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# Annual Report

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## 2020 - 2021

 NBEAC, N-Block, HEC, H-8/1, Islamabad

 +92 51 9080 0206 - 14

 [nbeac@hec.gov.pk](mailto:nbeac@hec.gov.pk)

 <https://www.nbeac.org.pk/>

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# CHAIRMAN'S MESSAGE

NBEAC's operations returned to normal in FY21 after the disruption caused by the onset of the Covid pandemic in the previous year. Staff came back to the office although on a schedule that enabled many to work from home for some days a week. Accreditation visits were ramped up to compensate for time lost in the summer of 2020. However, several meetings and training events continued online. We had learned that these events could be conducted effectively using online technology. In particular, we found that online training attracts a bigger and more diverse audience than on-site training, possibly because of the lower cost and greater convenience of such events. Participant feedback confirms that such events are effective in their learning goals as well.

The 8<sup>th</sup> Deans and Directors Conference was also held online. This enabled us to attract several international speakers as well as a wide audience from within Pakistan. Close to 400 participants attended and stayed connected for three hours for each of two evenings. The Conference focused on the changes that have been taking pace in the environment for business education under the influence of digital technology. This technology is changing how education can and is being delivered, raising questions about ideal models for teaching and learning. It is also changing the world of work, raising questions about the scope and content of business education in the future. These issues were addressed in the Conference, drawing on expertise and experience from within and outside Pakistan.

Going forward, I would say that NBEAC is stronger because of the challenges faced in the last two years. Our service delivery infrastructure is now hybrid. We can choose whether to hold an activity online or on-site because our staff is now well trained in both modes. While we look forward to a resumption of many services in their traditional mode, we also intend to continue taking advantage of our experience with online activities to redesign some services.

Farrukh Iqbal

## A. MANAGEMENT COUNCIL MEETINGS

Two meetings took place during the year, the 25<sup>th</sup> on January 14, 2021 and the 26<sup>th</sup> on June 25, 2021. Standard agenda items included confirmation of previous meeting minutes, approval of accreditation awards, and consideration of budget updates. Among key issues discussed were:

**Strategic Plan:** An updated strategic plan was presented to the Management Council. It was short and focused on a few strategic elements. Dr. Iqbal explained that he preferred strategic plans to be focused on strategy rather than on detailed targets and schedules. The updated Strategic Plan provided a discussion of strategic options followed by a brief outline of the implied operational actions that would need to be taken. Annual operational plans in successive years could be used to flesh out appropriate targets and schedules. Participants agreed with the balance of strategic discussion and operational detail found in the draft. Dr. Naukhez suggested that, given the speed with which the planning context changes, it would be advisable to consider the document to be relevant for a three-year period rather than a five-year period. This suggestion was endorsed by other participants. The proposed Strategic Plan was approved on the understanding that it would apply over the next three years rather than five.

**8<sup>th</sup> Deans and Directors Conference:** During the January meeting, Dr. Iqbal noted that we would have to organize the next DDC as a virtual event because of the prevalence of Covid. While limiting the amount the scope for networking, this arrangement would have some advantages in being less expensive to organize and allowing for more international speakers and a larger audience to participate. It was also important to avoid the public health risks of a physical conference at a time when the Covid19 virus was still spreading. Members supported this idea, noting in particular the importance of maintaining the annual sequence and continuity of the DDCs.

**Operational Manuals:** Since its inception, NBEAC had been running without the benefit of its own operational manuals. Dr. Iqbal said that this deficiency was in the process of being rectified. Procedure manuals had been commissioned for all major operations. Two manuals, on Administration and Finance, were presented for Council approval and were duly approved. The remaining manuals would be presented in the next fiscal year.

**New Undergraduate Education Policy (UEP):** This had been issued by the HEC during FY21. While the policy had benefited from consultation with several universities, more consultation was required to guide its implementation, envisaged in FY22. NBEAC had already arranged a session on the new UEP at the DDC for FY21. The Council advised that NBEAC staff remain abreast of implementation challenges for its member schools and facilitate additional discussion if needed.

**Guidance on Online Education:** Dr. Cheema provided a summary of a recent HEC policy notification on Open and Distance Learning. This had implications for NBEAC's quality assessment procedures. One clear implication was that virtual courses could now be treated as regular courses. Dr. Iqbal noted that we would have to modify our standards to accommodate this and other implications, including those arising from the new UEP. The Council advised that the process of modification be initiated in FY22.

## B. NETWORKING

### THE 8<sup>TH</sup> DEANS & DIRECTORS CONFERENCE 2021

Recent years have seen many changes in the environment for business education. The world of work is changing dramatically under the influence of digital technology, raising questions about the scope and content of business education in the future. The technology involved in the delivery of education is also changing at a rapid pace, raising questions about ideal models of teaching and learning. The 8th Deans and Directors Conference was organized in the context of these ongoing changes. Panels and panelists were selected with a view to getting first-hand information on how different business schools, in Pakistan and abroad, were responding to such changes.

Given the prevailing pandemic, the Conference was conducted as a virtual, online event. That turned out to have several advantages. First, it allowed NBEAC to include participants from all over the country, including from remote locations. Close to 400 participants registered for the event and maintained a steady online presence for the two evenings covered by the event. Second, it allowed for a reduction in registration fees, something that may have contributed to the relatively high participation. Third, it allowed for the inclusion of panelists from abroad without incurring the costs and inconvenience of long-distance travel. Fourth, event hosting expenses were substantially lower in comparison with the prior seven (physical) gatherings. This is an important consideration as NBEAC is a financially autonomous body and must cover expenses from its own activities and from sponsorships. Fifth, NBEAC staff learned much about organizing and managing digital conferences in the process, knowledge that will undoubtedly prove useful in arranging such events in the future.

### Key Takeaways from the Conference

#### Session A: Evolving Environment of Business Education

Speaker	Designation
Dan LeClair	CEO, Global Business Support Network
Stephanie Bryant	Executive Vice President and Chief Accreditation Officer, AACSB
Dr. Farrukh Iqbal	Chairman, NBEAC

Panelists discussed ongoing changes in the environment of business schools and appropriate responses. The main takeaways were the following:

- a) The world of work has been changing such that what is now required are competencies rather than skills, general as well as domain specific knowledge, and

the flexibility to engage in lifelong learning. Accordingly, business schools have been modifying curricula and formats to ensure that new graduates are equipped to meet these evolving needs of the business world.

- b) The technology of teaching has been changing rapidly to incorporate more online tools and formats. The pandemic that started in 2020 pushed the entire universe of higher education further in this direction.
- c) A new vision of business education is emerging which emphasizes social impact alongside quality. Vanguard schools are putting this objective in their strategic plans and then designing programs and curricula around it.
- d) Executive education and related programs are enjoying rising demand, in line with the emphasis being placed by the market on lifelong or continuous education. The lifespan of skills and domain knowledge is shrinking and so business schools need to re-envision themselves as hubs of lifelong learning.
- e) International accreditation agencies and business school networks have developed standards, programs and training to guide members in this rapidly changing environment.

### Session B: Emerging Issues for the Business School Curriculum

Moderator: Dr. Syed Zahoor Hassan, Lahore University of Management Sciences

Speaker	Designation
Monis Rahman	CEO, Rozee.pk
Qasif Shahid	CEO and Co-Founder, Finja
Muhammad Yar Hiraj	CEO, Oneload
Dr. Zartash Afzal Uzmi	Associate Professor, LUMS
Dr. Usama Yaqoob	Assistant Professor, LUMS

Panelists discussed the opportunities and challenges presented by the growth of e-commerce and the role of Pakistani business schools in this context. The key takeaways were:

- a) E-commerce offers great opportunities to grow the pie rather than compete for a larger share of it. This implies a focus on new ideas, processes, products and markets rather than on traditional ideas relating to cost control and profit maximization, on finding your own niche rather than competing in existing niches. Accordingly, business schools need to move away from the scarcity paradigm to one in which new ideas are highlighted.

- b) E-commerce has grown rapidly in recent years with much new activity being in the mainstream (middle class) population. Business schools need understand this segment better and ensure that their students are able to operate in this growing space.
- c) The informal economy offers considerable opportunities both from a management and an entrepreneurial perspective. Business schools should engage more actively with small and micro enterprises in terms of research and teaching. More experiential learning will be required with local context-specific teaching, learning tools and materials (exercises, case studies and projects).
- d) Business school faculty should collaborate with colleagues from other disciplines like technology and social sciences to understand how digital technology is transforming business and society. Collaboration is no longer an option but a necessity.
- e) The ability to collect, analyze and leverage data will be a key requirement for business graduates. This requires the integration of basic computing, statistics, business intelligence and data analytics into the curriculum of management programs.
- f) In a nutshell, the growth and potential of e-commerce suggests three key shifts for business schools: in paradigms, from scarcity to abundance management; in target groups, from large firms to informal sector and small scale enterprises; and in curriculum content, from theoretical constructs to more evidence and data driven management (data science, statistics, computing, visualization) along with understanding the lives of those at lower rungs of the socio-economic ladder.
- g) The current crop of Pakistani business graduates is generally not capable of operating in this new environment. The above changes are required to make business schools and their graduates relevant to the enormous potential of e-commerce for national and individual growth and prosperity.

**Session C: Virtual Teaching: Lessons of Experience**

**Moderator: Dr. Naveda Kitchlew, University of Management and Technology**

Speaker	Designation
Dr. Murtaza Haider	Professor, Data Science and Real Estate Management, Ryerson University, Canada
Prof. Dr. Syed Irfan Hyder	Vice Chancellor, Zia-ud-din University, Karachi
Dr. Osama Nasim Mirza	Assistant Professor, University of Lahore
Dr. Amir Mahmood	Dean, Business School, Western Sydney University, Australia

Panelists discussed the challenges and opportunities encountered in virtual teaching in Pakistan and elsewhere. The key takeaways of the session were:



- a) Virtual teaching requires more time and effort to engage students, to ensure learning retention and to conduct fair and comprehensive assessments. It should not be thought of as simply talking to a camera instead of a class. If virtual teaching is to be successfully mainstreamed, more training will have to be provided to teachers to modify content and delivery in a way that better engages students. The role of the teacher will have to be shift towards that of a curator of relevant information for participants.
- b) For students, virtual learning requires more discipline to prepare in advance and maintain concentration in non-class settings. Students will have to become better at self-learning while being guided to relevant information sources and explanations. For this to happen, universities will have to make technology support more reliable and accessible.
- c) For both teachers and students, the shift to virtual teaching has involved greater stress. Managing such stress should be a matter of high priority.
- d) At the same time, digital education offers the possibility of huge improvements in access to higher education, an objective that is critical for Pakistan. Despite its challenges, digital education must be pursued vigorously because of this potential.
- e) Digital education also offers the prospect of some other beneficial changes, such as a shift from testing memory to testing understanding through the adoption of open-book examinations or testing teamwork rather than individual performance through group projects.
- f) We should take advantage of the pandemic-induced shift to virtual education to entrench at least a hybrid form of education and not just treat virtual teaching and learning as a passing phase, to be abandoned once the pandemic has been controlled.
- g) University managers should build into their strategic plans strategies and resources (funding, technology, training) to accommodate a switch to virtual teaching in times of emergency as well as a more durable shift towards hybrid teaching.

**Session D: UEP and Business Education: Challenges to Implementation**

**Moderator: Dr. Naukhez Sarwar, NUST Business School**

Speaker	Designation
Dr. Syed Zulfiqar Gilani	Program Specialist, Higher Education Commission.

Dr. Zaki Rashidi	Associate Dean Accreditation and Director QEC, IQRA University Karachi
Dr. Sadia Nadeem	Dean, FAST School of Management, FAST-NUCES, Islamabad
Dr. Nauman Abbasi	Director, Institute of Management Sciences, Bahauddin Zakaria University, Multan

Dr. Zulfiqar Gilani presented an outline of the new Undergraduate Education Policy (UEP). Discussants then considered some implementation challenges as follows:

- a) The emphasis of the UEP on a broad-based education focused on competencies was appreciated. Business schools were particularly well-placed to follow this approach because many shared the underlying philosophy and were already implementing approaches designed to enhance the job-market prospects of their graduates. Some would, of course, have to find resources to make some new General Education courses available that may not yet be in their curricula.
- b) Among implementation challenges would be the readiness of students (and parents) to enter a university without knowing the degree that they would eventually obtain. In practice, however, the new approach simply meant postponing admission to a field of study by one year. Students would have the opportunity to compete for admission to preferred fields of study a year after admission to the university. The initial year would be reserved for exploration across several fields in order to determine the best fit between abilities and opportunities.
- c) Another implementation challenge was likely to be that of mobilizing resources to ensure that Practical Learning Labs (PLL) are properly accommodated. The PLL requirement of four hours per week for two years will not be popular among students since no credits are to be assigned to this work. Attendance and follow-up may prove challenging.
- d) Making it mandatory for students to participate in a nine-week internship was considered a good way to introduce students to the world of work while still in college. However, the opportunities for internships vary considerably across schools and may be particularly sparse for schools in rural and remote areas.
- e) Highlighting the importance of academic counselling was an important feature of the new UEP. The challenge would be for universities to find resources to do this and train faculty to take on this role.
- f) Additional resources will be available to help universities implement the new UEP. In particular, teacher's handbooks have already been prepared by HEC for every relevant domain and an implementation manual is under preparation. Some flexibility in the

implementation of various UEP requirements, such as the PLL and Internships, will also be possible. HEC is also available to hold implementation-related discussions with NBEAC as well as with individual business schools.

### Session E: Nonstandard MBA Programs: Lessons of Experience

Moderator: Dr. Abdul Raziq, Dean, Loralai University, Balochistan

Speaker	Designation
Muhammad Saleem Umer	Program Director, Institute of Business Administration, Karachi
Talib Karim	President, Institute of Business Management, Karachi
Jon Foster-Pedley	Dean and Director, Henley Business School Africa
Dr. Zaki Rashidi	Associate Dean Accreditation and Director QEC, IQRA University Karachi

Panelists discussed why demand for nonstandard MBA programs was high in Pakistan as well as globally and how business schools should continue to meet this demand. The main takeaways were as follows:

- a) Engagement with a formal process of business education is often more productive when students have had some experience of work and practical business challenges. However, this is also a time when students have other obligations such as to jobs and to families. Accordingly, nonstandard programs are most successful when they are designed in a modular and flexible fashion to fit with lifecycle needs of students.
- b) Many Pakistani business schools are running successful Executive MBA programs conducted over weekends. Some also have part-time options where the teaching is conducted a course or two at a time during evenings and the degree program is stretched across several years. Part-time options are especially useful for those who are entrepreneurially minded and may be running their own businesses.
- c) The market response to such programs has continued to be supportive. Many employers finance weekend or part-time education of their employees. Many employees report career-enhancement as a consequence of having participated in such programs. This is a growing segment of the portfolio of programs offered by business schools.
- d) Nonstandard programs have also been found to be compatible with broader objectives, such as enhancing social impact. Participants can better appreciate the

integration of a social impact objective into their programs and can more easily find practical ways of achieving such impact within their careers. In this way, academia is able to serve society as well as individuals.

- e) While remaining aligned with regulatory guidelines, nonstandard programs can be designed to respond faster than standard MBA programs to evolving market needs and trends.

**Session F: Management Consultancy in Pakistan: Opportunities & Challenges**

**Moderator: Dr. Farrukh Iqbal, Chairman, NBEAC**

Speaker	Designation
Ali Ansari	Chair, Advisory Board of the Centre for Entrepreneurship Development, IBA Karachi
Asim Rashid	Chairman & CEO, Creative Swan
Asad Ali Shah	CEO, Asad Ali Shah Associates
Iftikhar Taj	President, ICAP

This session considered the demand and supply characteristics of the management consultancy industry in Pakistan, with a view to explaining why it was a small and relatively minor industry in the country. The key takeaways were:

- a) The scope and content of the management consultancy (MC) sector in Pakistan is primarily a consequence of demand characteristics. Effective demand for MC services has traditionally been low and has shown no tendency to grow.
- b) Those Pakistani corporates that do interact with MC suppliers take advice principally in the area of taxation, followed by information technology. Advice is not generally sought in the area of management and strategy.
- c) There is little demand for local MC in the public sector as well. If MC services are being paid for by international donors, there is generally a preference for international providers of MC. If local funds are involved, the procurement rules often dictate a preference for low cost bids over those that are professionally sound but relatively expensive.
- d) In part, the lack of demand for MC services is related to the dominance of the “seth” culture among Pakistani corporates. Family-run businesses often hold the view that their success to date has been due to their own management prowess and so there is little need for paid external professional advice in this regard.

- e) On the supply side, MC services are offered primarily by big audit and accountancy firms, building on their networks among local chief executives and their knowledge of local business practices and conditions.
- f) MC services are rarely provided by faculty of Pakistani business schools. Faculty have limited exposure to local businesses and teach largely from books rather than from personal experience. Furthermore, faculty research is oriented towards publication and not towards problem-solving.
- g) Looking to the future, there are opportunities for MC in the public sector where there is a big need for professional management and administration. However, for this need to be translated into effective demand, the procurement process will have to be reformed to allow the technical quality of MC service bids to be given much more weight than is the case at present.
- h) Looking to the future, opportunities for MC services may also arise in non-traditional sectors, powered by digital technology and led by young and innovative companies. The lack of a seth culture here may open a space for professional management expertise.

# C. ACCREDITATION

## Eligibility Screening Committee (ESC) Meetings

The Tenth ESC meeting was held on November 04, 2020 to consider 07 cases. The outcomes were as follows:

- a) Six business schools met the relevant criteria for accreditation assessment visits.
- b) One application was deferred.

The Eleventh ESC meeting was held on June 15, 2021 to consider 11 cases. The outcomes were as follows:

- a) Seven business schools met the relevant criteria for accreditation assessment visits.
- b) One case was given a conditional go-ahead subject to provision of additional documents.
- c) Three applications were deferred.

## Accreditation Award Review Committee (AAC) Meetings

The 9<sup>th</sup> AAC meeting was held on December 01, 2020 to consider 5 cases. The following decisions were made:

- a) Accreditation Awarded = 05
- b) Deferred = 00

The 10<sup>th</sup> AAC meeting was held on April 27, 2021 to consider 6 cases. The following decisions were made:

- a) Accreditation Awarded = 05
- b) Deferred = 01

## Peer Review Visits

Sixteen peer review visits were completed during the year. In each case, a peer review team (PRT) visited the applicant school and carried out the following standard activities: (a) detailed discussions with senior managers on vision, mission and strategic planning and financial management; (b) meetings with faculty on teaching, research and related activities; (c) meetings with students on quality of teaching, extra-curricular activities and career development guidance; (d) selected class visits to observe pedagogical style and content; (e) visits to library and laboratory facilities as well as to academic support offices such as the admissions and examinations units and (f) interactions with alumni affairs staff and alumni.

### Peer Reviewer Discussion Forum 2020

An online Peer Reviewer Discussion Forum was held on May 19, 2021. More than 35 peer reviewers participated including deans, directors and vice chancellors of leading universities and business schools. The following issues were discussed:

#### a. Revised format of Peer Review Report (PRR)

The revised format breaks the PRR into three parts. Part A is supposed to contain an executive summary of the report, recording the main strengths and weaknesses of the application and the main recommendations for the applicant to follow. Part B is supposed to contain a fuller assessment, organized around each of the 9 standards of the rubric. Part C is an Annex which contains brief comments on the team's assessment of each of the 65 sub-categories used to calculate the aggregate score for the accreditation decision. It can also contain other notes on the accreditation such as who was consulted by the PRT.

There was a lack of consensus on Part A. Some thought it should come at the back of the PRR and not at the front. Some thought it was fine where it was, because it served as an executive summary. Some thought it should be no more than a paragraph. Others thought that the length should be a full page of about 300 words.

There was general consensus on the scope and content of Part B. Most participants agreed that it made sense to focus Part B on the 9 standards rather than at a more disaggregated level. Most also agreed that it was fine to borrow language and concepts from the rubric in order to write these 9 assessments. Some thought that the section should be given more space. While the present guidelines suggest about 1500 words, some thought that this would prove inadequate to the purpose of the assessment and suggested allowing for up to 4500 words (14-15 pages).

Several persons agreed with the suggestion that a sample report be circulated among PRT members in order to guide them in preparing a quality report. The sample could be a dummy report or could be a “best practice” report selected from among PRRs done in the last year or so using the revised format.

#### **b. Enhancing the role of the Chairperson as integrator and writer of PRR**

The traditional approach had been for team members to provide written assessments of the standards entrusted to them, with the understanding that the Chair would then integrate the various contributions. This had, however, led to several cases where the final PRR reflected a confusing variety of writing styles as well as a lack of consistency across the standards and with the main assessment. Sometimes this came about because recourse had been taken to simply cutting and pasting individual contributions while the Chair wrote an overview assessment. This was unsatisfactory so a new option had been created where the Chair would write a first draft of the PRR and invite team members to provide comments and suggestions.

It appeared, however, that this new option had led some team members to become lax in discharging their responsibilities. In some cases, they had not provided useful comments and suggestions to the Chair on the first draft. This was not, of course, what was intended by enhancing the role of the Chair as integrator and principal author of the PRR. A further round of communications was therefore called for to ensure that team members contribute in accordance with their assigned responsibilities. They could be asked to provide written contributions prior to the preparation of the first draft or to make written comments and suggestions on the first draft. This choice would be left to the Chair. The PRR was intended to be a consultative team product but prepared in a way that ensured internal consistency and timely delivery.

#### **c. Other issues**

Some noted that “negative” reports, where the decision was not to award accreditation, had to be written differently from “positive” reports since they typically invited close scrutiny and objections from the applicants. More discussion is needed to determine how to reflect this observation in the actual writing of these two kinds of reports. It was also noted that the process for reaccreditation should be handled differently from the process for first time accreditation. Further discussion is needed to determine what the difference in processes should be.



## D. TRAINING

### Seminar on "Leading The Future of Tertiary Learning and Teaching, A Transformational Roadmap for Online Teaching"

**Date:** 2020-07-10

**Venue:** Online - Zoom

An online seminar was conducted by NBEAC to understand the dynamics of modern online learning and teaching approaches and future prospects of online learning and teaching. Session was attended by Lecturers, Assistant Professors and Associate Professors and by the end of seminar, participants were able to analyze and evaluate gaps and deficiencies in their existing online teaching capabilities and the environment that supports them for online teaching and creating a learning pathway for them to become good online academicians. The session was led by Dr. Ali Ahsan who has specialized in fields of Business and Technology and has extensive managerial, technical and academic experience and he is working currently as a professor at Torrens University Australia.

### Workshop on "Enhancing Quality Through Accreditation"

**Date:** 2020-08-11- 2020-08-12

**Venue:** Online via Zoom

Online Training on Enhancing Quality through Accreditation” scheduled on 11th-12th August 2020. NBEAC successfully organized an online training on Enhancing Quality through Accreditation” scheduled on 11th-12th August 2020 via zoom. The two-day training workshop aimed to discuss ways to enhance quality of business education in Pakistan. The trainers focused on the standards and criteria that are important, and those which have been identified as general weaknesses of the business schools. The trainers recommended ways to improve these critical areas, and also highlighted the standards and criteria which have a significant impact on the accreditation scores, yet do not require major financial investment. Issues of how scores can be improved with limited financial autonomy was also discussed. A combination of peer learning and guidance by the trainers helped participants identify ways to improve quality of education and accreditation scores of their business schools. The participants were also given various exercises on the assigned topic to make the training more interactive. The trainer for the online training were Dr. Sadia Nadeem (Dean, FAST-NU, Islamabad) and Dr. Farooq-e-Azam Cheema (Dean, Bahria University, Karachi). The training was attended by 36 participants.

### Workshop on "Financial Models of Business Schools"

**Date:** 2020-09-08

**Venue:** Online – Zoom

NBEAC successfully organized an online training titled “Financial Models for Business Schools”. The training was scheduled on 8th of September 2020 (04.00PM -07.00PM PST). The training focused on the importance of strategic planning and positioning, constraints and opportunities faced by public and private schools, best practices in financial strategies for business schools and implications of digital teaching for business schools. The training focused first on the general concepts and a review of international experiences and best practices and next on a special case. The first session was led by Dr. Mujtaba Mian, Professor at College of Business, Zayed University, Dubai. The second session was led by Dr. Farrukh Iqbal, Chairman NBEAC who described the process of change and transformation at the Institute of Business Administration (IBA) Karachi, during the period 2010-20. Around 35 senior administrators and faculty attended.



## **Seminar "Seminar On Accreditation"**

**Date:** 2020-09-25

**Venue:** Online – Zoom

This seminar was held September 25, 2020 (03.00PM -06.30PM PST) with Mr. Adil Amin Kazi as the main speaker. The seminar was designed to share an understanding of the spirit of NBEAC's accreditation, and to provide in-depth guidance on how to complete the different steps of accreditation process successfully. The seminar focused on catering the needs of business schools pursuing either first time accreditation as well as those who are already in process of accreditation. Attendees of the seminar got to know the understanding of the philosophy of accreditation, conceptual learning of NBEAC standards, registration application form and the nine proformas of the SAR, awareness on mentorship programs and how a business school can benefit from mentorship. Around 60 faculty members attended.

## **Online Training on "NBEAC Quality Standards 1 To 9"**

**Date:** 29<sup>th</sup> October 2020 & 11-13<sup>th</sup> November 2020

**Venue:** Online - Zoom

This workshop was designed by NBEAC's experienced peer reviewers and trainers and divided into three sessions that were scheduled on three different days, in order to address the issues of the Business Schools in accreditation process and improve their understanding regarding accreditation standards and criteria. The trainers shared the expectations of peer reviewers and NBEAC throughout the accreditation process from a Business school. The trainers focused on the standards and criteria that were important for the quality enhancement of the business schools. A combination of peer learning and guidance by the trainers will help Business Schools in future to identify ways to improve and maintain their quality of education and making them qualified for NBEAC Accreditation.

Session 1 was conducted on 29<sup>th</sup> of October and delivered by Dr. Shaukat Brah, Dr. Syed Zahoor Hassan and Dr. Zaki Rashidi, and focused on three key areas of Strategic Management, Faculty and R&D. Session 2 was conducted on 10<sup>th</sup> of November and delivered by Dr. Hamid Hassan and Dr. Fouzia Ali, and focused on Standards; Students, Curriculum and Admission and Examination Policy whereas, session 3 was conducted on 13<sup>th</sup> of November and delivered by Dr. Naveda Kitchlew and Mr. Mohsin Nishat, with focus on Social Responsibility, External Linkages and Resources.

The workshop was attended by around 50 participants. Feedback received from participants was positive. Further in-depth training in the 9 standards was recommended

## **Workshop on "Online Teaching Through Cases"**

**Date:** 2020-11-30

**Venue:** Online - Zoom

This workshop focused on the importance of the Case Study method as a teaching tool and participants learned about case study development process, teaching note development process evaluation of the sample case studies and their teaching notes, development of leads in industry for case study development and exploring how to publish case studies. Session was delivered by Dr. Farrah Arif.

## **Workshop on "Digital Transformation: AI in Business Schools"**

**Date:** 2020-12-31 00:00

**Venue:** Online Zoom

This workshop was conducted by Dr. Khalid Riaz, former Dean of the Business Faculty, COMSATS University, Islamabad. It was spread over four sections: the new digital economy, value creation and capture in the digital economy, business schools in the brave new world: challenges and

opportunities and the last section was related to new directions in business education: competing paradigms.

Artificial intelligence (AI) is continuously transforming the society by challenging the established business models, and revolutionizing the workplace around the globe and by providing a platform NBEAC contributed to this cause by organizing a one-day work shop to provide better understanding of the challenges and opportunities business schools may face in the new digital economy. The workshop specifically aimed to help business education leaders understand the importance of digital transformation, and to encourage them to consider the promise that AI holds for the Business Schools. Workshop focused on different aspects of AI in context of business schools including emerging trends and Implications for jobs, the challenges developing countries face in capturing value, digital entrepreneurship, understanding the key drivers of digital transformation, big data, how do the machines learn, AI as a threat to business schools and finally the session was concluded by sharing experience of COMSATS University regarding AI in which Dr. Ayesha Kashif and Ms. Sarah Tariq talked about their experience under co-learning and their entrepreneurial initiatives. The workshop was attended by 30 participants.

### **Workshop on "Improving Accreditation Prospects: Priority Areas"**

**Date:** 2021-01-19

**Venue:** Online Zoom

The workshop was designed for Deans, HoDs, HR Managers and Focal Persons of Business and Management Schools who were interested in adopting the best practices of governance across the globe to enhance quality of management and business education. Workshop was delivered by Dr. Syed Kumail Abbas Rizvi, CFA, FRM, Professor (Finance), Lahore School of Economics, Lahore.

### **Discussion Forum on "Business Schools During Covid-19"**

**Date:** 2021-02-09

**Venue:** Online Zoom

Online discussion forum on Business Schools during Covid-19 was conducted by NBEAC on 9<sup>th</sup> of February 2021 via Zoom. Some of the senior most speakers were invited on the discussion forum including Dr. Irfan Hyder, Dr. Faheem Ghazanfar, Dr. Niaz Bhutto, Dr. Shahid Mir, Dr. Muhammad Zaki, Dr. Naveed Yazdani and Dr. Jawad Syed. Speakers shared experiences their respective institutions faced during the time of transition due to pandemic (Covid 19). While there were so many challenges faced due to covid-19 it also provided us with the bundle of opportunities to get ready for any unforeseen events or situations that may arise anytime anywhere in the current rapidly changing global scenario. The session concluded with remarks from Dr Shahid Mir in which he focused that we have to work on value systems and for that we have to follow the strong leadership. We have to take business and business education to that value system which should be reflected in outcomes and in every aspect of actions. Value system is a universal system and is implemented worldwide and those who follows that system become the role models. Dr. Niaz Bhutto added that we should keep in mind the uncertainty and we should accept and adopt the changes keeping in view the resource constraints also. Resource sharing system should be introduced in universities for resource sharing to other universities who have less resources and good governance system should be implemented. Health care system have been introduced in universities and we have to think about it further that what type of health support system should be introduced in universities to cater any kind of pandemic or Covid like emergency situation. Dr. Zaki added as Pandemic has given us challenges it gives us opportunities also to think out of the box.

Around 40 participants from all over the country participated in this discussion forum including senior management, faculty and other administrative representatives from different institutions.

## Workshop - "Business Schools: Nurturing The New Normal"

**Date:** 2021-03-11

**Venue:** Online Zoom

Online workshop was conducted by two of senior facilitators Dr. Nadeem Javaid, Professor of Economic Policy & Strategy, Karachi School of Business and Leadership and Dr. Shakeel Sadiq Jajja, Associate Professor of Operations and Supply Chain Management, Suleman Dawood School of Business, Lahore University of Management Sciences (LUMS). The workshop focused on identification of some of the trends that shaped the new normal and how society could be changed forever as a result of the COVID-19 pandemic followed by discussion on how it can affect the higher education in general and particularly how Business Schools can reconstruct for the future rather than to solve the problems of the past. The session was attended by Deans, Directors, Department Chairs, Associate Deans, Degree Programs Directors and Senior Business School Faculty Members.

## Workshop "Developing a Vibrant Research Culture"

**Date:** 2021-05-27 09:00 - 2021-05-28

**Venue:** Elites Hotel, Nathiagali



NBEAC successfully organized a two day's workshop on "Developing a Vibrant Research Culture" on 27th and 28th of May 2021. Workshop was conducted by Dr. Jawad Syed, Professor LUMS and Dr. Waheed Ali Umrani, Associate Professor-OB & HR, KSBL. It was designed in a way that it spreads over different sections including focus on research, its importance and its role in accreditation.

The workshop spreads over different sections including importance of research and understanding the strategic importance of research in a business school followed by the role of research in accreditation and specifically NBEAC standards to improve output of any business school's research specifically to NBEAC's standards of research. Dr. Jawad Syed shared the experience of LUMS regarding acquisition of AACSB accreditation.

Trainers followed the approach of teaching by case method and the second session on day 1 was regarding faculty management and research targets based on dynamics and challenges of raising research standards and expectations. The session was supported by the Case of Tenure Standards at ABS. The third and last session focused on introduction and components of research policy followed by its drafting. The day 1 was closed on a good note with conclusion that "to think is easy, but to act is hard" however this is the collective responsibility of all universities to contribute their efforts for strengthening and sustainability of research and publishing.



Day 2 started with the recap of day 1 by trainers followed by group presentations on research policy draft and sharing the best practices by participants to promote research which was the ultimate goal of this workshop.

The workshop was attended by around 25 participants including Vice Chancellors, Deans, Directors, Department Chairs and Associate Deans and Professors representing different regions across Pakistan.

## **Workshop - Challenging Role of the Business School Faculty in the "New Normal"**

**Date:** 2021-06-29 - 2021-06-30

**Venue:** KIU, GB



Training and Development wing of NBEAC successfully conducted workshop on challenging role of the business school faculty in the new normal. Around 30 participants including Deans, HOD's, Directors and Senior Faculty members attended the workshop. Dr. Syed Zahoor Hassan Syed-Professor & Former Vice Chancellor, Lahore University of Management Sciences (LUMS) and Dr. Shaukat Brah – Former Rector & Dean, Karachi School of Business & Leadership (KSBL) presented the role of the faculty in any institute and specifically the business schools, followed by challenges business education is facing and way forward. Workshop day one focused on role and significance of faculty, student's development, institution, program development, new business model for business education, digital strategy, maintaining quality and integrity, followed by case method of teaching. Day two started by sharing the background of the service and student development, faculty development and retention followed by challenges and opportunities of accreditation and concluded with a healthy discussion on building of business school culture & brand and key ideas for follow up and implementation. The workshop was designed in such a way that it covered the basic literature regarding the theme including the practical exercises and case studies. Travel and team building activity was also the part of workshop and participants got the opportunity to visit historical and cultural sites of GB including Buddha Kargah, Forts of Hunza, Museums, Fairy Meadows and surroundings.

## E. FINANCIAL PERFORMANCE (2020-21)

Below is a summary of the financial performance of NBEAC during FY21. As can be seen, revenues dropped relative to the previous fiscal year. This was due to Covid related disruptions in the program of activities. However, expenses dropped as well as many activities (training and conference) were shifted online. As a result, we ended the year with a modest surplus only slightly below what had been projected for the year.

<b>Item</b>	<b>FY21 (Million PKR)</b>	<b>FY20 (Million PKR)</b>
<b>Income</b>	18.17	23.86
<b>Expenses</b>	14.93	20.05
<b>Surplus</b>	3.24	3.81
<b>Reserve Funds</b>	15.91	14.25

# ANNEXURE I- MEMBERS OF MANAGEMENT COUNCIL

S. No.	Name	Affiliation
1	Dr. Farrukh Iqbal	Former Executive Director IBA Karachi
2	Dr. Naukhez Sarwar	Principal and Dean, NUST
5	Dr. Zahoor Hassan Syed	Professor, LUMS
6	Dr. Abdul Raziq	Professor, IQRA University Karachi
7	Dr. Faheem Ghazanfar	Registrar, University of Kotli, AJKU
8	Dr. Sadia Nadeem	Dean FAST School of Management, National University of Computer and Emerging Sciences, Islamabad
9	Dr. Farooq-e-Azam Cheema	Dean, Faculty of Management and Social Sciences, Bahria University
10	Dr. Muhammad Mohsin Khan	Director, Institute of Management Sciences, Peshawar
12	Dr. Syed Azhar Hussain Shah	Executive VP, Group Head, HRM, National Bank of Pakistan
14	Mr. Zaris Ul Maani	Additional Secretary, Higher Education Department, KPK
15	Mr. Manzoor Niyazi	Deputy Secretary, Higher Education Department, Balochistan
16	Additional Secretary, Higher Education Department, Punjab	Additional Secretary, Higher Education Department, Punjab
17	Mr. Aleem Lashari	Additional Secretary (Planning, Development and Finance), Education & Literacy Department, Sindh

## ANNEXURE II- COMMITTEES

NBEAC Committee	Members
Finance Planning Committee	<ul style="list-style-type: none"> <li>• Dr. Mohsin Khan (Convener)</li> <li>• Mr. Ahtesham Ali Raja</li> <li>• Mr Asad Khan</li> <li>• Dr Zahoor Hassan Syed</li> <li>• Mr. Muhammad Usman</li> </ul>
Consultative Committee	<ul style="list-style-type: none"> <li>• Dr. Naukhez Sarwar</li> <li>• Dr. Sadia Nadeem</li> <li>• Dr. Farooq-e-Azam Cheema</li> </ul>
Technical Committee	<ul style="list-style-type: none"> <li>• Dr. Sadia Nadeem,</li> <li>• Dr. Asfia Obaid</li> <li>• Mr. Adil Amin Kazi</li> </ul>
Eligibility Screening Committee	<ul style="list-style-type: none"> <li>• Dr. Naukhez Sarwar</li> <li>• Dr. Zahoor Hassan Syed</li> <li>• Prof. Dr. Syed Irfan Hyder</li> <li>• Dr. Naveda Kitchlew</li> <li>• Dr. Christophe Terrasse</li> <li>• Dr. Sadia Nadeem</li> <li>• Dr. Imran Wazir</li> <li>• Dr. Tariq Ahmed</li> <li>• Mr. Mohsin Nishat</li> </ul>
Rubric Review Committee	<ul style="list-style-type: none"> <li>• Dr. Farrukh Iqbal</li> <li>• Dr. Shaukat Brah</li> <li>• Dr. Sadia Nadeem</li> <li>• Dr. Abdul Rehman</li> <li>• Dr. Asfia Obaid</li> </ul>
Committee for Nominating Council Members	<ul style="list-style-type: none"> <li>• Dr. Farrukh Iqbal</li> <li>• Dr. Naukhez Sarwer</li> <li>• Dr. Farooq-e-Azam Cheema</li> <li>• Dr. Jawad Syed</li> </ul>
Strategic Planning and Development Committee	<ul style="list-style-type: none"> <li>• Dr. Farrukh Iqbal</li> <li>• Dr. Jawad Syed</li> <li>• Dr. Farooq-e-Azam Cheema</li> <li>• Dr. Naukhez Sarwar</li> </ul>
Accreditation Award Committee	<ul style="list-style-type: none"> <li>• Dr. Zaki Rashidi</li> <li>• Dr. Shaukat Brah</li> <li>• Dr. Rasheed Kausar</li> <li>• Dr. Muhammad Mohsin Khan</li> <li>• Dr. Farooq-e-Azam Cheema</li> <li>• Dr. Asfia Obaid</li> <li>• Mr. Mohsin Nishat</li> <li>• Dr. Kumail Abbas Rizvi</li> </ul>

## ANNEXURE III- NBEAC SECRETARIAT STAFF

Sr. No.	Name	Designation
1.	Mr. Ahtesham Ali Raja	Program Director
2.	Ms. Sania Tufail	Senior Program Manager
3.	Ms. Nomeeta Maqsood	Deputy Program Manager
4.	Mr. Asad Khan	Accounts Manager
5.	Mr. Muhammad Usman	Public Relations Manager
6.	Mr. Muhammad Irfan	Assistant Manager Accreditation
7.	Mr. Usman Ali Jadoon	Assistant Manager Accreditation
8.	Muhammad Usman Khan	Coordinator TDW
9.	Muhammad Tahir	IT Manager
10.	Muhammad Noman	Office Assistant