and a few rural schools. From the reports of these visits, she reported data on performance in 9 standards and 66 criteria.

She noted that performance was the best among criteria such as academic honesty and curriculum development but the worst among such criteria as international exposure, alumni networks, research and development, vision and mission, and financial autonomy. She noted that the standard for alumni networks was not very difficult to meet and recommended that such “low hanging fruit” be addressed by all business schools in advance of further accreditation visits. She thought that much improvement could be achieved through knowledge sharing among business schools, and that this could be facilitated through the NBEAC training program.

She also noted that there was no significant difference in performance among public and private schools or among urban and rural schools.

Dr. Daniel R. LeClair

Dr. Daniel R. LeClair of GBSN focused on three themes in his keynote speech. The first was the importance of good management for business schools. Good management requires practice, feedback and development and is difficult to do because it involves people. The second was to recognize that changes in the business environment pose both a challenge and an opportunity. Educational technology is changing but agile,

well-managed business schools could take advantage of these changes. This may require adjusting the duration and formality of business degree programs. His third theme was related to local relevance. He said that the mission of GBSN was to help members create locally relevant content, experiences and relationships. This in turn helps business schools maintain a distinct advantage in their locations.

Dr. Ishrat Husain

The Chief Guest, Dr. Ishrat Husain, started his talk with a personal tribute to Dr. Hassan Murad, extolling his ability to translate words into actions and noted that NBEAC itself was an example of this. He then provided some remarks on the subject of public policy formulation and business schools.

He said that one of the challenges faced in the formulation of public policy is the role of vested interests. Using the fertilizer sector as an example, he noted that fertilizer price policy was greatly affected by manufacturing sector interests but farmers had very little say in the matter. Similarly, the formulation of textile sector policy is heavily influenced by the mill lobby to the detriment of cotton growers. He wondered if business school faculty could help by conducting unbiased research on the value chain of fertilizers or textile products.

Another challenge is that of balancing theoretical and applied matters. Public policy requires a far greater focus on practical, sector-specific issues than is available from our academics. Investigating such issues would help faculty and students understand real-world constraints and characteristics and provide more realistic solutions for economic and social problems.

A third challenge is that of overcoming the “silo mentality” that many academics acquire. He suggested that management is, by definition, an elastic concept and could easily benefit from insights gathered from a variety of fields such as psychology and sociology. He reiterated the importance for business schools to break barriers and work across boundaries and to recognize the benefits of inter-disciplinary work.

Ahtesham Ali Raja

Mr. Ahtesham Ali Raja greeted participants on behalf of the conference organizers. He expressed his gratitude to sponsors and partner institutions for their help and support. He thanked some partners in particular, such as Lahore University, for their substantial role in the current DDC. He reminded all that the main purpose of the DDC was to provide a platform for Deans, Directors and various experts to discuss the evolving issues of business education. He hoped that the current DDC would meet this objective.

Plenary Session

ADVANCING REGIONAL COLLABORATION



Speaker	Profession/Institution
Dr. Naveda Kitchlew (Moderator)	Dean School of Business & Economics (SBE), University of Management, Lahore
Dr. Ishrat Husain	Advisor to the Prime Minister for Institutional Reforms & Austerity
Prof. Dr Obiyathulla Ismath Bacha	Professor, INCEIF, Malaysia
Dr. Daniel R. LeClair	Chief Executive Officer, Global Business School Networks, USA
Dr. Shahid Amjad Chaudhary	Rector, Lahore School of Economics

Discussions

Dr. Naveda Kitchlew: When we talk about technical and educational development, what can be achieved with collaboration? What comes to mind?

Dr. Ishrat Husain: First you have to identify the gaps that need to be filled, within your own institutions and within Pakistan, to reach certain minimum acceptable standards. Charity should begin at home. We ignore all resources available in the country and aspire to go abroad to sign MOUs. Collaboration is a two-way street. When I signed an agreement with Tsinghua University in China for a student exchange program, it was just a one-way stream. Pakistani students used to go and spend one semester in China but Chinese students were reluctant. They wanted to go to the

United Kingdom and USA. We were charging our fee but Tsinghua university fee was more than six times. Chinese were not getting benefits, therefore, this had to come to an end. You have to design your collaboration where benefits are shared equally between your institution and the other. Otherwise the arrangement will not last. Secondly, we should also try to aspire for emerging technologies and knowledge. Not just repetition of organizational development, which we already know. For example, China has been able to manage some of the most complex and intricate infrastructure. They have created projects at low cost. In Pakistan, none of the projects are completed in time and within the budget. We have to learn the techniques used by the Chinese and share them with our students and policymakers. You must have

purposeful engagement. We had a collaboration with an Indian business school. It was subject to vagaries of political relations between India and Pakistan. When relations were good, they were coming here and we were going there. We could learn a great deal from India because it has the same administrative, legal and historical background. We can use their executive education model. Collaboration has to be mutually beneficial and purposeful, and it must be politically stable; not subject to the vagaries of relationship. My experience indicates that these are some salient features that can make a collaboration successful.

Dr. Naveda: What would be joint initiatives, since you have experience in regional collaboration?

Dr. LeClair: It is worth mentioning that in Asia and in other parts of the world, the most common collaboration is student exchanges. Faculty research and program development are much less common. I would suggest multidimensional collaboration. Secondly, we recommend looking for schools that are different from yours. Diversity is increasingly important. Collaboration must be on purpose as Dr. Ishrat said. Third, we recommend that business schools come together to network and establish common standards for collaboration.

Dr. Naveda: How can collaboration and integration help intellectual, technological and cultural capacities of the universities?

Dr. Ismath Bacha: We must be collaborative. At INCEIF, we specialize in Islamic finance. We have collaboration with LUMS and IBA. We have done a lot. In Malaysia, we are very good in Islamic finance. Indonesia is superb in economics and Islamic finance. You could have a network of universities which offer an MBA for students for doing specialization in different places. It is possible. Let us all of us leverage on each other's strengths. That is what I propose.

Dr. Naveda: What is current status of collaboration in Pakistan? Are we moving in the right direction for collaboration?

Dr. Shahid Amjad Chaudhry: If you are talking about collaboration within Pakistan, my own feeling is that we are only 5% there and so in a bad state. The scope for collaboration within Pakistan and regionally and perhaps internationally has been greatly constricted by the fact that we do single department collaboration. We have the same departments. We talk to others. We do student exchange. If we succeeded in Lahore School of Economics it is because we combined economics and business programs which are accredited by NBEAC that gave us leverage to deal with academics with Sri Lanka, Malaysia and Australia. There should be institutional collaboration rather than departmental

collaboration. I like to collaborate with Sukkur IBA because they have unique programs to offer in business. I would urge similar collaborations.

Dr. Naveda: What are possible challenges in terms of strategy, capacity building and expertise?

Dr. Ishrat Husain: Internationally, faculty research collaboration has no relationship with formal institutional collaboration. For example, I may have an interest in governance issues in Pakistan and there may be a professor in Malaysia with an interest in governance issues in Malaysia. An email from me to him saying let us develop a joint comparative project not only confining to Malaysia, but also include Singapore, which is good in governance. Pakistan has not done well in governance. Malaysia has done well but during the last five years, they were in bad shape. We should get together and apply for research grants either from higher education commission of Malaysia or Pakistan. This is how collaboration takes place.

Another example is from the area of Islamic finance. I know where to go. If I want to start a Master's program in Islamic finance, I will contact Malaysia because we can get the best collaboration in terms of faculty, curriculum and research. Let us develop niche of competence and excellence in our universities that can act as a magnet to attract others. No one would collaborate without competence. We cannot do everything ourselves. For example, NYU is known for finance. Columbia is not known for finance. They are known for organizational development. A third aspect is where you are starting new area. For example, the world is going towards data analytics and big data for government, business organizations and academia. As a head of a business school, I must try to figure out where to go and tap. New areas of knowledge have to be developed. You have to break down collaboration into specific parts.

Dr. Naveda: What do you think in regionalization and harmonization in higher education among collaborations, particularly in developed countries?

Dr. LeClair: Harmonizing higher education can run into technical issues. Even if we harmonize our credits system, faculty differences and their workload often become obstacles for meaningful collaboration. Technology helps.

Dr. Naveda: We have resource constraints in collaboration. How can we achieve effective collaboration amidst constraints?

Dr. Shahid Amjad Chaudhary: While it is nice to have a big pocket or large resources, all of us can manage to have various levels of collaboration. Research collaboration between institutions, regionally or internationally normally

does not require the sponsoring institution to finance. Commonly you find international funding available. In Lahore School of Economics, we bid for grants and get grants for our business and economics schools up to 300,000 pounds annually. However, when you want to send faculty to these institutions for sabbatical or training, they would require funding. We send people to Europe; they require 3000 euros for 3 weeks of collaboration or training. Collaboration does cost money. On the student side, collaborations are expensive. Normally students pay themselves. It is up to a student to decide what sort of collaboration. If you are going to Australia, there will be different expenses. We have arranged some with universities in the Middle East, Malaysia and Turkey to take students on scholarships. The most important area to explore is the idea of collaboration between foreign corporations and business schools. We are finding companies in Sri Lanka, Malaysia, Turkey and Indonesia who would like to have their business research done in Pakistan. All of us should show interest. Whenever a faculty member goes abroad, ask him to visit two or three firms which have some interest in Pakistan. I encourage everybody here to collaborate more aggressively.

Dr. Naveda: What role do academics play in advancing regional collaboration?

Dr. Bacha: Collaboration should be about gaps. If my university does not have prominent faculty, we will look at other university which has the capacity. Look at impact factor. It is easy to find out potential partners. Basically I am suggesting we have networks that can produce global competitiveness. Leveraging from other universities, especially among Muslim countries is possible.

Dr. Naveda: What are the policy implications for the current government?

Dr. Ishrat: The manifesto of the PTI Government emphasized human capital development. They are extremely interested in human capital formation from childhood to vocational training towards higher education. That is the value chain. Stunting impairs mental capacity of children. If you do not work on nutrition at an early stage, there will be no human development. An integrated approach is required. We do not have expertise in everything but there are countries. We should learn from them. Academic institutions should carry out comparative and analytical studies to learn lessons from successful countries and then try to apply them in Pakistan. This is a tremendous task. Government or public sector alone cannot do that. Joint effort of businesses, academia, civil society organizations, local and provincial governments, multilateral institutions and donors must work together to tackle this very

huge problem.

Dr. Naveda: Internationalization in academia has led universities to focus on global university rankings. What are possible approaches for universities in Pakistan to prioritize for regional collaboration?

Dr. Shahid Amjad Chaudhary: You caught the thing very accurately. I would like to place on record the wonderful work done by management institutions of Pakistan particularly by Dr. Naveda and Dr. Memoona. Dr. Memoona joined me three years ago. She chased all of us for collaboration. Every dean has agreed to collaborate on the academic side. We are willing to collaborate with each other in academic conferences for mutual institution building. Problem is not working in terms of exchange of students and faculty. That is why I said earlier that we have gone 5%. We are paying lip service. NBEAC has done a good role in training exercises by involving institutions. I compliment Ms. Sania and colleagues working there. About ranking, I do not want to comment on that. It is an excellent idea that institutions should apply for ranking. HEC is not doing national rankings. We are no longer competing with each other at the national level. Thank you for raising this issue.

Dr. Naveda: I would like all of you to say in two or three sentences how we should move forward on regional collaboration.

Dr. LeClair: Collaborative relationships are important for institutions. Seek out diversity, and leverage your strengths for deeper relationships forward.

Dr. Shahid Amjad Chaudhary: Instead of focusing on conferences, let us send faculty to other institutions. Faculty can come up with collaboration opportunities if they go for one month.

Dr. Bacha: In the Muslim world human capital resource is significant. However, leadership and good management capabilities are missing. Value added opportunities would come with diversity in collaboration. Across borders, there are more value-added opportunities.

Dr. Ishrat: These conferences are useful but more opportunities should exist for networking. Somebody in Sukkur can find someone in Peshawar facing the same issue. Hundreds of professors in India come to attend AIMS for research collaboration, post-doctoral and practical collaboration. NBEAC should facilitate networking at this conferences. If six or seven young researchers get together and undertake a joint project, that will be the testimony of success of this gathering.

Question & Answer Session

Q: What role should NBEAC play in creating collaborations between 140 plus business schools in Pakistan?

Dr. Shahid Amjad Chaudhary: The present NBEAC model of accreditation visits may sometimes inspire confrontation, as faculty from one institution assess another institution. Perhaps it should focus on more collaborative exchanges among faculty, such as those that occur in training sessions and conferences.

Q: How can universities develop a roadmap for regional collaboration?

Dr. Ishrat: A bureaucratic mindset has permeated our universities. To attend a conference, faculty members say that the application goes to the dean, then registrar and then the Vice Chancellor. We expect a reply within 15 to 20 days but we do not get any. I request business schools to please change your mindset.

Q: How can HEC help promote faculty exchange programs and post-doctoral research?

Dr. Ishrat: The current deficit of public universities is so humongous that we cannot afford a new scheme as far as HEC is concerned. Government resources are seriously constrained nowadays. However, post-doctoral research and overseas scholarships programs may be revived.

CPEC SINCE THE 5TH DDC



Speaker	Profession/Institution
Dr.Aamir Khan (Moderator)	Associate Professor, Lahore School of Economics
Dr. Jawad Syed	Professor, Suleman Dawood School of Business (SDSB), Lahore University of Management Sciences (LUMS)
Dr. Farrukh Iqbal	Chairman, NBEAC
Prof. Dr. Mubasher Munawar Khan	Principal, University of Punjab, Lahore
Dr.Aneel Salman	Dean, Dept. of Management Sciences, GIKI,Topi
Ambassador (R) Syed Hasan Javed	Director, Chinese Studies Centre, School Of Social Sciences and Humanities (S3H), NUST, Islamabad
Dr. Qaiser Abbas	Director, COMSATS Lahore

Discussions

Dr. Aamir Khan: CPEC obviously has been an important development for Pakistan. Let us start with that in this session.

Dr. Jawad Syed: In the past four months, we have collected data from Chinese senior managers, many of whom are in CPEC related projects. The study was conducted as face to face interviews and email interviews to understand their experience in diverse industries including energy, construction, trade, and logistics. Most of them are located in Punjab and Islamabad. There were only 2 females among the 30 managers. The average age for the group was 36 years. Most of them have

masters and graduate degrees. Average experience in Pakistan was almost 4 years. Among key findings: They complain about lack of continuity in government policies and heavy taxes. They also highlighted economic policies in Pakistan are not business-friendly for CPEC. They said that they are comprehensive but implementation is patchy. Pakistani government continues to change policies and other regulations even under CPEC. Moreover, Chinese companies are required to pay complex taxes, a Chinese energy company said. Security was another dimension at macro level. Other than in a few urban areas in Punjab, particularly in Lahore and Islamabad, they feel relatively

insecure and have to hire security guards and officers. Among infrastructure challenges, water quality is a major issue. Poor road network and electricity shortages were also highlighted. Language and communication were identified as challenges. Punctuality among Pakistani colleagues and employees was an issue. Corruption is an issue in Pakistan and China but it is serious in Pakistan. Work ethics issues were identified. Another interesting observation they made was religious practices within Pakistan, sparing time to allow their Muslim employees to offer prayers. Pakistan is a religious country and prayers consume time.

Dr. Farrukh Iqbal: Let me highlight the CPEC experience in the context of activities conducted by a consortium of Chinese and Pakistani business schools. The people who meet in this consortium are senior faculty and administrators. All speak English. Many have advanced degrees from the US and share a common research methodological framework. So a dialogue does take place. However, the dialogue has not been as productive as I had hoped. First, I am unaware of any joint research undertaken by members of the consortium. The only research I am aware of was done by Pakistani academics working alone with funding from the CPEC Centre of Excellence in Islamabad a few years ago. Second, we hold conferences but my own view is that these do not add much academic value. They seem to be full of ministers and media. A more productive collaboration is possibly taking place in student exchanges and faculty exchanges but I am not aware of quantitative data for this.

Prof. Dr. Mubasher Munawar Khan: At the University of the Punjab, we have a CPEC consortium. There have been various rounds of conferences. I presented Punjab University in China. The Chinese side is much more serious and organized in performance of the consortium. Vice chancellors of the consortium universities and HEC were also present there. There is a lot expected through this consortium and the missing link is from our side. We have not done much homework. What I could suggest is that local universities must meet together before participating in China or Pakistan. We have to learn Chinese higher education system. Punjab University is being visited by various Chinese universities. We have MOUs with five Chinese universities. These agreements cover students, teacher, faculty and administrative exchange programs. It also includes joint and split degree programs. There are certain joint conferences and research programs. Punjab University has been organizing seminars on CPEC for disseminating of information for general public. It has also established Confucius Center which is administered by a Chinese. It is a platform that gives the opportunity to students to learn Chinese language. This way we are training the human resource for CPEC projects. Many of our students are studying

in China, doing different courses along with advance Chinese language. It is a two way exchange program. Fifteen Chinese students started PhDs in Punjab University in department of History. We have signed MOUs with Chinese universities and Chinese companies. These MOUs are in the field of agriculture.

Dr. Aneel Salman: There is an ongoing research in Islamabad dealing about 9 SEZs in Pakistan. The type of leadership style we need to understand. When we are negotiating with Chinese diplomats, it is really difficult. What lessons can we learn as students of business from Chinese leadership and create a win-win situation? There are 5 factors to consider when we are studying the Chinese leadership style. The first one is Face. Face is very important. It reflects dignity. It is respect. It also represents social position of an individual. Face is important in Chinese business. Second is Guanxi that is synonymous of western networking. Reciprocity, trust and mutual obligation are three sub factors of Guanxi. These three things must be considered while dealing with Chinese. Third is Confucius Philosophy of Harmony. It is totally different. Harmony is very important for teamwork. Model of teamwork is required. Fourth is time, which is considered money in the western world. In Chinese negotiation, much time is consumed. The last one is communication style. They are not direct but indirect. They believe in building relationship. We have to deal with them in a diplomatic manner. Silence does not mean that my message is reaching to you. These are the five leadership traits of China, which we should understand for a better negotiation process.

Ambassador (R) Syed Hasan Javed: After retiring as ambassador to Germany, I reincarnated as a Chinese scholar. I was present in the Chinese consortium launching at NUST. My conclusion is that we have a knowledge gap problem with China. We do not know China. Nowhere in universities are Chinese studies being taught. China has a history of 5000 years. Let me tell you that teaching China as a whole is necessary. Why should we study Chinese business and entrepreneurship models? Today Fortune 500 companies have 122 Chinese companies. In 2001, there were 9 of them. They are the largest job creators globally. Now there is a paradigm change. Business education in Pakistan needs paradigm change to cater to the needs of huge Chinese markets. We have another opportunity coming up. The world is looking at China and we are looking at America. We are going nowhere.

Question and Answer Session

Q: Can you share how can other universities collaborate with CPEC Center of Excellence?

Dr. Farrukh: In 2016, the Planning Commission setup a Center of Excellence to promote information and knowledge about CPEC and promote research through funding. This is a good source of information about CPEC as well as about funding opportunities for CPEC related research.

Q: Do you think any changes should be made in the existing MBA program across Pakistan to fully utilize CPEC?

Dr. Farrukh: You do not need to change the MBA program. You should simply allow universities to build elements into their programs to cater to those who wish to learn about Chinese business, finance and laws. We are working on a program with Shanghai University through which our graduates can get Chinese academic and work experience.

Q: Do we have a workable knowledge framework which could deliver to people and society? Please do not say that we do not have resources.

Dr. Aamir: This is a valid question. We often blame lack of resources whereas what we lack is a plan. I was a diplomat in China. People asked me about projects by China. I am in Lahore for 56 years. Among foreigners now, I only find Chinese in Lahore. We have only one friend.

Q: How can our business sector benefit from CPEC?

Syed Hasan: CPEC is a strategic project. It is a game changer but we need to know how to play. One third of CPEC has been realized despite problems and cultural criticism. Second phase is very interesting. It may affect us even more than the first phase of infrastructure and Gwadar port. Industry, tourism, agriculture, knowledge and poverty alleviation are important. Pakistan is going to be a part of re-engineering of thoughts. Economic takeoff is going to happen in Pakistan. Are we prepared? Do we have human resources?

Dr. Aamir: Regarding Special Economic Zones, which are a part of the second phase of CPEC, not much progress has been made in arranging land, energy sources and transport.

Q: CPEC has open opportunities and challenges. Should we be optimistic?

Syed Hasan: CPEC is a win-win initiative as Chinese call it. Because of global crisis, China lost money. China learnt a lesson to diversify its portfolio. Do not keep finance only in America. There are many regions in the world, where western powers didn't invest due to ideological reasons. So Chinese will invest in what was ignored by the West. Chinese see a lot of profit in Pakistan. CPEC will add to our optimistic future.

Q: What we are doing on part of bilateral trade with China?

Dr. Aamir: The Chinese are waiting for proposals from our side but we do face a challenge in that the Chinese are competitive producers in so many items.

Syed Hasan: I believe our chambers of commerce need to do a better job in working with China. We have no existent relations with Chinese private sector. There are 30 million startups in China. China has transformed. In last three years, one thousand companies have come to Pakistan. Only 15 of them have established shops in Pakistan.

Q: Are our students getting benefits from student exchange program with China?

Dr. Farrukh: I am told there are around 40,000 Pakistani students in China, of which half went under a Punjab Government program. So some students are clearly taking advantage of the opportunities here.

FOSTERING BUSINESS SCHOOLS-INDUSTRY PARTNERSHIPS



Speaker	Profession/Institution
Dr. Zahoor Hasan Syed	Professor, LUMS
Dr. Azam Chaudhary	Dean Faculty of Economics, Lahore School of Economics
Dr. Izhar Husain	Director Centre for Executive Education, IBA Karachi
Dr. Irfan Hyder	Rector, Institute of Business Management, Karachi
Mr. Yusuf Haroon	Consultant, Islamabad

Discussions

Dr. Irfan Hyder: What are the various forms of partnerships? What benefits have emerged from such partnerships? Why are these relevant and important?

Dr. Izhar Husain: Most in industry think academics have book knowledge but are not familiar with practical business problems. Hence, the interaction is nominal. However, Executive Education programs offer a good model for business schools to improve their image in industry. These programs have to be client-specific and have to consider the requirements of industry.

Dr. Zahoor Hasan Syed: What is the motivation of business school to promote linkages with industry? One is from faculty and the other is from students. In most of our business schools, the faculty is not perceived by industry to be potentially useful. Take the case of Sialkot. To be credible to Sialkot's manufacturers, our faculty has to be knowledgeable

about the sports goods industry and its overseas markets. A second challenge is with students. If you look at doctors, architects, computer programmers, accountants and civil engineers, they have the confidence to go in the market and deliver a service. But most business school graduates do not yet have this level of confidence.

Dr. Irfan: How can academia reach out to businesses and help to solve practical business problems?

Participant: Two motivation factors for industry-academia linkages are applied research and action research. University needs to understand the problems of industry. Once you develop an element of trust, then you take action research and solve problem through applied research.

Dr. Izhar: We are bringing people from industry to academia. We are asking them to share their problems with

the faculty. Client specific program are also being run at IBA. In diploma programs, they come up with problems to be deliberated on by students.

Dr. Azam: There must be a mechanism to formalize engagement. A business conference was done in Lahore. We asked about their business, exports and Pakistan. At Lahore School, we have a technology center. How do you reduce waste in football industry? How do you do innovation in textile industry? You must have a case study center like LUMS and IBA.

Dr. Zahoor: We are trying to advance through several measures. A first step is to link students with industry through internships and related assignments. Students have to solve industry problems such as helping small businesses with accounts and marketing advice. A second step is to encourage entrepreneurship. Startup jobs are important for business and society. A third level is final projects. Students are engaged for a whole semester and assigned to a particular company to solve their problem. LUMS has done 470 projects for 270 companies.

Yusuf Haroon: Let me relate a personal story about academic-industry linkage. At PTCL, I had the opportunity to be part of a case department center and produce papers. If we try, we can form strategic working groups between universities and industries in specific product areas.

Participant: We need specific capacities for joint ventures under CPEC. Perhaps NBEAC could sponsor training for executives to learn about Chinese business law and practice.

Participant: I am from IBA Sukkur. We developed an Agri-Business Program together with the Agriculture University in Faisalabad. Under this, students study at both universities and get a good knowledge of both agriculture and business. We work with fertilizer groups like Engro, Fatima and FFC. Trust is very important for linkages. It is important to visit many times.

Dr. Irfan: Most Initiatives face challenges and problems. What were key challenges you faced in establishing academic-industry linkages?

Dr. Azam: Industry wants solutions today whereas academics take time to understand and analyze problems,

usually with a view to publishing a research paper. Furthermore, academics have to come out of their comfort zone to work on practical projects. Funds are also a problem. The Punjab Government had once promised to establish an innovation fund but it did not. Industry expected academics to help them get such funds.

Dr. Zahoor: There are structural issues in industry-academic linkages. There are five issues that need to be resolved. Time: university works according to a timetable but that does not represent industry. Campus: it is artificially designed for students and teachers. Curriculum: you will not find industries in the course. Today we have to search for industry representatives. Examination and Grading: you follow HEC rules, industries have rejected. Faculty: it faces course workload. Universities should re-think, organize and restructure.

Yusuf Haroon: In Pakistan, unfortunately we do not have management consulting firms like Boston which are specializing in management practice.

Question & Answer Session

Q: How can academia and industry work better together? Any practical ideas?

Dr. Irfan: An industry person wants the solution yesterday whereas academic works for the future. We need a balance or a middle ground. Communication and engagement must take place. Fortunately, the academic calendar does allow faculty to have several free days per week to engage in non-teaching activities. In incubation centers, alumni come and interact with students.

Dr. Izhar: Industry needs to be educated about changes that are on the horizon. In a few decades, 73 million jobs would be obsolete. New job roles will be created. Neither industry nor academia knows. Engagement model needs to be renewed.

Dr. Irfan: In universities, curriculum is for large scale companies. Universities should reshape curriculum for small companies. Social disconnect needs to be re-connected.

DISRUPTIVE TECHNOLOGIES AND PEDAGOGICAL INNOVATIONS



Speaker	Profession/Institution
Dr. Farrukh Iqbal	Chairman, NBEAC
Dr. Daniel R. LeClair	Chief Executive Officer, Global Business School Networks, USA
Dr. Naveed A. Malik	Founder Rector, Virtual University, Pakistan
Dr. Muhammad Nadeem Javaid	Professor of Practice (KSBL), Former Chief Economist, Govt. of Pakistan
Dr. Christophe Terasse	Director, International Projects, EFMD, Brussels
Dr. Farrah Arif	Founder & CEO, EdTech Worx

Dr. Farrukh Iqbal

Dr. Farrukh shared some predictions from an article by Nathan Harden. In fifty years or so, access to higher education will be virtually free for everyone. However, its production and distribution will be dramatically different. Up to half of the 4500 US colleges and universities will cease to exist while a few elite universities will enroll ten million online students each. The residential campus will become largely obsolete. Thousands of professors will lose tenured jobs while the demand for facilitating educators would rise. The live lecture will be replaced by streaming video. Universities will not be limited by geography and time zones. Each university could enroll millions of student from across the globe at a given time. All of this will happen at a fraction of the cost that prevails right now. With this as background, Dr. Farrukh asked panelists to speak about what they think is the key mechanism of disruption in the world of education, and how different universities are responding.

Dr. Daniel R. LeClair

Dr. LeClair started his talk with a question. He asked the participants if they believe all of those things listed by Dr. Farrukh will actually happen? He stated that while technology is changing some aspects of education, other aspects might well remain constant for many more years. He explained that true disruption is happening at platforms that connect talents to jobs. He predicted that such platforms are going to grow.

Dr. Christophe Terasse

Dr. Terasse noted that the disruptive future had not yet arrived in Europe where universities were still going about delivering education in traditional ways. He explained this by dividing European business schools into two groups. One group, comprising large public sector universities that have been around for decades, was protected by public funding and reputation and was not threatened by competition from online

learning. The other group, mostly privately owned institutions, does face stiff competition. Institutions within this group must innovate and cut costs in order to stay in business; they are doing so by adopting online methods teaching and assessment. He noted further that quality concerns might further delay the advance of online education.

Dr. Farrah Arif

Dr. Farrah noted that many business programs in the West were closing down or restructuring. There were concerns that the MBA is a dying degree. She gave the examples of Apple, Google and Amazon, three of the largest companies in the world, who do not ask for MBA or other degrees but try to gauge technical and analytical skills through interviewing job candidates. She mentioned her own start-up which has sixteen employees and said that she too got information about job applicants from assigning tasks to them. One of her team was from Virtual University and did not yet have a graduate degree.

Dr. Naveed Malik

Dr. Naveed noted that the Virtual University had already shown a path that online education could take in Pakistan. He described some challenges and lessons. They learnt early on that the attention span for online courses was 6 minutes; so each lecture had to be broken down into 6 minute segments to keep the viewer interested. Instead of referring to lectures, they had decided to label each segment by topic. So a course became a series of topics rather than a series of lectures. He also described improvements in assessment techniques. The VU examination is conducted on a computer but at a designated center. Students have to register there to ensure sanctity of identity. Students can also create their own date-sheet and exam schedule. Every student gets a new question paper. Finally, he noted how the VU tackled the problem of conducting hands-on labs for technical courses through providing transportation to remote students to bring them to cities where full-service labs had been set up. He ended by saying that the next step was to develop mobile labs so that the facilities could be taken to remote areas rather than bringing students from such areas to the cities.

Discussions

Dr. Farrukh: One of the objections to digital education is that students do not learn well in passive mode but require face to face communication to absorb and retain new knowledge. What do panelists think about this claim?

Dr. Christophe noted that this was not necessarily a problem. Many courses worked well with passive methods. And, where needed, hybrid or blended courses could be developed.

Dr. Malik observed that, in his experience, saving classroom time for discussion was much better than devoting it to lectures. The lectures could be listened to in advance via online means.

Dr. Farrah noted that MOOCs have challenges that are being resolved in various ways. Blended learning is getting popular. Coursera is also using Meet-up. We should amalgamate online and offline. Students sitting in different areas doing assignments simultaneously, actually they are doing discussion as part of assignment. As far as the physical presence of an instructor is concerned, Facebook has launched a lab in

Lahore. Students sitting across Pakistan are talking to each other wearing VR. You can also participate as an instructor.

Dr. Malik: Established universities such as MIT are finding ways to make assessments more credible and thus to offer credits for online courses. Meanwhile, it is not correct to assume that teaching jobs will vanish. There will be a change in their nature. They will still be needed for such aspects as curriculum development, for example.

Dr. Farrukh asked the panelists to comment on the following: If we eliminate the human touch in education, how will we address stress and psychological issues?

Dr. Farrah Arif: Finland is most popular for pedagogical interventions. They have introduced technology in their schools but with a human touch. Technology is a friend and not an enemy. Technology must be used as supplement. The human touch is not going anywhere but its role may change. It will appear in guided discussions rather than lecturing.

CIVIC RESPONSIBILITIES OF BUSINESS SCHOOLS AND THEIR GRADUATES



Speaker	Profession/Institution
Dr. Asfia Obaid	HoD, NUST Business School, Islamabad
Mr. Zaffar A Khan	Chairman Board of Directors, Pakistan Centre for Philanthropy (PCP)
Dr. Alnoor Bhimani	Dean, Suleman Dawood School of Business (SDSB), LUMS
Dr. Idrees Khawaja	Dean, Air University, Islamabad

Mr. Zaffar Ahmed Khan

Mr. Zaffar shared his experience as a student of mechanical engineering fifty years ago. He said they were taught nothing beyond engineering subjects. When he entered the world of work, he realized that the softer skills taught in business schools, such as IBA, were also very useful. Teaching people how to communicate, negotiate, and persuade equipped them well for the tasks managers are required to master. He said that it was now commonly understood that corporations should operate not just with profit in mind but also the interests of a variety of stakeholders. Some of these ideas, but not all, were captured in the notion of CSR. In his view, business school curricula must mainstream various aspects of CSR. They must include at least one core course on the pitfalls of globalization and free market economics. Students should learn how to calculate the social impact of certain business actions. Students should also aim to get some experience with NGOs and government.

Dr. Alnoor

Dr. Alnoor spoke about LUMS aiming to educate not for jobs only but to change society because students are a part of society. Business schools must impart knowledge to improve both economy and society. By 2047 Pakistan will be one hundred years old. Much needs to be done before that to make the country more developed. Business schools must educate students for every field not just for businesses. We have a responsibility towards Pakistan.

Dr. Idrees Khawaja

Dr. Idrees noted that corporate social responsibility and profit-making can go together and business schools should emphasize this. How can business graduates be more effective? He thought that business students and faculty should seek a more public role through talk shows and other fora.

Discussions

Dr. Asifa Obaid noted that there is much discussion about various social problems in Pakistan but not much action. What is lacking? How can business schools help?

Dr. Zaffar said that what was lacking was good leadership. We have strong and successful leaders in many corporations but not at the national and political level. He said that he looked upon business schools as a nursery for leaders, not just for companies but also for society at large.

Dr. Alnoor commented on the role of diversity in generating good ideas. Pakistani companies and other organizations should attempt to get more diversity in their management structures. We have limited participation of women in businesses. Why do we not see more female CEOs in Pakistan? We are sitting on a goldmine and we do not realize this.

Dr. Zaffar thought that the matter went beyond awareness to accepting civic responsibility. He thought that education institutions should teach and instill a sense of civic responsibility.

Dr. Asfia asked how business schools could inculcate a sense of social awareness and ownership in their students and faculty?

Dr. Alnoor noted that LUMS had several initiatives to promote this among students. Students must be exposed to other things of life. It is essential for business schools to take steps through which students get to know more than

just business. Courses on ethics are being taught in business schools but we have to apply ethics in business to be more socially impactful.

Dr. Asfia asked if students were interested in getting some experience from working in less developed regions of the country?

Dr. Idrees noted that this was difficult for students because dealing with rural and remote areas often meant personal sacrifices in terms of living in places which lack basic facilities like electricity, schools, healthcare, etc. If there is a wide difference in the standard of living, then people would opt for a better place to live which has such facilities.

Dr. Asfia asked if business schools had developed any programs focusing on social issues?

Dr. Zaffar said that the best business schools in Pakistan had all taken initiatives in this regard. He thought that even working in multinationals often raised one's awareness about social issues. Many such companies have responded substantively to social needs, in the areas of health, education and environmental management, for example.

Dr. Alnoor noted that business schools have evolved over time to take a more inclusive view of the responsibilities of their graduates. Many now train students for a responsible role in society rather than contributing only to the bottom line of a corporation. It is also the case that the students of today (millennials) are bringing a different mindset to business and social responsibility.

Workshop I - NBEAC Accreditation Framework



Dr. Zaki Rashidi, Associate Dean, Management Sciences & Director (Quality, Learning and Innovation), IQRA University, Karachi

Dr Zaki Rashidi discussed the NBEAC accreditation framework. He explained that the NBEAC accreditation process comprises eight different stages, formal application,



pre-eligibility mentorship, eligibility screening, pre-review mentorship, self-assessment process, pre-review process, accreditation decision and continuous review. He said that the process does not end with accreditation but is envisioned as a continuous improvement process through which the school enhances its quality over time.

Workshop II - Teaching Millennials: Fusion of Technology and Simulation with Case Studies



By Dr. Farrah Arif, Founder & CEO - EdTech Worx

Dr Farrah Arif explained why business simulations are



important. She spoke about a risk free learning environment, immersive gameplay, and realistic story lines.

Workshop III - Why Case Writing is Important



By Dr. Aamir Khan, Associate Professor, Lahore School of Economics

Dr. Aamir Khan said that case writing helps in understanding business problems and identifying solutions. This skill is much needed in the faculty of our business schools. He appreciated the role of NBEAC in emphasizing the importance of case writing and case teaching in Pakistan.

Session I & II - Importance of Accreditation and Research Impact, How to Launch / Publish your Journal with Emerald and Increase Global Visibility for Research Output through ProQuest Dissertations and Theses Publishing Program



By Mr. Samir El Hefnawy, Vice President Business Development Manager, MENA, Emerald Publishing Limited, UAE and Ms. Amina Said, Business Manager, Emerald Group Publishing Limited, UAE, Oman, Pakistan and Bahrain

Ms Amina Said and Mr Anas Abdelhadi emphasized the

importance of accreditation and research impact and explained the procedure of getting a journal published with Emerald. They discussed how to increase global visibility for research output through ProQuest dissertations and theses publishing program. They spoke about creating micro films that are safe, free of cost, and better than USB.

Seminar - Leadership Program for Vice Chancellors Rectors, and Deans



By Dr. Jawad Syed, Suleman Dawood School of Business, Lahore University of Management Sciences

Dr Jawad Syed highlighted the importance of having substantive

mission statements to guide a university's path. This was best done in a bottom-up fashion with broad consultation and inclusion, including input from alumni and employers.

Policy Roundtable I - Regulatory Challenges Faced by Pakistani Business Schools



This policy roundtable was conducted by Dr Kumail Rizvi, Professor at Lahore School of Economics and Dr. Mohammad Nizamuddin Pro-Rector, University of Central Punjab. Among key observations regarding the role of the HEC were the following: (a) HEC focuses on inputs and has forgotten the importance of outcomes; (b) The documentary requirements for an HEC review are huge; in some cases, over 500 pages of documentation are demanded; (c) HEC teams sometimes do not have enough subject specialists; (d) HEC should be a facilitator and not a regulator and the response should be prompt.

Policy Roundtable II - National Collaborations Among Business Schools

This policy roundtable was conducted by Prof. Wajeeha Raoof, Pro Rector at University of Lahore. The attendees were a mix of professors from public and private universities. Among the main points highlighted by participants were: (a) Collaboration is important because many universities do not have adequate faculty resources; (b) HEC should help make

faculty exchange possible; (c) LUMS has taken an initiative to make cases available for free at a commonly accessible website; and (d) Universities are encouraged to manage collaborations individually and directly; just reach out to potential partners and explore possibilities with them rather than waiting for some action from regulatory or other authorities.





Conference Closing Session

Dr. Kumail Rizvi

Dr. Rizvi noted that the 6th DDC had very broad participation as reflected in the following statistics: 210 participants were registered from 98 business schools; of this, 38 percent were from Punjab, 27% from Sindh, 3% from Baluchistan, 18% from KPK, 10% from Federal governed area and 1% from AJK and Gilgit Baltistan respectively.

He then summarized the main sessions. He mentioned the tribute paid to the late Chairman, Dr. Hasan Sohaib Murad in the very first session. This was followed by an analysis of accreditation experience in the first ten years of NBEAC. A keynote speaker, Dr. LeClair, highlighted the importance of management in all human endeavors. The Chief Guest, Dr. Ishrat Husain, pointed out that business schools should not work in silos but join hands to contribute to national policy making. The theme of collaboration was further considered in a panel session with an emphasis on regional networking. The unrealized potential of CPEC was analyzed in a separate panel discussion as was the role of links between business schools and industry. The challenges and opportunities of digital

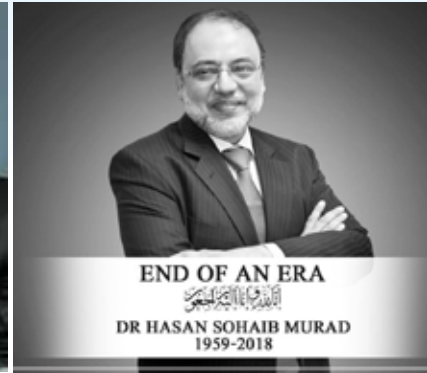
disruption were considered as well. A final panel discussed the civic responsibilities of business schools.

Dr. Farrukh Iqbal

The final vote of thanks was extended by Dr. Farrukh Iqbal, Chairman, NBEAC. He said that the most important thing any conference of this magnitude requires is the support of sponsors and volunteers. This was generously provided to DDC6. He thanked all the volunteers who had helped the NBEAC team. In particular, he thanked the University of Lahore and University of Management and Technology for help with photography and social media, COMSATS Lahore for IT and transport, FC College for registration and reception and he Lahore School of Economics for stage and program setting. He noted that the conference was attended by people from ninety-eight separate universities; this suggested widespread interest in the work of the NBEAC. Finally, he thanked the NBEAC team for planning and organizing such an impressive conference and wished them continued success.







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