


ANNUAL REPORT

2021 - 2022




NATIONAL BUSINESS EDUCATION ACCREDITATION COUNCIL

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


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CHAIRMAN'S MESSAGE

NBEAC returned to a normal routine in FY22. Disruptions caused by the Covid pandemic declined and staff returned to their offices full-time. The pandemic could have been detrimental to NBEAC if its accreditation and training activities had been interrupted for long. However, due to the agility of staff, the disruption was managed very well. In FY21, many training events were shifted online while the accreditation workload was rescheduled. In FY22, the training program was implemented in a hybrid manner while accreditation visits returned to their normal schedule and frequency. Furthermore, the flagship annual conference, also known as the Deans and Directors Conference, was once again held face-to-face in FY22.

As a result of these adjustments, targeted activity levels for FY22 were maintained and financial results were satisfactory. Participant feedback on training events was very positive while accreditations continued to rise. In retrospect, NBEAC has come out stronger because of the challenges faced in the last two years. Its service delivery infrastructure is now hybrid and so more flexible. This will be a source of efficiency for years to come.

I would like to thank all those who have helped NBEAC navigate the last two years successfully. This includes our staff, of course, but also members of our key Committees and the Management Council. It also includes members of the business education community who have continued to give generously of their time and expertise to our training and accreditation activities.

Farrukh Iqbal

A. MANAGEMENT COUNCIL MEETINGS

Three Council meetings took place during the year, the 27th on December 29, 2021, the 28th on March 15, 2022, and the 29th on June 20, 2022. Standard agenda items included confirmation of previous meeting minutes, approval of accreditation awards, and consideration of budget updates. Among the key issues discussed were:

Implications of Online Education Policy for NBEAC standards: Members were informed that an *ad hoc* committee led by Dr. Farooq Cheema had produced a note to guide the revision of the NBEAC Accreditation Rubric so as to accommodate the HEC's new policy relating to online degree programs. Members were also told that it was unlikely that any fully online degree program would come to NBEAC for accreditation for at least three years. Members agreed that the note produced by the *ad hoc* committee should be used to revise the Accreditation Rubric when it comes up for its next periodic review in 2022-23.

Promotion of research culture: Dr. Shaukat Brah's proposal for NBEAC to initiate a research conference so as to promote a research culture among business schools was discussed. One member suggested that AMDIP take the lead in this matter with support as needed from NBEAC. Another noted that NBEAC's work should be limited to training on how to do good research rather than in sponsoring a conference. The Council agreed that AMDIP should be approached for further work on this proposal.

NOCs for MBA programs: NBEAC staff noted that many new business programs approach them for NOCs saying they had been advised by HEC that this function now rested with NBEAC. Dr. Iqbal noted that this matter had been discussed with HEC staff a number of times and it had been clarified that some HEC staff were misinterpreting the 2018 NCRC which had reserved quality appraisal for NBEAC but had left regulatory matters, such as giving out NOCs, to HEC. Members asked Dr. Naukhez and Dr. Cheema to take this matter up with HEC once again.

Emerging compliance concerns: Mr. Talib Karim said that complying with HEC rules had become a challenge in some areas, especially those pertaining to summer semesters and program duration. Dr. Iqbal thought the best approach would be for a few senior managers from business schools to meet to discuss their concerns. Then we could ask for a meeting with HEC to discuss these concerns. Perhaps these concerns could be dealt with through a new CRC.

B. NETWORKING

9TH DEANS & DIRECTORS CONFERENCE

Islamabad, March 14-15, 2022

The theme of the 9th DDC was the *“impact and relevance of business schools in Pakistan”*. Dr. Farrukh Iqbal, Chairman, NBEAC said in his opening remarks that it was abundantly clear that business education is enormously popular in Pakistan with over 200 programs and thousands of students. This suggests that people find a business administration degree useful for jobs and professional growth. That is why they flock to business schools and why a wide range of tertiary institutions, including medical schools, have started business and management programs. This impression is corroborated by evidence taken from employers. A survey commissioned by the HEC in 2015 showed that degrees in business and management were the most preferred qualifications sought by Pakistani employers from job applicants. This suggests that employers feel that such qualifications are worthwhile in terms of potential impact on their businesses. So what is the problem? Why should we not just declare victory and move on? We cannot do this because only 33 business schools in Pakistan are currently accredited for quality by NBEAC. This suggests that there remains much room for improvement. The current conference focused on the room for improvement.

Key Takeaways from Conference

Panel A: Impact & Relevance of Business Schools: Empirical Perspectives

Moderator: Dr. Farrukh Iqbal, Chairman NBEAC

Panelists: Mr. Moazam Shahbaz, CEO, Naqeebz; Dr. Faheemul Islam, Rector, GIFT University; Dr. Zahoor Hassan Syed, Professor Emeritus, LUMS.

Mr. Shahbaz noted that a survey he had personally undertaken in 2018 showed that 70 percent of employers were unsatisfied with the quality of the graduates they were seeing. Among issues identified in the survey were the mismatch of GPAs with job interview performance, the lack of soft skills, and the lack of a positive can-do attitude. He also emphasized the need to understand the local business context, as illustrated by his own recent co-publication of a book with a well-known international marketing expert which contained, for the first time ever, sixteen Pakistani business case studies.

Dr. Faheem acknowledged that certain policy and governance issues had hindered the pursuit of quality in Pakistan. Nevertheless, he thought that good teaching and relevant programs could go a long way towards improving graduate quality. In particular, he thought that the MBA Executive Program, in which prior business experience was necessary for enrolment, provided a bridge between business schools and industry, between theory and experience, that should be expanded.

Dr. Zahoor added three perspectives to the discussion. First, he noted that there is usually a big gap in perceptions of graduate quality between universities and employers. This gap appears in developed countries as well as in low-income countries. Second, he noted the difficulty in bringing about change and innovation in curricula because elite schools are complacent and lack motivation, mid-tier schools lack resources and lower tier schools typically do not have impact and prefer to run new programs using old pedagogical models. This could only be overcome by

working on the three 'R's: relevance, reach and respect. The first refers to linkages with industry matched by flexible curricula. The second refers to contacts with industry and the third refers to a mind-set which respects students, employees, and society as partners.

Panel B: Experiential Learning as A Way of Promoting Relevance

Moderator: Dr. Zaki Rashidi, Chairman, Faculty of Business Administration, IQRA University, Karachi

Panelists: Dr. Sumaira Rehman, Rector, Superior University, Lahore; Dr. Irfan Hyder, Vice Chancellor, Ziauddin University, Karachi; Mr. Danish Imtiaz, Senior Manager, CDC, Institute of Business Administration (IBA), Karachi; Mr. Zia ul Mustafa, President, Institute of Cost and Management Accountants of Pakistan (ICMAP).

Mr. Imtiaz noted that experiential learning at IBA was conducted primarily through corporate internships. These provided undergraduate students exposure to business environments at an early stage. Dr. Sumaira Rehman said that the model followed at Superior University comprised 3 years of college-based work followed by 1 year of placement in a business establishment. This enables students to become job ready.

Dr. Irfan Hyder emphasized the 'learning by doing' aspect of experiential learning, like case-based learning in law and medicine and project-based learning in engineering. He thought that such learning was not being provided at an optimal level because of the view among many faculty that education is best conducted through formal classes and exams. He called for business education to adopt a mix of classroom and apprenticeship-like practices instead.

Mr. Ziaul Mustafa said that experiential learning was an important part of professional education in his area, accountancy. This was arranged through professional certification bodies and not through higher education institutions. He thought that HEC could help in two ways, first, by creating ladders of equivalence across programs run by universities and certification bodies and second, by negotiating such equivalences across country borders.

Panel C: Collaboration Across Business Schools to Promote Impact

Moderator: Dr. Usman Ghani, Joint Director, Institute of Management Sciences, Peshawar.

Panelists: Dr. Shujaat Mubarak, Dean, Institute of Business Management, Karachi; Dr. Ali Imtiaz, Head of Research Center SIL, Bahria University, Islamabad; Dr. Hadi Hassan Khan, Chairperson & Associate Professor Department of Management Sciences, BUIITEMS, Quetta; Dr. Osama Nasim Mirza, HoD, Lahore Business School, University of Lahore.

All panelists recognized the potential benefits of collaboration among business schools. Dr. Osama noted that this had become easier because of advances in communications technology and the greater familiarity with such technology fostered during the Covid pandemic. Several panelists pointed to challenges as well. Dr. Shujaat Mubarak noted the heterogeneity among business schools that made it difficult for them to collaborate. Dr. Hadi Hassan highlighted the special disadvantages faced by schools in rural and remote areas. Dr. Osama noted the limited funding available at many schools for training. Several noted the lack of incentives for schools to collaborate.

Several ideas were put forward in the search for solutions. These can be classified in four groups: curricula sharing, training, exchange of information and incentives for collaboration. Several panelists thought that it should be relatively easy to share curricula, readings, and case studies. Others emphasized the need for arranging training sessions outside the bigger cities.

Some suggested that groups of schools hold periodic online meetings among themselves to discuss possibilities for collaboration on teaching, research and projects. It was noted that NBEAC could generate a stronger incentive for collaboration by giving more weight to this in its accreditation standards. There was some discussion as well about allowing students from disadvantaged locations and universities access to tier-1 business schools, possibly through summer programs. An immediate outcome of the discussion was that Dr. Zaki Rashidi, Chairman, Faculty of Business Administration, IQRA University Karachi volunteered to prepare a working paper proposing a mechanism for collaboration among business schools of the country.

Panel D: Enhancing Impact via Social Responsibility Programs

Moderator: Dr. Naveda Kichlew, Assoc. Prof., Univ. of Management Technology, Lahore

Panelists: Dr. Fazal Jawad Sayyed, Professor, LUMS; Dr. Asfia Obaid, HoD Management Sciences, NUST Business School; Dr. Niaz Bhutto, Professor, Sukkur IBA; Mr. Faisal Azeem, Managing Director, Pakistan Global University Systems.

Dr. Naveda opened by asking the panelists for their understanding of the concept of social responsibility in the context of higher education in Pakistan. In his remarks, Dr. Fazal noted that a commitment to address societal problems is not only a stakeholder demand but also a moral imperative for universities and colleges. This commitment needs to be stronger in a low income country like Pakistan whose social challenges are acute. Dr. Asfia noted that the Sustainable Development Goals of the UN provided a good framework for thinking about social responsibility. She felt that while Pakistani universities had started late they were making good progress in incorporating social responsibilities into their vision and strategies.

Dr. Niaz Bhutto concurred with this view and noted that Sukkur IBA had long been active in providing access to students from underprivileged areas and communities in Sind. Other panelists also referred to relevant initiatives taken by their institutions in recent years. In further remarks, panelists discussed how best to put social responsibility into the DNA of higher education institutions. Dr. Fazal emphasized the need for this to start with the governance system of individual institutions, winning top management around to this point of view. Dr. Asfia thought that schools needed to find ways to involve stakeholders in their social initiatives. Mr. Azeem highlighted the importance of incentivizing both students and faculty towards this end. The session concluded with some discussion of the importance of measuring the impact of social responsibility programs empirically. Panelists noted that this was rarely done, possibly because impact was difficult to measure, and no established metrics were available to guide those brave enough to embark on such a task.

Panel E: Emerging Topics for Business School Curricula

Moderator: Dr. Sadia Nadeem, Professor, FAST-NUCES Islamabad

Panelists: Dr. Khalid Riaz, Former Dean, COMSATS Islamabad; Dr. Shazia Akhtar, Professor, SZABIST Islamabad; Dr. Farooq-e-Azam Cheema, Provost, Karachi School of Business & Leadership (KSBL); Dr. Denis Boissin, Director Program, SKEMA Business School, France (virtual participation).

The moderator asked panelists for their views on topics of emerging importance to business education. Dr. Riaz noted that many such topics were related to the digital transformation that is happening all around. This requires business students to be familiar with the latest technological advances and their application to business. Dr. Akhtar built on this idea and noted that students must also know how to participate in an innovation culture. Dr. Cheema injected a note of

optimism by observing that Pakistani business schools had successfully integrated emerging disciplines in the past, such as human resource and supply chain management. Dr. Boissin endorsed these views but also drew attention to the emerging field of crisis management. He referred to climate change, climate refugees, global inequalities, and political tension around natural resources as reasons to expect crisis management to rise in importance. Students needed to be trained to tackle these issues in the future.

The discussion then segued to steps to be taken by business schools to develop the needed skills. Dr. Cheema noted that some steps were straightforward. Business curricula could emphasize more IT courses and include more Fintech in Finance courses and more digital marketing in Marketing courses. Dr. Boissin suggested that students would benefit from practical examples of how artificial intelligence and digital technology was changing specific areas of business. Dr. Akhtar emphasized the important role of having the business sector involved in updating and contextualizing curricula since it was at the leading edge of the ongoing change. She noted that a practical route to engaging industry is for schools to set up incubation centers. Dr. Riaz said that the image of data science should be decoupled from the idea of coding. This would help in wider adoption among business schools. Panelists thought that such changes could be integrated faster if top management was on board, if missions and strategies were changed to highlight the importance of the digital revolution, and if accreditation bodies modified their standards to incentivize such changes.

The moderator summarized the discussion as follows: A simple first step is to enrich existing curricula with courses related to the use of digital technology in business. These include but are not limited to data science and analytics, Fintech and digital marketing. Schools should plan to hire faculty in these areas. Other stakeholders should be pulled in as necessary: industry to work with schools to provide curriculum suggestions as well as internships; faculty to provide ideas to industry through research; school managers to approve resources for the needed changes; and HEC to flexibly accommodate fast changing curricular needs.

C. ACCREDITATION

Eligibility Screening Committee (ESC) Meetings

The Twelfth ESC meeting was held on October 12, 2021, to consider 09 cases. The outcomes were as follows:

- a) Four business schools met the relevant criteria for accreditation assessment visits.
- b) Two case was given a conditional go-ahead subject to the provision of additional documents.
- b) Three application was deferred.

The Thirteen ESC meeting was held on April 18, 2022, to consider 09 cases. The outcomes were as follows:

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

Accreditation Award Review Committee (AAC) Meetings

The 11th AAC meeting was held on September 21, 2021, to consider 5 cases. The following decisions were made:

- a) Accreditation Awarded = 03
- b) Deferred = 02

The 12th AAC meeting was held on February 14, 2022, to consider 5 cases. The following decisions were made:

- a) Accreditation Awarded = 03
- b) Deferred = 02

The 13th AAC meeting was held on May 16, 2022, to consider 3 cases. The following decisions were made:

- a) Accreditation Awarded = 02
- c) Deferred = 01

New Accreditations in 2021-22

Name of Business School	Programs	Type of Visit
1. Suleman Dawood School of Business, LUMS, Lahore.	1. BSc (Hons.) in Accounting and Finance, 2. BSc Hons) in Management Sciences 3. MBA	Reaccredited
2. Bahria Business School, Bahria University, Islamabad.	1. BBA 2. MBA	Reaccredited

3. FAST School of Management, Islamabad.	1. BBA 2. BS (Accounting and Finance) 3. MBA	Reaccredited
4. Foundation University Rawalpindi Campus.	1. BBA 2. MBA	Reaccredited
5. Department of Business Administration, ILMA University, Karachi.	1. BBA 2. MBA	Accredited after deferment
6. RIPHAH International University, Islamabad	1. BBA 2. MBA	Accredited after deferment
7. Sarhad University of Science & Information Technology, Peshawar University, Peshawar.	1. BBA 2. MBA	Accredited after deferment
8. Faculty of Business Administration, Muhammad Ali Jinnah University, Karachi (MAJU).	1. BBA 2. MBA	Accredited

Peer Review Visits

Sixteen peer review visits were completed during the year. In each case, a peer review team visited the applicant school and conducted the following: (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 2022

An online Peer Reviewer Discussion Forum was held in June 2022. This was the seventh in an annual series and featured around 45 peer reviewers as well as some academic managers, such as deans and heads of departments. Dr. Farrukh Iqbal, Chairman, NBEAC welcomed participants, noting that the purpose of the annual Forum is to get feedback from peer reviewers on their recent experiences with a view to improving the peer review and accreditation process

over time. He noted that NBEAC formally reviews its accreditation rubric every three to five years and the next review was likely to be done in 2023.

Among the main points raised by participants were the following:

- (a) The availability of senior management, preferably the Vice Chancellor or equivalent, is a must for the opening and closing sessions of accreditation visits.
- (b) It is important to hear from all stakeholders during the visit, including alumni groups.
- (c) The points-scoring session held at the end of the visit sometimes takes too much time. Chairpersons should be mindful of the need to organize these sessions efficiently.
- (d) The peer review report should have a section on the “Way Forward” containing suggestions for applicant programs to improve their scores over time.

Several points were also raised in relation to the standards laid down in the accreditation rubric. These include:

- (a) How to deal with cases where business programs are part of a larger multi-discipline university and do not have the same sort of autonomy that programs within business schools have.
- (b) How to get applicant schools to pay adequate attention to learning outcomes.
- (c) How to get schools to focus more on teaching quality and links with industry
- (d) How to assess financial management in cases where key documents, such as approved budgets or audits, are not available

D. TRAINING

ONLINE TRAINING- ACCREDITATION OF BUSINESS SCHOOLS: A STRATEGIC DRIVER TO ACHIEVE EXCELLENCE

Date: 2021-08-04 - 2021-08-05

Venue: Online - Zoom

An online training program on “*Accreditation of Business Schools: A Strategic Driver to Achieve Excellence*” delivered by Dr. Zaki Rashidi (Associate Dean, IQRA University, Karachi) and Dr. Hamid Hassan (Professor, FAST Lahore). The training content aimed to enable participants to get an in-depth understanding of the role and content of business school accreditation and motivate them to improve the quality of their programs. The event was attended by more than fifty 50 participants. It concluded with stories of how some business schools have used accreditation to motivate faculty and attract students.

ONLINE TRAINING- GENDER AND DIVERSITY IN HIGHER EDUCATION

Date: 2021-08-24 - 2021-08-2

Venue: Online – Zoom

This training program was conducted by Dr. Jawad Syed (Professor) and Dr. Faiza Ali (Associate Professor) from Lahore University of Management Sciences (LUMS). It aimed to provide participants with an understanding of stereotypes and unconscious bias based on gender and other dimensions of diversity; to develop sensitivity and awareness about gender issues, equality, and sexual harassment in higher education; to understand why institutions fail to eliminate harassment and instances where anti-harassment laws and policies are abused and last but not the least; to identify and suggest the possible way forward. Around 25 participants attended. The session concluded with group presentations on addressing gender, diversity, and harassment-related issues in higher education.

WEBINAR- CHALLENGES OF BUSINESS SCHOOLS

Date: 2021-09-15

Venue: Online Via Zoom

This webinar discussed the challenges business schools face to get NBEAC accreditation. It was led by Dr. Farrukh Iqbal, Dr. Zaki Rashidi and Dr. Hamid Hasan. It provided an opportunity for business schools to discuss the minor and major challenges usually faced by them to get NBEAC accreditation. Around 25 Deans, HOD's and senior faculty members from 20 different business schools participated in the webinar. The main purpose of conducting this seminar was to reach out to unaccredited schools to get a sense of their concerns about the accreditation process and provide information that may not be well understood.

TRAINING PROGRAM- CASE WRITING

Date: 2021-10-15

Venue: UMT Lahore

NBEAC conducted a training program on “Introduction to Case Writing” on Friday, 15th of October 2021 at the University of Management and Technology (UMT) Lahore. Around forty (40) participants attended the program. The training program started with the introduction of participants followed by an introduction to case writing and focused on advantages, prerequisites, and important steps required in writing a good case along with major challenges faced in the process of case writing. The topics were covered using local as well as international

examples of successful and unsuccessful case writing efforts taken so far by Dr. Ehsan ul Haque (Professor Emeritus) from LUMS.

TRAINING- ACCREDITATION AND RE-ACCREDITATION STRATEGIES

Date: 2021-10-28 - 2021-10-2

Venue: Online via Zoom

NBEAC conducted a training program on Accreditation and Reaccreditation strategies in collaboration with Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Islamabad. The training was designed to share an understanding of NBEAC accreditation's spirit and provide guidance on the accreditation process, emphasizing the nine performance areas that constitute the accreditation standards. The training attracted more than 40 participants and was sponsored by SZABIST Islamabad Campus, IBA Sukkur University, Innovative Research Universities (IRU), iQualify UK, Comsats University Islamabad and University of Lahore.

AACSB INFORMATION SESSION- ACCREDITATION FOR PAKISTANI BUSINESS SCHOOLS

Date: 2021-10-07

Venue: Online - Zoom

AACSB conducted an online seminar jointly with NBEAC on the 7th of October 2021. The seminar was organized in connection with the MOU signed between NBEAC & AACSB on collaboration on the 4th of February 2021. The session started with a welcome note from Dr. Farrukh Iqbal, Chairman of NBEAC followed by remarks from Caryn L. Beck-Dudley- President and CEO of AACSB. The session was well attended by around 85 participants from different universities across Pakistan with a potential interest in AACSB accreditation. Dr. Geoff Perry, Executive Vice President, AACSB, gave a detailed presentation about the benefits of AACSB membership. Ms. Amy Memon, Regional Head, South Asia, AACSB gave an overview of the process starting from Initial accreditation, mentoring, and award of accreditation and the continuous improvement process. Dr. Fazal Jawad Seyyed, who served as a Director of Accreditation at Suleman Dawood School of Business, Lahore University of Management Sciences shared his experiences and insights on leading his university's accreditation journey and responded to questions from the audience.

TRAINING- THE NUTS AND BOLTS OF PREPARING A STRATEGIC PLAN

Date: 2021-11-04

Venue: Online via Zoom and on location at University of Central Punjab

Training on the nuts and bolts of preparing a strategic plan was conducted by NBEAC spreading over three modules. The first module was conducted online via Zoom on the 9th of November 2021 and focused on the practical steps involved in preparing strategic plans. The second module was conducted physically in collaboration with the University of Central Punjab in Lahore on the 18th & 19th of November 2021 and focused on presentations from participants on the work done so far in their respective business schools, the identification and development of KPIs, their evaluation framework and areas for improvement. The third module was conducted on the 9th of December 2021 and focused on a review by the trainers of individual strategic plans submitted by participants. 39 participants from seven business schools participated. The training was sponsored by the University of Lahore, IBA Sukkur University, Innovative Research Universities (IRU), iQualify UK, and Comsats University Islamabad.

TRAINING- THE CONTINUING IMPORTANCE OF CASE STUDY TEACHING IN BUSINESS SCHOOLS

Date: 2021-0-14

Venue: Islamabad

On the 14th of March 2022, the training on “The Continuing Importance of Case Study Teaching in Business Schools” was conducted by NBEAC as a part of the annual deans and directors conference 2022 that was held at Marriott Hotel Islamabad. This training was specifically designed to meet the current requirements against the importance of the case study method of teaching across business schools. The training was conducted by one of the lead trainers Dr. Aamir Khan from the faculty of management sciences, Lahore School of Economics.

TRAINING- STRATEGIC PLANNING FOR BUSINESS SCHOOLS

Date: 2021-03-1

Venue: Islamabad

Dr. Zahoor Hassan Syed from LUMS and Dr. Faheem ul Islam from GIFT University Gujrat conducted the session on the most discussed and important topic that is “Strategic Planning for Business Schools”. This training was also part 9th annual deans and directors conference that was held on 14th & 15th March at Marriott hotel Islamabad. This particular training program is aimed at senior managers of business schools and seeks to enhance their understanding of strategic planning as a tool for achieving institutional goals and objectives over the long run.

TRAINING- FUTURE NEW DEANS

Date: 2021-03-15

Venue: Islamabad

The third and last training program of the 9th deans and directors conference was the “Future New Deans”. This particular training program is aimed at new or aspiring deans of business schools. During the session, Dr. Jawad Syed from LUMS focused on the skills that deans should ideally have along with the challenges they are likely to encounter during the course of their deanship and possible solutions for catering to those challenges and issues. The session was well attended by more than 40 deans and possible future deans.

TRAINING- EXPERIENTIAL LEARNING

Date: 2022-03-17- 2022-03-1

Venue: Islamabad

NBEAC successfully conducted a training program on experiential learning from the 17th to the 18th of March 2022 with the collaboration of IQRA University Islamabad.

The training was led by Dr. Amber Gul Rashid and Dr. Saima from IBA Karachi. It was designed to develop an understanding of experiential learning philosophy and appreciate the place of experiential techniques in one’s pedagogical portfolio. Around 20 senior managers and faculty attended the training session.

TRAINING-DEVELOPING A VIBRANT RESEARCH CULTURE

Date: 2022-05-24- 2022-05-25

Venue: Swat, Malakand KPK

This training program was conducted by Dr. Jawad Syed, Professor LUMS, and Dr. Waheed Ali Umrani, Associate Professor, IBA Karachi. It focused on the importance of faculty research for academic quality. The training was attended by around 30 participants including several senior administrators and faculty of business schools.

E. FINANCES

Below is a summary of the financial performance of NBEAC during FY22. As can be seen, revenues increased relative to the previous fiscal year as the disruptions related to the Covid pandemic ended and activities returned to normal. Expenses also increased to support the higher level of activity and the shift of the annual Deans and Directors Conference and some training events from virtual to physical mode.

Item	FY22 (Million PKR)	FY21 (Million PKR)
Income	29.0	18.17
Expenses	24.4	14.93
Surplus	4.62	3.24

ANNEXURES

Annex I: Management Council

S. No.	Name	Affiliation
1.	Dr. Farrukh Iqbal	Chairman NBEAC
2.	Dr. Naukhez Sarwar	Principal and Dean, National University of Science and Technology, Islamabad
3.	Dr. Zahoor Hassan Syed	Professor Emeritus, LUMS
4.	Dr. Abdul Raziq	Dean, Management Sciences, BUIITEMS
5.	Dr. Faheem Ghazanfar	Registrar, University of Kotli, AJK
6.	Dr. Sadia Nadeem	Professor, FAST School of Management, NUCES, Islamabad
7.	Dr. Farooq-e-Azam Cheema	Provost, Karachi School of Business and Leadership, Karachi
8.	Dr. Muhammad Mohsin Khan	Director, Institute of Management Sciences, Peshawar
9.	Dr. Syed Azhar Hussain Shah	Executive Vice President, National Bank of Pakistan
10.	Mr. Talib Karim Syed	President, AMDIP
11.	Mr. Nasir Shah	Director General, QAA, HEC
12.	Additional Secretary, Higher Education Department, KPK	<i>Ex-officio</i>
13.	Deputy Secretary, Higher Education Department, Baluchistan	<i>Ex-officio</i>
14.	Additional Secretary, Higher Education Department, Punjab	<i>Ex-officio</i>
15.	Additional Secretary (Planning, Development and Finance), Education & Literacy Department, Sindh	<i>Ex-officio</i>

Annex II: Committees

NBEAC Committee	Members
Finance and Planning Committee (2018-2022)	<ul style="list-style-type: none"> • Dr. Mohsin Khan • Dr. Farrukh Iqbal • Dr. Naukhez Sarwar • Mr. Ahtesham Ali Raja • Mr Asad Khan • Dr. Zahoor Hassan Syed
Consultative Committee (2018-2022)	<ul style="list-style-type: none"> • Dr. Naukhez Sarwar • Dr. Sadia Nadeem • Dr. Farooq-e-Azam Cheema
Human Resource Committee (2022-2025)	<ul style="list-style-type: none"> • Dr. Naukhez Sarwar • Dr. Farooq-e-Azam Cheema • Dr. Nadeem Ahmed • Mr. Adil Amin Kazi
Eligibility Screening Committee (2020-2023)	<ul style="list-style-type: none"> • Dr. Naukhez Sarwar • Dr. Zahoor Hassan Syed • Dr. Syed Irfan Hyder • Dr. Naveda Kitchlew • Dr. Christophe Terrasse • Dr. Sadia Nadeem • Dr. Imran Wazir • Mr. Mohsin Nishat
Rubric Review Committee (2023-2024)	<ul style="list-style-type: none"> • Dr. Farrukh Iqbal • Dr. Farooq-e-Azam Cheema, Provost, KSBL • Dr. Sadia Nadeem, Professor, FAST_NU, Islamabad • Dr. Asfia Obaid, HoD, NUST Business School • Dr. Abdul Rehman, Dean, Islamic International University, Islamabad • Dr. Usman Ghani, Joint Director, IMSciences, Peshawar • Dr. Abdul Raziq, Registrar, BUIITEMS, Quetta
Committee for Nominating Council Members (2021-2024)	<ul style="list-style-type: none"> • Dr. Farrukh Iqbal • Dr. Naukhez Sarwar • Dr. Farooq-e-Azam Cheema • Dr. Jawad Syed
Strategic Planning and Development Committee (2019-2024)	<ul style="list-style-type: none"> • Dr. Farrukh Iqbal • Dr. Jawad Syed • Dr. Farooq-e-Azam Cheema • Dr. Naukhez Sarwar
Accreditation Award Committee (2020-2023)	<ul style="list-style-type: none"> • Dr. Zaki Rashidi • Dr. Shaukat Brah • Dr. Rasheed Kausar • Dr. Muhammad Mohsin Khan

	<ul style="list-style-type: none">• Dr. Farooq-e-Azam Cheema• Dr. Asfia Obaid• Mr. Mohsin Nishat
Training & Development Committee (2018-2023)	<ul style="list-style-type: none">• Dr. Farrukh Iqbal• Dr. Shaukat Brah• Dr. Naveda Kitchlew• Dr. Kumail Abbas Rizvi• Dr. Zaki Rashidi, Professor• Dr. Amber Gul Rashid

Annex III: 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